

Expressive Arts

Category: Early Years

Risk Management and Legal Implications

Failure to manage risk may impact on the delivery of Service objectives and the outcomes achieved by Service users. Education and Children’s Services aim to mitigate the implications by ongoing management and review of risk in all elements of work activity.

The production of this document is one way in which we aim to reduce our exposure to risk. By providing staff with information on good practice, making reference to other guidance that is available across the Council and providing clarity on how we should do things, we can ensure that the management of risk is intrinsic to what we do.

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Expressive Arts

Rationale

“The inspiration and power of the arts play a vital role in enabling our children and young people to enhance their creative talent and develop their artistic skills.

By engaging in experiences within the expressive arts, children and young people will recognise and represent feelings and emotions, both their own and those of others. The expressive arts play a central role in shaping our sense of our personal, social and cultural identity. Learning in the expressive arts also plays an important role in supporting children and young people to recognise and value the variety and vitality of cultural locally, nationally and globally.”

(Curriculum for Excellence)

Learning in, through and about the expressive arts enables children and young people to:

- Be creative and express themselves in different ways
- Experience enjoyment and contribute to other people’s enjoyment through creative and expressive performance and presentation
- Develop important skills, both those specific to the expressive arts and those which are transferable
- Develop an appreciation of aesthetic and cultural values, identities and ideas and, for some, prepare for advanced learning and future careers by building foundations for excellence in the expressive arts.

(Building the Curriculum 1)

Aims

Through the expressive arts children should learn to:

- investigate and use a variety of media and techniques such as painting, drawing, printing and modelling with fabrics, clay and other materials
- express thoughts and feelings in pictures, paintings and models
- use role play or puppets to recreate and invent situations
- use verbal and non-verbal language in role play
- listen and respond to sounds, rhythms, songs and a variety of music
- make music by singing, clapping and playing percussion instruments
- use instruments by themselves and in groups to invent music that
- expresses their thoughts and feelings
- move rhythmically and expressively to music
- participate in simple dances and singing games.

“The defining feature of being a young active learner is the need to widen experiences and learning in all areas of development. The balance for staff is to determine what the young child could learn through their own interests, balancing areas of the curriculum, and in creating a supportive learning environment to help the child to progress.”



“Creativity is about much more than expressive arts, it is the ability to wonder about things, to see them or use them differently. Creativity is vital for all learning. Think about the creativity involved in the everyday problems we face. Consider the pace of change in our world and how we need to ensure our children are equipped with the right skills for their future. The foundations are built from the child’s earliest years.”

(Realising the Ambition – Being Me)

How these aims will be achieved

In music opportunities are provided for example:

- listening to a wide variety of music for example traditional songs, nursery rhymes, musical stories, classical and pop music
- singing a wide variety of songs in small/large groups
- investigating and exploring sound using a wide range of conventional and homemade instruments
- making sound patterns using a variety of playing techniques for example shaking/clapping
- illustrating simple stories by choosing appropriate sounds
- group different sound levels for example loud sounds, fast sounds
- relating musical activities to other experiences

In movement opportunities are provided for example:

- role playing using simple props
- exploring the 'dressing up' box individually or in small groups
- simple mime - body and facial expressions
- traditional action/movement/singing games encouraging co-operation and self-expression
- story telling through creative dance in response to music
- participation in simple movement games in small/large groups
- participation in creative response to musical stimulation for enjoyment

In art/crafts opportunities are provided for example:

- exploration and experimentation of a range of media of varying textures, shapes and sizes to create visual pictures, patterns and expressions
- experimentation with a range of media to express emotional feeling
- experimentation of working with paints, chalk, crayons, pen, pencils and varied materials for example paper/cloth
- simple compositions through collage work using varied materials
- creation of visual patterns and pictures in three dimensions using a wide variety of materials for example clay, dough, junk, loose parts and transient art
- handling of different materials to develop appreciation of texture
- problem solving using construction materials

Through poems, stories, rhymes opportunities are provided for example:

- use puppets to tell stories, express emotions, dramatise situations
- use drama to retell/revise poems/stories



- enjoy and participate in humorous stories/rhymes/poems
- enjoy the wonder of fairy tales
- participate in stories and rhymes with repetition
- extend their listening skills through longer stories
- extend their imagination through predicting the end of stories
- retell stories and poems through artistic representation.

Resources

- Pictures
- Malleable materials (children should be supported to make their own dough)
- Paint - different types
- Brushes - different sizes
- Rollers - printing shapes
- Pens, crayons, pencils, felt-tips
- Paper and card - different size/colour/shape
- Puppets
- Music - Songs, rhymes, tapes - modern/classical
- Musical instruments - purchased and child made
- Singing games

Evaluation

Through Expressive Arts offered in nursery, the children will find enjoyment and personal satisfaction with the emphasis being on the expression and learning that takes place rather than the finished products. They will also increase their (social, motor, language) understanding of themselves and their individual skills through the planned curriculum for the development of creative arts.