

# **The Priestley Progress Path**

## **Art & Design**



**Placing learning at the heart of everything we do.**



## **Working Artistically.**



**Painting**

**Drawing**



**Collage & Sculpture**



**Textiles**

**Exploring & Evaluating**



**Work of Artists**

## **Impact**

### **Priestley and Proud**

We use a variety of strategies to evaluate the knowledge, skills and understanding that our children have gained in each unit:

- CPD to ensure that teacher pedagogy and assessment is secure.
- Supportive feedback and pupil voice feedback.
- Subject monitoring, including book looks and planning peeks.
- Use of sketchbooks to monitor and assess progression of skills.

## **Intent**

### **Raising Aspiration, Realising Ambition, Stimulating Curiosity.**

The intent of the art curriculum at Priestley school is first and foremost instilling the belief in all children that they are artists with the vision of raising pupil aspiration, realizing ambition and stimulating curiosity. The art curriculum provides children with the opportunity to explore with imagination and confidence. It recognises the great value it holds in enabling a child's personal and emotional expression.

As children progress through the art curriculum, they will become proficient in a range of techniques and specific skills including drawing, painting, sculpting, as well as other selected craft skills, e.g. collage, printing, weaving and patterns. At Priestley, we place learning at the heart of everything we do and as such, within the art curriculum, children build important skills in collecting, experimenting, making connections, planning, creative thinking, and presenting ideas, all important building blocks in their learning.

All children are given the opportunity to draw inspiration and develop key techniques from opportunities to study art history, famous and new artists.

## **Implementation**

### **Placing learning at the heart of everything we do.**

Children will learn and develop skills and knowledge in art, through a topic-based approach, with a strong cross curriculum reach. Each topic theme supports our progressive Priestley Pathway.

Children will access a large range of high-quality art resources and materials with which to practise and refine skills and to produce imaginative final pieces.

Children will be taught subject specific art vocabulary through carefully constructed lists for each age phase.

Dedicated "Art weeks" are planned in the school year to give children the opportunity to learn about art history, famous and new artists, their specific techniques, backgrounds and influence. Art weeks culminate in whole school gallery afternoons for the children to showcase their talent and ideas.

Opportunities for children to work alongside visiting artists are promoted.

From KS1 upwards, children use sketchbooks, of which they have ownership, to document the creative processes in their artwork. By enabling children to freely try out new techniques and approaches, children build resilience and confidence. The sketchbook approach wonderfully engenders many of our "Priestley Values": 'Think Things Through' 'Share Great Ideas' 'Cooperate' 'Give it a Go' 'Stay Focused' 'Take Responsibility'

Sketchbooks do not follow the school's marking policy. Children can use the sketchbooks to revisit and build upon previous learning in a very accessible and visual manner.



## Drawing

1. draw from my imagination, developing greater detail and complexity.
2. use drawing to represent ideas like movement or loud noises.

## Painting & Printing

1. understand that different media can be combined to create new effects.

## Exploring & Evaluating Ideas

1. explore, use and refine a variety of artistic effects to express my ideas and feelings.
2. safely use and explore freely a variety of materials, tools and simple techniques.

## Collage & Sculpture

1. construct with a purpose in mind using a variety of resources.

## EYFS Artists

Will be able to:

1. hold a pencil effectively in preparation for fluent writing
2. use the tripod grip in almost all cases.
3. use a range of small tools, including scissors, paint brushes and cutlery.
4. begin to show accuracy and care when drawing.

### Physical Development

Fine Motor Skills

1. safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
2. share their creations, explaining the process they have used.
3. make use of props and materials when role playing characters in narratives and stories.

### Expressive Art Design

Creating with materials

1. listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
2. make comments about what they have heard and ask questions to clarify their understanding.
3. hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

### Communication & Language

Listening, Communication & Attention

1. demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
2. use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

### Literacy

Comprehension



## Painting & Printing

1. name the primary and secondary colours.
2. experiment with different brushes and other painting tools.
3. mix primary colours to make secondary colours.
4. mix and match colours to different objects.
5. print with a range of hard and soft materials e.g. corks, sponge, fruit and vegetables.
6. learn to care for brushes and painting equipment.
7. use key vocabulary to demonstrate understanding in this strand.



