



# A Guide to Art at Raynville



This document outlines the expectations of how we teach and monitor the Art curriculum at Raynville Academy, ensuring progression across year groups and consistency across the school.

## **Art Curriculum Statement**

The Art Curriculum at Raynville Academy has been designed in accordance with the Early Years Foundation Stage and the National Curriculum. It provides opportunities for children to develop their knowledge and application of skills to experiment invent and create their own works of art through designing, making and communicating in a stimulating and nurturing environment. As pupils' progress through our curriculum, they will develop a wide range of art skills for children to become skilful artists where pupils will have the opportunity to work independently and collaboratively. Children will have opportunities to develop their skills in drawing, painting, textiles and sculpture with the chance to experiment and use a wide range of artists' materials and techniques.

### **Foundation Stage**

In Foundation Stage, children will:

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.



## **Key Stage 1**

In Key Stage 1, our curriculum has been developed so the children will have the opportunity 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

To use individual sketch books to record observations and experiment with materials



## **Key Stage 2**

In Key Stage 2, children will continue 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]

To use individual sketch books to record observations and experiment with materials.



### **Progression of Art skills throughout the school**

EYFS	Children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials.
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Year 1	<p><b>Colour mixing</b>-mix secondary colours from primary colours</p> <p><b>Digital media</b>- use simple graphics package to create images and effects</p> <p><b>Printing</b>-Print with a range of hard and soft materials</p> <p><b>Painting</b>-use a variety of tools and techniques</p>
Year 2	<p><b>Colour mixing</b>-mix different tones of primary and secondary colours</p> <p><b>Textiles (DT link)</b>-</p> <p><b>Collage</b>- Create images from a variety of media</p> <p><b>3D</b>-Manipulate malleable materials</p> <p><b>Drawing</b>-Experiment with a variety of media (charcoal, pencil, pens)</p>
Year 3	<p><b>Colour mixing</b>-mix different tones of primary and secondary colours and to produce monochrome artwork</p> <p><b>Digital Media</b>-Use graphics packages to create images and effects with increased precision</p> <p><b>Painting</b>-experiment with different effects</p> <p><b>Sculpture</b>-plan, design and make models from imagination or observation using clay</p>
Year 4	<p><b>Colour mixing</b>-mix tertiary colours</p> <p><b>Textiles</b>- Use variety of techniques (dye, weave, stitch) to create textural effects.</p> <p><b>Collage</b>-experiment with range of collage techniques (tearing, overlapping, layering)</p> <p><b>Drawing</b>-Experiment with different grades of pencil to achieve variations in tone. Begin to show awareness of objects having third dimension.</p>

Year 5	<p><b>Colour mixing-</b>to mix and work with complimentary colours</p> <p><b>Textiles/Printing-</b>experiment with batik techniques</p> <p><b>Drawing-</b> explore colour mixing and blending techniques with coloured pencils (hatching, cross-hatching, stippling, scumbling)</p> <p><b>Sculpture-</b>Use recycled, natural and man-made materials to create sculptures</p>
Year 6	<p><b>Colour mixing-</b> to mix and work with complimentary and harmonious colours</p> <p>Drawing and painting</p> <p><b>Printing-</b> Create lino printing blocks from sketch book ideas</p> <p><b>Collage-</b> Add collage to a painted, printed or drawn background.</p>

### **What is expected to be seen when teaching Art?**

When teaching art, teachers have control over the period of when this is completed. The teaching of each unit can be blocked into ‘Art Days’ planned in advance by staff members or as weekly lessons. This allows teachers to be able to decide on the most effective way to teach the curriculum for their year group.

Children will use their sketchbooks to experiment using different materials and to develop their own ideas. Pupils will be taught how to use materials correctly and safely, and how to care for these resources. Examples of final pieces of work will be displayed and celebrated. Display backing will be white to reflect how artwork is displayed in a gallery with the

children's work mounted on black. This allows their artwork to be focus of the display.

### **Resources**

Resources are stored in designated areas around school with some resources stored with specific year groups. The art coordinator will order any resources the term before they are needed.

### **Marking and evidence**

Children will receive verbal feedback, guidance and praise for effort throughout the designing and making process.

Sketchbooks do not require written feedback in them as this a personal document to the child where they can record their thinking processes and the development of skills.

Evidence of any finished pieces will be photographed and uploaded to the school network. These pieces can be used for display and then sent home for the children to share with their families.

## Examples of Art displays:

