

## Art at Neston Primary School

### **National Curriculum Purpose of Study:**

A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation

### **Aims:**

The national curriculum for ART aims to ensure that all pupils

- Produce creative work, exploring their ideas and recording their experiences.
- Become proficient in drawing, painting, sculpture, and other art, craft and design techniques.
- Evaluate and analyse creative works using the language of art, craft and design
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

### **Substantive knowledge**

#### **Practical**

In order to make with increasing proficiency, pupils need to develop practical knowledge in the following areas:

- Methods and techniques
- Media and materials
- Formal elements: line , tone, shape, colour, form, pattern, texture

#### **Theoretical**

Children gain knowledge of the history of art through our knowledge of artists strand. They consider the meaning and interpretations of art that they study and explore artists' materials and processes.

#### **Disciplinary Knowledge**

Disciplinary knowledge refers to the knowledge children acquire to help them understand the subject as a discipline. Pupils learn how art is studied, discussed and judged, considering our big questions:

- What is art?
- Why do people make art?
- How do people talk about art?
- What can you tell me about the paradigms of art?

EYFS	<u>My Family - Drawing</u> Can they communicate something about themselves in their drawing? Explore large scale outside drawing on playgrounds. Develop and practise different line types e.g. straight, wavy, thick, thin, wavy. Can they use different drawing materials e.g. pencil, crayon, felts, chalk	<u>Kandinsky Paint</u> Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs. Recognise and name the primary colours being used. Mix and match colours to different artefacts and objects. Explore working with paint on different surfaces and in different ways e.g. coloured, sized and shaped.	<u>Print</u> Enjoy taking rubbings: leaf, brick, coin. Develop simple patterns by using objects. Enjoy using stencils to create a picture. <u>Sculpture</u> Enjoy a range of malleable media such as clay, papier mache, salt dough. Impress and apply simple decoration. Cut shapes using scissors and other modelling tools. Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.
Theory	Can they link colours to manmade and practical objects? Can they say how other artists have used colour, pattern and shape? Can they create a piece of work in response to an artist?		
Y1	<u>My Teddy Bear: Drawing by DaVinci</u> Can they draw using pencils of different thickness? Colour in own work and stay neatly in the lines? Can they press lightly to sketch. Can they select different drawing implements for different effects e.g. pencil, crayon, felts, chalk. Hatch in 1 direction to create texture.	<u>Paint - _____</u> Develop control of paint and brush. Can they choose to use thick and thin brushes as appropriate? Can they mix and name the primary and secondary colours? Can they paint on a 3D with increased control surface e.g. a model they have built?	<u>Collage</u> Can they cut and tear paper and card for their collages? Use a combination of materials that have been cut, torn or glued. Can they add texture by mixing materials? Can they gather and sort the materials they will need?
Y2	<u>Self – Portrait: Drawing</u> Can they use 3 grades of pencil e.g. 4B, 2B & HB Can they use the pencil to shade neatly without spaces. Can they show tone by rubbing, and by applying varying pressure. Show patterns and texture by adding dots and lines. Begin to show an awareness of proportions in their drawings by setting out a portrait appropriately.	<u>Van Gogh: Paint</u> Can they mix paint to create all the secondary colours? Can they mix and match colours, predict outcomes? Can they mix their own brown? Can they make tints by adding white? Can they make shades by adding black? Can they experiment with different brushes and show increasing control?	<u>3D Clay</u> Use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card. Use a variety of techniques, e.g. rolling, cutting, pinching. Use a variety of shapes, including lines and texture.
4 year rolling plan	Autumn Term Self portrait - whole school	Spring Term NC focus: Painting and mixed Media	Summer Term NC focus: <b>Sculpture and 3D</b> Artist: Anthony Gormley/Yayoi Kusama

