

Ecclesfield Primary has created its own SOW and has joined the NSEAD

F2  
(Expressive  
Arts and  
design)

**Expressive Arts and Design (Creating with materials) aims:**

Children in Reception:

- Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills

Creating with materials Early Learning Goal:

- 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 (Being Imaginative and Expressive) aims:**

Children in Reception:

- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Develop storylines in their pretend play

- Explore and engage in music making and dance, performing solo or in groups.

Being Imaginative and Expressive Early Learning Goal:

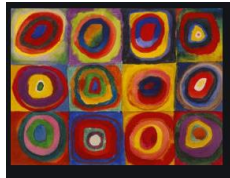
- Invent, adapt and recount narratives and stories with peers and their teacher
- Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.

### AUTUMN 1

I wonder...who is special

Painting/Collage/Drawing

Research: Colour: Kandinsky



Text: The dot by Peter H Reynolds

Developing skills:

- Naming colours

### AUTUMN 2

I wonder...what sparkles in the sky

Painting/Collage/Drawing/Printing

Research: Bonfire night, firework videos

Developing skills:

- Handling, manipulating and enjoying using materials
- Exploring a range of materials, tools and techniques
- Creating representations
- Printing with a variety of objects

### SUMMER TERM




I wonder...what's hiding in the garden

Painting/Collage/Drawing/3D art

Developing skills:

- Exploring of a range of surface textures inside and outside
- Rubbings
- Safely using a range of tools and techniques

	<ul style="list-style-type: none"> <li>• Experimenting with and using primary colours</li> <li>• Colour mixing</li> <li>• Using a range of tools to make coloured marks on paper</li> <li>• Beginning to use a variety of drawing tools</li> <li>• Investigating different lines and shapes</li> </ul> <p>Applying skills:</p> <p>Colour mixing with powder paints</p> <p>Drawing and painting self portraits</p>	<p>Applying skills:</p> <p>Firework collage/printing pictures</p> <p>Autumn/Winter art</p>	<ul style="list-style-type: none"> <li>• Creating weaving using ribbons</li> <li>• Combining effects to create</li> <li>• Creating textures</li> </ul> <p>Applying skills:</p> <p>Observational drawings of plants and animals</p> <p>Clay mini beast</p> <p>Mixed media minibeast</p> <p>Summer seasonal art</p>
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<p>Year 1</p>	<p><b>Houses</b></p> <p><b>Drawing</b></p>  <p><b>Research:</b></p> <p>Pencil drawings of houses/homes</p> <p><u>Stephen Wiltshire</u></p> <p>Developing skills:</p> <p>Sketching in the environment</p> <p>Line</p> <p>Shape</p> <p>Experiment using charcoal, ballpoint pen, pastel, felt tips</p> <p>Mark making:</p> <p>Applying skills:</p> <p>Create a 'street' of children's drawings from local area</p> <p>Evaluation:</p> <p>Compare to actual photographs</p>	<p><b>Transport and Journeys</b></p> <p><b>Painting</b></p>  <p><b>Research:</b></p> <p><u>Vincent Van Gogh</u></p> <p><u>L.S. Lowry</u></p> <p>Developing skills:</p> <p>Colour mixing</p> <p>Brush use (different size brushes)</p> <p>Shape (e.g. of the buildings/transport)</p> <p>Applying skills:</p> <p>Children to work collaboratively to create a painting in the style of Lowry (eg. Children to each create a form of transport/building then stick together to create a final piece)</p>	<p><b>Food Around the world</b></p>  <p><b>Printing (fruit)</b></p> <p><b>Research:</b> How fruit and vegetables have been depicted in art. Indepth research into <u>Guiseppe Arcimboldo and printing fruit imagery</u></p> <p>How is fruit normally depicted in art? Research into different artists who have used fruit as a subject matter. How are they similar and different? Cezanne, Carravagino.</p> <p>Developing skills:</p> <p>Experiment by printing different fruit - patterns etc.</p> <p>Doing rubbings from tree bark etc.</p> <p>Applying skills:</p> <p>Printing in the style of Guiseppe Arcimboldo</p> <p>Evaluation:</p>
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	<p>How would adding colour alter the final piece? Impact?</p> <p>Formal Elements:</p> <p>line</p> <p>shape</p>	<p>Evaluation:</p> <p>Have we used similar colours ?</p> <p>What would we change next time?</p> <p>How can we change colours to portray a different mood?</p> <p>Formal Elements:</p> <p>line</p> <p>shape</p> <p>colour</p> <p>tone</p> <p>texture</p>	<p>Can we change the size? did we use shape effectively</p> <p>to show shapes?</p> <p>Formal Elements:</p> <p>line</p> <p>shape</p> <p>colour</p> <p>texture</p> <p>pattern</p>
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Year 2

Travel



Drawing

Research:

Amiria Gale

Developing skills:

Sketching

Line

Shape

Pattern

Colour

Experiment using felt tips, ballpoint pen, crayons, chalk, pastels

Applying skills:

Sketch, draw and shade own observation drawing of a shell in the style of the artist

Evaluation:

Great Britain



3D form

Research: Sculptures in our environment

Antony Gormley

Compare to other sculptures found within our environment.

