

<b>Policy:</b>	<b>EXPRESSIVE ARTS AND DESIGN</b>
<b>Reviewed:</b>	January 2017
<b>Next Review:</b>	Three years, or as legislation may require
<b>Responsibility:</b>	Nursery School Teacher
<b>Category:</b>	Curriculum Policies

*Involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play and design and technology.*

**(Statutory Framework for the Early Years Foundation Stage Foundation Stage, Pg 5)**

## ■ Introduction

Being creative enables children to make connections between one area of learning and another and so extend their understanding. This area of learning includes:

- Exploring and using media and materials
- Being imaginative

Being creative means a variety of things to children:

- Taking risks and making connections and is strongly linked to play.
- Creativity emerges as children become absorbed in action and explorations of their own ideas. They may express these through movement, making and transforming things and using a variety of media and materials which may include crayons, paints, scissors, words, sounds, movement, props and make-believe.
- It involves children initiating their own learning and making choices and decisions.
- Children respond differently to what they see, hear and experience. They respond through their senses, and the way they represent their experiences is unique and valuable.
- Being creative enables babies and children to explore many processes, media and materials.

*'Through dance, music, drama, imaginative play, 2D and 3D representation, children are offered unlimited possibilities, each offering something worthwhile and unique. It means that children can 'conserve' events, situations and objects by many means'. (Tina Bruce)*

## ■ Centre Aims

The centre aim is to give all children the best opportunities for effective development and learning in Expressive Arts and Design through:

- Developing their full potential through the experiences offered.
- Improving their capacity for thought, problem solving, attention and communication.
- Nurturing feelings and emotions.
- Extending physical and perceptual skills.

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- Exploring values.
- Deepening understanding of their own and other cultures.
- Thinking of creative solutions to problems in areas of mathematics, science, geography and technology, e.g. How to join two materials together or how to find out how tall something is.

### ■ **Effective learning**

Children's creativity develops most productively within a rich learning environment supported by interventions of sensitive and responsive adults.

- **Children having time to explore and experiment with ideas, materials and activities.** Children will learn to respond, explore, express, communicate their ideas and use their imagination when they have sufficient time to explore and research their ideas, imitate what they see, experiment with ideas and bring their own ideas to the process. Children need to spend some time with adults who are themselves creative. They will learn effectively when they encounter experiences and resources that stimulate their curiosity and when given opportunities to put together and take apart ideas, materials and experiences. The creative process is not always instant, so children need support in taking the time necessary to work at their ideas and to finish their work.
- **Children feeling secure to try new experiences and ways of doing things.** Children need to feel safe enough to take risks, make mistakes and be adventurous in their creative pursuits. Giving them help in tolerating uncertainty and discarding ideas that are not useful will support this. If children are to have the confidence to try innovative ideas, they must be given time to work at their own pace.
- **Children learning through all of their senses.** Expressive Arts and Design requires children to learn to express with all of their senses. To achieve this, they need to investigate and communicate new ideas across the different areas of Expressive Arts and Design. For example, they need to be given the opportunities to explore the ways in which, through dance and physical activities, we can 'think' with our bodies.

### ■ **Effective teaching in this area**

All areas of Expressive Arts and Design can be implemented effectively through the themes of the EYFS, with support and guidance from teachers, team leaders, practitioners and parents.

### ■ **Positive Relationships:**

Through paying attention to this theme we can:

- Ensure that the environment allows children to feel secure enough to 'have a go', to learn new things and to be adventurous.

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- Value what children can do and their own ideas, rather than expecting them to 'reproduce' someone else's picture, dance or model.
- Give children opportunities to work alongside artists and other creative adults. This will allow them to see first-hand different ways of expressing and communicating ideas and different responses to media and materials.
- Accommodate children's specific religious or cultural beliefs – this will include relating to particular forms of art or methods of representation.

#### ■ **Enabling Environments:**

Through this theme we can promote and develop the skills, knowledge and experiences of Expressive Arts and Design by:

- Providing a stimulating environment in which creativity, originality and expressiveness are valued.
- Providing resources from a variety of cultures to stimulate new ideas and different ways of thinking.
- Offering opportunities for children with visual impairment to access and have physical contact with artefacts, materials, spaces and movements.
- Providing opportunities for children with hearing impairment to experience sound through physical contact with instruments and other sources of sound.
- Encouraging those children who cannot communicate through voice to respond to music in different ways, such as gestures.

#### ■ **Learning and Development:**

Through this theme we can use children's knowledge, interests, skills and current understanding to plan for their next steps by:

- Presenting a wide range of experiences and activities, that allow children to respond using many of their senses.
- Allowing sufficient time for children to explore and develop ideas and finish working through these ideas.
- Creating opportunities that allow children to express their ideas through a wide range of representation.

#### ■ **Monitoring and Evaluation**

The methods of monitoring and evaluating the teaching and learning in the area of Expressive Arts and Design include:

- Planning reviewed termly by the Expressive Arts and Design Coordinator.
- Assessment sheets completed on an ongoing basis and reviewed regularly by Team Leaders and Teachers.
- Data analysed each term by the teachers and information passed to the Senior Management Team.