Cycle A (2024-2025,	NC focus: Drawing Artist: Turner/Stubbs. Contrast with Andy Warhol Art gallery visit: Walker Art Gallery	Artist: Karla Gerard (abstract) Contrast with Turner/Monet	<a href="https://time.com/4358434/world-oceans-day-art-marine-plastic/">https://time.com/4358434/world-oceans-day-art-marine-plastic/</a>
Unit title	Make your mark	Luring landscapes	Trash into treasure!
Theoretical Knowledge	Learn about the artists Turner (born in Liverpool) Stubbs and Andy Warhol? Pupils develop theory of the formal elements of drawing with a focus on line, tone and shape. Create pieces influenced artists I have studied. Compare and contrast works from different period in history.	Learn about the techniques used by Karla Gerard; contrast her work with different artists. Create work inspired by an artist and understand their viewpoint. They can talk about paintings from different periods in time.	Learn about the work of famous sculptures and messages they convey in their work. Create original pieces inspired by a sculptor How has the sculptor used their work to influence society?
Skills Y3/4	Use tonal shading skills e.g. rubbing, varying pressure with greater control. Use different grades of pencils to show tones and textures through hatching & cross-hatching in different ways. <b>Use line, tone, shape and colour to represent figures and forms in movement.</b> <b>Use shading to show light and shadow effects</b> <b>Can they explain why they have chosen specific materials to draw with?</b> <b>Vocabulary:</b> drawing material, hatching, symmetry, proportion, tone, tonal shading, precision, control, pressure. <b>Highlight, light and shadow, perspective</b>	They understand and can explain how to use painting equipment. Further explore and mix effectively using correctly vocab tint/tone shade Create a background using a colourwash Use a range of brushes to create shapes, textures, patterns & lines with greater control <b>Use paint with sensitivity and control more accurately applying amounts of paint to the surface.</b> <b>Know how different colours affect our mood/feelings compare.</b> <b>Know the effects of different types of paint and when to use them</b> <b>Vocabulary:</b> abstract, representational, water colour, acrylic, original, tint, shade, vibrant, pale <b>proportions, layering, opacity</b>	They should design and make form in 3 dimensions using different materials with some awareness of how to finish and present their work. <b>Do they experiment with and combine materials and processes to design and make 3D form?</b> <b>Sculpt using a wider range of mouldable materials.</b> <b>Show greater perseverance when work is challenging.</b> <b>Vocabulary:</b> sculpture, perspective, smooth, papier mache, recyclable materials, environmentally sustainable
Y4/5	Use line, tone, shape and colour to represent figures and forms in movement. Use shading to show light and shadow effects Can they explain why they have chosen specific materials to draw with <b>Begin to include measuring skills to help with proportion in their drawings.</b> <b>Use shading to create mood and feelings</b>	Further explore tint/tone shade- apply this in their paintings with greater effect. Know how different colours affect our mood/feelings compare. Use paint with sensitivity and control more accurately applying amounts of paint to the surface. <b>Know the effects of different types of paint and when to use them</b> <b>Mix tertiary colours to explore tint and shade</b>	Do they experiment with and combine materials and processes to design and make d form? Sculpt using a wider range of mouldable materials. The show greater perseverance when work is challenging. <b>Use tools to create texture and patterns.</b> <b>Show life like qualities and real life proportions.</b>

	<p><b>Vocabulary:</b> drawing material, symmetry, shadow, proportion, highlighting, tone, tonal shading</p> <p>Highlight, light and shadow, perspective</p> <p>Background, sharper, faint, vibrant, reflection, landscape, foreground, pale</p>	<p>Experiment with mood &amp; colour with greater control</p> <p>-Sketch lightly before painting</p> <p><b>Vocabulary:</b> abstract, representational, water colour, acrylic, original, tint, shade, vibrant, pale proportions, layering, opacity</p> <p>complimentary, warm, cool, hue, tertiary</p>	<p><b>Vocabulary:</b> sculpture, perspective, smooth, papier mache, recyclable materials, environmentally sustainable</p>
Y5/6	<p>Begin to include measuring skills to help with proportion in their drawings.</p> <p>Use shading to create mood and feelings.</p> <p>Explain the different tools used to create art.</p> <p>Use a ruler to draw with greater accuracy.</p> <p>Draw with precision using different gradient pencils or other mediums for effect</p> <p>Show shape, proportion and perspective in drawings and artwork</p> <p><b>Vocabulary:</b> drawing material, symmetry, shadow, proportion, highlighting, tone, tonal shading</p> <p>Highlight, light and shadow, perspective</p> <p>Background, sharper, faint, vibrant, reflection, landscape, foreground, pale</p>	<p>-Know the effects of different types of paint and when to use them.</p> <p>-Mix tertiary colours to explore tint and shade</p> <p>-Experiment with mood&amp; colour with greater control</p> <p>-Sketch lightly before painting</p> <p>-Select paint type, giving careful consideration to desired outcomes.</p> <p>-Make individual choices regarding choice of media and state why in their work.</p> <p>-They should have the skill to control paint when required in different ways e.g. precise and accurate yet lose and instinctive when required.</p> <p>Their painting should show more confident ability to create 3D form, depth and distance using colour and tone.</p> <p><b>Vocabulary:</b> abstract, representational, water colour, acrylic, original, tint, shade, vibrant, pale proportions, layering, opacity</p> <p>complimentary, warm, cool, hue, tertiary colour palette.</p>	<p>Use tools to create texture and patterns.</p> <p>Show life like qualities and real life proportions.</p> <p>Design and make more complex forms in 3 dimensions using; card, wire, paper, found objects, clay or modelling materials.</p> <p>Use frameworks such as wire and moulds to provide stability &amp; form.</p> <p>Understand how to finish and present their work to a good standard.</p> <p><b>Vocabulary:</b> sculpture, perspective, smooth, papier-mache, recyclable materials, environmentally sustainable</p>

