

Kesh Community Nursery



Pre-school Policy for The Arts

Ratified by Board of Governors in:
March 2024

Signed:

Chairman of Board of Governors

Next Review:
March 2027

Signed:

Principal

Curriculum Policy for The Arts

“Imagination is more important than knowledge.” - Albert Einstein

“A child’s mind is not a container to be filled but rather a fire to be kindled.” - Dorothea Brande

“Creativity is an area in which younger people have a tremendous advantage, since they have an endearing habit of always questioning past wisdom and authority.” - Bill Hewlett

“The field of creativity that exists within each individual is freed by moving out of ideas of wrong-doing or right doing.” - Angeles Arrien

“Creativity is inventing, experimenting, growing, taking risks, breaking rules, making mistakes, and having fun.” - Mary Lou Cook

Art and Design, Music and Drama

Aim:

To aid children in fostering an interest in the Creative Arts through the providing a range of stimulating activities in visual arts, music and drama thus enabling the children to express their ideals and feelings.

To promote the development of their imaginations allowing them to become confident and enthusiastic learners.

To work in partnership with parents to help them understand the learning and value in the experiences their children engage in, including many messy activities through the Getting Ready to Learn Programme.

Objectives:

The children will have opportunities to explore a wide range of materials and media enabling them to begin to appreciate and understand the many different forms and purposes that creative activity covers.

Being creative is about making new things, taking risks and experimenting, coming up with new ideas, solving problems and coping with uncertainty. Creative play will not only help foster these skills, but it will also assist with emotional development, promoting aesthetic awareness and will be an avenue for self-expression.

As a staff, we aim to provide a rich environment for creative learning, providing structured learning opportunities in line with the Northern Ireland Pre-School Curricular Guidance, ensuring a balanced coverage of the curriculum. We aim to help children develop their creative skills by using opportunities as they arise in the child's play.

Children will:

- Be offered multi-disciplinary and multi-sensory play opportunities at an appropriate level that will allow them to develop ideas as well as lay foundations for their growing knowledge and understanding and enjoyment of art, music, movement, imaginative play and role-play.
- Be encouraged to use appropriate creative language in the context of play, supported by adults who provide stimulating creative role modelling.
- Take part in a large variety of practical creative experiences in a planned environment, both indoors and outdoors, through both adult-initiated and child-initiated play including helping children take risks.
- Access creative experiences through appropriate use of ICT to include our Interactive White board, iPads, programmable toys etc (with some restrictions on internet connected devices due to the nature of our internet access ie not connected to C2k)
- Observe adults encouraging creative mark-making and begin to make marks to express their own feelings and thoughts.
- Be given time for reflection, discussion, and embedding of creative thought.

Operating Policy:

Programmes of work will be planned for each area of creative development, though, through careful staff interactions and judgement, there will be opportunities to follow the children's lead in their artistic play whilst still meeting our key learning intentions.

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

They will be encouraged to explore freely by themselves, with peers, and with sensitive adult input, in order to extend the knowledge and skills required to make informed choices and develop personal interpretation. Staff will value and encourage each child's natural curiosity and vivid imaginations. We will help them to take risks all the while helping them develop confidence in trying things out, and to accept that their ideas may not necessarily work out. Staff will encourage them to explore their own ideas rather than reproduce someone else's work and develop their own confidence and self-belief.

Programme of work:

The programmes of work 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, though, again, flexible enough to follow the children's lead and develop their own ideas.

The children will have opportunities to explore in an open-ended manner the properties of a wide range of materials/media. **Staff will be aware that is the process, and not the end-product, which aids creative development.**

ART and DESIGN

Help to develop their visual, spatial and tactile awareness, exploring and experimenting with man-made and natural materials for colour, shape, pattern and texture to create temporary as well as permanent creations indoors and outdoors

Painting and Drawing:

Concepts: colour to include experimentation with shades and tones, shape, pattern, texture, symbolic representation from real life and from their own imagination

Skills: sensory exploration, fine manipulative control, eye to hand co-ordination, language, control of equipment, visual awareness, drawing at different levels/surfaces, exploring different types of paper/card/materials/fabric, on our Perspex drawing frame outdoors/windows/blackboards outdoors and indoors

Activities:

- use of wide variety of media - **to include:** chalk, pastels, crayons, paint pens, pencils and felt tips of various widths and sizes,
- use of paint and variety of sizes of brushes (include brushes with just water to draw on dry surfaces eg outdoors, brushes made of natural materials eg herbs/twigs), rollers/stampers/sponges/vegetable printers/junk art materials to apply paint to surfaces,
- use of Seesaw drawing pages and tools to create artistic pieces and use microphone tool to describe their creation.
- use of led tablet boards and stylus for children to draw/mark make
- use of straws to blow paint/create bubble pictures, explore colours and textures by adding other materials to paint eg sand, glitter, shaving foam, salt