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- Observations and Learning Journeys reviewed regularly by Team Leaders and Teachers.
- Photographs and examples of children's creative work displayed in each service.

## ■ Planning

Expressive Arts and Design encompasses a wide range of knowledge and skills that are of great importance to children and that allow them to become creative and active learners. It is vital that practitioners, team leaders and teachers embed these in their planning, allowing children free access to create, design and experiment using a range of creative media.

### Long Term planning

The long term plan ensures coverage of all areas of learning throughout the year. This may be changed throughout the year dependent on children's interest and needs.

### Medium Term Planning

Using the Early Years Foundation Stage, long term plan, observation and assessment data, teachers and team leaders choose appropriate Development Matters statements for the half-term.

### Short Term Planning

Learning experiences are planned for each week, based on the observed needs and interests of the children. These are designed to build upon and extend children's knowledge, understanding and skills in this area and promote positive attitudes to learning.

## ■ Observation and Assessment

Observations may take different forms:

- A practitioner may note a child's interest in a specific activity or resource.
- Observations may be made during an adult-led or focused activity.
- Parents are encouraged to share their own observations and assessments of their child's progress.

Both formative and summative assessments are made:

- Formative assessments through ongoing observation.
- Summative assessments shared with parents at age two and at the end of the nursery school year.

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Achievements and progress will be noted on the Expressive Arts and Design Development assessment sheets. This information will then be input to the assessment tracker.

A child's achievements and interests will be noted in their Learning Journey and shared with parents at least twice a year at Parents' Evening

For further details on observation and assessment, see the 'Observation & Assessment Policy'.

#### ■ **Roles and Responsibilities of the Expressive Arts and Design Co-ordinator:**

The co-ordinator will carry out the following responsibilities:

- Monitor planning of appropriate activities to promote Expressive Arts and Design.
- Monitor planning across the EYFS curriculum to ensure that Expressive Arts and Design is being developed throughout the curriculum.
- Monitor the environment in all services and throughout the centre to ensure that children's creativity is celebrated and that children feel a sense of pride in their work.
- Ensure that clear objectives are set so that practitioners can observe and assess the children to inform future planning.
- Audit staff training needs in Expressive Arts and Design.
- Discuss with staff their views on the use of Expressive Arts and Design and the available resources to promote it.
- Observe practitioners in their teaching of Expressive Arts and Design and agree any training and development needs.
- Review the Expressive Arts and Design Policy.

#### ■ **Roles and Responsibilities of all Practitioners**

- Ensure that all children have equal opportunities to access Expressive Arts and Design.
- Refer to the planning before each session in order to understand the learning intentions of all activities.
- Carry out ongoing observations and assessments of children in order to inform future planning.
- Ensure that resources are adequately cared for and safe to use.
- Inform the Expressive Arts and Design Coordinator of any loss or damage to equipment and resources.
- Inform the Expressive Arts and Design Coordinator of any training needs they have.

#### ■ **Roles and Responsibilities of all Parents**

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- Support the Centre in enforcing the routines and rules that underpin Personal, Social and Emotional Development.
- Share their observations and assessments with their child's Key Worker.
- Attend the twice yearly Parents' Evenings to discuss their child's achievements and targets.
- Input into their child's 'Individual Plan' on a termly basis.

### ■ **Special Educational Needs**

We aim to cater for the individual learning needs of every child, recognising the need for specialised provision to ensure access to all aspects of Expressive Arts and Design. This includes purchasing appropriate resources for children who need extra support in accessing some activities. See 'Policy for meeting Special Educational Needs' for more information.

The centre has a named Special Educational Needs Co-ordinator (SENCo) who works across the centre. The SENCo links with external agencies such as the Educational Psychologist, the special needs team, the early years behavioural team, speech therapists and health visitors. The SENCo, Practitioners and outside agencies work together with parents to form Individual Education Plans (I.E.P.'s) for children.

Parents and carers work with practitioners, the SENCo and outside agencies in supporting the child's progress at the centre. Information about the child's development may be shared with other settings attended by the child, with parental consent.

### ■ **Able, Gifted and Talented**

We aim to provide for the needs and interest of all our children through the observation, assessment and planning process. This process enables us to identify those children who are high achievers in any or all areas of learning and development. Practitioners, supported by the teachers where appropriate, ensure that activities are suitably challenging to enable children to reach their full potential.

### ■ **Equal Opportunities**

All children and families are encouraged to take part in all activities at the centre. We actively celebrate cultural differences, and recognise the importance of treating children equally and with respect. Boys and girls are treated equally and encouraged to take part in all aspects of Expressive Arts and Design.

### ■ **Managing Resources**

- The Practitioners and Expressive Arts and Design Coordinator will, through planning, observation and assessment, identify new resources which will support teaching and learning.

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- Any loss or damages must be reported to the Expressive Arts and Design coordinator, who will then identify resources that need replacing or repairing.
- The asset management file contains a complete list of resources that we have within the centre and this should be updated when new resources are purchased.

#### ■ Dissemination

This policy is available for all parents, Governors, staff and prospective parents.

#### ■ Review Procedure

This policy will be reviewed every three years by the Expressive Arts and Design Coordinator, the Head of Centre and the Governors.