Cycle B (2025-2026, 2029-2030)	<p>Autumn Term</p> <p>Self portrait - whole school</p> <p>NC focus: <b>Drawing and Architecture</b></p> <p>Artist: Zaha Hadid (architect) link to drawing - Zaha inspired by curves and lines drawn in nature.</p> <p>Contrast Christopher Wren</p>	<p>Spring Term</p> <p>NC focus: <b>Printing</b></p> <p>Artist: William Morris</p>	<p>Summer Term</p> <p>NC focus: <b>Painting /Collage/Textiles</b></p> <p>Artist: Beatriz Milhaze</p>
Unit title	Who is the queen of the curve?	Perfect printmaking	Precision with paint

<p>Theoretical knowledge</p>	<p>Create original pieces influenced by an architect and replicate some technique. Annotate in my sketchbook Understand how the architect has influenced society. Create original pieces that show a range of influences and styles. How has the architect used their work to influence society. Study history of architecture movements from ancient to modernist.</p>	<p>Replicate patterns from nature or built environments. Design using an increasing range of printmaking techniques. Create original pieces that show a range of influences and styles. Research using a range of sources.</p>	<p>Learn about the techniques used by contrast her work with different artists. Create work inspired by an artist and understand their viewpoint. They can talk about paintings from different periods in time.</p>
<p>Skills Y3/4</p>	<p>Use tonal shading skills e.g. rubbing, varying pressure with greater control. Use different grades of pencils to show tones and textures through hatching &amp; cross-hatching in different ways. <b>Use shading to show light and shadow effects</b> <b>Can they explain why they have chosen specific materials to draw with?</b> <b>Vocabulary:</b> drawing material, hatching, symmetry, proportion, tone, tonal shading, precision, control, pressure. <b>Highlight, light and shadow, perspective</b></p>	<p>Use layers of two or more colours Replicate patterns from nature or built environments <b>Make printing blocks eg coiled string glued to a block</b> <b>Use greater precision</b> <b>Vocabulary:</b> Repeated pattern, ink rollers mono print, controlled marks, pattern, ink block, transfer, press, roll <b>tapestries, symmetrical/symmetry, layering</b></p>	<p>They understand and can explain how to use painting equipment. Further explore and mix effectively using correctly vocab tint/tone shade Create a background using a colourwash Use a range of brushes to create shapes, textures, patterns &amp; lines with greater control <b>Use paint with sensitivity and control more accurately applying amounts of paint to the surface.</b> <b>Know how different colours affect our mood/feelings compare.</b> <b>Know the effects of different types of paint and when to use them</b> <b>Vocabulary:</b> abstract, representational, water colour, acrylic, original, tint, shade, vibrant, pale <b>proportions, layering, opacity</b></p>
<p>Y4/5</p>	<p>Use line, tone, shape and colour to represent figures and forms in movement. Use shading to show light and shadow effects Can they explain why they have chosen specific materials to draw with <b>Begin to include measuring skills to help with proportion in their drawings.</b> <b>Use shading to create mood and feelings</b> <b>Vocabulary:</b> drawing material, symmetry, shadow, proportion, highlighting, tone, tonal shading <b>Highlight, light and shadow, perspective</b></p>	<p>-Make printing blocks e.g. coiled string glued to a block -Use greater precision <b>Develop techniques when using blocks/tiles</b> <b>Printing onto different materials</b> <b>Create an accurate print design that meets a given criteria?</b> <b>Vocabulary:</b> Repeated pattern, ink rollers mono print, controlled marks, pattern, ink block, transfer, press, roll</p>	<p>Further explore tint/tone shade- apply this in their paintings with greater effect. Know how different colours affect our mood/feelings compare. Use paint with sensitivity and control more accurately applying amounts of paint to the surface. <b>Know the effects of different types of paint and when to use them</b> <b>Mix tertiary colours to explore tint and shade</b></p>

