

## **Expressive Arts and Design**

Art and Design is a Specific Area in the Early Years Foundation Stage Curriculum.

We highly value creativity and we understand that creative thinking happens and should happen every day through everything we do. We motivate and inspire our children to have their own thoughts, ideas and approaches and to be confident to share these with others, especially when they think differently and 'outside the box.' There is no right or wrong answer!

Our learning environment provides a vast range of opportunities for open ended and multi-sensory creative experiences. We celebrate curiosity, innovation and the use of imagination. We want our children to be adventurous, curious and empowered within their creative learning. Children are taught to learn from and appreciate the process rather the end product. Process over outcome is at the heart of learning experiences at Haven. Practitioners support this process with the use of sustained shared thinking and ongoing reflection. The finished product of anything is unique to each child.

We use provocation's and experiences to support children in developing their creative thinking skills and look at a wide range of influences from society to inspire our provision and learning experiences. We ensure experiences are meaningful and relevant to individual children.

Creative work is sometimes collaborative as children bring together a range of ideas and approaches. At other times, this can be individual as children sit with their own ideas and use their individual plan to achieve their goals.

Role-play areas can be found in our nursery environments and are always open ended and exciting. Scarves, cloaks, clogs and bangles turn children into a variety of characters with different roles and

Personas. No fixed role-plays are provided as we do not want to limit creative thinking. Role-play boxes provide the spark – the children provide the creative thinking. Boxes are enhanced as per the curiosities, fascinations and interests of the children.

We understand and celebrate creativity in all experiences – it is NOT something that is limited to particular areas. Children are constant creative thinkers within our environment.

Staff value the creative opportunities in all play scenarios and understand that children demonstrate their creativity in different ways through different situations, scenarios and media. Whether that is making their latest invention in the junk modelling, sculpting a clay creature, being a spaceman in the role-play, in the block area creating magnificent mazes, outside constructing ball runs or in the forest building dens. The possibilities are endless!

## Curriculum Progression Sequence

| <b>Expressive Art and Design: Creating with materials</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| Age/ stage                                                | Our sequence/ progression of learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Our Unique Approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Under ones end point                                      | <ul style="list-style-type: none"> <li>• I explore food play at meal times etc.</li> <li>• I can explore a range of items and sensory experiences with whole body including feet</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>• <b>Provications provided in a range of areas</b></li> <li>• <b>Food based sensory play experiences provided regularly</b></li> <li>• <b>Treasure baskets available and regularly enhanced</b></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 1 year olds end point                                     | <ul style="list-style-type: none"> <li>• I notice the marks I make by accident</li> <li>• I use my whole body to explore media and materials</li> <li>• I can stack 3-5 blocks and enjoy knocking them down</li> <li>• I am confident to explore both wet and dry media</li> </ul>                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>• <b>Provications provided in a range of areas</b></li> <li>• <b>Heuristic play available continuously</b></li> <li>• <b>Children experience a range of media in different ways throughout the whole curriculum offer</b></li> <li>• <b>Sensory exploration activities available throughout enhanced activities</b></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                              |
| 2 year olds end point                                     | <ul style="list-style-type: none"> <li>• I join in with songs and rhymes</li> <li>• I explore creative experiences such as painting and gluing with support from my key person</li> <li>• I can print and make marks with a range of things I find in my environment e.g. blocks, sponges, paintbrushes etc</li> </ul>                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>• <b>A range of opportunities within the environment support children to enjoy and explore moving to music, e.g. music and movement adult initiated activities</b></li> <li>• <b>Lots of large-scale opportunities for making marks and being creative can be found throughout the indoor and outdoor environments</b></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                           |
| Rising threes end point                                   | <ul style="list-style-type: none"> <li>• I am beginning to spend more time when creating and making showing some attention to detail</li> <li>• I join in with musical experiences with encouragement from my key person</li> <li>• I can manipulate play dough in different ways (e.g. rolls, cuts, squashes, pinches)</li> <li>• I can- experiment with blocks</li> <li>• I use tools with purpose to effect changes and make marks in media and materials                             <ul style="list-style-type: none"> <li>• I can give meaning to the marks I make</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• <b>More opportunities for mark making on both larger and smaller scales are provided throughout the environment both indoors and outdoors</b></li> <li>• <b>Different resources provide more intricate patterns and marks, such as cotton buds in the painting area and sticks outside</b></li> <li>• <b>Provocation's are provided throughout all areas of learning and are changed, developed and enhanced with the needs and interests of the children</b></li> </ul>                                                                                                                                                                                                                                                  |
| Pre-school end point (school leavers)                     | <ul style="list-style-type: none"> <li>• I am confident to try new techniques and approaches when creating and making designs using a range of tools and materials.</li> <li>• I know it is important to follow my own ideas, which may be different to others.</li> <li>• I can create something with a plan in mind before I start. I can share this plan with others</li> <li>• I enjoy music and have a good awareness of beat, rhythm and rhyme.</li> </ul>                                                                                                                                | <ul style="list-style-type: none"> <li>• <b>Continuous provision supports the skill development for new approaches and techniques, for example, folding, cutting, attaching, joining with a range of tools in the making areas and outside on differing scales</b></li> <li>• <b>Den building trugs are available outside</b></li> <li>• <b>Open ended learning resources ensure children are exposed to a range of natural and authentic learning materials</b></li> <li>• <b>Transient art area in continuous provision</b></li> <li>• <b>Loose parts area</b></li> <li>• <b>Stage area in continuous provision</b></li> <li>• <b>Boogie mites sessions – adult directed</b></li> <li>• <b>Opportunities for music and singing during family time</b></li> </ul> |

