



Expressive Arts – Overview		
Playing & Exploring - Engagement	Active Learning - Motivation	Creating & Thinking Critically - Thinking
<ul style="list-style-type: none"> • Finding out & exploring • Playing with what they know • Being willing to 'have a go' 	<ul style="list-style-type: none"> • Being involved & concentrating • Keep on trying • Enjoying achieving what they set out to do 	<ul style="list-style-type: none"> • Having their own ideas (creative thinking) • Making links (building theories) • Working with ideas (critical thinking)
<p>ELG - Creating with materials:</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools, 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. <p>ELG – Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • 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 to music. 		
Reception	At Sheet Primary School we do not align with any scheme in order to teach Expressive Arts in Reception. Expressive Arts is taught through both continuous and enhanced provision throughout the day, with children having the opportunity to complete creative activities, both child-initiated and adult-led.	

As a school, we have chosen the Access Art Scheme of Work from Year 1 to Year 6. The scheme of work supports our teachers in delivering fun and engaging mixed age lessons, which help to raise standards and allow all pupils to achieve to their full potential. Option 1 – from long term plan for mixed age planning some subjects have been flexed to meet foundation subject links. Please refer to these document for further progression and planning information:

Mixed age long term plans

Mixed age progression of skills

Mixed age key skills and knowledge per unit



Sheet Primary School Art In-depth Overview

Key Stage 1 National Curriculum Expectations		Key Stage 2 National Curriculum Expectations			
Pupils should be taught: <ul style="list-style-type: none"> to use a range of materials creatively to design and make products; to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination; to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space; about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 		Pupils should be taught: <ul style="list-style-type: none"> to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design; to create sketch books to record their observations and use them to review and revisit ideas; to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]; about great artists, architects and designers in history. 			
		Autumn	Spring	Summer	
Robins	Opportunities are provided for children to develop their artistic skills during the year through a mixture of both continuous and enhanced provision, also through both child-led and adult-led tasks.				
	Key Area	Drawing	Sketchbooks	Painting	Making
Kingfishers	Even Cycle B	Explore and Draw Key objectives: I can see how artists explore the world around them. I can explore my local environment to collect items and talk about what I have collected. I can take photos of my work and think about focus and light. I can look carefully at an object and practice observational drawing. I can combine drawing media such as wax resist and watercolour, graphite and water, wax crayon and pencil in my observational drawings.	Expressive Painting Key objectives: I can share my response to the work of other artists. I can use my sketchbook to fill full of colour and brush marks, inspired by other artists. I can recognise primary colours and mix secondary colours. I can use gestural mark making with paint. I can make a loose drawing from a still life.	Making Birds Key objectives: I can look carefully at photos and films of birds, take in the details and overall shapes, and then made drawings of what I have noticed. I can draw from life looking closely. I can experiment with a variety of drawing materials and test ways to make marks that describe what I see. I can use colour in my drawings and mix two or more different media together. I can use a variety of materials to make my own sculpture, and take on the challenge of making my sculpture balance and stand.	



	Key Area	Drawing	Sketchbooks	Making	Making/Painting
	Odd Cycle A	Spirals Key objectives: I can draw from the fingertips, the wrist, the elbow, the shoulder and the body. I can make a drawing using a continuous line. I can make a sketchbook. I can draw from observation. I can make different marks with a range of drawing tools. I can make choices about what colours to use in drawings.		Be an architect Key objectives: I can explore the work of some architects, know that they design buildings, and that "architecture" can be large, incredible buildings, or smaller places near where I live. I can share how architecture makes us feel, what we like and what we think is interesting. I can use my sketchbook to help me look at architecture really carefully, and to use drawings and notes to explore line and shape. I can see how architects use their imaginations to try to design buildings which make people's lives better and use my own imagination when thinking about architecture I might design.	Simple Printmaking Key objectives: I can make simple prints using my hands and feet. I can explore the environment and take rubbings of different textures. I can use rubbings to make an image. I can push objects into plasticine and make prints. I can cut shapes out of foam board and stick them on a block to make a plate. I can use colour, shape, and line to make my prints interesting. I can create a repeat print. I can create a symmetrical or sequenced print.
	Key Area	Drawing	Sketchbooks	Painting	Making
Herons	Even Cycle B	Gestural Drawing with charcoal Key objectives: I can see how artists use charcoal in their work. I have been able to talk about the marks produced, and how I feel about their work. I can experiment with the types of marks I can make with charcoal, using my hands as well as the charcoal. I can work on larger sheets of paper, and I can make loose, gestural sketches using my body. I can understand what Chiaroscuro is and how I can use it in my work. I can use light and dark tonal values in my work, to create a sense of drama.		Working with shape and colour Key objectives: I can explore an artwork through looking, talking and drawing. I can use the "Show Me What You See" technique to help me look closely, working in my sketchbook making drawings and notes using pencils and pens. I can cut shapes directly into paper, using scissors, inspired by the artwork. I can collage with my cut elements, choosing colour, shape and composition to make my own creative response to the artwork. I can add to my collage, using line, colour and shape made by stencils.	Telling Stories through making Key objectives: I can explore the work of an Illustrator and used my sketchbook to record my observations. I can draw directly from life, making quick sketches expressing emotion and personality. I can explore mark making, and use marks to create a (sometimes shared) background. I can mix colours using soft pastels. I can make a sculptural creature or person, understanding that by working in 3d my sculpture will be seen from different viewpoints, and be inspired by the drawn background.



