

**The Lawns Nursery School and Children’s Centre
Expressive Arts and Design Audit/Policy**

Developed by: S Robinson, Area Coordinator

The overall objective of the Early Years Foundation Stage (EYFS) in all seven areas of Learning is that by the time children reach the end of the EYFS (last term of the Reception/ YR R) they will have achieved the 17 Early Learning goals (first column in red). At The Lawns we aim to work towards these goals by encouraging children to engage with people and their environment, to play and explore, be active learners and to create and think critically, all Characteristics of Effective Learning. The second column shows how we address this.

Objectives We aim to achieve:	Who what where	Evaluation
<p>Early Learning Goal-</p> <p><u>Exploring and using media and materials</u></p> <p>Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Children are encouraged to be focused and not easily distracted</p> <p>Children will be proud, to show satisfaction about their work</p> <p>Children have their own ideas.</p> <p>Children to ‘have a go’</p>	<p>Children explore real tools, techniques, colour design, texture. Form and function in real and meaningful everyday situations.</p> <p>Staff recognise that creativity can happen in all activities.</p> <p>Staff provide a wide range of both commercially produced and homemade resources that are clearly labelled and available to the children as and when required.</p> <p>Children have access to creative activities that encourage both large and small movements.</p> <p>Children use resources that encourage exploration of sound eg claves, instruments.</p> <p>Children have the opportunity to access music in one form or another every day eg in Nursery music sessions are usually at the end of the session.</p> <p>Children learn and sing traditional songs/rhymes/ new songs /poems /circle games/seasonal/curriculum based</p> <p>Children have the opportunity to explore new songs/new music genre/instruments/ rhythm session either in their smaller key groups, larger mixed age groups, and spontaneous sessions or in small focused groups.</p>	<p>Governor visit once a year- report written</p> <p>Observations/monitoring</p> <p>Learning walks by staff and governors.</p> <p>Feedback from parents</p> <p>Photographs and video planning</p>

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<p>Early Learning Goal-</p> <p><u>Exploring and using media and materials</u></p> <p>Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Children have opportunity to engage in new experiences and open ended activities.</p> <p>Children start to initiate their own ideas.</p> <p>Children begin to maintain focus and persist for longer periods as they develop.</p> <p>Children show levels of energy and fascination.</p> <p>Children start to pay attention to details.</p> <p>Children demonstrate being proud of their accomplishments.</p> <p>Children use their own ideas. To test their ideas.</p>	<p>Children have access to a daily creative table where they can use a wide range of materials/resources/tools</p> <p>Adults provide opportunities to learn new techniques/skills at the creative table</p> <p>Children access focus groups with adult where they may have the opportunity to learn new techniques.</p> <p>Children can access a daily tactile table to explore different materials, textures, tools, colours, forms etc.</p> <p>Daily access to painting easel to use paints and other mark making resources.</p> <p>Access to construction daily indoors and out.</p> <p>Writing area where children can mark make, use different resources to make and do.</p> <p>Large and small Blocks available indoors and out for children to build- clipboards, books and any other appropriate resources available to scaffold learning.</p> <p>Paints on a large and small scale are used indoors and out.</p> <p>Interactive displays allow children to explore different resources and materials.</p> <p>Music is used as a prompt for change in the daily routine eg-tidy up time.</p> <p>Parents, professionals and staff are invited to share their musical talents in school.</p> <p>Children access music programmes on computers.</p> <p>Staff adapt songs and encourage children to make up their own songs.</p>	<p>Children share their Learning Journey with adults and peers and reflect on what they have achieved</p> <p>Parents and children bring in objects/items for us to use and share.</p> <p>Observations/monitoring</p> <p>Learning walks by staff and governors.</p> <p>Feedback from parents</p> <p>Photographs and video planning</p> <p>Confident happy independent children.</p> <p>Children share their Learning Journey with adults and peers and reflect on what they have achieved</p>

