



# EYFS profile exemplification for the level of learning and development expected at the end of the EYFS

## Expressive arts and design

### ELG16 – Exploring and using media and materials

**Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.**

## **Exemplification of expected descriptors**

This document demonstrates national standards for one of the 17 early years foundation stage (EYFS) profile early learning goals (ELGs). It shows the level of learning and development expected at the end of the EYFS.

The collection of evidence in this document illustrates the 'expected' descriptor. No one piece of evidence meets the ELG as a standalone item; together they illustrate the pitch and breadth of a particular 'expected' level of learning and development.

This document illustrates how information can be gathered to support EYFS profile judgements using a variety of evidence and forms of presentation. However there is no prescribed method of gathering evidence, nor any expectation that it should be recorded as shown in this document. The exemplification is not intended to be an exhaustive list for schools to follow.

The examples in this collection include 'one off' observations, samples of children's work, photographs and contributions from parents. Many methods of recording a child's attainment are not included in this exemplification for practical reasons (for example video recordings). Practitioners will also build up a significant professional knowledge of each child which will not be recorded but which must be considered when EYFS profile judgements are made.

When completing an EYFS profile, practitioners should make a best-fit judgement for each ELG. Practitioners must consider the entirety of each ELG, taking an holistic view of the descriptor in order to create the most accurate picture of the child's overall embedded learning. Sections of each descriptor must not be seen in isolation.

Exemplification material should always be viewed in the context of a specific aspect of learning in order to retain an accurate focus. However, practitioners should be aware that a child's learning and development are not compartmentalised. Focusing on one aspect of learning will shed light on several other related areas.

The information in this document should not be regarded as either exclusive or inclusive of any child, no matter what their background or family circumstances. It is intended to be used without bias, preference or discrimination and schools and practitioners must ensure that they operate within all aspects of the statutory EYFS framework.

During a music session Daniel asked to use the drum with a beater. He copied the modelled example and hit the drum slowly and loudly. He then said he knew that he could make the drum make a different sound. He then beat it quickly and lightly to make a new sound.

Tyler found a short grey plastic stick in the creative area. He picked it up and held it in his hand and said to the adult that it reminded him of the microphones they had in the role play area. He then found some paper and scrunched it up to make a ball shape. He then asked an adult to help him stick the paper to the stick. He knew that glue wouldn't work and asked the adult to find some of the really sticky tape they sometimes used. He then used his microphone to sing some songs into.

Ruby and Hannah were excited by being outside on a windy day. They asked the adults to fetch the box of ribbons from the shed. They stood on the steps and pretended that it was a stage. They made up some movements using the ribbons and cheer leader pom poms. They did the same movements and in time with each other.

#### **Observation**

Ruby is on "the stage" in the classroom singing with the microphone with two other children. She starts to sing "The Wheels on the bus" and the other children play along, one with a tambourine, the other with the xylophone. She stops singing to help the two other children play along in time, and then she starts up again. Ruby sings one verse in her usual singing voice, then the next verse with a very high pitch, and a final verse in a very low pitch."

Ruby's mum says that she loves the X-Factor. She sings her favourite X-Factor songs at home.

Ruby puts some music on the CD player and dances to the rhythm of the music on the classroom stage, using a scarf as prop. She dances with the scarf wrapped round her, and then takes it off, puts it down, and picks up a silky scarf which she wafts around her as she dances.

Ruby has been observed using the following materials and tools in the creative workshop area:

- Dough: cutters and the garlic press
- Woodwork: hammer, nails, screws, screwdriver
- Painting: powder paints, ready-mix paints, bubble painting, string painting. Ruby has mixed her own colours.
- Printing: a range of natural materials
- Joining: nails, screws, PVA glue, glue stick, weaving.

<b>Expressive arts, designing and making</b>
Elliot was experimenting with the musical instruments. "When I bang these together they make a crash."
Elliot worked with a friend and made a transformer laser. Then they used the instruments to make some laser music.
Giacomo showed TA how to use lots of instruments to make different noises. "You hit the different notes. You have to hit slowly and gently to make it quiet."



