Tachbrook Nursery School

Expressive Arts and Design Policy

'Happy, healthy & high expectations'

Reviewed: September 2024

Expressive Arts and Design Policy

Introduction

At Tachbrook Nursery, we believe that expressive arts and design play a crucial role in the holistic development of young children. Our Expressive Arts and Design policy aims to foster creativity, imagination, and self-expression while providing opportunities for children to explore and experiment with various art forms and materials.

Aims

1. To encourage and support children in expressing themselves creatively through art and design including; drawing, painting, model making, role play, music, dance and imaginative play, many of which will overlap.

2. To develop children's imagination, critical thinking, and problem-solving skills through artistic exploration.

3. To provide a nurturing and inclusive environment where children can freely express their ideas and emotions through art.

4. To promote an appreciation for different cultures and artistic traditions.

5. To foster collaboration, communication, and social skills through group art projects.

6. To celebrate and showcase children's artwork within the school and wider community.

7. To be exposed to and hear a range of appropriate creative vocabulary modelled by adults.

8. To observe interested adults who model and encourage individual's creativity through a range of activities.

9. To have adults who help them to reflect on their creative designs, stories, songs, movements and help them to adapt and improve their expressions if they wish.

10. To have long periods of uninterrupted time for reflection, discussion, and help to embed their creative thought.

Curriculum Implementation

Our Expressive arts and design curriculum is clearly set out in our curriculum progression map. This maps out progress children will make during their time at Tachbrook. Half termly learning objectives are linked to individual learning activities which all children are able to access.

1. The expressive arts and design curriculum encompasses various art forms, including drawing, painting, sculpture, collage, construction, role-playing, music and design & technology.

2. The curriculum will be planned to provide a balance between child-initiated activities and teacher led activities, ensuring a mix of open-ended exploration and focused learning experiences.

3. Children will have access to a wide range of art materials and resources, both natural and man-made, to encourage experimentation and creativity.

4. Cultural diversity will be celebrated through the exploration of art forms from different cultures, promoting an understanding and respect for the world around us.

5. Outdoor and nature-based art experiences will be incorporated to enhance children's learning about the environment and natural materials.

6. Group collaborative art projects will be encouraged, allowing children to work together, share ideas, and develop teamwork skills.

Assessment and Evaluation

1. Children's artwork will be documented in books and displayed in classrooms, display boards and the reception book shelf, reflecting the progression of skills, creativity, and personal development.

2. Observations, photographs, and samples of children's artwork will be recorded as evidence of their artistic exploration and growth and kept in children's portfolios.

3. Ongoing assessment will focus on individual progress, engagement, and the development of artistic skills, with consideration given to each child's unique abilities and interests.

4. Feedback and encouragement will be provided to children, promoting a positive and supportive environment for their artistic endeavours.

Partnerships

1. We will actively involve parents & carers in their child's artistic journey, inviting them to participate in workshops, exhibitions, and other art-related activities.

2. Collaboration with local artists, museums, art work in the local area and art galleries will be sought to provide enriching experiences and exposure to the wider art community.

The role of staff

Staff will provide opportunities' for children to further their creative development in each area of the EAD curriculum by:

- Providing a stimulating learning environment where creativity, originality and expressiveness are valued.
- Providing opportunities to learn dance and action songs, ring games, songs, rhymes.
- Modelling a rich vocabulary linked to activities' they are teaching. Extend and model EAD vocabulary appropriately with children.
- Providing stimulating and interesting books that link to expressive arts and design including any specific artists children maybe learning about.
- Providing a wealth of activities which arouse a range of children's senses.
- Planning open-ended activities, which children can explore and develop in their own way and overtime.
- Providing books and resources which reflect the cultural diversity and backgrounds of a wide range of artists and children within our school community, which stimulate different ways of thinking and forms of expression.
- Being sensitive to specific religious and cultural beliefs relating to particular forms of art and methods of representation.

- Providing a range of imaginary, instruments and resources that are rich and vibrant to inspire children's interests and ideas.
- Observing and listening to children's ideas and interests and providing activities that stimulate and develop their ideas.
- Allowing children uninterrupted time to explore, experiment and reflect on their ideas.
- Providing stimulating and interesting resources and plentiful amounts so children can explore and re-visit. When appropriate specific resources will also be provided such as Binka for sewing and canvas for painting.
- Supporting children's confidence to have a go and not give up through using encouraging comments, praise and open ended questions where appropriate.
- Helping children to express and represent their ideas through a wide variety of creative activities.
- Providing support with skills and techniques as appropriate to the needs and wishes of the child.
- Providing equality of access for children with different needs by offering a variety of ways for children to access materials and experiences, e.g. sensory activities for children with ASD, or augmented resources for children with visual and hearing impairments etc.

