



# Heamoor School Non-Negotiables

All skills linked to each subject should be taught through project based learning whenever possible.

## Art

Area of	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Skills</b>	<p>Use materials to design and make products.</p> <p>Use a range of materials to create drawings, sculptures and paintings.</p> <p>Begin to explore using different textures and materials.</p>	<p>Explore and understand the impact of materials.</p> <p>Use a range of textile equipment including collage, fabric/thread and beads.</p>	<p>Investigate a range of techniques to deepen understanding of drawing technique.</p> <p>Use a variety of the same media i.e. different types of paint/chalk.</p> <p>Explore dying techniques such as tie dying and printing.</p>	<p>Begin to explore sculpture materials i.e. clay and tools to create mark making using different tools.</p> <p>Use a range of different pencils for different purpose and effect.</p> <p>Create sculptures using materials.</p>	<p>Create and make designs.</p> <p>Experiment using different tools to explore line drawing.</p> <p>Use a variety of materials such as card, wood, cardboard to create 3D structures.</p>	<p>Experiment working on different surfaces.</p> <p>Explore using different textures such as laminating, Modroc, collage.</p> <p>Use natural materials to create sculptures.</p>	<p>Use different textures and media.</p> <p>Explore using a range of materials to create sculptures i.e. Modroc, chicken wire, household objects, natural objects.</p>

**Media** *(Throughout the year, a variety of media should be used, all linked to project based learning).*

Paint (ready mix and powder), pencils, water colour, chalk, charcoal, mod roc, clay, crayon, ink, photographs, collage, fabric, felt, wood, dyes, paper Mache, sponges.



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<b>Techniques</b>	<p>Explore mark making in a range of different ways.</p> <p>Work with a variety of brushes in different shapes and sizes.</p> <p>Begin to experiment with texture, selecting tools and techniques used to shape.</p>	<p>Experiment with texture, colour, line, pattern, shape, form and space.</p> <p>Begin to mix the primary colours exploring the colour wheel.</p> <p>Use a range of tools and begin to experiment with texture.</p>	<p>Explore shading with different media.</p> <p>Create light and dark colours by mixing.</p> <p>Explore pattern through printing and stamping.</p> <p>Create work using natural materials (Forest School link).</p>	<p>Use fingers and tools to manipulate the media that they use.</p> <p>Use techniques to decorate.</p> <p>Combine materials.</p> <p>Draw outlines with reference to size and shape.</p>	<p>Mix territory colours (browns, neutrals, flesh) using paint.</p> <p>Use media to create tone, shade and intricate marks when drawing.</p> <p>Build up painting techniques.</p> <p>Use joining techniques i.e. slotting, tying, sewing.</p>	<p>Draw from different angles and distances.</p> <p>Use techniques to introduce perspective.</p> <p>Begin to explore and experiment use different artists techniques.</p> <p>Develop sculptures by manipulating natural materials.</p> <p>Practise creating different surfaces.</p>	<p>Explore composition and perspective by using viewfinders.</p> <p>Apply paint to show different textures.</p> <p>Explore working with only one colour using tints and shades (Limited palette).</p> <p>Continue constructing models using joining and drawing techniques.</p> <p>Combine techniques and begin to give reason for choices.</p>

### Values *(To be shared across the school and implemented in all learning linked to Art)*

Share first-hand experiences	Peer critique	Express emotion through Art
Encourage imaginative approaches	Self evaluation	Use Art to express abstract concept (war KS2)
Use Art across the curriculum	Explore materials and explain choices	Design and make
Respond to stimuluses	Discuss work of others	Develop as an artistic individual



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<b>Artists</b>	<p>Begin to look at a range of work by different artists.</p> <p>Be able to say whether or not they like or dislike a piece of work, and explain why.</p>	<p>Explore a range of work by different artists, craft makers and designers.</p> <p>Give opinions and say why they like/dislike work of other artists and peers.</p> <p>Begin to explore local artists and Cornish art.</p>	<p>Continue to be exposed to the work of different artists and designers.</p> <p>Begin to describe similarities and differences between pieces of work by other artists.</p> <p>Work alongside another peer/artist to make links to their work and that of their own.</p> <p>Explore local artists and Cornish art.</p>	<p>Start to use the internet and books to research great designers and artists through time.</p> <p>Think of ways to implement techniques used by other artists into their own work.</p> <p>Appraise the work of other artists and designers, discussing how their art links to their own.</p> <p>Use peer critique to evaluate work of peers.</p>	<p>Begin to explore work of an architect to link with creating 3D structures.</p> <p>Develop a deep knowledge of one famous artist in time and be able to link their own work to this artist.</p> <p>Be exposed to great pieces of art, craftsmanship and sculptures through visits and experiences.</p>	<p>Use work of another famous artists as a stimulus for their own.</p> <p>Begin to critique using other artists work.</p> <p>Be introduced to the work of great designers through history.</p> <p>Research, develop and explore using techniques of other artists into their own work.</p> <p>Continue to explore local art and artists.</p>	<p>Begin to form a style as an artist formed from research and exploration.</p> <p>Have an in-depth knowledge of an artist/architect of their choice and choose a style to emulate in constructing a piece of art/scale model.</p> <p>Continue to explore designers through history, appraising and appreciating.</p> <p>Explore local architects and designers.</p>