Saskia chose the colour she wanted to create her painting. She selected black paper from the paper available and used 2 brushes at the same time. She said it was like the 'spiky dance' we did in the hall!



Keira has worked with her sister and a Year 2 boy to make this octopus and grass. Keira was given the job of sellotaping each blade of grass to the picture! She can use the sellotape dispenser with great success! She cut the paper to make the horizontal joins for each individual piece.

During the 'dads to school day' L. E. and their dad investigated whether they could make different shaped bubbles.

Chloe and Izzy are at the music table. I is using a wood block as a microphone and the other is using the castanets to tap in time to the song. I and D join in and they organise themselves. D asks "What can I use", he selects a triangle. They sing together and use the instruments carefully - using the songs they have learned for their phonics. D sings "Twinkle, twinkle chocolate bar" after they have chosen bells to go with the song. Desmond makes up lyrics with the girls' names, which makes them all laugh. D selects the spoons and explores the different sounds they make.

Zoe  
Working in the creative area she is selecting resources and spends time feeling them and experimenting on how to fix them to a piece of paper. She uses a glue stick to enable her to fix wood shavings onto the paper.  
She selects black paper and a white chalk and draws her mum with careful strokes.  
She sees another child has made a fan and carefully folds a piece of paper to make her own. She selects tape and scissors from the resource area and carefully cuts a small piece of tape which she folds around the end to secure it. She is pleased with the result. "My fan". She then selects some blue paper and cuts a small shape which she matches carefully to the 'handle'. She matches the cut paper to the side to check it fits. She chooses different colours and cuts shapes which she adapts until she is happy with them.  
She explains that "this bit sticks it" and demonstrates how she uses the green shape to hold the fan shut.

## Context

During child initiated activities Thomas regularly spends time in the workshop area of the classroom. He can confidently use scissors, glue sticks, paintbrushes and rollers and can use a wide variety of joining materials for a specific purpose. Throughout the year his creations have become more imaginative and he enjoys experimenting with different materials and textures to give a desired effect.

Thomas knows a variety of nursery rhymes and simple songs and always joins in when the whole class is singing. During child initiated activities Thomas can often be observed singing to himself. He is able to adapt songs and change the words within his songs, often to the amusement of others!

Throughout the year Thomas has enjoyed exploring the different sounds instruments can make, especially when playing with his peers. Thomas understands language such as loud, quiet, fast and slow and is able to use this when playing with the instruments.

## **Observation**

After a class input on Dawili Thomas made a Diva lamp. He confidently modelled the clay into a pot shape using his fingers. He then took a paint brush and used the pointed end to make circle shapes on the sides of his lamp.

## **Observation**

Thomas spent a long time creating this tool belt. He could describe the function of each piece. He used different techniques, treading, rolling, gluing and sellotaping the pieces together. He collected all the resources he needed by himself and worked with concentration and perseverance until the task was complete. He was very proud of his achievement.



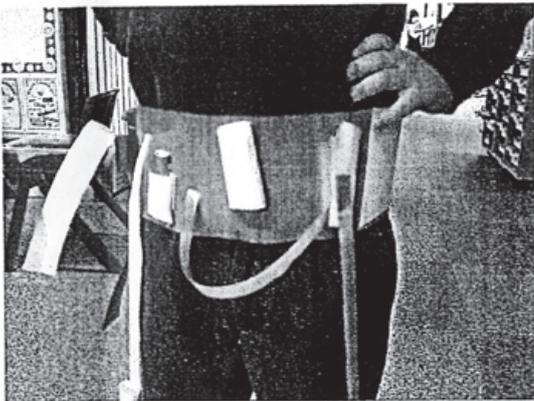
## **Observation**

**Whilst painting Thomas was able to mix his own paints knowing that yellow and red made orange and that blue and red made purple.**

## Home School Links

### Observation

Thomas was using the wooden spoons out of the music making box. He explored the different sounds the spoons make as he hit different surfaces around the playground. He then found the pans and trays and made his own music station.



**Name:** Thomas

### **What am I good at when I am at School**

- \* I like playing in the workshop area, using the scissors, glue sticks, split pins, paperclips, pencils and boxes to make pictures and models.
- \* I like singing at group time with Mrs Davis.

