



## Westfield Nursery School Expressive Arts and Design Policy (EAD)

### **Vision-**

At Westfield Nursery School we aim to deliver against our vision. “Inspired beginnings, outstanding futures”.

### **Expressive Arts and Design (EAD)**

Expressive Arts and Design is a specific area in the Early Years Foundation Stage (EYFS) curriculum. This specific area includes essential skills and knowledge. This comprises of two aspects.

1. Exploring and using media and materials.
2. Being imaginative.

### **Philosophy**

We believe the EAD learning is developmental and takes place over time. Children learn best when they feel happy and in a safe and secure environment. They learn the most effectively if given the opportunity to learn through play and exploration, active learning, creating and thinking critically. They learn best through first-hand experiences and in an environment that allows opportunities to have their own ideas and choosing ways to do things.

### **Guidelines for implementation**

Early year’s practitioners, both inside and outside, should:

- ✚ Have a positive attitude to EAD development in children.
- ✚ Have a good understanding of the learning outcomes for EAD development in the EYFS document.
- ✚ Ensure that adult led activities are provided to encourage EAD development and that the activity is differentiated to meet children’s needs through adult led activities.
- ✚ Ensure that there are a variety of stimulating and appropriate EAD resources available both indoors and outdoors.
- ✚ Ensure that appropriate resources are easy for children to access and to find during work time for child-initiated play.

### **Guidelines for implementation: Exploring and using media and materials.**

Early year’s practitioners, both inside and outside, should:

- ✚ Show an interest in a variety of musical instruments, the sound they make and how sounds can be changed; create sounds, by banging, shaking tapping or blowing.
- ✚ Demonstrate and allow children to tap out simple repeated rhythms.
- ✚ Allow children to explore and learn how sounds can be changed.
- ✚ Encourage children to join in singing favourite and familiar rhymes and songs.
- ✚ Encourage children to move rhythmically and imitate movement in response to music.
- ✚ Begin to build a repertoire of songs and dances and share these with children.
- ✚ Encourage children to experiments with blocks, colours and marks and what happens when they mix colours
- ✚ Provide various construction materials to develop children’s skills in stacking, enclosing and creating spaces.
- ✚ Support construct with a purpose in mind by selecting variety of appropriate resources.
- ✚ Demonstrate and support use of simple tools and techniques children need to shape, assemble and join materials they are using.
- ✚ Model and encourage children to describe the texture of things.

- ✚ Allow experiments to create different textures such as sand, paint, and playdough.
- ✚ Understand that different media can be combined to create new effects and demonstrate and support this with children.

### **Guidelines for implementation: Being imaginative-**

Early year's practitioners, both inside and outside, should:

- ✚ Extend children's experience and expand their imagination through the provision of pictures, paintings, poems, music, dance and story.
- ✚ Support children to use representation to communicate e.g.: drawing a line saying, 'That's me'.
- ✚ Engage in imaginative role play based on children's first-hand experiences and encourage children to make believe by pretending.
- ✚ Role model building stories around toys and introduce a storyline or narrative into their play
- ✚ Provide appropriate resources and opportunities to support a variety of role play experiences. E.g. home corner, vets, hospital etc.
- ✚ Encourage children to play alongside others who are engaged in the same theme and play cooperatively as part of a group to develop and act out a narrative.
- ✚ Encourage children to be inspired and re-enact a show e.g. pantomime.

### **Equal Opportunities**

All practitioners must have high expectations of what the children can achieve regardless of gender, ability, race or cultural/social backgrounds. Any observed inequality such as an activity only being accessed by a particular group needs to be discussed and addressed. It is important to consider the cognitive and English language abilities of the children for whom English is an additional language and for children with special needs, adapting and changing activities when required, depending on the child's need.

### **Liaison with parents**

- Parents will be invited to attend a stay and play day including EAD activities.
- Parents will be encouraged to understand the importance of the indoor and outdoor environment when promoting EAD.
- Children will have a creative challenge to take home to do with their parents and families. Children will be able to bring in their work they have made with their families to school, so it can be shared with friends.

### **Resources**

Staff will ensure all resources that are put out are safe and useable for children, staff will also ensure that the outside EAD area is checked during the morning health and safety check. Resources will be replenished regularly.

### **Assessment and Evaluation-**

Overall curriculum lead is Mrs Andrews, lead teacher. She is supported by the Literacy team Development Team (Miss Dhenin and Miss Heading) who monitor, evaluate and implement necessary changes to ensure effective provision of literacy development opportunities. This is done through regular scrutiny of policy, planning, assessment, observations and feedback from other members of the nursery.

Subject leaders will attend the relevant training and be kept up to date.

### **Conclusion**

Implementation of this policy will ensure children reach their potential in the area of EAD.

Reviewed March 2020  
To be reviewed March 2021