	Key Area	Drawing	Sketchbooks	Painting	Making
	Odd Cycle A	Storytelling through Drawing Key objectives: I can explore the work of artists who tell stories through imagery. I can respond to the work of illustrators and/or graphic novelists, “reading” the visual images and sharing my thoughts. I can work in a sketchbook to record my ideas and thoughts generated by looking at other artists’ work. I can use a sketchbook to generate ideas about how I might respond to a piece of poetry or prose. I can use line, shape, and colour using a variety of materials to test my ideas. I can think about how to use composition, sequencing, mark making and some text in my drawings.		Exploring Pattern Key objectives: I can relax into making a sensory drawing using a pencil, making marks on the page without having a predefined outcome. I can explore the work of an artist who creates artwork inspired by pattern and to think about where we use pattern in our life to make our worlds brighter. I can work in a sketchbook to explore how we can make drawings inspired by “rules” and to generate lots of different types of patterns. I can make a tessellated design and think about colour and shape, exploring positive and negative shapes. I can fold paper and use pattern to make an object which other people can respond to. I can present and share my work. I can reflect and share my thoughts with others.	Festival Feasts Key objectives: I can explore the work of artists who are inspired by food and share my responses with the class. I can use my sketchbook to record and reflect how the artist’s work makes me feel. I can use my sketchbook to draw food using a variety of media, drawing from still images and from life, exploring how to use line, shape, and colour to capture the texture and form of the food. I can make a sculpture of food, understanding that by working in 3d my sculpture will be seen from different viewpoints. I can present my work as part of a larger artwork, and share my response to my own work and also to the work of my peers. I can explore drawing on different surfaces such as fabric, understanding how the drawing materials act differently to when they are used on paper.
	Key Area	Drawing	Sketchbooks	Painting/Sketchbooks	Making
Kestrels	Even Cycle B	Typography & Maps Key objectives: I can understand that Typography is the visual art of creating and arranging letters and words on a page to help communicate ideas or emotions. I can see how other artists work with typography and have been able to share my thoughts on their work. I can explore how I can create my own letters in a playful way using cutting and collage. I can reflect upon what I like about the letters I have made. I can draw my own letters using pen and pencil inspired by objects I have chosen around me. I can reflect upon why my letters have a meaning to me. I can use my sketchbooks for referencing, collecting and testing ideas, and reflecting.		Mixed Media and City Landscapes Key Objectives: I can see how artists respond to land and city scapes in various ways by using inventive mixed media combinations. I can see how artists work outside amongst the land and city scapes which inspire them, and how they use all their senses to capture the spirit of the place. I can extend my sketchbook thinking creatively about how I can change the pages giving myself different sizes and shapes of paper to work on. I can use my sketchbook to explore and experiment. I can take creative risks and been able to reflect upon what worked and what didn’t work.	Fashion Design Key objectives: I can explore the work of contemporary fashion designers and I can see how their interests and experiences feed into their work. I can share my own response to their work, articulating what I like or don’t like about their work. I can use my sketchbook to make visual notes to capture key ideas about how the designers work. I can listen to a design brief, and use my sketchbook to generate and test ideas, explore colour, line, shape, pattern in response to the brief. I can use my sketchbook work to inform how I make a 2d (or 3d) design, using paint, paper and collage. I can understand how 2d shapes can become 3d form and the relationship they have to our bodies.



	Key Area	Drawing	Sketchbooks	Making	Painting
Odd Cycle A		2D Drawing to 3D Making		Activism	Brave Colour
		<p>Key objectives:</p> <p>I can explore artists who use their drawing skills to make objects, and share my responses to their work, thinking about their intention and outcome.</p> <p>I can use my sketchbook to record and reflect, collecting the ideas and approaches I like which I see other artists use.</p> <p>I can use line, mark making, tonal values, colour, shape and composition to make my work interesting.</p> <p>I can use negative space and the grid method to help me see and draw.</p> <p>I can explore typography and design lettering which is fit for purpose.</p>		<p>Key Objectives:</p> <p>I can see how artists use their skills to make art which speaks about things which matter, often on behalf of whole communities.</p> <p>I can explore how I can find out what I care about, and find ways I might share my ideas with us.</p> <p>I can see how my classmates may have different things they care about, or share things we care about, but they are all valid.</p> <p>I can create visuals and text which communicate my message.</p> <p>I can use line, shape and colour to make my artwork.</p> <p>I can use typography to make my messages stand out.</p> <p>I can combine different techniques such as print, collage and drawing.</p>	<p>Key Objectives:</p> <p>I can explore the work of installation artists who use colour, light and form to create immersive environments. I have been able to imagine what it might be like to be in those environments, and to share my thoughts with others.</p> <p>I can respond to a creative challenge or stimulus, research the area, and make a creative response.</p> <p>I can create a 3d model or 2d artwork which shares my vision with others.</p> <p>I can use a sketchbook to focus my exploration of colour, taking time to record thoughts, test ideas and reflect.</p> <p>I can take photos of my artwork, thinking about focus, lighting and composition.</p> <p>I can present my ideas and vision to others, articulate my thoughts and listen to the response of my classmates, taking on board their feedback.</p> <p>I can listen to the creative ideas of others, and share my feedback about their work.</p>