### **What am I good at when I am at home**

- \* At home I like playing with my work bench. Dad helps me to cut the wood with the saw and hammer the nails. I like it when mum lets me paint my models.

### **Three things my parents say I am good at...**

- \* Using tools... scissors, hammer, saw, vice, different sized paint brushes.
- \* Sing and dancing with his sister when playing on Just Dance on the Wii.
- \* Singing songs with his mummy and changing the words

### **Something me and my family think I would really like to learn more about at school...**

- painting and mixing colours

### Observation

Whilst playing with train track Thomas sang to himself ...” They’re two, they’re four, they’re six, they’re eight, shunting trucks and hauling freight red and green and brown and blue they’re the really useful crew....” Thomas was confident with the song and repeated it several times whilst joining the train tracks together and moving the trains on the railway line.



<b>Name:</b> A G R	<b>Date:</b>
<b>Observation and context:</b> In the Cinderella role play area, and all were dressed up. A was pretending to be Cinderella and was sweeping the floor with the brush. G was pretending to be a step sister. "Do my dinner!" G demanded. "Please can I go to the ball?" A pleaded. "No you can't." G answered. "Turn Cinderella into a nice dress" R said as she pretended to wave a wand at A. "Pass some more food!" G said. "No you have to eat what I have given you" replied A.	
<b>Child initiated</b>	

<b>Name:</b> A	<b>Date:</b>
<b>Observation and context:</b> In the workshop making a model of a phone. "I've put the batteries in there" A said as he stuck an extra part on.	
<b>Child/adult initiated</b> "Look at my phone" A said as he put it to his ear. "Look at the batteries" he continued. A talked through his actions as he worked.	



A spent 15 mins working in the workshop. He was proud of his model, and explained, "it's an electric phone I put the batteries in (indicating a space). "That's the pen, I can press the buttons with it." A had used masking tape to fix the pieces together and drawn a grid for the front of the phone. There was a 'pen' attached with a ribbon to the phone.

## Parent page

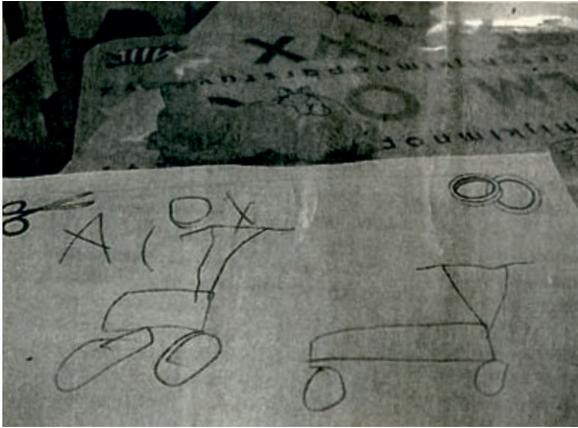
A has really settled down this term. He is sleeping better and I think this has helped him concentrate more at school.

For Xmas he got a big box of lego for children aged 5+. He has surprised us with the complicated structures he has constructed.

He often talks about numbers and likes to play around with adding and subtracting imagined or real objects.

He loves to sing and make up his own rhymes. A's imaginary play has blossomed; he can construct entertaining scenarios using soft toys or toy cars/construction toys. He has made lots of friends this term and talks fondly of Z, L and M.

We really value comments about your child's learning both at school and at home and are grateful for your contributions. Many thanks.



Name:

A

Date:

### Observation and context:

"I'm going to design a scooter."

A drew 2 scooters.

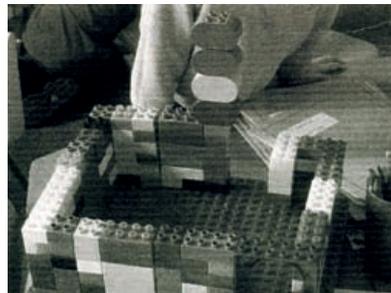
"I've made a big design and a little design."

"I've got a great idea how to make the wheels." He rolled some playdough in his hands to make a ball. A went on to make a scooter with 2 wheels, handlebars and a platform.