  All staff are trained to use sensitive approaches when looking at, sharing and evaluating children's work. For example if a child shows an adult a drawing, model, painting, dance etc. adults will use the following approach:

Correct Approach	Incorrect Approach
'Tell me about your picture'	'What is it?
'Which colours did you use?' 'I like the way you have painted the long red brush stroke.'	'That's nice.'
'I like the way you tap your foot to the piece of music.' 'I like the way you are using your arms to move your body to the song.'	'Good.'

How the Curriculum is organised

Our curriculum sets out how we want children to develop their knowledge, understanding, skills and attitudes in the following areas:

- Art including 2 & 3D representation
- Music
- Dance
- Role play and imaginative play
- Design & Technology

TWO & THREE DIMESIONAL ART

As staff are responsible for facilitating the conditions in which children will feel inspired to create their own art. This can be done by providing a wide range of resources, media, materials, reference books, an aesthetically stimulating environment and experiences which focus both on process as well as product.

Primarily art should be an open-ended activity which encourages discovery, exploration, experimentation and invention. Children need the opportunity to spend long extended periods of time working on a project, perhaps they will need to draft and try again or continue their work another day when refreshed.

Knowledge, Skills & Attitudes we want children to learn

Knowledge

•The properties of materials and media (aspects of texture, movement, space, light and colour)
•How equipment is used appropriately
•Where to gather resources
•How to care for equipment
•Of different techniques
•Of artists, national and historical styles.
•Artistic vocabulary (e.g. Types of pattern - zig-zags, spirals, dots; Colour names - violet, crimson, aqua marine; Textures - rough, bumpy, silky)

Skills

•Handling a range of tools, equipment and media
•Planning and designing
•Experimenting
•The ability to appraise own and others work
•The ability to represent from life and from imagination

Attitudes

•An appreciation of styles and efforts
•Confidence to approach a new experience
•Persistence
•Curiosity

Our curriculum outlines how children will learn these knowledge, skills & attitudes progressively. However children will not always approach the expressive arts and design curriculum in a linear way. The following is a progression outline of how children may develop, but it will not reflect the pathway of all children:

2-d drawing and painting

•Drawing
•Accidental mark-making
•Mark-making being labelled
•Intentional drawing
•Symbolic
•Observational representational

Drawing from imagination

•Painting
•Dabs, lines and circles
•Covering
•Patterning
•Horizontal or vertical lines
•Grids
•Symbolic representation
•Observational
•Imaginative

Photography

•Cutting and re-arranging
•Collage
•Use of digital camera
•Printing using the computer

Modelling

•Spreading glue on surfaces
•Masking or Sellotape tape on boxes
•Objects on the boxes (from scrap bank)
•Joining 2 boxes together
•Linear model
•Fringing and cutting to fit
•Labelling models
•Intentional planning
•Use of observational skills
•Making connections with objects in the environment

Textiles

•Fabric collage with glue
•Enveloping with string and tape
•Treating fabrics as paper
•Printing
•Painting on
•Sewing, over sewing, running stitch
•Attaching objects (beads, sequins, buttons and found objects
•Sewing for a purpose (e.g. making a bag or cloak)

Clay

•Manipulation with fingers
•Banging with tools (mallets)
•Flattening
•Cutting and slab work
•Printed designs
•Rolling
•Coiling
•Sculpture

•Representational figures
•Baking made objects

MUSIC

We want each child to develop the following knowledge, understanding, skills & attitudes:

Knowledge and Understanding

- of names of instruments
- of how they make sounds
- of distinction between tuned and untuned percussion
- of how to record sounds by taping and symbol making
- of vocabulary of beat, rhythm, pitch, tempo, volume, timbre

Skills

- how to play instruments correctly
- how to use tape recorder correctly
- how to listen
- how to communicate through music
- how to perform with instruments and with the voice

Attitudes

- independence
- co-operation
- confidence
- appreciation
- taking turns
- working in groups
- security
- sensitivity

How we promote this development

Nursery rhymes, action rhymes, action songs, songs, singing and dancing games

Where does it take place?