Are they as imposing? What impact do they have? What materials have been used? Why?

Link to a visit to the Yorkshire Sculpture Park. Henry Moore, Richard Long

Developing skills:

Form

Scale

Structure

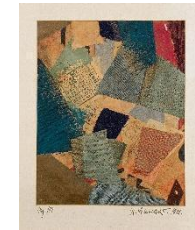
Experiment using clay and/or other natural and manmade materials

Ecclesfield

Collages

Research:

Kurt Schwitters



Developing skills:

Collecting items from the local area - bus ticket; receipts; photographs - what could they represent?

How could they be arranged to create a piece of art in the style of the artist? Practise with different options

Applying skills:

Design and create a collage in the style of the artist to represent Chapeltown

Evaluation:

What does the final product represent? Chn to reflect and interpret

	<p>Evaluating own drawing of a seaside object against the object - focusing on the line and shape</p> <p>Formal Elements:</p> <p>Line</p> <p>Shape</p> <p>Tone</p> <p>Texture</p> <p>Pattern</p>	<p><b>Moulding</b></p> <p>Applying skills:</p> <p>Design and create own 'landmark' for a given place and theme (clay? Model making?)</p> <p>Evaluation:</p> <p>Children peer assess Angel of the North</p> <p>Formal Elements:</p> <p>Line</p> <p>shape</p> <p>Form</p> <p>Space</p>	<p>Formal Elements:</p> <p>Line</p> <p>Shape</p> <p>Texture</p> <p>Colour</p>
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Year 3

## Drawing

### Research: Pencil artists

Compare and contrast how a range of artists have used the same media to create different effects. Which ones do you prefer and why? What were their intentions?

Developing skills:

Understanding pencil grades

Line

Shape

Tone (shading)

Texture

Applying skills:

Creating an observational drawing of Tutankhamun's death mask

Evaluation:

Children to evaluate how well they were able to apply their

## Painting

Research:



### Henri Rousseau

Developing skills:

Colour mixing

Blocking colour

Washes

Thickened paint

Hue, shade, tones, tints

Applying skills:

Progressing to create 'Rainforest scene' in the style of Henri Rousseau

Evaluation:

Art Gallery; Children to discuss and evaluate skills; Chn to discuss composition. What went well? How could we improve the

## 3D form

Research:



Greek architecture

Developing skills:

Model making

Mixed media experimentation (card, clay)

Using tools

Shape

Form

Papier mache? Clay?

Applying skills:

Design and form own Greek building in the style of the Parthenon - papier mache/clay

Evaluation:

How does their model compare to other Greek architecture? Similar components? How did they achieve these effects? What skills have they developed?

Formal Elements:



	<p>pencil skills to form line, shape, tone and texture.</p> <p>How have your skills developed? How could you improve their pencil drawing?</p> <p>Formal Elements:</p> <p>Line</p> <p>Shape</p> <p>Tone</p> <p>Texture</p>	<p>final piece? How does it compare to Henri Rousseau's?</p> <p>Formal Elements:</p> <p>Line</p> <p>Shape</p> <p>Form</p> <p>Colour</p> <p>Texture</p>	<p>Line</p> <p>Shape</p> <p>Form</p> <p>Space</p> <p>Texture</p>
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Year 4

## Drawing

Research: Portraits

How have faces been depicted in different ways by different artists?  
How have they used different media? Link to Y1 unit (Giuseppe Arcimbold) and Picasso.

Proportions of a face

Collect and investigate different faces

Developing skills:

Experiment creating different faces using a range of drawing materials (pen, chalk, pastels)

Can they draw from memory or using their imaginations?

Explore relationships between line, shape, tone and texture.

Applying skills:

Create a final portrait of a Neolithic human using chosen media.

## Printing and digital art



Research:

Pop Art

Andy Warhol

Developing skills:

Use ICT to design and create their own Pop Art

Practise printing using polystyrene plates (range of colours and paper) or using stamps (see video)

Applying skills:

Create four identical prints of the McDonald's logo using polystyrene and chosen paint colours.

Evaluation:

Children to evaluate the uniformity of their printing and the effect of their colour selections.

## Mixed media/ collage

Research:

Roman Mosaics

Developing skills:

Designing patterns

Cutting and sticking paper - various designs and geometric patterns.

Applying skills:

Create individual or group mosaics using a variety of materials.

Evaluation:

Children to consider their selection and application of various materials, considering their effect on the piece as a whole.

Formal Elements:

Line

Shape

Form



	<p>Evaluation:</p> <p>Children to evaluate the effectiveness of their application of skills and concepts such as tone, proportions and dimensions.</p> <p>Formal Elements:</p> <p>Line</p> <p>Shape</p> <p>Form</p> <p>Tone</p> <p>Texture</p>	<p>Formal Elements:</p> <p>Line</p> <p>Shape</p> <p>Colour</p> <p>Tone</p>	<p>Colour</p> <p>Pattern</p>
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Collage/ mixed media



Research:

**Robert Rauschenberg**

What do the colours suggest? Emotions? Feelings? How was the artist feeling when he painted the piece? Why? What impact does the composition have?