"It needs 3 wheels because that bit is flat on the ground" he said as he added a wheel to support the platform.

"Now I've designed a skateboard as well."

Child/adult initiated



## A 'Wow' star from home



A is making some amazing models at home. He is inventing things that have a purpose, like, special containers for his craft

materials. He is also learning to put away his craft materials in his own special cupboard.

<b>Name:</b> A	<b>Date:</b>
<b>Observation and context:</b> A really enjoyed the clay work this afternoon. She was completely absorbed and smiled for much of the time. She worked with the clay for at least 20 mins smoothing the surface which she wet repeatedly. She was happy to share a lump with Toby and enjoyed, squashing and squeezing the clay into different shapes enjoying the tactile experience.	
<b>Child initiated activity</b>	



A chose to work at the computer. She drew a butterfly using 'Primary Paint'. Well done! You have tried really hard to make both sides the same!!

### Parent page

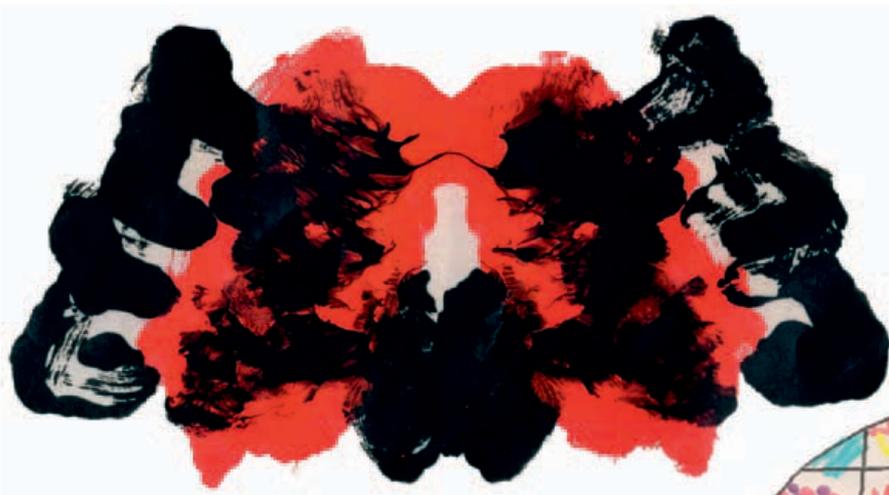
*A has settled really well at school. She comes home singing new songs and talking about new friends. She is enjoying all the play, arts and fun of the class R. Thank you for settling her so well!*



A often chooses to work in the malleable area and loves the playdough. She can competently roll out dough, use cutters efficiently and a variety of tools on hand, eg. sticks, extruders etc. Here she has used her fingers to press out the butterfly wings. Then rolled the blue playdough to form 6 legs. "Those are the legs, those are the antennae and that's the tail", she said pointing to each part.

A will often choose to paint and regularly uses both the ready mixed paint on the easel, or the colour mixing table. She selected her paper and mixed the colours she wanted in the palette. When she had finished she took her brush and palette to the sink and washed them up competently before putting them out again for the next child to use.

