

## Expressive Arts and Design Curriculum Policy

### GENERAL

The Early Years Foundation Stage identifies 3 “Prime Areas” of learning, which are:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

These are fundamental, work together and support development in all other areas.

The 4 “Specific Areas” include essential skills and knowledge. They grow out of the Prime Areas and provide important contexts for learning. These are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

### WHY TEACH EXPRESSIVE ARTS AND DESIGN?

At Chichester Nursery School, Children and Family Centre we believe that Creativity and Imagination are fundamental in every area of the curriculum.

As a Specific Area of the Early Years Curriculum, Expressive Arts and Design will in its widest sense encourage children to use all their senses, take risks, think flexibly, play with ideas and respond imaginatively.

We believe that all children are creative and recognise that nurturing a child’s journey of curiosity, experimentation and forming personal choices is as important as an ‘end product’ they may produce.

As an early stage in the process of creativity and imagination, we aim to provide an enriched environment with planned activities and spontaneous play opportunities to facilitate children exploring and experimenting with key techniques and skills for art, design and construction. We hope to work in partnership with parents and set the children on a journey of exploring, expressing and representing their unique experiences.

Building interest and knowledge in Expressive Arts and Design will enable children to confidently use media and materials in resourceful ways, explore the diversity of their world and successfully express their ideas, feelings and views of it.

### CURRICULUM CONTEXT

The teaching of Expressive Arts and Design within the Nursery School, Children and Family Centre is based on the Early Years Foundation Stage Curriculum.

The Expressive Arts and Design Curriculum embodies our long held and central philosophy that young children learn best when given the opportunity to be independent and self motivated learners, free to pursue interests and consolidate learning over several days. Equal importance is

placed on learning through adult led activities and child initiated learning which arises from a rich, stimulating and easily accessible environment. Expressive Arts and Design is delivered through the dual learning strands of 'Exploring and Using Media and Materials' and 'Being Imaginative'.

Through planned and spontaneous play opportunities children will have the opportunity to:

- Represent ideas, thoughts and feelings through a variety of media and materials including: painting, printing, textiles, drawing, collage, sculpture, construction, malleable and tactile, music, dance, role play and storyline
- Explore and experiment with songs, music and dance
- Explore and develop a sense of balance and space in construction and imaginative movement
- Explore, taking risks and have a go
- Develop skills and safety awareness when using tools and techniques
- Use all/appropriate senses
- Problem solve
- Express and communicate ideas, thoughts and views
- Reflect, evaluate and refine their work and the work of others

### **KEY FEATURES OF OUR EXPRESSIVE ARTS & DESIGN TEACHING**

- We respect and value children's unique representations
- Children's curiosity is encouraged and children are empowered ~~them~~ to make sense of the world around them
- We aim to provide a secure environment which allows children to take risks and gives children time to explore, develop their own ideas and become absorbed in ~~action~~ their play
- There are opportunities for children to access the Expressive Arts & Design Curriculum throughout the indoor and outdoor environment, through both planned activities and the self-selection of easily accessible, quality resources, including those from different cultures and religions
- Whenever possible, children's interests are used as a vehicle for delivering the curriculum e.g. a child might bring a box from home, which they decorate and add to in Nursery to turn it in to a Robot, which might lead on to listening to Robot music and exploring how Robots move. Each Keyworker group has an email address which enables parents/carers to share special "WOW" moments that occur outside Nursery, potentially providing opportunities to build on a child's current interest
- Differentiated activities meet the needs of children of differing abilities and learning styles e.g. enabling children to make choices about how they use and apply paint, from differing brush sizes/thicknesses or, for more sensory learning, using their fingers/hands
- Appropriate scaffolding and challenge is provided to support and extend children's learning
- Careful observation and tracking using iPads enables staff to rapidly monitor the progress both of individuals and groups of children, and plan for the next stage in their learning
- We encourage children to take appropriate risks in their learning, however adults are vigilant and ready to intervene to ensure children's safety. Health and Safety Policies and Risk Assessments support us in maintaining a safe learning environment for our children.
- Staff take the opportunity to extend children's learning using a variety of sources, including their families, visitors, local events and visits, the media and books. iPads provide a powerful way to instantly support and extend children's interests by accessing the Internet for information, e.g. *looking at a particular artistic style or watching dancers perform*
- Staff employ open-ended questions to stimulate experimentation and learning, e.g. *"What do you think would happen if...?" "What do you notice about...?"*
- Children who use a means of communication other than spoken English are supported to access this area of the Curriculum through the use of their home language and signing methods
- Staff ensure children with Special Educational Needs are, wherever possible, able to fully access the Expressive Arts & Design Curriculum e.g. providing a child with activities on a surface that can be accessed by a wheelchair or standing frame

- We understand that a few children may well achieve the Expressive Arts & Design Early Learning Goals during their time in Nursery and familiarity with the National Curriculum allows us to plan for their future learning
- Transition from home to Nursery, from the Up to 3s' into Nursery School (if applicable), and then the move to Primary School is carefully managed, with a free exchange of information ensuring children's learning is as seamless as possible
- Examples of the children's learning in this area will form part of their POW Update which will be sent to parents each half term
- Examples of Expressive Arts and Design within the Nursery School, Children and Family Centre can be viewed throughout the electronic Expressive Arts & Design Curriculum Portfolio
- This policy covers all the provision for Expressive Arts & Design within the Nursery School, Children and Family Centre

**Date: Autumn 2015**

**To be reviewed: Autumn 2018**