

EXPRESSIVE AND AESTHETIC DEVELOPMENT POLICY

RATIONALE

Young children have wonderful imaginations and find enjoyment and personal pleasure when given the opportunity to experience their own creative abilities and sensitivities. Expressing and creating ideas, feelings and imagination, as well as having opportunities to enjoy a variety of sounds, sights, shapes and textures are vital parts of the young child's development. They contribute to children's learning about themselves and the world and to the development of social, intellectual, physical and communication skills (*A Curriculum Framework for Children 3-5 Page 31*).

AIM

The aim of Killermont Primary Nursery Class is to promote children's expressive and aesthetic development in relation to their previous experiences, competences and levels of development.

OUTCOMES

- Children will have a wide range of opportunities to investigate and use a variety of media and art & craft techniques
- Children will use verbal and non-verbal language in role play
- Children will express thoughts and feelings in pictures, paintings and models
- Children will use role play and puppets to recreate and invent situations
- Children will listen and respond to sounds, rhythms, songs and a variety of music
- Children will make music by singing, clapping and playing percussion instruments.
- Children will use instruments by themselves and groups to invent music that expresses their thoughts and feelings
- Children will move rhythmically and expressively to music
- Children will participate in simple dance and singing games

PROCEDURES

Within Killermont Primary nursery class the curriculum is based on *A Curriculum Framework for Children 3-5* to ensure balance and relevant learning opportunities for all pupils. We believe that children's expressive and aesthetic development is linked closely with all aspects of their learning.

A wide range of activities are planned for the children primarily within the context of the current topic. We provide opportunities for the children to express their ideas and feelings:

- through a variety of media and techniques eg clay modelling, sponge printing, pastel drawing, collage, model making, pens, different types of paper;
- through role play eg group play to retell and invent stories, using puppets, imaginary play corner;
- in drama and dance eg Mardi Gras parade, Chinese New Year dragon dance, Scottish country dancing, using scarves to mimic Autumn leaves falling;
- by responding to and inventing music eg using percussion instruments to illustrate "How I feel when the sun shines/it rains", accompanying songs, experimenting with a variety of instruments/rhythms;

Children have the opportunity to experience such activities during free play sessions as well as during adult led activities. A range of resources are purchased and rotated to enhance these learning opportunities and take account of the children's interests..

- *Please refer to Planning Policy*

Staff are responsive to each child's needs and interests and involve the children in planning by observing their play and seeking their opinions. Staff members carefully consider the children's previous learning experiences to ensure activities are relevant to the children's developmental needs and interests.

Assessment notes are updated regularly to record significant aspects of the child's learning. Information about the child's learning is passed on to the child, parent/carer and other relevant professional.

- *Please refer to Assessment/Reporting Policy*

ROLES AND RESPONSIBILITIES

Senior Staff
<ul style="list-style-type: none">• Ensure national and local guidelines are followed• Monitor and evaluate staff planning and children's development and learning
Staff
<ul style="list-style-type: none">• Must provide learning experiences and activities for children to develop aesthetic and creative awareness• Must take account of the individual needs of the children including any special educational needs

RESOURCES

<i>A Curriculum Framework for Children 3-5</i> <i>LT Scotland (SCCC) Support Books</i>

CROSS-REFERENCES:

The Child at the Centre	1.1, 1.2
National Care Standards	4.4

In our centre responsibility for implementing this policy is:	
First Draft	Date: November 2001
Consultation with Early Years Community	Date: 2001/02
The policy was created on:	Date: 28 February 2005
The policy was reviewed on:	Date: 27 March 2008
Due for review on (not more than 3 years):	Date: 2010/11