



Breadsall C of E Primary School

Early Years Foundation Stage
POLICY DOCUMENT

Expressive Arts and Design
(Specific area of learning)

Milly Bould

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We follow the **Early Years Foundation Stage Statutory Framework (2021)** which sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life. The EYFS seeks to provide:

- **Quality and consistency** in all early years settings so that every child makes good progress and no child gets left behind
- **A secure foundation** through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly
- **Partnership working** between practitioners and with parents and/or carers
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported

Overarching principles

Four guiding principles shape EYFS practice at our school. These are:

- **A Unique Child** : every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- **Positive Relationships**: children learn to be strong and independent through positive relationships
- **Enabling Environment**: children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- **Learning and Development**: Children develop and learn at different rates. In planning and guiding what children learn, we reflect on the different rates at which children are developing and adjust our practice appropriately with due regard to the three **characteristics of effective teaching and learning** which are:
 - playing and exploring - children investigate and experience things, and 'have a go'
 - active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements •
 - creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Creativity is at the heart of successful learning. The ability to be creative and to dare to try enables children to make connections between one area of learning and another and thus extend their understanding.

EYFS Statutory Educational Programme for Expressive Arts and Design

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.

Aspects of Expressive Arts and Design

- **Creating with Materials**
- Activities allowing children to explore and make objects or representations of events, people and objects using a wide variety of materials including: playdough, clay, plasticine, soap flake mix, soap snow, wet and dry sand, moulding sand, wood, soil, construction materials
- Collage activities such as: collaged shapes, texture collage, paper sculpture, paper bag puppets, paper plate faces and puppets, hats, stained glass, sand collage, junk models, slot and slip shapes, using dried foods (rice, pasta etc).
- Drawing activities using pencils, chalk, charcoal, pastels, rubbings, felt tips, crayons, and wax resist, templates etc
- Painting activities using a variety of techniques including: finger painting, powder paint in shakers, spray paints, sponges, squeeze bottle paints, block printing, butterfly pictures, stencilling, marbling, bubbles painting, brush painting, ink stamping, marble rolling, leaf and fruit printing.
- Opportunities to experiment with colours and to express themselves through the use of colour
- **Being Imaginative and Expressive – this is fostered by:**
 - Circle time and group discussion
 - Mark making, painting and drawing
 - Model making
 - Role play: dressing up games, home corner play, role play with specific target e.g. doctor's surgery, post office etc, imaginative play with soft toys, dolls and action figures, small world toys
 - Dance and movement
 - Drama activities: reciting poems, acting out and expanding stories, 'what happened next' scenarios, Story Wizard, Christmas Nativities, class assemblies, Summer productions

- Music: individual or group free play with instruments, music and movement, listening to live musicians in assemblies, listening to a wide variety of recorded music (both instrumental and songs) and talking about the feelings that different types of music evoke, listening to music and watching videos from a variety of cultures, singing, musical accompaniment to stories

Aim

- To give all children the opportunity, the knowledge and the time to explore and experiment with ideas, materials and activities and thus further their understanding of themselves and the world around them and their ability to identify different ways of expressing themselves.

Objectives

- To provide a stimulating environment in which creativity, originality and expressiveness are valued.
- To provide opportunities for children to experience and respond to different stimuli (eg sounds, objects) and activities using all their senses.
- To use resources from a variety of cultures to stimulate different ways of thinking
- To allow time for children to explore and develop their ideas and to revisit their work if they so desire.
- To provide opportunities for children 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.
- For children to be able to express their ideas through a wide range of experiences.
- To achieve the ELGs at the end of the Reception year, which are as follows:

ELGs Expressive Arts and Design

Creating with Materials

- Children at the expected level of development will:
- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher; S
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Methodology

Learning takes place in a safe and caring environment where each pupil is treated as an individual and where sensitive adult intervention is used to further knowledge and understanding.

