Expressive Arts and Design in Early Years

Exploring and using media and materials through Enabling Environments

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| **For Review and Reflection** | **In place** | **Even better if…** |
| There is a shared understanding of creativity amongst the staff |  |  |
| This shared understanding is communicated to parents |  |  |
| It is recognised that creativity can take place across all 7 areas of learning |  |  |
| Expressive Arts and Design is given equal status with other learning |  |  |
| Everyone has a chance to be creative (children, parents/carers and staff) and there is an awareness of creative strengths and interests |  |  |
| Staff are aware of their training needs for creativity and the arts and CPD opportunities are provided |  |  |
| **The role of the adult** |  |  |
| Staff model and encourage experimentation with different media and materials |  |  |
| Staff use observation to note *how* children use the creative areas as well as for observing the development of skills |  |  |
| These observations are evidenced in planning |  |  |
| Adults demonstrate skills and techniques |  |  |
| Specific praise is given which helps to develop creative skills |  |  |
| Adults support children in developing their own art ideas and children are encouraged to be unique in their creations |  |  |
| Children are supported in developing language related to their creations |  |  |
| Visits are organised to ‘art’ venues |  |  |
| Visits by Artists and makers are arranged |  |  |
| **Enabling Environments** |  |  |
| Children are given time and space to develop their ideas |  |  |
| Children can work at their own pace |  |  |
| The environment supports children in making decisions about their own creativity |  |  |
| There are enough materials and equipment for the children to use |  |  |
| Creative workshop areas are well organised, well-resourced and kept well stocked |  |  |
| Materials and equipment are of a good quality and there is an interesting range of materials/media |  |  |
| There are opportunities for differentiation and challenge |  |  |
| Resources offer opportunities for working on different scales |  |  |
| There are opportunities to use large and small ‘loose parts’ inside and outside |  |  |
| There are guides/explanations displayed for the children about different techniques e.g. colour mixing |  |  |
| Children can work at different levels (floor, table, easel) Easels are at the right height for the age group |  |  |
| Creativity is encouraged outside (this might look very different to creativity inside) |  |  |
| Children have the chance to work collaboratively as well as independently on creations |  |  |
| Children can discard their creations if they wish |  |  |
| **Display** |  |  |
| Children can have a say whether their work is displayed or not |  |  |
| Children’s work is displayed with respect |  |  |
| Displays are mainly of the children’s unique creations |  |  |
| Displays are at the children’s eye level |  |  |
| Children have spaces to display their own creations |  |  |
| Displays are relevant to the children currently in the setting |  |  |
| Children are encouraged to label their work in an ‘age and stage’ appropriate way |  |  |
| There are opportunities to display 3 dimensional creations |  |  |
| Children can revisit their creations to edit and add to, as they are stored in an accessible way |  |  |
| Children are encouraged to record their ‘transient’ non fixed creations – photo, video, drawing or plan, writing |  |  |
| A range of artefacts, pictures, photos and books for inspiration are available for adults and children to refer to |  |  |