**Intent:**

Imagination and creativity are important at Hindley Nursery School we will provide our children with a wide range of rich opportunities to explore and play with media and materials and engage with the arts. We will encourage our children to develop their understanding of the arts and to be confident in self-expression.

**We intend to:**

* Provide opportunities for children to have ideas and feelings and have a variety of creative ways to express these.
* Foster imagination, curiosity, creativity and critical thinking.
* Provide time to experiment and try things out, make connections using sensory and creative opportunities.

***Approach***

At Hindley Nursery School, our approach in supporting children’s Expressive Arts and Design begins by exploring the learning environment around them both indoors and outdoors . The learning environment has been created to promote a high level of creativity and allow children time and space to be imaginative and expressive in a range of play areas including blocks, small world, malleable, art, drawing and music.

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| **EXPRESSIVE ARTS AND DESIGN: CREATING WITH MATERIALS** | | |
|  | **Sequence of learning** | **Our unique Approach** |
| **Two Year Old End Point** | * I engage in large scale collaborative creative experiences, * I explore creative experiences such as painting and gluing with support from my key person. * I use chunky paintbrushes, and can print and make marks with blocks, sponges etc. | |  | | --- | | * **Sticky Kids** - A range of opportunities within the environment support children to enjoy and explore moving to music * Lots of large scale opportunities for making marks and being creative can be found throughout the in-door and outdoor environments | |
| **Rising Three End Point** | * I am beginning to spend more time when creating and making, showing some attention to detail. * I begin to be more specific in my approach to creative tasks. * I can manipulate play dough in different ways e.g. rolls, cuts, squashes, pinches. * I can experiment with blocks. * I use tools with purpose to effect changes and make marks in media and materials. | * More opportunities for mark making on smaller scales are provided throughout the environment both indoors and outdoors * Different resources provide more intricate patterns and marks, such as cotton buds in the painting area |
| **Pre-School End Point** | * I am confident to try new techniques and approaches when creating and making designs using a range of tools and materials. * I know it is important to follow my own ideas which may be different to others. * I can use a range of media & materials to create an intended outcome. E.g. making a car using found materials * I can draw and paint with increasing detail and control | * Continuous provision supports the skill development for new approaches and techniques, for example, folding, cutting, attaching. * The curiosity approach ensures children are exposed to a range of natural and authentic learning materials |

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| **EXPRESSIVE ARTS AND DESIGN: BEING IMAGINATIVE & EXPRESSIVE** | | |
|  | **Sequence of learning** | **Our unique Approach** |
| **Two Year Old**  **End Point** | |  | | --- | | * I watch my key person closely and may copy what they do, for example rocking baby in the role play area. * I play with what I know, I imitate what I have seen and experienced * I enjoy singing and responding to simple nursery rhymes with actions during small group times. * I am beginning to use paints and different materials in sensory and creative activities. * I like to use musical intruments to make sounds. | | * A range of sensory and imaginative play opportunities indoors and outdoors for children to explore. * Children are encouraged to act out real life experiences in role play and imaginative play. * Basic action nursery rhymes are sang on a daily basis at group time. * Children learn how to play simple musical instruments and enjoy using them to join in with music and songs. |
| **Rising Three**  **End Point** | |  | | --- | | * I use my imagination in often repetitive approaches, for example pouring tea in the role play kitchen. * I build stories around the re-sources which I am playing with. * I introduce a simple story line to my play. * I can use a range of materials in a creative way * I can sing a range of nursery rhymes. * My drawings and painting include circles and lines and I am beginning to show some shapes and detail. * I can use a range of musical instruments and I am beginning to respond to rhythms and beats, faster and slower. | | * A range of nursery rhymes are sang everyday in nursery. * Small world and imaginative play opportunities are provided in the learning environments. Children are encouraged to tell familiar stories and use familiar characters in their imaginative play. * **Sticky Kids –** moving to music. * Drawing the Write way encourages children to begin to represent more detail in their drawings and paintings. |
| **Pre-School**  **End Point** | |  | | --- | | * I explore using my imagination in a variety of ways as I develop storylines, play with familiar re-sources and use my own experiences, such as going on a car ride. * I participate in small world play which is related to rhymes, stories or television programmes. * I learn a range of skills and approaches which I test, revisit and extend as necessary. * I play alongside other children who are engaged in the same theme * I can sing a range of familiar songs with the correct pitch and melody. * I know the names of familiar instruments and can play them in different ways to express different emotions and thoughts. * I can represent my feeling in the creative marks that I make. | | * **Core Stories, PLODS** enhance children’s experiences and activities around core stories. * Higher order thinking skills are supported through sustained shared thinking. * **Helicopter stories** support children to understand how they can use storylines, characters and drama in their imaginative play. * Singing and using musical instruments is planned in a more structured way to focus on pitch, melody, representing emotions. |