

Glossary – Expressive Arts and Design

Action drawing - *Action drawing refers to the early graphic marks made by young children that are tied directly to physical, bodily movement rather than a finished visual depiction. It is an extension of motor-sensory play and cognitive experimentation*

Artefacts – *this refers to touchable, open-ended materials or objects that are provided to stimulate creativity (such as natural objects, recycled materials or fabrics)*

Blending - *a technique of combining two or more colours/textures to create a smooth gradual transition, without hard lines*

Collage – *is an artistic technique whereby different materials, such as paper, photographs, found objects, beads etc, are arranged, glued and layered to form a new artwork. The term comes from the French word **coller**, which means "to glue" or "to stick together"*

Colour-mixing – *the process of combining two or more colours to create new shades of colour*

2D (two-dimensional) and 3D (three-dimensional) – *2D art and design is created on a flat surface. 2D includes drawing with pastels or charcoal or designing with flat shapes on a flat plane, such as a lightbox. 3D art and design occupies space – and has depth, length and width. It includes sculpture, modelling, building and constructing. It might involve making figures with clay or playdough, modelling with straws or building with blocks and loose parts*

Enquiries – *this refers to a child's open-ended exploration of materials, ideas and concepts. Child-led, it encourages investigation, creative thinking, discovery and expression*

Improvise – *to invent, compose or perform something in the moment, without prior planning or preparation*

Meaning-making - *Meaning-making in social semiotics, particularly for young children, is defined as the active, agentive, and multimodal process through which children design signs to express their understanding of the world, construct identities, and*

communicate with others within specific social and cultural contexts. Examples include drawing, gesture, movement, gaze and speech

Mirroring – imitating a child's actions or movements, gestures or expressions to build empathy and communication

Movement play – *child-led physical activity where children use their whole body to explore, communicate and make sense of the world*

Multi-modality - *young children's multimodality is the natural ability to communicate, learn, and express ideas using a combination of different senses and methods. Instead of relying only on words, children seamlessly combine speech, gestures, facial expressions, body movements, drawings, and play to understand and share meaning with the world.*

Whilst their learning is **holistic**, in order to understand this idea clearly, it can be broken down into specific communication "modes" or channels. The core modes of **multimodality** are:

- Linguistic: Spoken language and storytelling
- Visual: Drawings, paintings, colours, and the use of digital or print images
- Gestural: Body language, eye contact, pointing, and facial expressions
- Spatial: The arrangement of objects, toys, or positioning within a physical area
- Kinaesthetic: Learning and communicating through physical movement and touch

Multi-modality recognizes that every child has a **unique voice** long before they can read or write fluently.

Narrative - *narrative refers to a child's ability to create, comprehend, and recount stories or events. When applied to **art and design**, it means using creative activities to represent experiences, invent storylines, and communicate ideas visually and physically*

Open-ended props or resources – *are objects or materials that can be used in multiple ways. They do not have a predefined purpose or outcome. These sorts of materials encourage children's creativity, problem-solving and imagination. A cardboard box is open-ended - it can be a car, a spaceship or a box to hide teddy in! A jigsaw puzzle has a pre-defined use, and is not open-ended.*

Properties (of media or materials) – *this is the physical characteristics of media or materials, such as the texture, thickness or reflectivity. Children learn about these qualities through hands-on, sensory exploration. Adults can support this through sensitive questions or comments, drawing children’s attention to different qualities*

Pulse/beat - *like a heartbeat, a steady beat underlying the music*

Representation – *is the process whereby children use a range of materials, lines or movements to symbolize their thinking, ideas, feelings and experiences. It is closely linked to ‘multi-modality’. Representation is about ‘WHAT’ children are communicating (the ideas, thinking, experiences), and multi-modality is about ‘HOW’ children communicate these ideas (the tools, senses and mediums)*

Rhythm - *pattern of sounds*

Vocalisation – *using voice sounds such as vowel-like, non-syllabic sounds (e.g. “aaaaah”, “ee”, “oo”) and simple syllable sounds (e.g. “da, da”).*