	Background, sharper, faint, vibrant, reflection, landscape, foreground, pale	tapestries, symmetrical/symmetry, layering stencil, impressed, engraved, relief, three coloured overlay.	Experiment with mood & colour with greater control -Sketch lightly before painting <b>Vocabulary:</b> abstract, representational, water colour, acrylic, original, tint, shade, vibrant, pale proportions, layering, opacity complimentary, warm, cool, hue, tertiary
Y5/6	Begin to include measuring skills to help with proportion in their drawings. Use shading to create mood and feelings. Explain the different tools used to create art. Use a ruler to draw with greater accuracy. Draw with precision using different gradient pencils or other mediums for effect Show shape, proportion and perspective in drawings and artwork <b>Use key vocabulary:</b> drawing material, symmetry, shadow, proportion, highlighting, tone, tonal shading Highlight, light and shadow, perspective Background, sharper, faint, vibrant, reflection, landscape, foreground, pale	Develop techniques when using blocks/tiles Printing onto different materials Create an accurate print design that meets a given criteria? Use A range of resources to create Art. Print using relief or etching to create different patterns showing fine detail. <b>Vocabulary:</b> Repeated pattern, ink rollers mono print, controlled marks, pattern, ink block, transfer, press, roll tapestries, symmetrical/symmetry, layering stencil, make print, impressed, engraved, relief, three coloured overlay. lino printing, screen printing	-Know the effects of different types of paint and when to use them. -Mix tertiary colours to explore tint and shade -Experiment with mood& colour with greater control -Sketch lightly before painting -Select paint type, giving careful consideration to desired outcomes. -Make individual choices regarding choice of media and state why in their work. -They should have the skill to control paint when required in different ways e.g. precise and accurate yet lose and instinctive when required. Their painting should show more confident ability to create 3D form, depth and distance using colour and tone. <b>Vocabulary:</b> abstract, representational, water colour, acrylic, original, tint, shade, vibrant, pale proportions, layering, opacity complimentary, warm, cool, hue, tertiary colour palette.

