

Expressive Arts and Design (Specific Area)

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe

Introduction

Creativity is fundamental to successful learning. Being creative enables children to make connections between one area of learning and another and so extend their understanding through the following aspects:

Aspects

Creating with Materials

Being imaginative and Expressive

Aim

To enable children to express their ideas and feelings and to promote the development of their imagination

Objectives

- To provide a stimulating environment and to value originality, creativity and expressiveness.
- To provide a wide range of activities that children can respond to by using their senses, developing ideas and expressing those ideas in a wide variety of settings.
- To use resources from a variety of cultures to stimulate different ways of thinking.
- To accommodate children's cultural or religious beliefs relating to forms of art or methods of representation.
- To provide children with sensory impairment opportunities to experience and respond to different stimuli (e.g. sounds, objects) in a variety of ways wherever possible.
- The children will have opportunity to explore a wide range of materials and media which will enable them to begin to appreciate and understand the many different forms and purposes that creativity covers, enabling them to extend using their own initiative.

Operating Policy

Programmes of work will be planned for each area of creative development, but children are also given the opportunity to think for themselves and select what they would like to do from a wide range of choices around them.

The children will have access to, and opportunity to handle, equipment covering a variety of techniques and interpretations.

They will be encouraged to explore freely by themselves, with peers, and with sensitive adult input, in order to extend the knowledge and skills required to make informed choices and develop personal interpretation.

Programme of Work

The programme of work will be based upon a mixture of children's interests and adult enhancements. These will be planned to ensure a broad and varied experience is provided for the children through the following goals:

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- Share their creations, explaining the process they have used
- Make use of props and materials when role playing characters in narratives and stories

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher
- Sing a range of well-known nursery rhymes and songs; perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

The children will have the opportunity to explore in an open-ended manner the properties of a wide range of materials/media. The staff will bear in mind that it is the process, and not always the end product, which aids creative development.

Exploring media and materials

- Activities allowing children to explore and make objects using a wide variety of materials including: playdough, clay, plasticene corn flour mix, wet and dry sand.
- Collage activities such as: collaged shapes, texture collage, paper collage, paper sculpture, paper bag puppets, paper plate faces, kites, hats, snakes, glass painting, sand collage, cardboard, badges, glasses, junk models.
- Drawing activities using chalk, charcoal, pastels, rubbings, felt-tips, crayon and wax resist, templates, and carbon copies.
- Painting activities using a variety of techniques including: finger painting, powder paint in shakers, spray paints, squeeze bottle paints, paint and scrape, block painting, butterfly pictures, roller bottle painting, stencilling, marbling, bubble painting, brush painting, dyeing.
- Printing activities including: foot prints, hand prints, clay prints, hand and knuckle prints, fruit and vegetables, balloons, roller prints, car prints, ball prints, leaf prints, sponge prints, marble rolling.

Music

- Individual free-play with musical instruments.
- Group free-play with musical instruments.
- Moving to music.
- Listening to live musicians.
- Listening to recorded music.
- Listening to music from a variety of cultures.
- Discussion of feelings which result from different types of music.
- Singing.
- Musical accompaniment to stories.
- Specialising teaching of duration, tempo, timber and texture.

Imagination

- Dressing-up games.
- Home corner.
- Role play with shops, post offices, doctor's surgery etc.
- Imaginative play with dolls and models.
- Acting out and expanding on stories.
- Individual and group discussion about what happened next at the end of a story.

Responding to experiences/expressing and communicating ideas

- Individual discussion.
- Group discussion.
- Painting and drawing.
- Model making.
- Role play.
- Playing musical instruments and singing.

Planning, recording and assessment

Individual targets and activity planning occurs on a daily, weekly or half termly basis. Weekly plans and activity planning sheets used by the setting are laid out to identify each of the areas of learning in the EYFS Principles. This ensures that Expressive Arts and Design (EAD) is considered whenever a topic or activity is planned or spontaneously chosen.

Staff are able to observe the children and records of such observations can be made on the children's personal profile sheets or on activity record sheets.

Samples of the children's work which relate to EAD are kept in the child's individual folder as appropriate.

Assessment is carried out through a mixture of informal observation, interaction with the child, the use of the information on record sheets and discussion during regular staff meetings. The information gathered during the assessment process is then used for future planning of activities for each child.

However assessment should not entail prolonged breaks from interaction with children, nor require excessive paperwork. When assessing whether an individual child is at the expected level of development, staff draw on their knowledge of the child and their own expert professional judgement and should not be required to prove this through a collection of physical evidence.

Information gained through recording, assessment and professional judgement will be shared with parents, other school staff and outside agencies as appropriate to address any learning and development needs.

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Resources

It should be remembered that EAD embraces all areas of learning and therefore all resource lists need to be referred to.

Resources available are located in the Resources file.

Documentation

This is a working document, which was written in March 2001. Is it available to any person who wishes to read it and pass a comment. The policy is to review and amend the above as and when appropriate, minimum period two years.

Reviewed: January 2024