## Expressive Art and Design: Being expressive and imaginative

| Age/ stage                            | Our sequence/ progression of learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Our Unique Approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| Under ones end point                  | <ul style="list-style-type: none"> <li>• I respond emotionally and physically to songs and rhymes, e.g.- getting excited, stopping crying etc</li> <li>• I look closely at adults facial expressions and notice exaggeration</li> <li>• I stop/ turn to new sounds I hear</li> </ul>                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>• Songs will be used to support routines throughout the day, e.g. singing as we move to lunch</li> <li>• Songs and rhymes will be sung regularly throughout the day</li> <li>• Songs bags will be used</li> <li>• Adults will notice and identify sounds in the environment, drawing children's attention to this</li> </ul>                                                                                                                                                               |
| 1 year olds end point                 | <ul style="list-style-type: none"> <li>• I join in action songs, e.g. bouncing on the spot to dance</li> <li>• I join in anticipation games, starting with peek a boo and moving onto ready steady go</li> <li>• I notice dominant sounds, turning for door bell and making connections when the phone rings etc</li> <li>• I explore musical instruments</li> <li>• I notice faces in pictures etc</li> <li>• I pretend objects are something from daily life e.g. use a block as a phone</li> </ul> | <ul style="list-style-type: none"> <li>• Intensive interaction with babies, adults copy and then babies copy back</li> <li>• Anticipation games are used as part of play in all areas throughout the day</li> <li>• Musical instruments are used as part of music and movement and song bags with adult initiated</li> <li>• Open ended resources are provided and adults role model symbolic play in a range of ways</li> </ul>                                                                                                  |
| 2 year olds end point                 | <ul style="list-style-type: none"> <li>• I engage in large scale collaborative creative experiences</li> <li>• I watch my key person closely and may copy what they do, for example feeding baby in the role play area.</li> <li>• I play with what I know, I imitate what I have seen and experienced</li> </ul>                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>• Role play opportunities are provided on a small and specific scale, with lots of time and space for repetition</li> <li>• There is a range of learning experiences which support children to be creative and to explore their ideas in their own unique way</li> <li>• Children's experiences are shared through Tapestry from key worker-parent, and parent-key worker</li> </ul>                                                                                                       |
| Rising threes end point               | <ul style="list-style-type: none"> <li>• I use my imagination in often repetitive approaches, for example pouring tea in the role play kitchen.</li> <li>• I begin to be more specific in my approach to creative tasks.</li> <li>• I build stories around the resources which I am playing with</li> <li>• I introduce a simple story line to my play</li> </ul>                                                                                                                                     | <ul style="list-style-type: none"> <li>• Children are encouraged to enjoy and learn from the process of creativity, rather than the end product.</li> <li>• In the moment planning and teaching supports children to explore their own metacognition as they trust and explore their ideas in more depth.</li> <li>• Practitioners provide running commentaries for children to hear as they play in the role play areas</li> <li>• Provocations provided in a range of areas</li> </ul>                                          |
| Pre-school end point (school leavers) | <ul style="list-style-type: none"> <li>• I explore using my imagination in a variety of ways as I develop storylines, play with familiar resources and use my own experiences, such as going to the beach or the park</li> <li>• I participate in small world play which is related to rhymes, stories or television programmes that are meaningful to me</li> </ul>                                                                                                                                  | <ul style="list-style-type: none"> <li>• Practitioners engage with children in sustained shared thinking to extend and consolidate their thinking and creative ideas</li> <li>• A wide range of learning experiences are available to challenge and stimulate children's creative ability and understanding</li> <li>• Small pockets of role-play can be found throughout the environment to provide variety and curiosity</li> <li>• Open ended role play area with boxes that are enhanced by interest and not fixed</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• I learn a range of skills and approaches which I test, revisit and extend as necessary</li> <li>• I play alongside other children who are engaged in the same theme as me</li> <li>• I enjoy singing and might make up my own songs to tunes that are familiar to me</li> <li>• I enjoy using musical instruments to make a tune of my own</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Provications provided in a range of areas</b></li> <li>• <b>Stage area accessible and a range of dressing up provided to promotion thinking and prompt creativity – open ended and not fixed</b></li> <li>• <b>Children access Forest School on a regular basis (see Forest School Curriculum)</b></li> </ul> |
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