Printing:

Concepts: texture, line, tone, shape, form, pattern, size, symbolic representation

Skills: creative, language, hand to eye co-ordination, fine manipulative control, concentration, sensory skills

Activities:

- foot printing, hand printing, clay prints,
- use of natural materials eg cones, twigs, leaves, rocks, fruit/veg to print, rollers, stampers, sponges,
- use of everyday materials around nursery room to discover the shape/pattern they make eg wheels of small cars, cotton reels etc.

Using Paper, Card, Wood, Fabrics and Scrap materials:

Concepts: language related to materials: hard/soft/ bendy/rigid/ rough/smooth, form, size, symbolic representation

Skills: creative, language, concentration, sensory skills, fine manipulative control to bend, tear etc, hand to eye co-ordination in use of variety of joining tools eg staplers, tape dispensers, various glue applicators, and emergent safe use of scissors

Activities: As children take part in play, they will have opportunities to:

- explore materials of different textures, which will offer them sensory experiences,
- make pictures and models using a variety of natural and man-made materials to include junk art materials gathered by the children themselves, variety of paper, card, boxes, fabrics, string, wood, feathers, glitter, sequins and buttons.
- investigate different ways of joining materials, including using different sorts of glue, tape and staples, and temporary methods such as elastic bands and paper clips.
- experiment with and use tools such as a sticky tape dispensers, scissors, staplers and hole punches.
- Develop the concept of temporary art using a wide variety of materials including the above as well as materials gathered in forest school or in the local environment.

Using Malleable Materials:

Concepts: shape, form, pattern, texture, size, symbolic representation

Skills: hand-eye co-ordination, visual awareness, concentration, social, language, creative, fine manipulative control including squeezing, poking, rolling, flattening, pinching and sprinkling, use of a variety of tools and materials eg scissors, knives, forks, mashers, rollers

Activities:

- playdough
- clay
- plasticine,
- soapflake mix,

- cornflour gloop
- soap snow/instant snow
- wet and dry sand
- moulding sand
- jelli-baff
- cereals
- pasta

Collaging using shapes, textured fabrics, plants/flowers/leaves, paper, pasta, lentils, cereals etc

Musical Experiences:

Concepts: Loud, soft, quiet, high, low, fast, slow - make descriptions of music in relation to mood, beats

Skills: develop sense of rhythm, singing, performing,

Activities:

- Individual free play with instruments both purchased and those they have made themselves,
- making own instruments and experimenting with sounds they can create with them and with their own voices to include an awareness of tone, loudness and pitch
- group music making sessions,
- movement to music,
- listening to live musicians/recorded music,
- discussion of feelings which result from different types of music/singing
- Use of bank of children's songs built up on iPads to include Wiggly Woos, SureStart Music therapy service (Boogie Beats), as well as wealth of musical resources online for e.g. Learning Station, Brain Breaks, Jack Hartman etc
- Use of portable speaker outdoors to listen to music children enjoy and to introduce them to classical/traditional music or music from other cultures
- Opportunities to 'free' dance, do actions to rhymes and songs, clap, march, sway, roll etc
- Singing as part of a group at song time but also opportunities to sing for others as part of play or as part of performances for others

Drama Experiences (Imaginative and Role Play):

Concepts: role, pretend,

Skills: expressing feelings in both verbal and non-verbal way, performing, entering different worlds/realities, build on personal experiences, develops co-operative and communications skills, build self esteem and confidence, contributes to oral language development and social and emotional development, further develop imagination

Activities:

- Join a group involved in role-play, initiate their own role-play, assuming and sustaining roles
- Have access to, and use, a wide range of dressing-up materials and props to enhance their play - not always commercial ones - addition of strips of fabric to create own costumes/create own props through use of junk art materials eg cardboard shields and swords/drawbridge, clay fruit for stall etc;
- adults will engage in play modelling roles such as the patient in the hospital or the customer in the shop, hairdresser's or café etc
- Opportunities to explore a range of resources including puppets, soft toys and small world toys to create scenarios,
- retell stories or express their own ideas.
- **Rather than adults creating the role play areas we now work in tandem with the children to brainstorm ideas and create these areas using the knowledge they already have and developing it from this point**, for e.g.: Home corner, farm, polar explorers' station, space station, nail salon, spa, Santa's workshop/home, hospital, zoo, vets, dental surgery, hairdressers, supermarket/market stall, bears' cottage, camping site, fairy tale castle, post office, builders' yard and construction site, garage (encompassing indoor and outdoor play areas)
- Wide variety of small world play opportunities to develop and enhance personal knowledge and experience as well as introduce new areas/ experiences eg dolls' house, garage, trains, farm, zoo, dinosaurs, trucks and diggers, puppets etc (some of these used in tuft tray, sand and water play to create new/realistic environments).

