



EYFS Statutory Educational Programme: Expressive Arts and 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.

At Saracens Bell Lane we see the crucial role we have in opening the world to the children to the importance of the arts. We want children to not only have opportunities to experience the work of artists, designer makers and crafts people but to also see themselves in these roles. We want to give them the skills to use expressive arts and design as a tool for self-expression and communication. Our young creatives will have to be problem solvers to achieve their desired outcomes through mixed media, story, dance and music as they begin to make sense of our world through the arts. As with all areas of the early years curriculum, there are close links to the characteristics of effective learning and the other six areas of learning. The range and scope of these Golden Threads is detailed in the medium term planning.

Our Golden threads form a sequenced structure to support children's unique pathways to strong attainment. In this way we are able to co-construct our curriculum with our children's interests whilst still ensuring that children are offered the essential knowledge for future success. Our Golden Threads inform our assessment processes and help identify if any child is in need of additional support.

Golden Threads of Knowledge	FEE2 On Entry	FEE2 Exit Nursery On Entry	Nursery Exit Rec on Entry	REC Exit year 1 On Entry	ELG for reference
Procedural knowledge	At all developmental stages we expect to see children developing skills, through first hand experiences, which enable them to: <ul style="list-style-type: none"> • Explore, experience and experiment • Respond • Plan • Create and perform (including the use of appropriate materials, techniques and tools) • Reflect • Amend 				ELG: Creating with Materials - 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.
Substantive Knowledge Music	To be able to join in with simple songs from around the world. To be able to begin to build an awareness of	To know an initial repertoire of simple songs. To be able to move to music with a rhythmic feel.	To be able explore sound through singing and instrumental work. To know a growing repertoire of simple songs recalling many of	Be able to sing alone or with a group with some attention to melody, rhythm and pitch To be able to create or amend an existing song, tune or rhythm	

	<p>sound being loud or soft.</p> <p>To be able to explore their voices and enjoy making sounds.</p>	<p>To be able to explore a range of sound-makers and instruments and play them in different ways</p> <p>To be able to enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</p>	<p>the words and some of the pitch/melody.</p> <p>Use a range of simple instruments to express feeling and ideas</p>	<p>To be able to identify some simple instruments and the sounds that they make</p> <p>Have experience of listening to a range of different music including music from different cultures, classical music and music from popular culture</p>	<p>known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>
Dance	<p>To be able to join in with dancing and ring games. To be able to respond to sound with body movement.</p>	<p>To begin to experience rhythm through dance – e.g. beginning to march to a steady beat, jumping etc</p>	<p>To be able to move to music with a rhythmic feel.</p> <p>To be able to explore sound through movement</p>	<p>To begin to be able to move rhythmically. To be able to recognise repeated sound and motion movements to music Begin to use ideas from watching and talking about dance and performance art and integrate it into their own dance and performance</p>	
Art	<p>To be able to begin to make marks intentionally.</p> <p>To be able to explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</p>	<p>Sometimes give meaning to the marks they make using a range of tools and surfaces</p>	<p>To be able to explore colour and colour-mixing</p> <p>Begin to reflect emotion in representational drawing and painting – happy face, sad face etc Be able to use action and/or representative drawing to share ideas and experiences</p> <p>Be able to self-select from a range of media for their own creations</p>	<p>To begin to use colour mixing for their own purposes</p> <p>Be able to use the influence of other artists to inform their own creations</p> <p>Be able to add detail and definition to improve the outcome</p>	

<p>Designing and Making (including cooking)</p>	<p>To be able to explore different materials, using all their senses to investigate them. (Cornflour, shaving foam for example)</p>	<p>Begin to create with a purpose using construction kits, natural objects, or other materials</p> <p>Begin to explore joining – for the purpose of joining</p>	<p>Join different materials and explore different textures</p> <p>Use construction kits to create desired outcomes, beyond simple stacking</p>	<p>To be able to use a variety of joining techniques to create their intended simple design</p> <p>To be able to create and reflect – making changes and amendments as a result</p> <p>Be able to follow instructions and sequences to create desired outcomes</p>	
<p>Story Making, including developing narratives and role play</p>	<p>Start to develop pretend play, pretending that one object represents another e.g. a pan as a hat</p>	<p>To be able to begin to make-believe by recreating experiences that are familiar to them. E.g., Home corner</p>	<p>To be able to use small world objects in make, believe play.</p> <p>To be able to begin to build stories around toys, e.g., farm animals needing rescue from an armchair 'cliff'.</p>	<p>To make props to tell stories e.g. pirates, dinosaurs, and adventure stories.</p> <p>To engage with topic related role-play whilst creating their own narratives using appropriate vocabulary</p> <p>Create stories collaboratively sharing ideas and refining ideas</p>	