

ALVER VALLEY SCHOOLS EARLY YEARS NETWORK



Welcome

**FEBRUARY 2024
NETWORK**



The Vision for the Network

A forum for Early Years practitioners to meet and share good practice, work collaboratively to develop our practice and improve outcomes for children in our local area.

Each session will include:

**NETWORKING &
SHARING
PRACTICE WITH
OTHER
PRACTITIONERS**

**A SHORT INPUT
ON AN AREA OF
INTEREST TO THE
GROUP**

**SHARING &
SIGNPOSTING
OF USEFUL
RESOURCES**

Expressive Arts and Design



Today we are
focusing on
Art and **Design**
but of course
**Expressive
Arts & Design**
includes
much more.



Questions for us to consider:

Why?

How/
approach
?

Knowledg
e

Skills

Experiences

"I never made a painting as a work of art, it's all research." **Pablo Picasso**

"It is important that children have regular opportunities to engage with the arts, enabling them to explore & play with a wide range of media & materials." **Who said this?**

"The development of children's artistic and cultural awareness supports their imagination & creativity." **Who said this?**



Educational Programme: Expressive Arts & Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have **regular opportunities to engage with the arts**, enabling them to **explore** and **play** with a **wide range of media and materials**. The **quality and variety** of what children **see, hear and participate** in is crucial for developing their **understanding, self-expression, vocabulary and ability to communicate through the arts**. The **frequency, repetition and depth** of their experiences are fundamental to their progress in **interpreting and appreciating** what they hear, respond to and observe.

Expressive Arts and Design

ELG: Creating with Materials

Children at the expected level of development will:

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Share their creations, explaining the process they have used.

Make use of props and materials when role playing characters in narratives and stories.

Expressive Arts and Design

ELG: Being Imaginative and Expressive

Children at the expected level of development will:

Invent, adapt and recount narratives and stories with peers and their teacher.

Sing a range of well-known nursery rhymes and songs.

Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

For our Year R colleagues thinking about how our curriculum supports children moving into KS1

KS1 - 7 elements of art

Drawing

Painting

Sculpture

Collage

Printing

Textiles

Digital
Media

Consider how your EY curriculum and the experiences and opportunities you give children feed into Year 1?

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How/
approach?

3 Elements to Consider when Developing a Holistic Art & Design Curriculum

1. Practical: exploring, making, doing
2. Aesthetic development : connecting with beauty, (could be through nature, sensory exploration of different media or materials or exploring the world such as a beautiful building)
3. Encounters with real art

EGLINGTON (2003) CITED IN PUTTING THE EYFS CURRICULUM INTO PRACTICE GRENIER AND VOLLANS (2013:111)