This is achieved through

- ❖ allowing children to develop their own interests
- ❖ valuing the children's own ideas
- ❖ valuing the children's achievements
- ❖ the use of topic related work
- ❖ using specialist teachers i.e. for dance/drama and music
- ❖ giving pupils time and opportunities to explore and express their creativity

- ❖ allowing children to make choices and respond to what they see, hear, smell, touch and feel
- ❖ having a wide variety of differing resources
- ❖ careful planning
- ❖ giving children the opportunities to talk about their work
- ❖ creating imaginative and interesting displays of children's work in order to show it to its best advantage

Time allocation each week

There are opportunities each day for singing, rhythm work, music and movement or role play and using a wide variety of different media to create 2D and 3D images and models.

The children are also involved in more directed role play when they put on a Nativity play.

SEND – see separate SEND Policy

- Children are taught in mixed ability classes. They are all supported and helped to make choices and decisions. Care is taken to ensure that each pupil has a sense of their own achievement. Differentiation of work takes place mainly by giving extra help within the classroom to those who require it and by providing support and extending vocabulary and skills to the more able pupils in order to challenge them.
- Many creative activities are particularly valuable to pupils with specific difficulties e.g. drawing, painting and cutting activities help improve fine motor skills and dance and movement activities aid gross motor skills. Also communication skills are practised.

Inclusion

Care is taken to ensure that activities are adapted to the specific needs of individuals. Time and care is taken to ensure that all children are involved in this important area of learning.

Resources

Music: Variety of percussion instruments
Wide variety of CDs

Dance: Suitable rooms
Wide variety of CDs

Art: Wide selection of different art and technology supplies for use in 2D and 3D work

Role play: Puppets
Story books
Dressing up clothes
Small world toys e.g. farm, dolls house, roadways, railways
Large and small construction toys

Use of IT

- There is a computer in each classroom that is available for the children to use during the day, and ipads are used when appropriate.
- Wherever possible the internet and appropriate software is used to reinforce concepts
- All EYFS classrooms have an IWB installed which is used by both teachers and pupils.
- Recording Work e.g. photos, videos, microphones, Beebots
- Cameras

Assessment and Reporting

- Ongoing assessment based on observations.
- Parents are seen daily when they deliver their child to the classroom or pick them up at the end of the day, and this time can be used to chat informally about any aspect of a child's day at school.
- Parents are invited a termly parent teacher meeting to discuss the EYFS Learning Journey/Profile and associated evidence.
- Parents receive a written report at the end of the Summer Term.

Reception Progression of Skills for Expressive Arts and Design

In their Reception year we would normally expect pupils to have been provided with sufficient learning opportunities to enable them to achieve all Early Learning Goal descriptors in Expressive Arts and Design.

	Autumn 1	Autumn 1	Spring 1	Spring 2	Summer 1	Summer 2	ELG
Reception Skills	To make self portrait. To remember the words to a range of songs. To give meaning to the marks that are made.	Uses simple tools and techniques competently and appropriately. To make Christmas decorations. To perform in Christmas Nativity.	To explore and recreate art from a celebration around the world To use a range of resources to create own props to aid role play. Constructs with a purpose in mind, using a variety of resources. Perform song,	To draw plants and animals they have observed. To work together with a partner to make a collage. To plan, carry out and evaluate and change where necessary.	To use what they have learnt about media and materials in an original way and be able to explain their choices. Selects appropriate resources and adapts work where necessary. To use role play to show how 'People	They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. To recycle junk for modelling. To perform in summer PP	<u>Creating with Materials.</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.

			poem, dance or music to class.	Manipulates materials to achieve a planned effect.	who Help Us'. To draw fruit and vegetables	production.	<u>Being Imaginative and Expressive</u> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.
Reception Knowledge	To know that people from different countries may have different traditions. For children to be able to safely construct with a purpose and evaluate their designs.	To learn the names of different tools and techniques that can be used to create Art. To experiment with creating different things and to be able to talk about their uses.	To understand that pictures can be created by making or by using imagination. To learn songs, music or dances from around the world. For children to be able to safely construct with a purpose and evaluate their designs.	To use a range of props to support and enhance role play. To identify and select resources and tools to achieve a particular outcome. To use paints, pastels and other resources to create observational drawings.	To know the different uses and purposes of a range of media and materials. For children to be able to safely construct with a purpose and evaluate their designs.	To describe ways of safely using and exploring a variety of materials. Selects tools and techniques needed to shape, assemble and join materials. they are using.	