Developing skills:

Layering a range of media - paint, magazines, pastels, chalk etc.

What different effects can they create?

Different compositions / colour choices?

Applying skills:

Collage depicting a volcanic eruption in the style of Rauschenberg. Group piece.

Drawing



Research: Figurative artists and in depth research into Leonardo Da Vinci

How has the human figure been a subject for many artists? How has the body been depicted in different ways? How has it been portrayed in sculpture, paint etc. Links to Y2 topic (Angel of the North; Henry Moore etc).

Developing skills:

Experiment creating different figures using a range of drawing materials (pen, chalk, pastels)

Can they draw from memory or using their imaginations?

Can the figures be in different positions?

Painting



Research:

**Edvard Munch**

Focus on the feelings and emotions portrayed within the piece. How significant is the name? What does it suggest?

Developing skills:

Colour mixing

Warm and cold colours

Contrasting colours

Testing different paints (water colour, acrylic, powder)

Work from a variety of sources

Applying skills:

Creating an image depicting the 'Industrial Revolution' using 'The Scream'

	<p>Evaluation:</p> <p>Each group to prepare their 'artist's intent' to go alongside their artwork.</p> <p>Other groups to assess whether they have achieved their intent and how they could have done it more effectively or differently.</p> <p>Formal Elements:</p> <p>Line</p> <p>Colour</p> <p>Tone</p> <p>shape</p> <p>space</p> <p>form</p> <p>texture</p>	<p>Explore relationships between line, shape, tone and texture</p> <p>Applying skills:</p> <p>Drawing a Tudor portrait of Henry VIII's wives in proportion</p> <p>Evaluation:</p> <p>Class 'Art Gallery'</p> <p>What do you like about your work?</p> <p>How does your work compare to the work of others?</p> <p>Formal Elements:</p> <p>Line</p> <p>Shape</p> <p>Form</p> <p>tone</p>	<p>as inspiration. How can children portray feelings and emotion within a painting?</p> <p>Evaluation:</p> <p>Self assessment</p> <p>Compare own piece with Edvard Munch</p> <p>What have we kept similar? Different? How emoticon is the piece? Why?</p> <p>Formal Elements:</p> <p>Line</p> <p>Colour</p> <p>Tone</p> <p>shape</p> <p>space</p> <p>form</p> <p>texture</p>
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Year 6

## Drawing



Research:

Perspective

Developing skills:

Experiment creating different scenes using a range of drawing materials (pen, chalk, pastels)

Can they draw from memory or using their imaginations?

Explore relationships between line, shape, tone, texture and space

Applying skills: creating a street / image in perspective which conveys a certain mood/feeling

Evaluation:

children evaluate use of tone to convey mood

Formal Elements:

## Printing and mixed media (layered printing)



Research: Fauvism

'Matisse emerged as the leader of the group, whose members shared the use of intense colour as a vehicle for describing light and space, and who redefined pure colour and form as means of communicating the artist's emotional state'

How have a range of artists used colour to communicate and 'emotional state'? Links with Y5 **Robert Rauschenberg**.

Matisse

Study into his range of work - mixed media, layering, drawing, printing. Why have colours been arranged like they have? Contrast?

## 3D form

Research: architecture with a focus on Gaudi (fantasy lands)

Look at a range of architects and architecture (including links to Y3 Greek architecture).

How do different buildings compare? Why have they been built in the style they have?

Functionality? Style?

Conventions? How/why do Gaudi's buildings differ?

Impact?

Developing skills:

Model making

Mixed media experimentation (card, clay)

Using tools

Shape

Form

Applying skills:

<p>tone</p> <p>line</p> <p>shape</p> <p>space</p> <p>form</p>	<p>How and why did his art change through time? Which style of Matisse's work do the chn prefer? Why?</p> <p>Developing skills:</p> <p>Practise printing</p> <p>Experiment with layering prints onto different paper. Incorporate collage.</p> <p>Adding different mixed media</p> <p>Applying skills:</p> <p>Children to create their own mixed media print in the style of Matisse. Children to choose a suitable title/name for their piece of art. Consider what stimulus they could have for this - a piece of music? Poem? Experience? Emotion? Representation of them?</p> <p>Evaluation:</p> <p>How easy was it to layer the printing?</p>	<p>Design and form own fantasy land linked to English and inspired by Gaudi architecture/mosaic work</p> <p>Evaluation:</p> <p>Have you emulated the design elements used by Gaudi?</p> <p>Formal Elements:</p> <p>Line</p> <p>Shape</p> <p>Form</p> <p>Space</p> <p>Texture</p> <p>Colour</p>
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Was the overall composition successful? Does the piece represent 'you'?

Formal Elements:

line

shape

colour

form

texture

space