Planning, Learning, recording and assessment:

Planning:

Topic planning takes place on a monthly basis. Activity planning occurs on a bi-weekly and from this we generate daily plans dependent on where our child-led/child-centred approach leads us. It is ensured that the creative arts are considered in all our planning and not just standing in isolation.

Staff will provide opportunities for children to further their creative development in each area of the Pre School curriculum i.e. Creative Experiences, Painting and Drawing, Using Card, Paper, Wood, Fabrics and Scrap materials, Using malleable materials, Music and Drama experiences by:

- Providing a stimulating environment where creativity, originality and expressiveness are valued.
- Listening to the children and planning activities which further their interests
- Allowing the children to explore, experiment and take risks within safe boundaries
- Providing good quality resources, which are carefully selected for specific activities.

- Providing a wide range of activities that the children can respond to using their senses.
- Planning open-ended activities, which children can access and develop in their own way.
- Allowing TIME for children to explore, develop ideas and complete their own work - not simply finishing a task on a given day (or indeed week) if the children are enjoying the experience and gaining from it
- Supporting children's confidence through encouraging comments, praise and open-ended questions, where appropriate.
- Enabling children to express and represent their ideas in many ways.
- Providing access to resources from a variety of cultures to stimulate different ways of thinking.
- Providing support with skills and techniques as appropriate to the needs and wishes of the child.
- Providing equality of access for children with different needs by providing a variety of ways for children to access materials and experiences

Learning:

- We are acutely aware of the creative play that is going on both indoors and out, and of the inherent possibility in any activity or material the child is offered.
- We encourage the development of creative language by modelling the use of artistic and musical language at the appropriate time and offering children the opportunity to talk and engage in discussion with peers and adults.
- We understand the need for each child to develop confidence in his/her ability to use a wide range of resources and to meet challenges through play and discovery.
- Activities will be play-based and open-ended to encourage enquiry learning and problem-solving skills.
- We recognise that the acquisition of basic creative skills are only one part of a child's overall development: games and activities are introduced as appropriate to each child's development and only when they are ready and interested.
- Structured group music and movement sessions will reflect the needs of the children and allow them to acquire skills and formulate ideas, providing a balance of teacher-led and child-initiated activities.

Role of adults:

All staff are trained in supporting/encouraging/facilitating children's creative work to ensure they provide positive, constructive feedback and ask open-ended questions rather than a closed statement.

Correct Approach	Incorrect Approach
'Tell me about your picture'	'What is it?'
'Which colours did you use?'	'It's nice.'
'I like the way you have used lots of green.'	
'That's a good way of balancing.'	'Good.'
'I like the way you are using your arms to help you balance'	

Children will be encouraged to mark make in their play eg writing a shopping list/make notes in the space station, create designs in Santa's workshop/building site, recording a temperature at hospital etc.

Children must label all their work using their name labels - as some children begin to try to write their own name they are supported BUT NOT TAUGHT HOW TO. If asked, a supporting adult will also write their name if they wish to copy it. This is to encourage the children to have confidence in their own ability to mark-make, and see the relevance of this aspect of their learning.

Staff observe the children informally and records of such observations are made directly onto the Seesaw Learning Journal observation app or 'post-its'/photographs are uploaded onto it and shared in the daily evaluation meetings. Any issues/concerns are added to our fortnightly 'Actions for Specific Children' sheet for our daily attention. This means that assessment of each child is ongoing through mixture of informal observation, interactions with the child, the use of our information sheets and discussion during regular staff meetings. The information gathered is then used for our future planning of activities for each child.

Information gained through recording and assessment will be shared with parents, other school staff and outside agencies as appropriate.

Working with Parents and Families

- We are very proud of our use of Seesaw as a home-nursery link, and photographs are posted daily of the children's activities, letters, information and newsletters are shared here also. Parents are encouraged to share videos and photographs from home too.
- Parent teacher meetings in Term 1 with follow up in Term 2 as well as others requested by either parent/teacher.
- Parent Consultations on informal basis at collection/pick-up times or by telephone call or arranged appointment in the case of SEN consultations/reviews.
- Parent Information Boards
- Parents encouraged to share their skills, come into nursery to share their stories/job role eg police officer, hairdresser, vet, nurse etc.