**Willow Nursery School**

**Policy for Expressive Arts and Design**

**Rationale**

At Willow Nursery School, we aim to support and extend children’s learning and competence in Expressive Arts and design. We aim provide opportunities for children to use their skills in a variety of situations and for a range of purposes. The children will be supported in developing their confidence and disposition to achieve this. The Statutory Framework for the Early Years Foundation Stage provides the structure for the curriculum for expressive arts and design.

The co-ordinator for Literacy is Main Nursery: **Debbie Patterson**

Little Nursery: **Ella McGrath**

This policy was reviewed in the **Spring Term 2022**

Next review: **Spring Term 2024**

**Aims**

The Statutory Framework for the Early Years Foundation Stage (2021) states that: 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.

**Within the birth – 3 years’ age band, our aims in the teaching and learning of Expressive Arts and Design are that the children will begin to:**

* Show attention to sounds and music.
* Respond emotionally and physically to music when it changes.
* Move and dance to music.
* Anticipate phrases and actions in rhymes and songs, like ‘Peepo’.
* Explore their voices and enjoy making sounds.
* Join in with songs and rhymes, making some sounds.
* Make rhythmical and repetitive sounds.
* Explore a range of sound makers and instruments and play them in different ways.
* Notice patterns with strong contrasts and be attracted by patterns resembling the human face
* Start to make marks intentionally.
* Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.
* Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make
* Enjoy and take part in action songs, such as ‘Twinkle, Twinkle Little Star
* Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it’s a phone.
* Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.
* Use their imagination as they consider what they can do with different materials.
* Make simple models which express their ideas.

**Within the 3 – 4 years’ age band, our aims in the teaching and learning of Expressive Arts and Design are that the children will begin to:**

* Take part in simple pretend play, using an object to represent something else even though they are not similar.
* Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.
* Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.
* Explore different materials freely, to develop their ideas about how to use them and what to make.
* Develop their own ideas and then decide which materials to use to express them.
* Join different materials and explore different textures.
* Create closed shapes with continuous lines and begin to use these shapes to represent objects.
* Draw with increasing complexity and detail, such as representing a face with a circle and including details.
* Use drawing to represent ideas like movement or loud noises.
* Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear, etc.
* Listen with increased attention to sounds.
* Respond to what they have heard, expressing their thoughts and feelings.
* Remember and sing entire songs.
* Sing the pitch of a tone sung by another person (‘pitch match’).
* Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
* Create their own songs or improvise a song around one they know.
* Play instruments with increasing control to express their feelings and ideas.

**Guidelines**

The curriculum for Expressive Arts and Design is covered using the ‘development matters’ document. The teaching targets for the age band ‘birth – 3 years’ is taught in our Catkins class. The teaching targets for the age band 3 – 4 years are taught in ‘little nursery’ and big nursery’.

Weekly planning includes activities to develop Expressive Arts and Design. The curriculum for Expressive Arts and Design includes a range of adult led activities, as well as child initiated activities. Activities take place individually and/or in small groups.

**Little Nursery:**

Music and movement group sessions, songs and rhyme times and exploring sounds through musical instruments and everyday objects.

**Big Nursery:**

 ‘Music’ (Da Capo Music Foundation) sessions are taught once a week to the children for fourteen weeks during Autumn and Spring term. Music consists of a large picture which is the starting point of each session and then accompanies each song and instead of telling the children the words of a song, the pictures are used and questions are asked to get them to think what the song is about.  We start to teach reading of music notation via rhythm cards. Each set of rhythm cards show that symbols can represent sounds and in this case, rhythms. These sessions also include a co-ordination strand which gets the children up and moving, connecting listening with movement and helping them to internalise concepts learned in other parts of the lesson. Each session is accompanied with a sound track helping to bring all parts of the lessons together.

‘Dance’ sessions run for ten weeks through the Summer Term. Each session starts with two warm up activities where dance routines are taught as the same routine is repeated each week the children begin to become familiar with dance patterns. Each session has been planned with a theme in mind. We start with ‘Up, up and away’ Where we explore dance and movement through work with balloons, bubbles and ribbons. We explore life cycles using fabric to enhance the children’s experiences creating cocoons and butterfly wings.

‘Role play’ Is a continuous provision within the whole of the nursery, over the course of the year the children have the opportunity to explore a number of role play areas such as shoe shop, garden centre, vets, supermarket, emergency services, doctors and a

 café.

**Recording and Assessment**

A 3-4 years’ baseline assessment in Expressive Arts and Design is carried out on each child within their first 2 weeks of starting in ‘little nursery’ or ‘big nursery’ depending on when they start at Willow Nursery School. These assessments are recorded in a ‘class list’ for each colour group. The class lists are used as a format for recording children’s progress during their time at Willow Nursery School. They are used daily for planning and they are updated regularly each term. A tracking record keeps account of children’s progress in Literacy during their time at Willow Nursery School.

An exit assessment in Expressive Arts and Design is carried out at the end of the academic year.

If the child is in Catkins class, a ‘Birth to 3’ document is kept on each child to record their progress development. Keyworkers update these records regularly and use them for planning for individual children.