

EXPRESSIVE ARTS AND DESIGN POLICY

*“Every child is an artist” Pablo Picasso*

*“You can’t use up creativity. The more you use, the more you have.” Maya Angelou*

Expressive Arts and Design provides the foundation for children’s creative, artistic and imaginative learning. This learning is supported with reference to Early Years Foundation Stage statutory and non-statutory materials and the areas of learning described within them, i.e. Creating with Materials and Being Imaginative and Expressive.

*Educational Programme 2020 (from the Statutory Framework for the EYFS): 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*.

|  |  |
| --- | --- |
| **CHILDREN**  **By following the Early Years Foundation Stage Curriculum, and the Characteristics of Effective Learning, children are supported and encouraged to develop their full potential in the following areas:**  **CREATING WITH MATERIALS**  This area of Expressive Arts and Design includes (but is not restricted to) children   * Exploring sound, colour and texture * Using a range of media and materials * Selecting resources for a particular purpose * Using tools and techniques relevant to the media and materials they are using * Creating simple representations of events, people and things * Responding to a range of artistic stimuli * Capturing experiences and responses with a range of media * Sharing their creations with others * Talking through the processes they have gone through while creating * Using props and materials to support their role play   **BEING IMAGINATIVE AND EXPRESSIVE**  This area of Expressive Arts and Design includes (but is not restricted to) children   * Dancing * Singing and learning a range of nursery rhymes and songs * Performing songs, rhymes, poems and stories * Moving rhythmically and in response to music * Developing a sense of rhythm * Using movement to express themselves and in response to music * Creating songs and rhythms independently * Engaging in imaginative role-play and building stories, using resources to support this play * Playing collaboratively as a group to develop and act out a narrative   **Through their development in Expressive Arts and Design children will:**   * *express* autonomy, emotions, ideas * *communicate* their own individual view of the world * *create* their own imaginative worlds through a variety of media, including talk * *illustrate*, *design* and *record* their world * take part in a large variety of practical creative experiences both indoors and outdoors, through both adult- and child-initiated play * express themselves through a variety of media in response to stimuli * use media and materials creatively * develop skills, techniques and organisational strategies with each different medium * learn about the world by careful “looking” * develop an understanding of concepts related to creativity, design, music and the different materials they encounter, for example, high and low pitched voices or colour-mixing * use the senses to explore a wide range of media * become aware of the work of published artists or work alongside real artists * become aware of beauty in the natural and wider world * access creative experiences through the use of ICT   **Through children’s expressive arts and design work they will also build skills which relate to other areas of the curriculum, e.g. PSED. For example they will**   * develop socially and emotionally * become confident in their own abilities through having the opportunity to take risks and make mistakes * develop concentration and involvement in his / her own work * work individually, in pairs and in groups to develop their own ideas | **ADULTS**  **We aim to provide each child with the freedom and skills which enable them to express themselves imaginatively and creatively through a range of media.**  **We believe that each child has his / her own valuable contribution to make to creativity without the need for undue adult imposition or influence.**  **We recognise that there is a strong cross-curricular element to Expressive Arts and Design as children may use art to record and represent learning in other areas of the curriculum or may use ICT resources to support their creativity.**  **In this area of the curriculum we will:**   * offer a wide variety of multi-disciplinary and multi-sensory experiences * provide access to a wide variety of materials, tools & techniques to allow children the opportunity to experiment * provide regular opportunities for adult-led and child-initiated activities both indoors and out, with a balance of basic skills and experiential work in each medium * support children’s confidence through encouraging comments, praise and open-ended questions, where appropriate. * develop children’s skills, techniques and knowledge throughout the year to allow them to develop new connections and realise their ideas * enable children to express and represent their ideas in many ways * model creative language and vocabulary, mark-making and other elements of Expressive Arts and Design * provide time for reflection, discussion and the embedding of creative thought as well as for children to explore, develop ideas and complete their own work * plan open-ended activities which children can access and develop in their own ways * refrain from imposing adult preconceptions of form and colour (e.g. templates) onto children (although there may be occasions when it is appropriate to make templates available for use or provide a set of certain colours to use when facilitating e.g. drawings of chicks.) * provide a wide range of good quality resources which are easily accessible for children, some of which may be available throughout the year and some of which may be added during the year to prompt new possibilities * provide access to resources and art from a variety of cultures to stimulate different ways of thinking (being sensitive to specific religious and cultural beliefs relating to particular forms of art and methods or representation) * offer a variety of artistic experiences for children to participate in * offer opportunities to work alongside artists and / or other creative individuals * offer fortnightly music sessions which provide the basis for children’s development in e.g. exploring sounds, rhythms, the use of musical instruments, learning songs, enjoying and appreciating music and expressing themselves through music. * Introduce a repertoire of songs and rhymes and provide opportunities to perform them and move in time to music * Set up environments inside and outside to promote children’s role play and join in with play to give children the opportunities to invent, adapt and recount narratives with their peers and adults   **Provision indoors and outdoors**   * Each classroom has an art easel, messy play area, woodwork bench (in the nursery classes) and a “workshop” area or “making table”. * The gardens are equipped with resources to support Expressive Arts & Design, such as large blackboards and whiteboards, workshops with large junk modelling and creative resources, equipment for drawing or painting which are suited to the outdoors area, such as chalks or paper wrapped around the trees for painting. * The gardens also offer opportunities for large scale creative projects such as water painting or creating sculptures or pictures with found objects in the Old Orchard * Each classroom has an area set up to provide opportunities for role play. The contents will vary throughout the year to promote a range of different role play situations. * The resources in the gardens provide numerous opportunities for role play, for example, firefighter or building equipment, used ICT equipment, playhouses and the mud kitchens. * Classrooms and gardens have music equipment as part of the continuous provision in those areas and these resources are supplemented regularly as part of adult-led music sessions.   **Display**  In order to demonstrate how we value art, originality, expressiveness and creative endeavour, and to support children in sharing their creations we will   * provide an attractive physical environment which invites children to participate in artistic and design activities * display artefacts and pictures by both children and other artists * link displays to areas of interest e.g. seasonal displays * display / exhibit each child’s work regularly * refrain as far as possible from “interfering” with children’s work e.g. cutting around it to tidy it up / repositioning it to make it central etc. * provide space for children to display their own creations * keep examples of work in Special Books and use photos to document the process and the outcome of their activities * provide opportunities for children to talk through the thought processes which led to their creations |

Reviewed by Mitali Peckham November 2021

Next Review November 2024