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<p>Early Learning Goal-</p> <p><u>Exploring and using media and materials</u></p> <p>Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Children are willing to 'have a go'.</p> <p>Children engage in new experiences.</p> <p>Children initiate ideas.</p> <p>Children maintain focus and persist</p> <p>Children show levels of energy and fascination.</p>	<p>Children have access to daily music sessions either spontaneous sessions, child initiated, adult led.</p> <p>Music sessions are held in small groups, key groups, and larger class groups.</p> <p>Children have access to a wide range of instruments eg drums, claves, tambours, chimes, bells etc</p> <p>Children are encouraged to make their own instruments.</p> <p>Children are encouraged to participate in dancing sessions using different resources eg scarves, ribbon sticks, instruments.</p> <p>Spontaneous dancing and singing is positively encouraged. Both adults and children are encouraged to participate.</p> <p>Children are encouraged to explore sound using different resources.</p> <p>Parents, staff and professional musicians are invited in to share their talents.</p> <p>We explore music from other cultures, genre, styles.</p> <p>We use DVD's/CD's of musicals, ballets.</p>	<p>Observations</p> <p>planning</p> <p>enthusiasm of children's response</p> <p>Feed back from parents</p> <p>Sample of work</p> <p>Displays</p> <p>Popularity of different activities</p> <p>Photos/videos</p> <p>Learning walks by staff and governors.</p>

Objectives We aim to achieve	Who What When	Evaluation
<p>Being Imaginative Early Learning Goal- Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p> <p>The children use their own ideas.</p> <p>Children test their ideas and learn by their mistakes.</p> <p>Children pay attention to details.</p> <p>Children are encouraged to be proud of their accomplishments.</p> <p>Children explore and find new ways to use resources, materials etc</p>	<p>Children access Forest School activities that encourage creativity eg mud faces, weaving.</p> <p>There is a wide range of natural resources for children to use.</p> <p>Older children have access to woodwork – children use real tools safely – design technology children design what they are making first.</p> <p>Children access sewing using textiles.</p> <p>Children use boxes/junk to do 3 D models.</p> <p>Making instrument.</p> <p>Children recycle and create using different resources.</p> <p>Den building working on a large scale using tools and materials</p> <p>Creativity with food-cooking-using tools, textures</p> <p>Wide range of resources available to support all learning style and schemas.</p> <p>Access to a wide range of materials, resources and tools where children through their own choices develop their own ideas.</p> <p>Blocks indoors and out to create block models or use them to represent other things.</p> <p>Natural resources available- children can also forage for their own materials around the garden and use them imaginatively.</p> <p>There is a permanent home corner where children can access imaginary play daily.</p> <p>We have a wide range of resources to scaffold imaginative play eg push chairs, soldiers, fairy land etc</p> <p>Small world readily available, indoors and out. Interactive small world displays changed regularly both indoors and out.</p>	<p>Photos/videos</p> <p>Observations</p> <p>planning</p> <p>enthusiasm of children’s response</p> <p>Feed back from parents</p> <p>Sample of work</p> <p>Displays</p> <p>Popularity of different activities</p>

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<p>Imaginative Early Learning Goal- Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<p>We set up different role play areas indoors and out eg café, shops, vets, hospital, butterfly house, train station etc.</p> <p>Children use story bags/ boxes.</p> <p>Children are encouraged to develop their own stories to develop narratives.</p> <p>We set up different small world scenes to develop imagination eg polar animals, dinosaur land, etc</p> <p>We set up a role play in the outdoor sand pit eg building site, seaside etc.</p> <p>Children are provided with ‘real’ resources and an opportunity to represent their own experiences.</p>	<p>Popularity of different activities</p> <p>Observations/monitoring</p> <p>Learning walks by staff and governors.</p> <p>Feedback from parents</p> <p>Photographs and video planning</p> <p>Children share their Learning Journey with adults and peers and reflect on what they have achieved.</p> <p>Popularity of different activities.</p> <p>Children’s emerging writing on the walls</p>

