Westfield Community School

EYFS
Practice and Provision in Expressive Art and Design

INTENT

At the heart of our holistic and innovative approach to teaching Expressive Art and Design at Westfield we believe that it is our role to provide the children in our care with opportunities for them to develop their creative talents supported by knowledgeable practitioners who help guide and support them whilst they express their individuality and flair. As staff, we understand the make-up of the curriculum and the intrinsic links it has with other areas of the EYFS curriculum and strive to immerse children in the world of Art and Music through interaction with quality, authentic learning experiences that foster a love of the arts.

At Westfield we believe that children,

Children are born ready, able, and eager to learn. They actively reach out to interact with other people, and in the world around them. Development is not an automatic process, however. It depends on each unique child having opportunities to interact in positive relationships and enabling environments".

(DfE Guidance)

We believe that the development of children's artistic and cultural awareness supports imagination and creativity.

We aim to meet the requirements of the EYFS (2021) curriculum and believe that:-

- 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.
- It is important to ensure 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.
- That is important to ensure the frequency, repetition and depth of their experiences. This is fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

We aim that 3 – 4 year olds will be able 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, in order 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.
- ✓ Explore colour and colourmixing.
- ✓ Show different emotions in their drawings – happiness, sadness, fear etc.
- ✓ 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 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.

We aim that children in the reception year will be able to:-

- ✓ Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- ✓ Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- ✓ Create collaboratively, sharing ideas, resources and skills.
- ✓ Listen attentively, move to and talk about music, expressing their feelings and responses.
- ✓ Listen attentively, move to and talk about music, expressing their feelings and responses.
- ✓ Sing in a group or on their own, increasingly matching the pitch and following the melody.
- ✓ Develop storylines in their pretend play.
- ✓ Explore and engage in music making and dance, performing solo or in groups.

IMPLEMENTATION

Provision for Expressive Arts and Design is catered for daily in our classroom provision across across three main areas of daily practice:

Continuous Provision:

- Access to a wealth of creative media to support imagination and the freedom to explore media through first-hand experiences that are open ended and allow the children to use individualism and freedom of expression.
- Quality role play areas building upon first-hand experiences and represent children's real-life situations.
- Opportunities to develop their musical expression, both indoors and outdoors, through a wide range of activities that are constantly available to them to encourage individual exploration and nurture self-confidence.
- Creative areas with a range of resources.

Adult Focused:

- Adult focused activities are carefully planned to provide opportunities to explore and learn specific skills/knowledge linked to the EAD curriculum. Children are exposed to different media, artists, and methods of working to promote skill development.
- CHIME – Music Specialists come into school and provide the children with opportunities to create performances and acquire specific skills and knowledge linked to Music. Children learn to develop their ideas and to explore concepts using instruments.
- Dance in PE lessons with opportunity for large scale movement to music.
- Sing songs and rhymes on a daily basis. Making up their own songs and reciting familiar songs form different genres.

Individual 1 to 1 Support:

At Westfield we have successfully used the arts and the sensory and holistic methods linked to its teaching to nurture, calm and soothe children whose emotional development may benefit from this teaching approach.

Parental Involvement:

At Westfield we encourage our parents to support EAD development with their child at home by: -

- Talking about the work their child brings home and displaying it as a means of celebration.
- Encouraging parents to listen to and enjoy with children a variety of music and dance.
- Sensitively explore cultural heritage and celebrate children's diversity and backgrounds.

IMPACT

Attainment and Progress

We audit our provision of Expressive Art and Design on a regular basis to ensure that all children's learning is being catered for at all stages of development.

Children's attainment and progress are tracked formatively using the Target Tracker tool and children's learning journeys are reviewed regularly to ensure children have sufficient exposure to a range of strands within the EAD curriculum and that progress is being made.

Westfield Foundation Phase Team