EXAMPLE FROM PRACTICE: LANDMARK TREE



**WHAT
DO YOU
SEE?**



**WHAT
DO YOU
THINK?**





**WHAT DO
YOU NOTICE?**

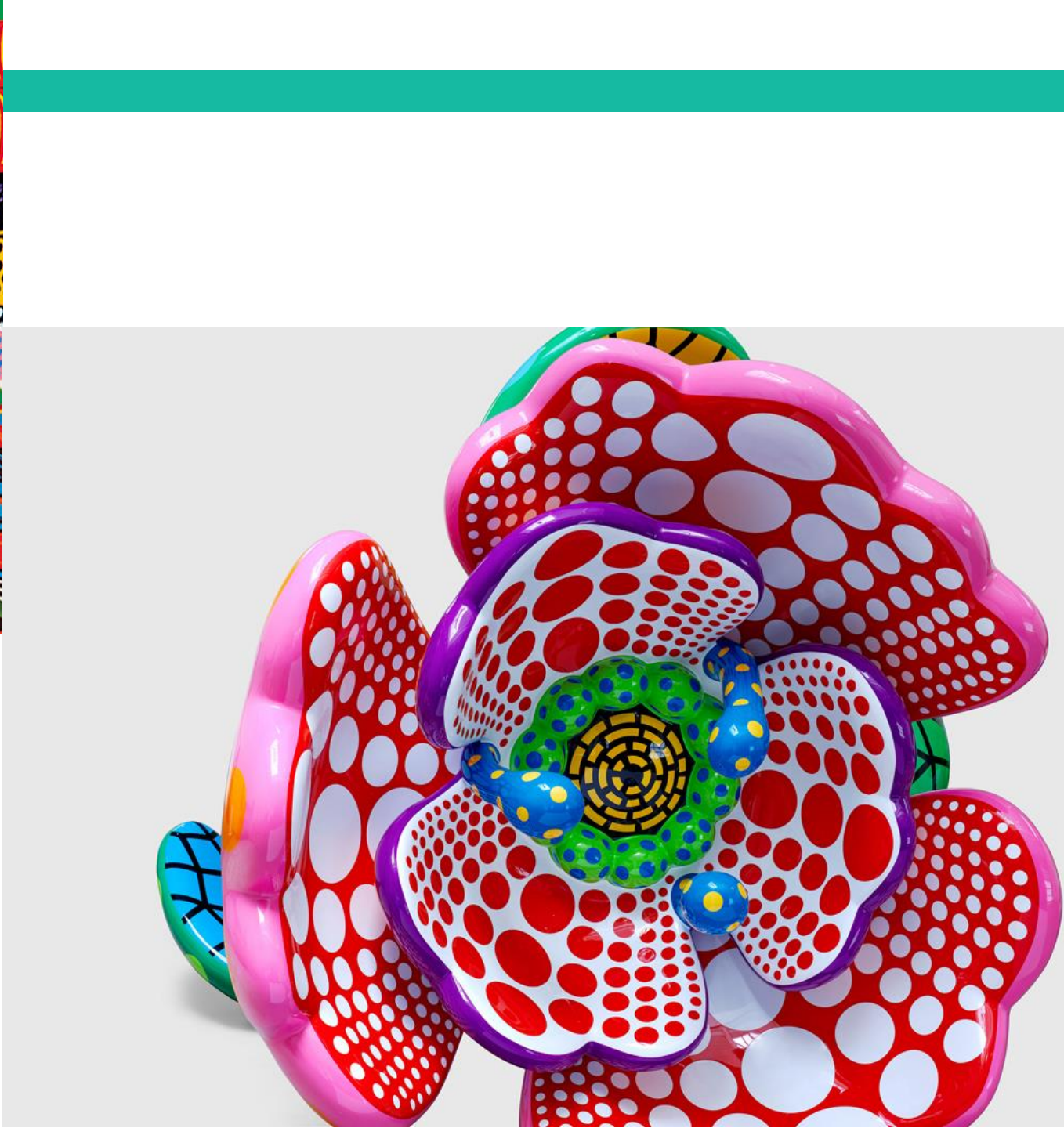


**WHAT
DO YOU
SEE?**

**WHAT
DO YOU
THINK?**

Autumn Rhythm (Number 30), 1950 by Jackson Pollock







Example from practice: Messy Art Days

Mud!



Autumn Rhythm (Number 30), 1950 by Jackson Pollock



JACKSON POLLOCK
Splashed Paint and Wasn't Sorry.

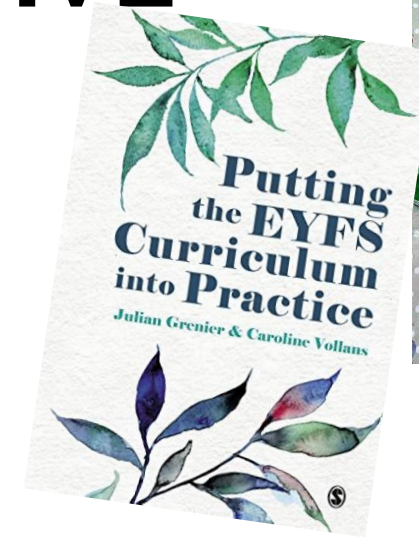


<https://www.alvervalleyschools.co.uk/messy-art-day/>

4 STEP PROCESS OF CREATIVE DEVELOPMENT

DUFFY 2006 (CITED IN PUTTING THE EYFS CURRICULUM INTO PRACTICE -GRENIER & VOLLANS 2023)

1. Curiosity – what is this?
2. Exploration – what can it do?
3. Play – what can I do with it?
4. Creativity – what can I create or invent?



Possibility thinking:
innovative,
experimental,
inventive

REFLECT

What do you have to support the arts in your Continuous Provision? (Range of media and materials that are there day in day out in your setting)

Is there an activity, resource or approach that you find really helpful?



Reflection & Next Steps

EY Network - Expressive Arts Reflection Tool

More Font Options

RAG	What is in place?	Next Steps
	Regular opportunities to engage with the arts?	
	Regular opportunities to explore and play with a wide range of media and materials ?	
	The quality and variety of what children see, hear and participate in?	
	The frequency, repetition and depth of their experiences	
	Opportunities to interpret and appreciate what they hear, respond to and observe	

5/11/23 Editor Suggestions: Showing



Our provision











Learning Through Woodwork

Introducing Creative Woodwork in the Early Years



A David Fulton Book

Pete Moorhouse

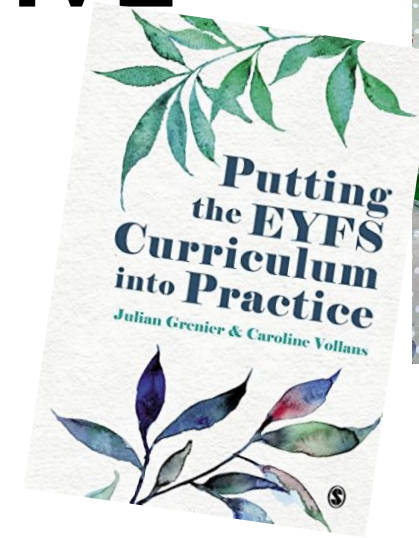
"Every so often a book is written that helps practitioners to develop their work in deep and far reaching ways. This is that sort of book."
Tina Bruce, CBE