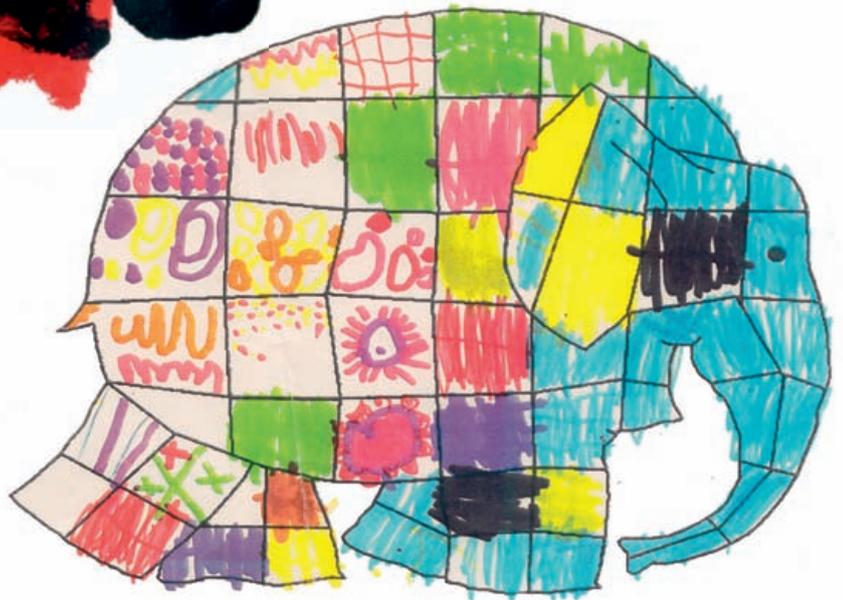




A beautiful symmetrical ladybird.

A played "That loud?" ch - "Yes that's how loud I want it. Just that pink one pointing to the xylophone". She then accompanied A on the wooden block. A played along the scale hitting each note and then pulled the beater along all the notes and then repeated. They were happy for other children to then come and join them.

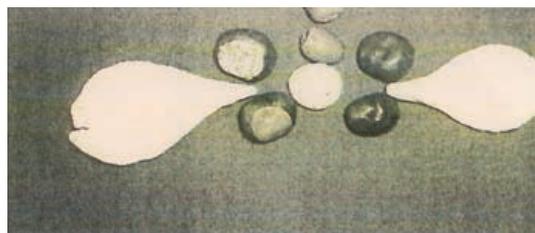
**Child initiated**



A chose to work in the mark making area and was absorbed in colouring and patterned squares on her Elmer for at least 20 mins. She could describe the different patterns she had used. Having patterned about half the squares she then coloured in the remainder.



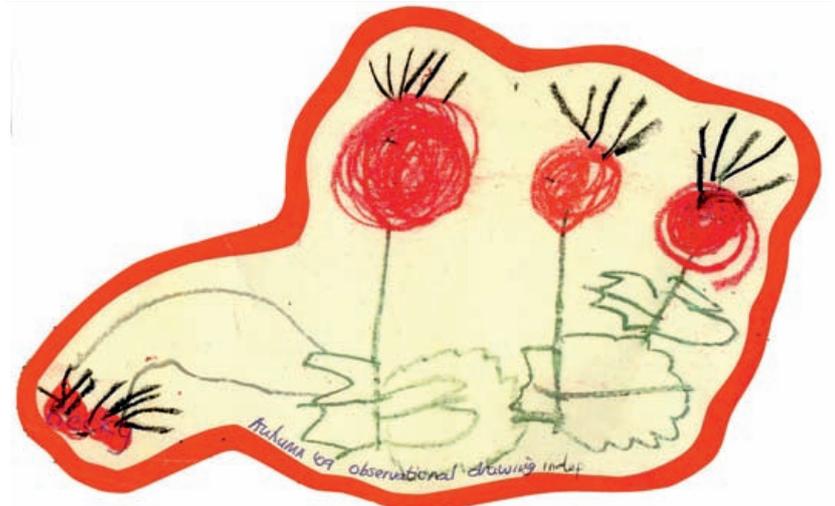
Making stripes for the wasps. Carefully rolling tiny pieces of playdough



**An Autumn pattern**

"I've made a buzzy bee. Look it's got a shell head and those cute wings."

<b>Name:</b> A	<b>Date:</b>
<b>Observation and context:</b> A really enjoys our singing lessons and is becoming increasingly confident to join in. This afternoon she was happy to be one of a small group of children performing the actions in front of the key stage. She knew all the words and used the whole range of accompanying actions. Later in the day she was singing all of the songs with a group of friends in the classroom at the playdough table.	
<b>Adult directed</b>	



I watched from afar. This was about 40 mins of exploration and investigation



*Outdoor area exploration and investigation of resources and natural materials.*



*40 minutes concentration and application.*



Children making swirling patterns using 'white paint'. The children wanted to add glitter and snowflakes to make it like 'frosty' from the story.

Some children were exploring the digging area and Grace<sup>s</sup> mentioned it squelched like the mud from 'The Bear hunt'. The class teacher encouraged making 'mud' and the children investigated how to do this.

