

Transition from Foundation Stage to Year 1

Supplement (2) - Creativity



Creativity

Creativity is not limited to the 'arts' or 'subject' in the curriculum. It extends across subject boundaries and can be characterised by original and expressive forms of communication and synthesis, a sense of wonder and curiosity, the ability to let distinctions between play and work blur, tolerance of ambiguity, flexible and original responses, insightful and visionary interpretations, fluency and sensitivity, resilience and intuition, risk-taking, and the process of being self-critical.

High quality experiences in the arts can be developed across all subject areas and enrich both the learning and teaching practice within the school.

Good Practice	Developing	Demonstrating	Continuously Improving	Evidence	Action
Creative Development takes place across the whole curriculum and is not identified by children as a separate type of learning within a restricted time frame.					
Creative experiences are objective led rather than product led.					
Practitioners engage in artmaking alongside children, demonstrating their own interest and enquiries in resources and possibilities.					
Practitioners use art forms as a way to teach children in other areas of the curriculum.					
Children are given opportunities to explore a wide variety of materials and art forms, e.g. testing the boundaries of scale or combining mediums of dance and light					

Good Practice	Developing	Demonstrating	Continuously Improving	Evidence	Action
Children are given opportunities to explore their ideas and enquiries through materials, time and collaboration, e.g. opportunities to cumulate and develop ideas and products across a number of days or weeks.					
Resources reflect multiple mediums e.g. dance, theatre, music, visual arts, fabric, ink, paint, charcoal, pastels, watercolours, digital photography, video, sound, light, clay, plaster, print, modelling materials, natural, man made and digital mediums. Use of these materials includes self selection.					
Children are given opportunities to creatively respond to ideas and experiences that are personal and familiar to them as well as new ideas.					
Children engage in the selection and management of resources according to their ideas and projects.					
Responsibility for the care and management of resources is shared by the whole class.					
Practitioners value the <u>process of making</u> not just the product and recognise that risk taking and problem solving are integral to the development of ideas.					

Good Practice	Developing	Demonstrating	Continuously Improving	Evidence	Action
Childrens ideas and efforts are acknowledged and valued through disucssions, self evaluations, peer evaluations and exhibitions					
Children have opportunities to predict, visit, engage with and respond to creative and cultural spaces such as galleries, museums and theatres					
Children have opportunities to learn about creative professionals (artists) and their work. Connections are made with art and culture, and the place of the Arts in society and family.					
Children are given opportunities to challenge and talk about aesthetic preferences and reasoning.					
Resources are used in connection with the environment, e.g. combining space and light/darkness with materials.					

Good Practice	Developing	Demonstrating	Continuously Improving	Evidence	Action
Language affirms enquiries, exploration and planning by children. The stages of making and the product itself are celebrated and evaluated individually, by peers and as a whole class.					
Practitioners use art forms as a way to teach children in other areas of the curriculum.					

Notes

For Further Information Please Contact:

Foundation Stage Team
Ealing Early Years Childcare and Play
2nd Floor Perceval House
14 -16 Uxbridge Road
Ealing
W5 2HL

Tel: 020 8825 8135