

# 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**

Programs 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, in order to extend the knowledge and skills required to make informed choices and develop personal interpretation.

## Program of Work

The programs 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: play dough, clay, and corn flour mix, wet and dry sand, molding 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, stenciling, 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.*
- *Simple measuring activities.*
- *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 Pre-School 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 made on the children's individual play plans. Samples of the children's work which relate to expressive arts and design are kept in the child's individual learning journeys as appropriate.

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 staff and outside agencies as appropriate.

Signed.....Owner/Manage

Date..... Review.....