

## **Expressive Arts and Design Policy (Specific)**

To be reviewed Annually.

Policy Agreed October 2020. To be reviewed October 2021.



### **Aim (Intent)**

At Everton Nursery School and Family Centre, the aim is to enable children to explore and play with a range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

### **Objectives Implementation)**

- To encourage children to think for themselves, to respond to new situations and challenges in a changing world through their own ideas.
- To encourage children's imagination to understand the possibilities of real-life and of make believe worlds.
- To help children realise their own ability to make an individual contribution.
- To enable children to become skilled in exploring and using a range of media and materials.
- To encourage children to be expressive and appreciate colour and beauty.
- To provide opportunities for children to listen to and appreciate a variety of different types of music and sounds and respond in their own individual way.
- To enable children who have difficulty communicating by voice to respond in different ways.
- To provide opportunities for children to invent and contribute to imaginative games/play.
- To provide opportunities to perform and collaborate with professional musicians and enable children to develop and grow through musicianship. For example the In Harmony programme.

### **Co-ordination of this area of learning**

Across the school/centre, expressive arts and design development is co-ordinated by the Teaching staff and is supported by Early Childhood Educators. The Nursery School has an Expressive Arts and Design Curriculum Coordinator. Together, they lead the co-ordination of creative learning and teaching across the school/centre. This involves leading creative development display work, purchasing and storing resources and monitoring standards of achievement in this area.

### **Planning**

The 'Curriculum, Learning and Teaching Policy' underpins each area of learning within the school/centre's early childhood curriculum. The carefully considered short term planning is always adaptable and flexible and arises as much as possible from the children's interests and assessments. Within Expressive Arts and Design a particular emphasis is placed upon giving

children time to explore and experiment with ideas, materials and activities. Through this approach the children are encouraged to try new experiences and value their own ideas.

### **Resources**

All adults working with children across the school/centre have a key role in supporting expressive arts and design. The planned role of staff is crucial for developing expressive arts and design and enhancing children's enthusiasm and confidence in exploring and extending their creative world. Physical resources are organised across the school/centre, both in rooms (role-play areas, malleable areas, mark-making equipment, musical instruments, creative areas/play, rhyme books, imaginative/small world resources play – farm, dolls house, Playmobil etc), corridors (puppets, big books) and the library. Role-play resources are kept centrally in the role-play cupboard (within Cresswell Wing). Musical instruments are located in the Family Learning Room. SMARTBoards are located in each wing.

### **Accommodation**

The school/centre environment indoors and outdoors promotes expressive arts and design through wall displays, book areas, writing areas, role-play areas, small world areas, labelled areas of learning within rooms, library, big book resource area etc. Various areas within the school/centre is used for dance, drama and imaginative games/play.

### **Home / Nursery links**

The 'Parental Partnership Policy' emphasises the importance of parents/carers in supporting children's learning. Parents/carers are invited to listen to musical sessions and observe art activities developed by the children. This encourages parents/carers to be part of their children's learning.

### **Impact**

The Everton Assessment structure outlines how the school/centre assesses children's learning across all areas of learning. Daily observations of children's creative development through activities are discussed and assessed. Staff use their observations to inform their planning for individual children in their development of expressive, arts and design. The Early Years Outcomes document is used as a basis for assessment of expressive arts and design for children from birth to five years.

### **Policy Review**

This policy is evaluated annually by the Curriculum, Children and Family Committee (see Curriculum, Learning and Teaching Policy) and the curriculum co-ordinators. They review the expressive arts and design display work, and the standards of achievement by the children in creative development. Everton Nursery School and Family Centre staff are committed in developing their expertise in creative development through attending 'in-house' in-service training and external courses on exploring imagination and representation through expressive arts and design. This is recognised under the school/centres 'Professional Development Policy'.

This policy was reviewed by a group of five Governors on behalf of the Curriculum, Children and Family Committee on Tuesday 6<sup>th</sup> October 2020 and ratified by the Governing Body of Everton Nursery School and Family Centre Governing Body on Thursday 8<sup>th</sup> October 2020.