



# Expressive Arts Curriculum Overview

## Whole School Intent

**We Inspire** our children and young people to express self-individuality by delivering an enriched cross curriculum that offers experiences to develop curiosity, exploration, and creativity. We encourage our students to be inquisitive, persistent and imaginative through engaging lessons through a journey of exploration creativity for our students to enjoy to via a rich, rounded Expressive Arts curriculum.

**We Nurture** by providing opportunities within; dance, drama, design & technology, art and music to develop independent creativity. We explore different ways to cook, how to develop dance moves through a range of stimulus. Create structures and explore different materials. Working on our communication and fine motor skills. Our staff devise individual goals to help our students develop an enriched schema which will follow them through the key stages.

**We Empower** our students to use their independent exploration skills, innovation and imagination. We encourage engagement through challenging experiences. Our students will learn adaptability, flexibility, playfulness, improvisation, interaction, divergent thinking, and a spirit of joy, awe and wonder.

## Implementation

Students at Ivy House School experience a rounded expressive arts curriculum through a journey of exploring creativity. Creativity emerges as the students begin to engage with the world and other people, showing curiosity, exploring, practising and consolidating. Ivy House School builds on their schema to develop **practical, theoretical and authenticity** practice across the five areas of expressive arts, via a multi-sensory/play approach. Delivering an enriched cross curriculum that offers experiences to continue to provide building blocks to formal learning as they move across the key stages. These experiences will involve exploration, risk taking, empowerment, innovation, imagination, engaging with challenging experiences, excitement, adaptability, flexibility, playfulness, improvisation, interaction, divergent thinking, and a spirit of joy, awe and wonder.

The framework for progression and learning moves through a 3-stage process: -

1. **practical** – students will develop exploration skills looking at methods & techniques, including subject specific language. Including looking at artists in each area.
2. students will be exposed to artists in each area to explore **theoretical** skills.
3. developing **authenticity** of own ideas & creations linked to topic and own experiences.

## Curriculum Development

### Practical

- Exploration of the 5 areas using different mediums, methods and techniques
- That stimulates engagement challenge and provides initial building blocks for schema

- Active listening and watching of modelled learning with growing understanding
- Reactions begin as emotional sensations, immediate responses



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- Reaching out and exploring
- Alternation between teacher led and child led contributions
- Practice tasks that help the student to take control of technical aspects - of dance, drama, story, music and art & DT
- Showing imagination, new responses
- Gradually through repeated experience these become more differentiated to express specific methods and techniques and ideas related to the art form

## Theoretical

- Looking at specific experts and genres with some context and significance
- Through the provision of structured activities
  - Explore mediums used by other artists
  - Teacher led activities – structured with a desired outcome
  - The use of subject specific language introduced and used within teaching

## Create and Consolidate (Authenticity)

- Creating a product or performance – (in the moment or part of a lesson/topic sequence)
- Reflecting, discussing and making value judgements
  - Can begin as an accidental or involuntary discovery
  - Making choices for composition,
  - Bringing their understanding and use of the elements to the composition, with awareness of the audience
  - Reflection begins as "i like this" and deepens to "I like this because..."
  - These processes can emerge independently OR in collaboration with others

These stages characterise all engagement with art forms, regardless of ability level - and applies just as much to adults as to young people with severe learning disabilities.

Working through these stages need not be rushed: whilst they may constitute stages within one lesson, that can also be extended over time, to maximise engagement.