'I'm stuck Mrs. Clarke, said Grace, the mud has glued my nellys!'

The children explored feeling the mud with their feet and with their hands. They made hand prints on the fence and scrap paper on the floor! This investigation was on the back of exploring the book 'The Bear hunt'.



## Poppy's music – A learning story



Poppy and Julia chose to play the chime bars together. When Poppy became aware that I was listening, she said; "it sounds like the bells at church". I told Poppy that the bells called people to church on a Sunday morning and Poppy replied; "that's what happened in Cinderella. The church bells woke her up". Poppy played both the F and G# chime bars, hitting both of them gently to make a tune. I got some more chime bars out of the box for Poppy and she hit them gently in turn to make a tune. She seemed pleased with the tune she was making. Poppy told me how her brother Harry makes tunes; "not with instruments but with his mouth". She later said; "that one (C#) sounds like the end of a song!" – it was the last chime bar in her row. Julia listened to the tune that Poppy was playing and said; "that makes a nice song".

Poppy asked Julia; "do you want to make my tune bigger?" They added more chime bars to the row and played together, making the tune longer. Poppy said; "if we practice more we'll be really good at instruments".

Poppy continued to play the chime bars by herself and made spontaneous comments such as; "that's not a very nice sound" (when she accidentally put her finger on the chime bar as she hit it with the beater) and; "I've found an 'E' one!" She asked me to; "come and look at this!" and played me a tune of quick notes that went across all of the assembled chime bars.

Cameron joined Poppy and initially played the tambour with the beaters. He then joined Poppy in playing the chime bars. When Cameron played the chime bars loudly, Poppy said; "You have to do a quiet tune!" Cameron replied; "I'll do a really loud one!" and hit the chime bars hard. As Cameron played the chime bars, Poppy began to play the tambourine with a beater, saying; "I've added the tambourine to it [Cameron's tune]".

Later, Poppy played maracas whilst Cameron played the chime bars and a maraca. When Cameron left, Poppy played both maracas (one in each hand) and shook them gently, swaying from side to side as she played. Poppy said; "I'm really good at instruments!" She then played a maraca and the tambourine together, keeping a steady beat as she played them. She was keen to see how many instruments she could play at one time and said; "I'm going to play three... then four!" Poppy shook the bells and the tambourine with one hand and used the maraca as a beater on the skin of the tambourine with the other hand. As she did so she said; "the drumming helps the maraca bits to move".

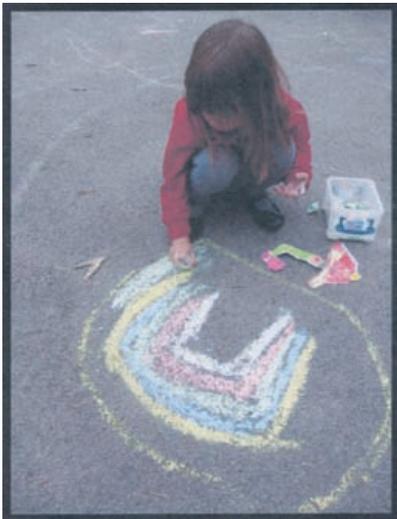
At 10:15 Poppy said; "I'm really tired!" and stopped playing with the instruments. She had been playing for nearly one hour!



Julia chose to make a clay butterfly and spent an afternoon making it. She was keen to paint it and once it was dry painted the front and sides very carefully, checking that she had not left any parts of her model unpainted (child initiated).



Ella chose to use the marker pens and filled a piece of A3 paper with patches of colour



Julia created a rainbow with the chalks on the Reception playground. Child initiated

Will made up his own song to the tune of 'I Hear Thunder'.

"Father Christmas, Father Christmas;

With the toys, with the toys;

For me and all the children, for me and all the children;

Yes he did, yes he did".

Harriet, Euan, Jaden, Louis, Poppy and Thomas took the toy snake for a walk. Harriet held the head and as they walked around the classroom she said; "who wants to ride Mr Snake? The children also sang; "I like to ride Mr Snake... it's not very far". Harriet also made up another song for the snake; "say 'goodbye' to the pictures, say 'hello' to the Lego, say 'hello' to the pictures" as they moved around (child initiated).

