

Policy For Development Through The Arts

Principles

The United Nations Convention on the Rights of the Child (Article 31) insists that every child should have the opportunity to: "Engage in play and recreational activities according to the age of the child and to participate freely in cultural life and the arts"

"Children's creative, expressive and physical development is closely linked with all aspects of their learning." C.C.E.A. April 2002

Statement Of Intent

The Staff of Ballycastle Integrated Nursery Unit aim to provide every child with opportunities to develop his/her own original creative abilities and to express their ideas, thoughts and feelings through the use of their senses in art, music, dance, drama and imaginative play without interference, interruption or 'over instruction' by the staff.

Procedures

Therefore the staff will ensure that:

- Activities are well planned across all play areas to promote creative and aesthetic development
- Children are encouraged in their creativity by giving them the freedom to express their own ideas and imagination
- Originality of thought is developed, whilst also facilitating enjoyment, free expression and learning.
- A wide variety of materials exist both natural and man-made and are readily available for children to use within and across each play area in order that each child may express their original ideas, explore properties, textures, shapes, sounds and colours.
- Emphasis is on the process associated with each activity rather than the finished product.
- Children will have the opportunity to express their ideas and celebrate their achievements with their peers and staff whilst also displaying their work within the nursery setting leading to a sense of identity and motivating and rewarding all children regardless of their ability.
- Children will be provided with opportunities to question, problem solve and modify their original decision if they desire.

- Activities and materials should encourage each child to develop his/her thinking, help him/her to express their own ideas and feelings, help to create positive self-esteem and develop confidence in their choice of actions, ideas etc
- The local environment will be utilised as a vehicle for creativity, and creativity extended as part of our outdoor curriculum.
- Opportunities will be provided for individual work, small group and large group work in art and design, music and movement and role and puppet play.

The staff will use their knowledge and experience.....

- To extend thinking
- To stimulate ideas
- To provide a wide selection of equipment and experiences
- To develop imagination
- To encourage exploration, investigation and experimentation
- To encourage the use of new materials and tools
- To encourage close observation and reflection of ideas
- To promote individual representation and expression of ideas

The following activities and experiences will be readily available to enhance creative and aesthetic development:

- **Malleable experiences** - dough, clay, wet/dry sand, water, gloop, cornflour, foodstuffs
- **Collage materials** - junk, fabric, natural materials, different types of paper and card
- **Drawing** - chalk, crayons, pencils, markers, pastels, highlighters, dabbers
- **Painting** - brushes, rollers, spray paints,, squeezezy bottles, marbling, bubbles
- **Printing** - hand/foot prints, vegetable/fruit prints, leaf prints, sponges, polystyrene shapes, cutters, textured squares, rollers, stampers, vehicle wheels- big and small
- **Musical experiences** - free play with musical instruments- inside and outside, listening and responding to taped music, listening to live musicians, moving to music, musical statues games, joining in with songs and rhymes, using musical instruments to represent sounds in the environment, distinguishing between sounds game, investigation of how different musical instruments make sounds ie shake, tap, scrape etc. making their own instruments using a range of materials.
- **Imagination and Role Play** - role play opportunities reflecting variety of experiences such as home, shop, office, hospital etc, dressing up resources including multi-cultural costumes, hand/finger/large puppets used during story sessions and imaginative play activities, small world fantasy play with dolls house, fire station, garage, hospital medieval castle, pirate ships etc, play with dolls and small world models.

Nursery Curriculum Policies

- Personal, Social and Emotional Development
- Language Development
- Mathematical Development
- Physical Development
- World Around Us Development
- Creative Development

Approved by Board of Governors on: _____

Signed: _____ Chairman

Date: _____

Review Date: _____

Posted on School Website: _____