



## **PRE-PREPARATORY DEPARTMENT**

# **Curriculum Policy for Expressive Arts & Design** **Early Years**

*School Mission Statement:*

***“Learning and growing in  
the light of the gospel.”***

### **WITHIN THE POLICY:**

- Aims and Objectives
- Teaching Strategies for Learning / Development
- Exploring Media & Materials and Being Imaginative
- Creating Music and Dance
- Being Imaginative

## **Aims and Objectives**

*These will link with the developmental matters within the practice guidance for the Early Years Foundation Stage.*

To enable the children to express their ideas and to promote the development of the imagination.

The children will be given the opportunity through art, music, dance, design and technology stories and imaginative role-play to express their feelings and ideas in a creative way.

Create opportunities for children to express their ideas through a wide range of types of representation.

The Pre-Preparatory Department promotes and values originality, creativity and expressiveness. We provide a wide range of activities and a stimulating environment that children can respond to by using their senses, developing ideas and expressing those ideas in a wide variety of ways.

To provide opportunities for children with hearing impairment to experience sound through physical contact with instruments and other sources of sound.

To use resources from a variety of cultures to stimulate different ways of thinking, thus accommodating children's cultural and religious beliefs relating to forms of art or methods of representation.

The children will be given the opportunity to explore a wide range of materials that enable them to begin to appreciate and understand the many different forms and purposes that creative activity covers.

To provide a stimulating environment in which creativity, originality and expressiveness are valued.

## **Strategies for Learning (Operating Policy)**

In Expressive Arts and Design, the children will be taught how to handle a wide range of suitable tools and use a variety of materials with safety and increased confidence.

The Cygnets and Swans have a weekly music lesson (Cygnets – 30 minutes, Swans – 45 minutes).

The Cygnets and Swans will have a weekly music lesson with Mrs Leslie, the school's Director of Music, during which, they will have the opportunity to enjoy music as listeners, creators and performers, by handling and playing percussion instruments, to create their own music and to sing and learn a variety of songs.

The children will be given access to and opportunities to handle equipment covering a variety of techniques and interpretations.

The children are encouraged to explore activities freely by themselves, with peers and also with adult input, in order to extend the knowledge and skill required to make informed choices and develop personal interpretation.

Schemes of work will be planned for each area of creative development and will be based upon a mixture of general and topic activities. These will be planned to ensure a broad and varied experience is provided for the children.

Ensure children feel secure enough to 'have a go', learn new things and be adventurous, asking for and accessing resources independently. They will be encouraged to initiate their own activities.

Value what children can do and children's own ideas, developing their creativity and imagination.

### **Exploring and using Media and Materials**

Activities allowing children to explore and make objects using a wide variety of materials including:

- Playdough
- Playfoam
- Clay
- Plasticine
- Wet and dry sand
- Mod rock / papier mâché
- Corn flour
- Shaving foam
- Compost
- Seeds

Mark Making activities using:

- Chalk
- Charcoal
- Pastels

- Oil crayons
- Felt tips
- Wax crayons
- Wax
- Templates/stencils

Painting activities using a variety of techniques including:

- Finger painting
- Squeeze bottle paints
- Stencilling
- scrapers
- Marbling
- Bubble painting
- Brush painting – variety of brushes and tools
- Dyeing
- Watercolours





Printing activities including:

- Footprints
- Hand and knuckle prints
- Clay prints
- Fruit and vegetables
- Leaf prints
- Sponge prints
- Car rolling
- Shoe prints

Collage activities, to create different textures, such as:

- Collaged shapes
- Texture collage
- Paper collage
- Paper plate faces
- Hats, Kites
- Stained glass using acetates
- Junk models

### **Creating Music and Dance**

-  Individual free play with musical instruments, exploring, exploring how sounds can be changed.
-  Group free play with musical instruments.
-  Moving to music, representing own ideas.
-  Listening to recorded music.

- ♪ Listening to music from a variety of cultures.
- ♪ Discussion of feelings which result from different types of music.
- ♪ Musical accompaniment to stories and songs.
- ♪ Be in the habit of listening, anticipating, concentrating, looking and focussing.
- ♪ Be able to work within a rhythmic framework, keeping in time with a simple beat and changing easily to a faster or slower beat.
- ♪ Be familiar with the sounds and names of a number of percussion instruments and be able to play the instruments making a sound that is appropriate within the context of the music at the time.
- ♪ Have respect for the sounds they are producing and have the self-discipline not to play their instrument until their sound is required.
- ♪ Be able to sing with an ever developing sense of pitch, learn simple songs.
- ♪ Develop their skills of co-ordination.
- ♪ Develop quicker musical responses.
- ♪ Develop musical confidence.
- ♪ Participate in music and movement lessons.

### **Being Imaginative**

- ❖ Role play, including:
  - People who help us – Policeman, fireman
  - Shops
  - Post offices
  - Doctors
  - Vets
  - Home Corner
  - Garden centre
  - Travel agents
  - Fairy tales theme
  - Santa's toy shop
  - Dressing up
  - Space ships
  - Nativity scene
  - Hair dressers
  - Jungle/Rainforest
- ❖ Imaginative play with dolls, small world play.
- ❖ Acting out and expanding on stories, choosing storylines.
- ❖ Individual and group discussions about what happens next in a story.
- ❖ Finger and hand puppets.
- ❖ Using colours for a purpose – paints, pencils, crayons, felt tips, chalks, pastels.
- ❖ Music tapes to listen and dance to.
- ❖ Musical instruments to play freely in the classroom.

(Reviewed PSF & ND August 2016)