After a heavy rainfall at lunchtime, children were inspired by their puddle splashing to represent raindrops.



At the weekend, S went to a bonfire celebration.

On Monday, she confidently accesses a range of materials exploring the texture and colour of each. S investigated the properties of materials by layering, scrunching, twisting and folding them.



A spent a long time experimenting with the contrasting textures found in the variety of natural materials.

'I love the smooth shiny conkers' she told the practitioner.



J looked very closely at the leaves outside and used 'Fresco' (art software) to re-create his experience

"this is soft like the petals"  
child's voice

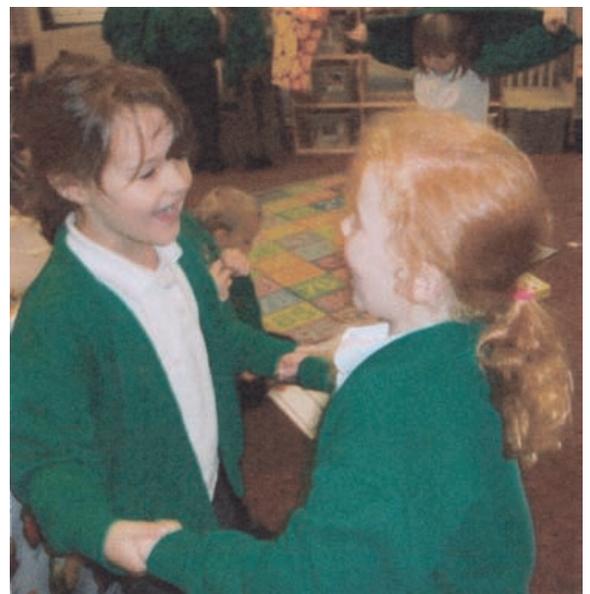


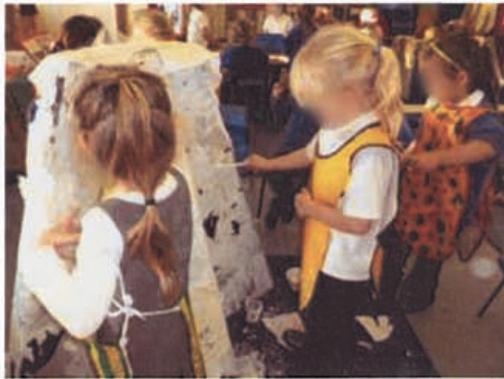
He selected resources from 'junk' to make skis. He realised that the skis needed to be attached to his feet, so he punched holes in the top, so he could place his feet inside the boxes to move the skis

*Hannah uses a variety of materials, tools and techniques to construct a beautiful butterfly. She goes on to paint, use oil pastels, chalk pastels and inks to create more butterflies. She explores the patterning of symmetry and the properties of paper to make her butterflies fly in the garden.*

*Hannah and her friends make up their own songs, make music and dance as they explore the notion of the beautiful butterfly.*

*Hannah, Aleah and Molly use existing stories and songs as a framework and experiment with ways of changing them.*





To make a snowman for a whole school Christmas display a group of children cover several large boxes with white paint. One of them comments that the paint doesn't stay on the box very well. They decide that they need to cover it with something else as well. Between them they request that the adult goes to the art cupboard to find the ' lovely smooth, silky, sparkly material' that they had seen before during a session on wedding celebrations. They also requested some cotton wool and some tissue paper.

Sosan used a long cylinder that has been discarded from the junk modelling area and begins to experiment making sounds down the tube. She is delighted with what she hears and then begins to hum a song that the children have been learning in class.

After watching a session on the IWB about the Northern lights Ben went to the creative area and found some coloured tissue paper. He then proceeded to tear it in to long strips because the images had been long and thin. He selected a light green colour and then commented that he liked the way it changed colour when it was stuck on to the blue paper. Lastly he added a purple strip as there had been a very vivid purple image on the screen

Poppy and Hannah link hands during a session where a surprise party has been given to an adult. They make up a short dance by moving around in a circle one way and then back again. They finish their routine by stopping and holding their hands together up high.



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