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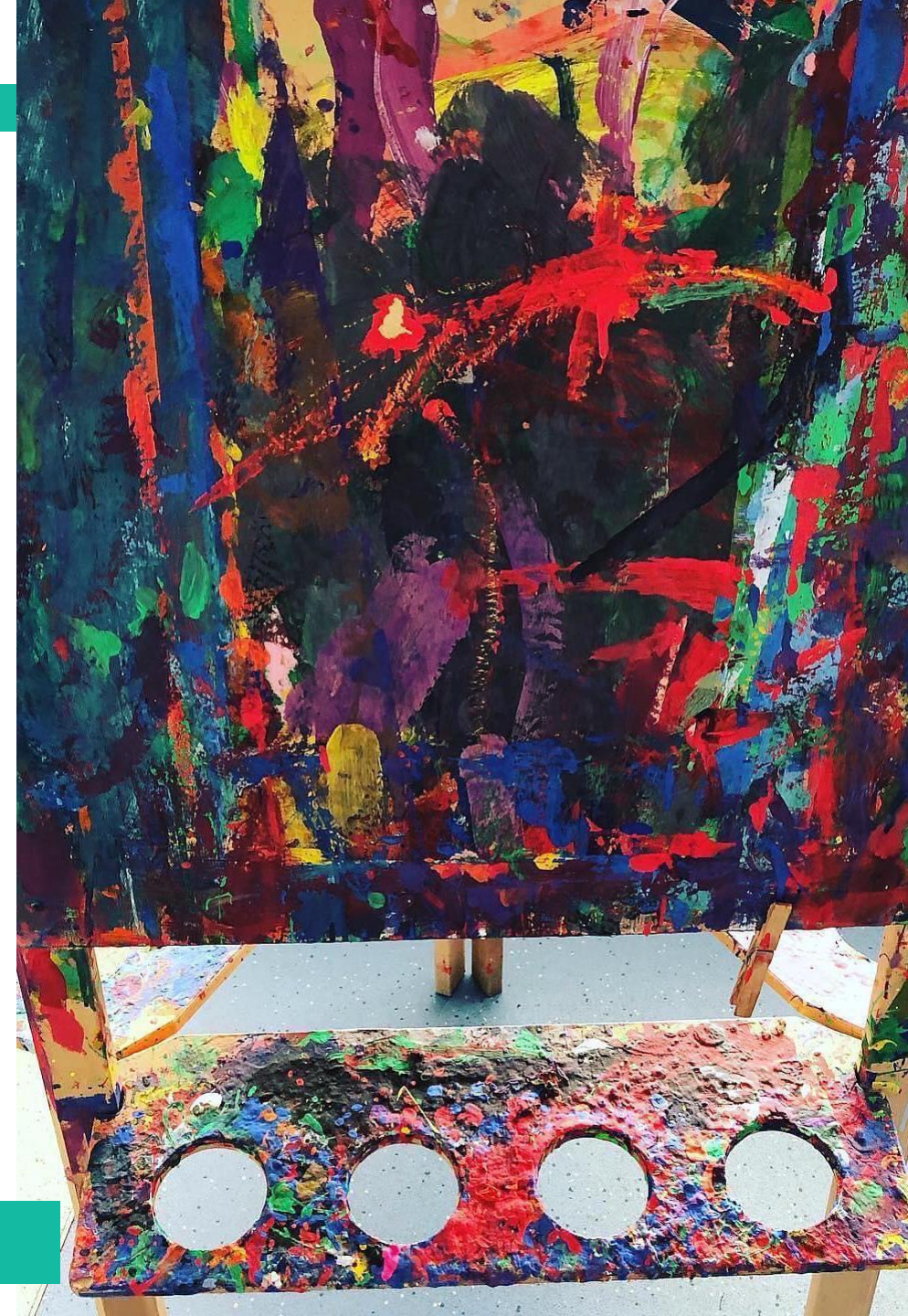
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TIME TO PLAY

- Collage -tearing mixed media
- Printing with a range of objects shower puff/foil/bubble wrap, cotton reels
- Gelli printing colours merge and change and impressions left
- Clay – Representations of Bear Hunt (check out the guide on clay)
- Pipe cleaner threading tree into Clay/dough
- Pippetts and string art
- Natural paintbrush station
- Woodwork (check out the guide on woodwork)
- Brusho



SIGNPOSTING & RESOURCES



Exploring Clay

by Lucy Parker, 2019

[Download a free copy >](#)



The wonder of woodworking

by Pete Moorhouse, March 2021

[Download a free copy \(Interactive PDF\) >](#)

Clay: <https://www.froebel.org.uk/uploads/documents/FT-Exploring-Clay-Pamphlet.pdf>

Woodwork: [https://www.froebel.org.uk/uploads/documents/FT_Woodwork-Pamphlet INTERACTIVE AW.pdf](https://www.froebel.org.uk/uploads/documents/FT_Woodwork-Pamphlet_INTERACTIVE_AW.pdf)

