



**Curriculum Policy for Creative Development**

**Foundation Stage (Nursery and Reception)**

**Aim**

To enable the children to express their ideas and feelings and to promote the development of their imaginations.

**Objectives**

To provide a stimulating environment and to value originality, creativity and expressiveness.

To provide a wide range of activities that children can respond to by using their senses, developing ideas and expressing those ideas in a wide variety of ways.

To use resources from a variety of cultures to stimulate different ways of thinking.

To accommodate children's cultural or religious beliefs relating to forms of art or methods of representation.

To provide children with sensory impairment with opportunities to experience and respond to different stimuli (e.g. sounds, objects) in a variety of ways.

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

**Operating Policy**

Programmes of work will be planned for each area of creative development.

The children will have access to, and opportunity 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.

**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.

Children will have opportunity to explore within both secular & kodesh lessons, in an open-ended manner the properties of a wide range of materials/media. Staff will bear in mind that it is the process, & not the end product, which aids creative development.

### **Exploring Media and Materials:**

- *Activities allowing children to explore and make objects using a wide variety of materials including: playdough, clay, plasticine, soap flake mix, soap snow, cornflour mix, wet and dry sand, moulding sand.*
- *Collage activities such as: collaged shapes, texture collage, paper collage, paper sculpture, paper bag puppets, paper plate faces, kites, hats, snakes, stained glass, sand collage, cardboard, badges, slot and slit shapes, glasses, nature garden, junk models.*
- *Drawing activities using chalk, charcoal, pastels, rubbings, felt-tips, crayon and wax resist, templates, carbon copies, aqua crayons.*
- *Painting activities using a variety of techniques including: finger painting, powder paint in shakers, spray paints, squeeze bottle paints, paint and scrape, block painting, butterfly pictures, twig painting, roller bottle painting, stencilling, marbling, bubbles painting, brush painting, dyeing.*
- *Printing activities including: foot prints, hand prints, clay prints, hand and knuckle prints, fruit and vegetables, balloons, roller prints, card prints, ball prints, mesh dab prints, leaf prints, sponge prints, shoe prints, car rolling.*

### **Music**

- *Individual free play with musical instruments.*
- *Group free play with musical instruments.*
- *Moving to music.*
- *Listening to live musicians.*
- *Listening to recorded music.*
- *Listening to music from a variety of cultures.*
- *Discussion of feelings which result from different types of music.*
- *Singing.*
- *Musical accompaniment to stories.*

### **Imagination**

- *Dressing-up games.*
- *Home corner.*
- *Role play with shops, post offices, doctor's surgery etc.*
- *Imaginative play with dolls and models.*
- *Acting out and expanding on stories.*
- *Individual and group discussions about 'what happened next' at the end of a story.*

### **Responding to experiences/Expressing and communicating ideas**

- *Individual discussion.*
- *Group discussion.*
- *Painting and drawing.*
- *Model making.*
- *Role play.*
- *Playing musical instruments and singing.*

### **Curriculum Planning**

Topic planning takes place on half-termly basis. Activity planning occurs on a half-termly, fortnightly, weekly or daily basis. The topic planning and activity planning sheets used by the Nursery and Reception are laid out to identify each of the areas of learning in the 'Early Learning Goals' document. This ensures that Creative Development is considered whenever a topic or activity is planned.

## **Pupil recording and assessment**

- All staff make on-going daily observations on pupil progress and **significant achievement**. These observations are recorded on white address label stickers and are transferred into the children's individual Foundation Stage pupil records (green files) on a daily basis. Copies of these stickers are kept in the planning folder in order to aid future planning. This information is used to plan appropriate future activities that will aid the children's development, and is shared with other staff to ensure continuity of care and learning. Work samples (including photographic evidence where appropriate) are also stored in the green Foundation Stage pupil record files.
- Key workers are responsible for making sure that these records are updated regularly, and that, in conjunction with the class teacher, the information is shared with parents and carers on a regular basis.
- The class teacher in both the Nursery and Reception classes, in liaison with the other Nursery Practitioners, will complete a whole class Foundation Stage profile towards the end of each summer term.
- The results of each individual pupil's Foundation Stage Profile will be transferred to the **Individual Yearly Pupil Progress Record**.
- At the end of each academic year, each class teacher will produce a written Foundation Stage school report for parents detailing achievement in all of the six learning areas. There will be an opportunity for parents to discuss this report with their child's class teacher before the end of term.

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

## **Resources**

A list of specific Creative Development resources will be compiled.

Signed:

Headteacher: **Sara J. Harris**

Chairperson: **Eddy Breuer-Weil**

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