

# Curriculum Policy - Guidelines

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## Creative Arts

Creativity is the use of imagination or original ideas to create something. Some may question what this means to Early Childhood Teachers.

BPA supports creative play and promotes the need for children to be given every opportunity for self-expression. We expect all educators to promote the development of each child's sense of agency and to allow children to express themselves and to be leaders in their own learning.

Children in Early Childhood settings should not be required to participate in art/craft activities that are designed by Educators and that require a specific outcome. Art experiences should always be about a child's self-expression, and the child should be intrinsically motivated to participate. It is not appropriate to have mass-produced/template activities in early childhood programs.

The role of the educator is to support children to develop their imagination and confidence to express their thoughts and ideas in a number of different ways. Educators recognise and act on opportunities to scaffold and extend children's learning and they promote higher order thinking. All activities are planned to support the intentions of the program. We value the creative process undertaken by the child rather than focusing on the final product.

As educators we recognize that all children have different abilities. Activities provided should reflect the developmental level of all of the children attending your service.

We support the celebration of special events, when celebrated in a manner that is consistent with children's choice and self-expression. Authentic Celebrations each year will look different, depending on the families and staff at the Centre (please refer to Event Guidelines).

As we value children's choice and believe they should have a voice in their learning, we support the provision of engaging alternatives for children and families who do not wish be involved.

## Experiences

### CHARACTERISTICS

Are creative, unique and original

Open-ended and unstructured

Are child-centred and child directed

### EXAMPLES

Wide range of materials for children to choose from. Materials are displayed invitingly and are readily accessible to children at all times. Each creation will be different.

No templates, colouring-in sheets or other photocopied or mass produced products.  
Eg: all children making a spider/poppy/blossom tree etc.

Educator supports the child to create, but does not do it for them, 'fix' what has been done by the child, or control the process in any way. Children have a choice whether to participate.

Come from within the child	Focused on individual children's interests, and are appropriate to the child's development. Educators believe children are capable and respect their ideas and efforts.
Involve self-expression	Are not copied or imitated. The children may be inspired by beautiful objects, natural and real materials, Master's paintings, etc. and may imitate these in their own work. Children may also sometimes copy work from another child.
Foster autonomy	Encourage children to develop problem solving skills, persistence and resilience.
Are process orientated (the doing is more important than the end product)	Focus on the process of creating, not the finished product. Value judgements are inappropriate.
May not appeal to adults because the finished product may not be recognisable.	It is expected that every child's art is unique. Educators should confine comments to process rather than the end result.
Are success oriented - no fear of failure	Mistakes are fine because creativity demands risk taking. There's no measure of success eg: copying something made by an educator or completing something to the educators' expectations. 'You need to add more to that painting.'
Empower children to decide on content	The EYLF makes it clear that children should have agency in regard to the activities they participate in and their level of involvement.
Pleasure the child	Child is intrinsically motivated and this is enough. It is not done to please parents and educators.
Need open blocks of time	Children should not be rushed. Children should be given opportunities to explore, to experiment, and to return to their creation possibly over a number of days. Children's work needs to be protected in this case.

### Questions for reflection

Can we justify and explain it's inclusion in the program in educational terms?

What does the word 'creativity' mean to you? What does it make you think of?

What forms of creativity does your program promote?

How do children express or demonstrate creativity at different ages / stages of development?

### References:

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