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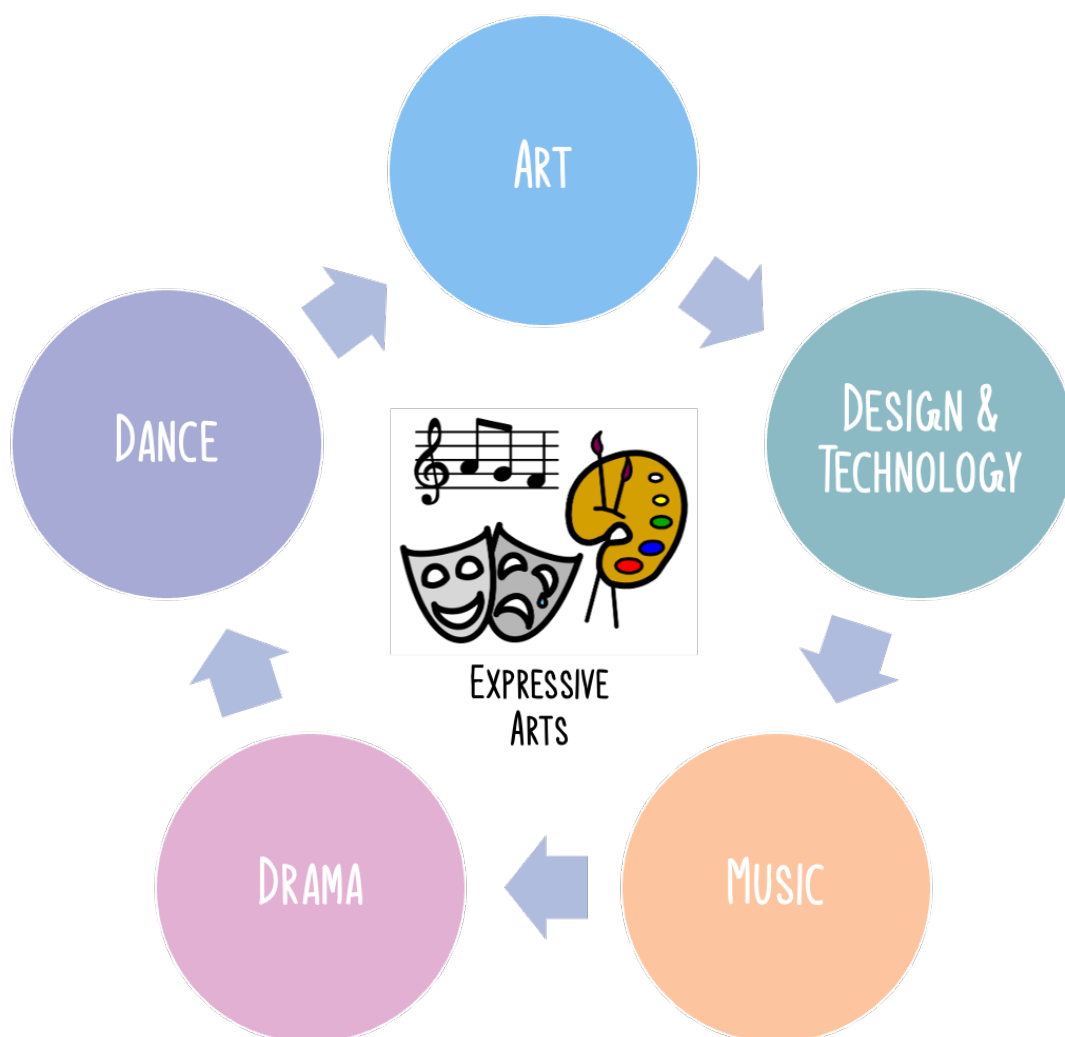
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## Development of knowledge and skills in this programme:

The following knowledge and skills are essential to this **Curriculum Overview** and can also be developed across the curriculum to develop the emergence of creativity:

- Responsiveness: change in a pupil's behaviour that demonstrates he or she is being attentive to a new stimulus or reacting in a meaningful way
- Curiosity: demonstrates how a pupil is building on an initial reaction to a new stimulus
- Discovery: the changing ways in which a pupil interacts with, or responds to, a new stimulus, sometimes accompanied by expressions such as enjoyment and excitement
- Anticipation: demonstrates whether a pupil is able to predict, expect or associate a particular stimulus with an event
- Persistence: the extent to which a pupil is sustaining attention towards a particular item or action and is therefore beginning to develop conceptual understanding
- Initiation: demonstrates the different ways, and extent to which, a pupil investigates an activity or stimulus in order to bring about a desired outcome
- Investigation: measures the extent to which a pupil is actively trying to find out more about an object or activity via prolonged, independent experimentation

## The Curriculum Overview is divided into 5 areas:





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The areas of learning are further divided into the following areas:

