

Scartho Nursery School

Expressive Arts and Design Policy

Introduction

This policy is a statement of the aims, principles and strategies for learning within the area of Expressive Arts and Design.

'Creativity is fundamental to successful learning. Being creative enables children to make connections between one area of learning and another' (QCA 2000)

This policy was developed by the Executive Head Teacher and Head of School at Scartho Nursery School in January 2020.

What Expressive Arts and Design means for Children

In the revised EYFS Expressive Arts and Design is one of *the four specific* areas of learning.

Expressive Arts and Design (EAD) is concerned with enabling children to express themselves freely through a variety of media in all areas of the curriculum. This policy outlines the purpose, nature and management of EAD in Scartho Nursery School.

'Expressive Arts and Design 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 technology' (EYFS Sept 2012)

Childrens' learning and development in this area will be enhanced as they sing songs, make music and dance, and experiment with different ways of doing these things. As they develop they will use and explore a variety of materials, experimenting with colour, design, texture, shape and form.

Aims

The staff and governors are fully committed to the delivery of high quality Expressive Arts and Design teaching and learning experiences; we aim to do this by:-

- To provide an environment where the children feel happy and confident to explore and enjoy the many aspects of creativity through a wide variety of activities.
 - Observe, assess and then plan to meet the individual needs of children.
1. Entitlement
- This policy applies to all practitioner, children and parents/carers regardless of age, gender, ethnicity or ability including children with special educational needs.
 - The curriculum will provide experiences and opportunities that cover all aspects of Expressive Arts and Design through both the indoor and outdoor environments. Observational assessment will be used for future planning and to ensure progression and continuity.

4.Implementation

Organisation

- We organise the children's learning and move them forward in their development through 1 to 1 interaction, input at group time, as well as whole group and whole school approach when appropriate resources for an activity.
- There is a strong emphasis on creating a stimulating environment by using the children's creative work, which includes photographs and quotes from the children in displays.

The opportunities we provide to aim to meet the children's needs in each of the following elements of Expressive Arts and Design within the EYFS:

Exploring and Using Media and Materials - is about how children learn to sing songs. Make music and sounds and experiments with ways of changing them. It is also about how children safely use and explore a variety of materials, tools and techniques and how they experiment with colour, design, texture form and function.

5. Being Imaginative - is about how children use what they have learnt about media and materials in original ways, thinking about purposes and uses. It also involves them representing their own ideas, thoughts and feelings through design and technology, art music, dance, role play, and stories.

Every Child is Unique

'Every Child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured' (EYFS 2012)

- We value each other as an individual, accepting their individual needs, interests and rates of development.
- We recognise each child as a competent creative learner. -We accept and recognise each child's ability, disability, gender, race, and cultural background so enabling them to enjoy equality of opportunity and support to reach their full potential.
- We aim to support children in recognising that their views count and that their opinion is valued e.g. in following children's interests and ideas for topics in this area.

The Importance of Positive Relationships

'Children learn to be strong and independent through positive relationships' (EYFS 2012)

- We aim to use parents and other carers' knowledge and skills wherever possible to extend the children's understanding and experiences of EAD.
- We value what children can do and children's own ideas rather than expecting them to reproduce someone else's picture, dance or model for example.
- We aim to support children to work together and begin to take account of ideas and preferences which differ from their own.
- We recognise children's specific religious or cultural beliefs in relating to particular forms of art or methods of representation.

Enabling Environments

'Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers' (EYFS 2012)

- We aim to provide challenging, flexible, motivating resources and opportunities which support and develop creative skills, independence, creativity and imagination of each child.

- We aim to provide resources which are accessible and organised in ways which encourage independence and responsibility.
- We aim to question children in a way which develops their thinking, extends their problem solving opportunities and enhances their learning.

Effective Planning Includes:

- Exploring media and materials - drawing painting collage, textiles and ICT software packages.
- Music- singing, exploring and naming musical instruments, responding to sounds with body movements, beginning to understand musical concepts and listening to music.
- Imagination- pretending, representing role play and imaginative play.
- Responding to experiences, expressing and communicating ideas - freedom of expression in a variety of ways.

Observation, Assessment, Monitoring and Record Keeping

- Children's skills and stages of development are observed and monitored by key-workers and the whole teaching team. Observation may be long or short and supported by evidence such as annotated photographs (using electronic software is Tapestry)
- Parents and carers are encouraged to post their own observations of significant development of learning experiences to their child's Learning Journey through Tapestry. Staff monitor then accept/decline parental contributions as necessary.

Special Needs

We ensure that all children, including those with special educational needs, have access to range of activities, resources and experiences that will help them to make maximum progress with all areas of learning and development. The children's rate of progress will vary as will individual achievements therefore staff will plan activities to ensure that all children have opportunity to reach their full potential. We must be aware of the particular needs of all our children so that we can plan and assess to ensure progression and continuity.

Review January 2022