Cycle C (2026-2027, 2030-2031)	Autumn Term NC focus: 3D Artist: The Greeks	Spring Term NC focus: Painting and mixed media. Artist: Gustav Klimt Gallery visit: Tate	Summer Term NC focus: Figure Drawing Artist: Joan Eardley
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Unit title	Great work of the Greeks!	Pattern	My brilliant body
Theoretical Knowledge	Learn about the work and messages they convey in their work. Create original pieces inspired by crafts people How has/did the craftsmen used their work to influence society?	Replicate patterns from nature or built environments. Design using an increasing range of printmaking techniques. Create original pieces that show a range of influences and styles. Research using a range of sources.	Learn about the local artist Joan Eardley Pupils develop theoretical knowledge of the formal elements of drawing with a focus on line, tone and shape. Create original pieces that show a range of influences and styles. Research using a range of sources.
Skills Y3/4	They should design and make form in 3 dimensions using different materials with some awareness of how to finish and present their work. <b>Do they experiment with and combine materials and processes to design and make 3D form?</b> <b>Sculpt using a wider range of mouldable materials.</b> <b>Show greater perseverance when work is challenging.</b> <b>Vocabulary:</b> sculpture, perspective, smooth, papier mache, mod-roc, manipulate, malleable, man-made, natural, weave, 3 dimensional	They understand and can explain how to use painting equipment. Further explore and mix effectively using correctly vocab tint/tone shade Create a background using a colourwash Use a range of brushes to create shapes, textures, patterns & lines with greater control <b>Use paint with sensitivity and control more accurately applying amounts of paint to the surface.</b> <b>Know how different colours affect our mood/feelings compare.</b> <b>Know the effects of different types of paint and when to use them</b> <b>Vocabulary:</b> abstract, representational, water colour, acrylic, original, tint, shade, vibrant, pale <b>proportions, layering, opacity</b>	Use tonal shading skills e.g. rubbing, varying pressure with greater control. Use different grades of pencils to show tones and textures through hatching & cross-hatching in different ways. <b>Use shading to show light and shadow effects</b> <b>Can they explain why they have chosen specific materials to draw with?</b> <b>Vocabulary:</b> drawing material, hatching, symmetry, proportion, tone, tonal shading, precision, control, pressure. <b>Highlight, light and shadow, perspective</b>
Y4/5	Do they experiment with and combine materials and processes to design and make d form? Sculpt using a wider range of mouldable materials. The show greater perseverance when work is challenging. <b>Use tools to create texture and patterns.</b> <b>Show life like qualities and real life proportions.</b> <b>Vocabulary:</b> sculpture, perspective, smooth, papier mache, mod-roc, manipulate, malleable, man-made, natural, weave, 3 dimensional	Further explore tint/tone shade- apply this in their paintings with greater effect. Know how different colours affect our mood/feelings compare. Use paint with sensitivity and control more accurately applying amounts of paint to the surface. <b>Know the effects of different types of paint and when to use them</b> <b>Mix tertiary colours to explore tint and shade</b>	Use line, tone, shape and colour to represent figures and forms in movement. Use shading to show light and shadow effects Can they explain why they have chosen specific materials to draw with <b>Begin to include measuring skills to help with proportion in their drawings.</b> <b>Use shading to create mood and feelings</b> <b>Vocabulary:</b> drawing material, symmetry, shadow, proportion, highlighting, tone, tonal shading

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Y5/6	<p>Use tools to create texture and patterns. Show life like qualities and real life proportions.</p> <p>Design and make more complex forms in 3 dimensions using; card, wire, paper, found objects, clay or modelling materials.</p> <p>Use frameworks such as wire and moulds to provide stability &amp; form.</p> <p>Understand how to finish and present their work to a good standard.</p> <p><b>Vocabulary:</b> sculpture, perspective, smooth, papier mache, mod-roc, manipulate, malleable, man-made, natural, weave, 3 dimensional</p>	<p>-Know the effects of different types of paint and when to use them.</p> <p>-Mix tertiary colours to explore tint and shade</p> <p>-Experiment with mood&amp; colour with greater control</p> <p>-Sketch lightly before painting</p> <p>-Select paint type, giving careful consideration to desired outcomes.</p> <p>-Make individual choices regarding choice of media and state why in their work.</p> <p>-They should have the skill to control paint when required in different ways e.g. precise and accurate yet lose and instinctive when required.</p> <p>Their painting should show more confident ability to create 3D form, depth and distance using colour and tone.</p> <p><b>Vocabulary:</b> abstract, representational, water colour, acrylic, original, tint, shade, vibrant, pale</p> <p>proportions, layering, opacity</p> <p>complimentary, warm, cool, hue, tertiary colour palette.</p>	<p>Begin to include measuring skills to help with proportion in their drawings.</p> <p>Use shading to create mood and feelings.</p> <p>Explain the different tools used to create art.</p> <p>Use a ruler to draw with greater accuracy.</p> <p>Draw with precision using different gradient pencils or other mediums for effect</p> <p>Show shape, proportion and perspective in drawings and artwork</p> <p><b>Use key vocabulary:</b> drawing material, symmetry, shadow, proportion, highlighting, tone, tonal shading</p> <p>Highlight, light and shadow, perspective</p> <p>Background, sharper, faint, vibrant, reflection, landscape, foreground, pale</p>

Cycle D (2027-2028, 2031-2032)	Autumn Term NC focus: Drawing Artist/theme: Stone age	Spring Term NC focus: Printing Artist: Hokusai	Summer Term NC focus: Architecture/Jewellery Artist:
Unit title			



Substantive Knowledge			
Y3/4			
Y4/5			
Y5/6			