Art		Dance	
<p><u>Knowledge and skills (My Art)</u></p> <p>The area of study is subdivided into the sections of:</p> <p>Collage, Drawing, Painting, Printmaking, Sculpture, Digital Media and Textiles.</p> <p><b>The elements of Art;</b></p> <p>Line, tone, shape, space, texture, colour and form are explored throughout the sections.</p>	<p><u>Teaching Activities</u></p> <p><b>Collage:</b></p> <p>Pattern, texture, form. Faces and everyday objects using line and form. using colour. Negative and positive shape and space Texture Freedom to explore and create</p> <p><b>Drawing:</b></p> <p>line and space line, shape and tone line, tone and texture.</p> <p>Painting: Colour, tone, pattern Colour, exploration Tonal exploration Colour, pattern and space Freedom to explore and create</p> <p>Print making: Explorative mark making using pattern and texture. Mono-printing using pattern and line pattern and texture Freedom to explore and create</p> <p>Sculpture: form and space. form, shape and pattern. form, shape and space Freedom to explore and create</p> <p>Digital Media: line, colour and pattern.</p>	<p><u>Knowledge and skills (My dance)</u></p> <p>The area of study is subdivided into the sections of: Sequencing movement, creating a dance narrative, using dance steps and step patterns creatively.</p> <p>The elements of Dance:</p> <p><b>THE BODY</b></p> <p>Which parts are Moving</p> <p><b>ACTIONS</b></p> <p>What is the body doing? SPACE Where is the body moving? DYNAMICS How is the body moving?</p> <p><b>RELATIONSHIPS</b></p> <p>With whom or what is the body moving?</p>	<p><u>Teaching Activities</u></p> <p><b>SEQUENCING MOVEMENT</b></p> <p>Space – pathways The body – awareness of middles Space – pathways The body – shape</p> <p><b>CREATING A DANCE NARRATIVE</b></p> <p>The body – shape (big/little) Dynamics – conveying emotion (use of tension) Body – knees Relationships – dancing with a prop; Body – middle (belly;)</p> <p><b>USING DANCE STEPS AND STEP PATTERNS CREATIVELY</b></p> <p>The body – transferring weight The body – feet, transferring weight Actions – gesture (symbolising aspects from cultural life)</p>



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	<p>photography, photomontage – Surrealism animation</p> <p>Textiles: weaving Surrealism animation</p>		
<b>Music</b>		<b>Drama</b>	
<p><u>Knowledge and skills</u> <b>(My Music)</b></p> <p>The area of study is subdivided into the sections of: Tempo, rhythm, timbre, texture, structure, pitch and dynamics</p> <p><b>NB:</b> This is NOT a developmental framework where Tempo comes first, then Rhythm then Timbre etc. Having said that, the ideas that make up this scheme of work (SoW) have been 'graded' into:</p> <p>(i) encountering (ii) exploration and (iii) developing understanding.</p> <p><b>(also see: My Creativity)</b></p>	<p><u>Teaching Activities</u></p> <p>TEMPO 1-7</p> <p>Music and movement, keeping a steady beat, voice, listening, moving and dancing, playing in time, tempo and emotions, slow, fast, composing, random tempo generation, changes in speed.</p> <p><i>POSSIBLE UNDERSTANDING</i> of the terms rallentando and accelerando, specific moves, sounds and actions, Building on experiences, what can I hear? Movement, understanding of fast and slow, listening to contrasting tempos, devising a rhythm track.</p> <p><b>Rhythm - 1-7</b> <b>Timbre – 1-7</b> <b>Texture – 1-7</b> <b>Structure – 1-7</b> <b>Pitch – 1-7</b> <b>Dynamics – 1-7</b></p>	<p><u>Knowledge and skills</u> <b>(My Drama)</b></p> <p>The area of study is subdivided into the sections of:</p> <p>Drama-related activity Early Drama – Developing Make-Believe Open-Ended Drama Creating Theatre</p> <p><b>(Also see: <u>My Creativity</u>)</b></p>	<p><u>Teaching Activities</u></p> <p>Drama-related activity: Interactive</p> <p>Drama Games Interactive Movement Games Interactive Sound Games</p> <p>Early Drama – Developing Make-Believe: Rituals Sensory Make-Believe Prescribed Drama Structures</p> <p>Open-Ended Drama:  Drama from Real Life  Drama from A Story  Drama from TV or Film  Creating Theatre: Becoming Playwrights</p>



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## Design and Technology

### Knowledge and skills

#### **Food Technology**

Skills based learning

(Equals SOW - My

cooking FT –

Sandwich Snacks)

Changes.

Tools and equipment.

Following recipes

#### **Materials/structure**

Construction

Cut materials safely using tools provided (measuring to the nearest cm)

Use a range of cutting and shaping techniques

(tearing/ cutting/ folding and curling)

Range of joining techniques (gluing, hinges,

combining materials to strengthen)

select appropriate tools

Apply appropriate joining and

Select appropriate joining techniques

Show an understanding of material qualities when constructing, choosing the correct joining and

cutting methods

### Teaching Activities

Pre-cooking skills

Exploration of food hot and cold

Using a blunt knife

Pouring mixing and estimating Dealing with

accidents in the kitchen Working safely with

electrical equipment

Germs and bacteria

Using more advanced cooking equipment

Building blocks – making houses

Creating different shapes for roofs and different room

Fine motor skill cutting activities

Exploring different materials and how they

feel/stretch etc.

Creating images using cutting and sticking

techniques

Using different tools manipulate different

materials

Twinkl: create a umbrella for teddy – looking at

water resistant materials

cutting techniques to create the appropriate shape

Cut materials with precision