



STANDARD 12 – Learning and Development

Standard 12.8–Curriculum Policy for Expressive Arts and Design

Aim

To enable the children to express their ideas and feelings and to promote the development of the imagination.

Objectives

- To provide a stimulating environment and to value originality, creativity, and expressiveness.
- To provide a wide range of activities that children can respond to by using their senses, developing ideas, and expressing those ideas in a wide variety of ways.
- To use resources from a variety of cultures to stimulate different ways of thinking.
- To accommodate children's cultural or religious beliefs relating to forms of art or methods of representation.
- To provide children with sensory impairment with opportunities to experience and respond to different stimuli (e.g. sounds, objects) in a variety of ways.

The children will have opportunity to explore a wide range of materials and media which will enable them to begin to appreciate and understand the many different forms and purposes that creative activity covers.

Operating Policy

Programmes of work will be planned for each area of expressive arts and design.

The children will have access to, and opportunity to handle, equipment covering a variety of techniques and interpretations.

They will be encouraged to explore freely by themselves, with peers, and with sensitive adult input, to extend the knowledge and skills required to make informed choices and develop personal interpretation.

Programme of Work

The programmes of work will be based upon a mixture of general and child initiated activities. These will be planned to ensure a broad and varied experience is provided for the children.

The children will have opportunity to explore in an open-ended manner the properties of a wide range of materials/media. The staff will bear in mind that it is the process, and not the end product, which aids creative development.

Exploring and Using Media and Materials:

- Activities allowing children to explore and make objects using a wide variety of materials including: playdough, clay, cornflour mix, wet and dry sand, moulding sand.
- Collage activities such as: collaged shapes, texture collage, paper collage, paper bag puppets, paper plate faces, kites, hats, snakes, stained glass, sand collage, cardboard, badges, nature garden, junk models.
- Drawing activities using chalk, rubbings, felt-tips, crayon and wax resist, templates, and carbon copies.
- Painting activities using a variety of techniques including: finger painting, powder paint in shakers, spray paints, squeeze bottle paints, paint and scrape, block painting, butterfly pictures, twig painting, roller bottle painting, stencilling, marbling, bubbles painting, brush painting, dyeing.
- Printing activities including: foot prints, hand prints, clay prints, fruit and vegetables, balloons, roller prints, card prints, ball prints, leaf prints, sponge prints, shoe prints, car rolling.
- Using a wide range of materials and tools to make objects relating to topics, experiences and visits.
- 'Junk' modelling.
- Collage.
- The use of construction toys to make models and vehicles.
- Individual free play with musical instruments.
- Group free play with musical instruments.
- Moving to music.
- Listening to live musicians.
- Listening to recorded music.

- Listening to music from a variety of cultures.
- Discussion of feelings which result from different types of music.
- Singing.
- Musical accompaniment to stories.
- Model making.
- Playing musical instruments and singing.

Being Imaginative

- Dressing-up games.
- Home corner.
- Role play with shops, post offices, doctor's surgery etc.
- Imaginative play with dolls and models.
- Acting out and expanding on stories.
- Individual and group discussions about 'what happened next' at the end of a story.
- Individual discussion.
- Group discussion.
- Painting and drawing.
- Role play.


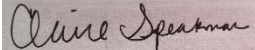

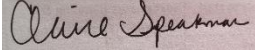

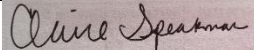
Planning, recording and assessment

Planning takes place on a weekly, half-termly and termly basis following children's interests. Activity planning occurs on a daily basis. The planning sheets used by the Preschool are laid out to identify each of the areas of learning in the Early Years Foundation Stage Curriculum. This ensures that expressive art and design is considered whenever planning is done.

Staff are able to observe the children and records of such observations can be recorded on Tapestry. Samples of the children's work which relate to Expressive arts and design are kept in the child's individual folder as appropriate, photos are taken and shared with parents through Tapestry or their work is displayed around the setting.

Assessment is carried out through a mixture of informal observation, interaction with the child, the use of the information on record sheets and discussion during regular staff meetings. The information gathered during the assessment process is then used for future planning of activities for each child.

Information gained through recording and assessment will be shared with parents, other school staff and outside agencies as appropriate.

This policy was adopted by	Horsted Keynes Preschool
On	1 st March 2017
Reviewed 1 st Mar 2018	 
Reviewed 1 st Mar 2019	 
Reviewed 1 st Mar 2020	
Reviewed 1 st Mar 2021	
Reviewed 1 st Mar 2022	
Signed on behalf of the provider	
Name of signatory & Role of signatory	Clare Humphreys, Manager
Countersigned by Chair of committee	
Name of Counter signatory	Claire Speakman