- small story group
- large story class singing
- in music area in group, alone, with an adult
- outside circle games and number songs
- as part of play in any area of the nursery

Music is concerned with:

- Singing
- Listening
- Performing & composing

In each of these areas we have to think about: beat, rhythm, volume, tempo, pitch, timbre.

Definitions

Beat: can be likened to the ticking of a clock or a heartbeat. Music can have a fast, medium or slow beat but in any given piece it does not change; it is regular. The beat affects the emotional response of the listener; lullabies have a rocking, soothing beat while marches have a sturdy beat which makes you want to walk in time to the music or tap your feet.

Rhythm: the pattern which the sounds and pauses make when heard in sequence; so children asked to clap the rhythm of a song should give a clap to every syllable of every word.

Volume: refers to the loudness or quietness of sound. If you are looking at a song or piece of music in a book you might see these words piano (p) play/sing quietly; forte (f) play/sing loudly.

Tempo: this refers to the overall pace at which a piece of music is played or sung ie fast or slow. The tempo can considerably affect the mood of a piece of music try singing a lullaby first slowly then very quickly!

Pitch: this describes the highness or lowness of a sound. You can talk about any kind of sound having a high or low pitch but on the tuned percussion (chime bars, xylophone etc) it is most obvious and on these instruments the shorter notes are higher and the longer notes are lower.

Timbre: refers to the quality of a sound. Timbre is often expressed in terms of colour, texture or even temperature e.g. Silvery, warm, rough, dull, bright etc. It might also refer to the number of different sounds you can hear which go together to make a piece of music.

DANCE

Dance is about performing a range of physical movements to music; keeping in time with that music. It can involve formal movements that all follow or it can be a freer interpretation of mood, action or experience.

SINGING

Choosing songs

- Songs should appeal to the children. It may be the tune, rhythm or words that are attractive
- Not too long
- Songs with repetitive choruses
- Songs with words they understand, which may mean explaining some vocabulary or having a visual aid
- Children love familiar songs but introduce a new one carefully every week or two

Extending songs

The rhythm and tune of many songs provide a good framework for children to begin making up their own songs or parts of them. Trying to fit different words into a tune will alert children to the rhythms of words. The extent to which they can do this will of course depend on existing language development and knowledge of songs.

Further progression would be to use percussion instruments to accompany singing either by tapping out the rhythm or the beat. Different children will instinctively do one or the other first therefore we need to observe carefully.

Listening

What is involved in listening?

Concentration

Understanding: children must understand what they are to listen to. If it is speech they must have developed the necessary vocabulary and concepts that are being used; if it is music or environmental sounds they need help in the initial recognition and discrimination of the sound and in building up an accurate memory bank

Remembering: this demands a great deal of practice since discrimination, comparison and sorting are so difficult with sounds they fade and are gone so quickly!

Performing/composing

What is involved?

Performing is about using instruments including children's own bodies e.g. voice, hands etc. in a satisfying way. Performing can be done alone or in a group and involves using instruments.

At nursery school we offer a small range of percussion instruments. Children will start off by exploring them in their own and different ways. We can extend their skill and knowledge by teaching them how to hold them correctly and enabling them to get the full range of sounds available and helping them to discriminate between the different types of sound made by each instrument.

Our body is an important instrument too, using our hands to clap etc. If we give children plenty of opportunity to make their own body sounds as they join in with rhythm games, songs and rhymes they will be more at home with instruments later on; clapping, tapping feet, clicking fingers enable the child to experience rhythm physically. We can build on children's first experiences of this by using songs such as 'Wind the bobbin up', 'Bananas, bananas' etc.

Composing is about using knowledge, skills and understanding to create something new.

Listening and singing games, handling instruments and percussion activities will help children to discriminate and choose instruments that will give the most suitable sound to accompany their actions or express their feelings. They will learn how to handle instruments and different ways of playing loud, quiet, shaking, and beating so they will have experience of producing a greater range of sounds. Only when they have had all of these experiences can they start to create.

Symbol making and moving towards writing music

Children need to be made aware that music can be represented on paper just as words can be represented by writing. There needs to be a need to do this - maybe to play a tune or sequence of sounds you made in the session at story time or later in the week. So how can we represent these sounds using paper and pens?

Children may like to represent different sounds such as a really loud drum sound or a tiny soft bell ring. Ask them for their ideas of how to represent those sounds. If they have no ideas then the adult should act as a role model e.g. draw a huge wavy line for the loud drum that covers the whole page and tiny little dots for the soft bell.

