**Expressive Arts and Design**

**Intent:** Through Expressive Arts, we are inspiring our children’s inner creative expression, with an emphasis on individuality. We support skill development through an explicit curriculum progression, drawing on an appreciation of their own creativity and achievement. Our children are stimulated through an environment dedicated to developing musical, theatrical and artistic, as well as cultural awareness. We intend to foster regular opportunities to engage with the Arts, enabling them to explore and be inspired across all mediums. The repetition and depth of their experiences are fundamental to their self-reflection, leading to accelerated progress.

**Implementation:** Our creative approach to learning threads through our continuous provision. Our children are inspired to use their inner creative expression as they engage in their learning. The Creative Atelier space, is a stimulating environment that encourages artistic and cultural awareness, providing opportunities to inspire individual creative responses. Knowledge and skills are developed with fluency, as children explore and investigate materials, and techniques, so they can practice, modify, apply and refine their creative expression. The children’s musical engagement threads through the curriculum, and continuous provision, with essential close connections to the importance of Communication and Language. Singing is a vital enhancement that is essential for closing the gap.

Performance is important in allowing children to be self – expressive, understand and make sense of their world and have the freedom to engage in role play and performance, without judgement or limits. Opportunities for our children to be absorbed in cultural capital experiences, introducing them to artists, musicians, stories and costume, from different cultures, enrich our children’s journey towards becoming educated global citizens.

Through our focus on cognitive challenge and high aspirations for all, our enhancements opportunities are as follows:

* Atelier Room, a space dedicated to supporting children’s creative expression.
* Artist in Residence and Specific Artist focusing
* Creative and Community Partnerships
* Outdoor Atelier and Loose Parts
* Mr Ben’s - dressing up space that supports costumes for different cultures, as well as their own alongside costumes connected to the focus story.
* Social singing, Makaton singing, daily singing times, alongside a dedicated music space for musical exploration
* Drama sessions – supporting children to develop their performance and theatrical skills.



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| Skills to Develop | Supporting Examples |
| Moves and dances to music | Expose to a range of music, including from different cultures |
| Exploring their voice, enjoying making different sounds | Opportunities to explore loud, quiet, fast, slow, high, low, and rhythms |
| Joining in with some songs and rhymes and making some sounds | Lots of opportunities to sing |
| Exploring a range of sound makers & instruments to play in different ways | Encourage to make sounds with instruments as well as banging i.e. the fence, the pots and pans etc |
| Starts making intentional marks | Exploring different materials, i.e. fingers in cornflour, sticks in the mud, hand printing etc |
| Exploring painting using fingers, bodies, brushes and tools | Lots of sensory experience to explore paint alongside other materials |
| Expressing ideas & feelings through making marks, sometimes giving meaning | Encourage them to engage in open ended conversation about their creative expressions |
| Enjoying taking part in action rhymes | Lots of songs and rhymes, including nursery rhymes and songs from different cultures and languages |
| Beginning to engage in pretend play, sometimes using an object to represent something else | Lots of opportunities, particularly through familiarity i.e. home corner play |
| Explores different materials, using their senses to investigate , manipulate and play with different materials | Stimulate an interest in early modelling through different materials i.e. clay, wood, card, adding joining materials and tools where appropriate |
| Make simple models which express their ideas | Exploring a wide range of different materials, observing how they can simply change, fix, connect, and build |
| Joining in with actions and singing in rhymes and songs. | Lots of songs and rhymes, including nursery rhymes and songs from different cultures and languages Observing and encouraging copying and signing | |
| Beginning to sign some Makaton | Storytime Makaton signs, Observing and encouraging copying and signing in nursery | |
| Dances and moves rhythmically to different kinds of music | Exposure to a range of music, including from different cultures | |
| Explore different materials freely, developing their own ideas and selecting which materials to use | Lots of creative opportunities, including constructing, Atelier and sculpting. Reflecting on Artists to extend these skills | |
| Join materials together and explore different textures | Joining using a range of materials including construction kits, masking tape, ribbons, string, tools, hammers and nails and 3D sculpture. | |
| More control with mark making, with developing detail, including the development of representation | Encourage drawing from their imagination and observations and help to point out simple details to enhance. | |
| Explore colour and colour mixing and observe changes | Support their explorations and help them to observe changes as they mix, i.e. differences and new colours emerging. | |
| Engage in role play and imaginative play using objects to represent something else i.e. pine cones for pasta | Home corner play, mud pie kitchen play, dressing up in Mr Ben’s and becoming someone different etc. | |
| Begin storytelling through small world play, creating a simple narrative within their own creative scenarios | Taking their animal/dinosaur on an adventure in the outdoors, making it a home, collecting and making food etc. | |
| Build and create small worlds using construction materials, such as dinosaur world with trees and rocks and water. | Lots of construction and objects, natural resources, real objects, tubes pipes, cardboard boxes etc. | |
| Listen with increased attention to sounds | i.e. a listening walk, listening games, listening to different musical sounds | |
| Respond to what they hear, expressing thoughts and feelings | Group time activities, focus activities  Listening to cultural music | |
| Sing with confidence using actions and know and use increased Makaton signing and sing whole songs | Makaton at singing times and within play experiences. Signed Rhymes of the week, shared with home | |
| Sing the pitch or tone heard by another (pitch matching) | Use simple pitch ranges to help them to hear and repeat, i.e. rain, rain go away | |
| Sing the melodic shape, i.e. up and down, down and up of familiar songs | Sing slowly so they can hear and replicate the melodic tune, use hand movements to represent higher and lower sounds. | |
| Create their own songs, or improvisations of songs that they know | Opportunities to perform and share their own musical ideas | |
| Play instruments with increasing control to express their feelings and ideas | Help them to use rhythm, change their interactions, and communicate through songs and talk as they play. | |
| Dance using expression and individualised movements | Opportunities to move to lots of music genre, including different cultures. | |
| Skilfully select materials to represent their ideas, thoughts and feelings and reflect and modify as their creativity develops | Lots of resources that they have experienced to develop knowledge, skill and techniques to create with purpose and intention. | |
| Draw using finer detail, through representation, from their imagination and through closer observational skills | Fine observational work, shared talk to extend their thoughts and ideas, inspiring images, photos, experiences | |
| Draw to represent responses to noises, experiences, movement, music | I.e. making big marks to represent fireworks they have heard, paint in response to cultural music | |
| Show different emotion in their drawings | Mummy may be happy or sad, their dinosaur may be scary or friendly | |
| Observe and be inspired by different Artists and notice features that they can begin to represent themselves, | Help them to observe texture, form colour, line, techniques, similarities and differences to inspire their own creativity. | |
| Take part in retelling stories in different ways, i.e. through small world play and through developing their own acting skills | Story suitcase, images to sequence, group story drama times, puppets, props, costumes, to create characters and scenarios | |

**Impact :**The impact of our approach to Expressive Arts and Design is that our children have the confidence to use their inner creative expression, within all aspects of their learning and across the whole curriculum. Their creative thinking gives them the freedom to be imaginative, to manipulate materials, to adapt and modify roles and behaviours, and have ambitious intentions to achieve highly.