

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 run through to 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, 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 environment with planned activities and spontaneous play opportunities, which will enable children to follow their interests, and facilitate children exploring and experimenting with key techniques and skills for art, design, music and construction. We hope to work in partnership with parents and set the children on a journey of exploring, expressing and representing their unique ideas and 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 Chichester Nursery School is based on the new Early Years Foundation Stage Curriculum (formerly known as Creative Development before the restructuring of the EYFS in 2012).

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 their learning over several days. Importance is not only placed on learning through child initiated activities but also on adult-led learning within 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, take 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

TO FACILITATE WE WILL:-

- Respect and value children's unique representations
- Encourage children's curiosity and empower them to make sense of the world around them
- Health and Safety Policies and Risk Assessments support us in providing a secure environment which allows children to take risks
- Create an environment where children can choose to learn both inside and outside
- Give children time to explore, develop ideas and become absorbed in action
- Provide scaffolding and challenge to further children's understanding, encouraging children to make choices and decisions initiating their own learning
- Use open open-ended questions to stimulate experimentation and learning
- Adapt the environment to meet the needs of children with a special need or physical disability, allowing them to fully access the Expressive Arts and Design curriculum
- Support children who use a means of communication other than spoken English through sign language and the use of their home language
- Provide a variety of resources including those from different cultures and religions to extend children's experiences and learning
- Ensure creative and imaginative experiences happen throughout the whole learning environment, not just in the 'creative area'
- Use the children's interests as a vehicle for delivering the curriculum, with each key-person group having an e-mail address enabling parents and carers to share special 'WOW' moments that occur outside Nursery, building on children's interests

- Plan and differentiate a variety of activities and resources to support different learning styles and abilities
- Observe and track the progress of children and plan for the next stage in learning. Sharing the children's achievements with parents and carers through the electronic 'POW' Portfolios
- Communicate with parents, carers, previous key-persons and future settings to ensure children's learning is seamless and transitions are carefully managed and smooth

Examples of Expressive Arts and Design within Chichester Nursery School can be viewed through the EAD curriculum portfolio.

A Top Tips leaflet to help parents' support their children's development in Communication, Language and Literacy is available in the entrance to Nursery.

Date: Autumn 2018

To be reviewed: Autumn 2021