

Expressive Art and Design Policy

Introduction

Expressive Arts and Design (EAD) is about children developing their imagination in order to communicate and express their ideas and feelings in creative ways. There are two areas of Expressive Arts:

1. Exploring and using media and materials: children sing songs, make music and dance, and experiment with ways of changing them. They use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
2. Being imaginative: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

Aims

We aim to offer the children at Cambridge Nursery Federation a wide range of experiences to encourage children's creative expression and enable them to become confident, enthusiastic learners and participators. These experiences will be gained through many activities including art, music, movement, imaginative play and role-play.

Children will:

- Be offered multi-disciplinary and multi-sensory play opportunities at an appropriate level that will allow them to develop ideas and also lay foundations for their growing knowledge and understanding and enjoyment of art, music, movement, imaginative play and role-play.
- Be encouraged to use appropriate creative language in the context of play, supported by adults who provide stimulating creative role modelling.
- Take part in a large variety of practical creative experiences in a planned environment, both indoors and outdoors, through both adult-initiated and child-initiated play.
- Access creative experiences through appropriate use of ICT.
- Observe adults encouraging creative mark making, and begin to make marks to express their own feelings and thoughts.
- Be given time for reflection, discussion, and embedding of creative thought.
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We aim to provide a rich environment for creative learning, providing structured learning opportunities in line with the Early Years Foundation Stage Curriculum to ensure a broad and balanced coverage of the curriculum. We aim to help children develop their creative skills by using opportunities as they arise in the child's play.

Planning

Planning starts with observations and assessments of the children's interests and needs. Following assessments, staff use the revised Early Years Foundation Stage (EYFS) guidance to plan developmentally appropriate experiences to further the children's experience in the areas of art, music, dance, role play and imaginative play. Staff may also use a variety of

other documents to support their planning, including Cambridgeshire's 'Framework for the Foundation Stage' and 'The Characteristics of Effective Early Learning, Understanding the Revised EYFS' by Nancy Stewart and Helen Moylett.

Planning is recorded onto indoor/outdoor planning sheets (see Planning Document file). Staff plans and evaluates together, discussing appropriate experiences based on conversations with the children and observations of their play.

Aspects of the EAD curriculum are visited throughout the year both as child-initiated and adult led focused activities. These adult led activities are planned for, recorded and evaluated.

Staff will provide opportunities for children to further their creative development in each area of the EAD curriculum i.e. art, music, imaginative play, role-play and dance by:

- Providing a stimulating environment where creativity, originality and expressiveness are valued.
- Listening to the children and planning activities which further their interests
- Allowing the children to explore, experiment and take risks within safe boundaries
- Providing good quality resources, which are carefully selected for specific activities.
- Providing a wide range of activities that the children can respond to using their senses.
- Planning open-ended activities, which children can access and develop in their own way.
- Allowing TIME for children to explore, develop ideas and complete their own work.
- Supporting children's confidence through encouraging comments, praise and open-ended questions, where appropriate.
- Enabling children to express and represent their ideas in many ways.
- Providing access to resources from a variety of cultures to stimulate different ways of thinking.
- Providing support with skills and techniques as appropriate to the needs and wishes of the child.
- Working alongside artists and other creative adults.
- Providing equality of access for children with different needs by providing a variety of ways for children to access materials and experiences, e.g. having physical contact with artefacts and spaces for children with visual impairment, providing physical contact with instruments for children with hearing impairment and enabling children who cannot communicate through voice to communicate in different ways e.g. through gestures.
- Being sensitive to specific religious and cultural beliefs relating to particular forms of art and methods of representation.

Learning

- We are constantly aware of the creative play that is going on both indoors and out, and of the inherent possibility in any activity or material the child is offered.
- We encourage the development of creative language by modelling the use of artistic and musical language at the appropriate time and offering children the opportunity to talk and engage in discussion with peers and adults.
- We understand the need for each child to develop confidence in his/her ability to use a wide range of resources and to meet challenges through play and discovery.
- Activities will be play-based and open-ended to encourage enquiry learning and problem-solving skills.

- We recognise that the acquisition of basic creative skills are only one part of a child's overall development: games and activities are introduced as appropriate to each child's development and only when they are ready and interested.
- Structured small group music and movement sessions, introduced gradually throughout the year, will reflect the needs of the children and allow them to acquire skills and formulate ideas, providing a balance of teacher-led and child-initiated activities.

All staff will be trained on supporting/encouraging/facilitating children's creative work to ensure they provide positive, constructive feedback and ask open-ended questions rather than a closed statement.

Correct Approach	Incorrect Approach
'Tell me about your picture'	'What is it?'
'Which colours did you use?' 'I like the way you have used lots of green.'	'It's nice.'
'That's a good way of balancing.' 'I like the way you are using your arms to help you balance'	'Good.'

Children will be encouraged to write/make a mark for their name on pieces of work, and the supporting adult will also write their name if necessary. This is to encourage the children to have confidence in their own ability to mark-make, and see the relevance of this aspect of print.

Assessment & Monitoring

Records of the children's development and progress in the EAD curriculum are made following observations and assessments. Written records are kept on individual children and recorded. Alongside these observations, staff make judgements about their achievements in relation to the descriptors in EeXAT – Early Excellence Tracker.

Examples of the children's work may be kept and exhibited, or put into Special Books, and photos are used to document both the process and outcome of their activities.

Assessments of the children's experiences of the EAD curriculum are shared with parents verbally during the first and second terms and in a written end of term profile in the third term.

- Staff will monitor and record the progress of each child through informal observations.
- Through daily review and termly moderation meetings, assessments of individual children will inform our planning.

Working with Parents and Families

- PICL meetings
- Parent Consultations
- Parent Information Boards
- Parents encouraged to share skills, stories, songs, etc.
- Home-School board
- Information emails

The Cambridge Nursery Federation Governing Body is committed to promoting quality and diversity, providing an inclusive and supportive environment for all. We are committed to equal opportunities and the promotion of non-discriminatory practices in all aspects of work undertaken within the Federation.

The Governing Body is committed to safeguarding and promoting the welfare of children. We expect and require all members of the school community to share this commitment.

Date: Spring 2017

Review: Spring 2020