ROLE PLAY & IMAGINATIVE PLAY

Role play and imaginative play provides the opportunity for a child to explore their imagination, to mix reality with pretence, develop skills as a speaker, reader and writer and learn that language serves a great variety of purposes building both appropriate vocabulary and self-confidence. The development of imaginary play starts when babies and toddlers begin to handle toys in a symbolic way to represent familiar objects. For example when a very young child pretends to eat sand or dough and says "Yum, yum" or pretends to drink tea from a play tea-set.

The ability to play imaginatively encourages a child to understand their place in the world. Imaginative play provides the ability to form relationships through negotiating with other children and adults and by doing so, coming to an agreement about common rules.

It also provides an opportunity to explore different emotions such as right and wrong, good, bad, and negotiation etc. It gives the child a sense of mastery and power to do things that they can't do normally and helps raise their self-esteem. As it tends to be a group activity, there are powerful experiences involving how best to interact with peers and how sometimes other children's ideas can make play more enjoyable and meaningful.

Imaginative play can also be a solitary activity e.g. when a child is dressed up and playing alone in role or involved in small world play on their own. It is important to remember that it is not always possible to know what a child is thinking as they play.

Routines & Organisation

It is very important to provide the right environment for role play and imaginative play. Children involved in this play need to feel confident and relaxed and should be allowed plenty of time and space for themes to be developed and ideas to grow.

The provision of appropriate props can make a significant difference to the level of play engaged in. It is important to provide room and props for the development of interpretation rather than limiting play by being only used for one dimension e.g. children might change the home area into a rocket, aeroplane, café, vet, doctors surgery etc.

Staff must be sensitive knowing when to become involved and know when to stand back, know when to lead and when to support.

DESIGN & TECHNOLOGY

Design and technology is a way of applying knowledge, understanding and skills to identify needs and solve problems.

Knowledge, Skills, Understanding and Attitudes

We want the children to develop the following knowledge and understanding of:

- Types and uses of a variety of tools and equipment e.g. woodwork tools, punches, fasteners etc.
- Properties of a variety of materials, both natural and manufactured e.g. textiles, wood, construction kits.
- The suitability of different tools and equipment for different jobs e.g. when to use Sellotape/masking tape.
- Different techniques needed to produce an end result e.g. gluing, clipping, stapling, fastening etc.

- How to achieve an aesthetically pleasing result e.g. "finishing" techniques such as a painting.
- How things function and their fitness for an intended purpose e.g. at the design stage of their own models or by investigating and dismantling simple products such as axles and wheels on toy cars.
- Simple mechanisms and structures e.g. wheels and joints that allow movement and making structures more stable.
- Health and safety, and why it is important.

Skills

We want the children to develop the following:

Design Skills

- Observing, questioning, and hypothesising.
- After experimenting with, and becoming comfortable with a range of tools, materials and techniques, begin to formulate ideas about what they are making.
- Clarifying these ideas through discussion with staff and peers.
- Obtaining information from different sources e.g. people, books, and models.
- Developing and communicating their ideas by drawing plans before and after the making stage or by drawing, or by writing about their design.
- Following manuals.
- Transferring knowledge from one area to another e.g. using knowledge of how to build a table with wooden blocks to make a table at the woodwork bench.
- Testing, evaluating, assessing and improving own designs. Reflecting.

Making Skills

Using equipment effectively and safely (e.g. manipulative skills).

- Selecting appropriate materials, tools and techniques for the job in hand.
- *Joining* skills such as sewing. Weaving, gluing, sticking, twisting, clipping, fastening, knotting and threading.
- *Parting* skills such as cutting, tearing sawing, unscrewing, undoing nuts and bolts.
- Applying simple finishing techniques e.g. painting, decorating with different materials.
- Reflecting on end product. We want the children to be able to articulate what they think is good /not so good - identifying strengths and weaknesses
- Combining different types of equipment creatively (and safely) e.g. using dowel to make Bauplay car axles: using Mobilo vehicles, houses made from wooden blocks.

Attitudes

We want to encourage, as with other areas of learning, attitudes such as curiosity perseverance, enthusiasm, diligence cooperation, tolerance, and self-discipline

More particularly in relation to technology, children need to be given opportunities to develop:

- Creativity and inventiveness.
- Critical reflection.
- Appreciation of the ideas of work of others.

- Independence of thought e.g. developing on own ideas.

Review

This Expressive Arts and Design policy will be reviewed regularly to ensure its effectiveness in meeting the needs and aspirations of our children, families, and staff.