## Drawing

1. use drawing to develop and share ideas.
2. draw both from my imagination and from first-hand observations.
3. experiment with a range of different media: pencils, rubbers, crayons, pastels, felt tips, charcoal, chalks.
4. experiment drawing on a range of surfaces.
5. use key vocabulary to demonstrate my understanding in this strand of art.



## Exploring & Evaluating Ideas

1. record and explore ideas from first-hand observations.
2. ask and answer questions about starting points in my work.
3. build resilience trying out new techniques and practices.
4. begin to use a sketchbook to collect ideas.



## Year One Artists

Will be able to:

## Collage & Sculpture

1. manipulate malleable materials in a variety of ways i.e. rolling, joining, pinching and kneading.
2. explore sculpture with a range of malleable media.
3. arrange and glue materials to different backgrounds.
4. fold, crumple, tear and overlap papers.



## Textiles

1. recreate a simple weave pattern.
2. decorate textiles with glue or stitching to add colour or detail.



## Work of Artists

1. learn about the work of famous and notable artists and designers throughout history.
2. describe the work of notable artists and designers.
3. be inspired to create my own artwork based on the work of famous artists and designers.





## Exploring & Evaluating Ideas

1. develop and share my ideas, try things out and make changes.
2. describe the differences and similarities between different practices and make links to their own work.
3. begin to think critically about my art and design work.
4. use a sketchbook to collect ideas and develop my ideas.



## Drawing

1. explore different techniques involved in drawing such as shading, thick and thin lines and use of shapes.
2. use techniques to represent pattern and texture.
3. use a sketchbook to collect and develop ideas.
4. use key vocabulary to demonstrate my understanding in this strand of art.



## Year Two Artists

Will be able to:

## Work of Artists

1. study the work of a range of great artists, craft makers and designers throughout history.
2. be inspired to create my own artwork based on the work of, and techniques used by, famous artists and designers.
3. evaluate, analyse and express my opinion on the work of famous artists and designer using the language of art and design.



## Textiles

1. decorate textiles with simple stitches to add colour or detail.
2. use a dying technique to alter a textile's colour or detail.



## Painting & Printing

1. work on different scales I will experiment with tools and techniques e.g. layering, mixing.
2. create textured paint by adding material i.e. sand or plaster.
3. create a simple press print.
4. demonstrate a range of techniques e.g. rolling, pressing, stamping and rubbing.
5. add white and black to alter tints and shades.
6. learn to care for brushes and painting equipment.
7. use key vocabulary to demonstrate understanding in this strand.



## Collage & Sculpture

1. experiment with constructing and joining recycled, natural and manmade materials.
2. use a variety of shapes in my sculptures.
3. think about and apply texture in my work.
4. work safely with materials and tools.
5. create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines etc.
6. collect, sort and group materials.



# KS1 Vocabulary



## Drawing

*artist*    *line*    *thick*    *thin*    *dark*    *light*  
*landscape*    *portrait*    *sketch*    *shade*    *technique*    *smudge*  
*shadow*    *charcoal*

## Painting

*gold*    *silver*    *bronze*    *turquoise*    *lime*    *beige*  
*primary colours*    *secondary colours*    *warm colours*    *cool colours*  
*wash*    *block print*    *foreground*    *background*



## Sculpture

*soft*    *knead*    *join*    *construct*  
*sculpt*    *texture*    *slip*    *form*    *malleable*    *2-dimensional*    *3-dimensional*

## Textiles

*pattern*    *soft*    *printing*    *texture*  
*natural*    *man-made*    *form*    *stitch*    *needle*    *thread*    *running stitch*



# KS1 Gallery



**Hannah Hoch**



**Cath Riley**



**Andy Goldsworthy**



# KS1 Artists

Will know about these artists:



**Andy Warhol**



**Georgia O'Keefe**



**Paul Klee**



**Year A**

# KS1 Art & Design



***Splendid Skies***



***Dinosaur Planet***



***Land A Hoy!***

**Year B**



***Superheroes***



***Memory Box***



***Scented Garden***



## Exploring & Evaluating Ideas

1. continue to build skills in using sketchbooks to present, record and revisit my ideas.
2. record and explore ideas from first-hand observations, experience and imagination and ideas for different purposes.
3. question and make thoughtful observations about starting points and select ideas for use in my work, recording and annotating in my sketchbook.
4. think critically about my art and design work.



## Drawing

1. show improvement and mastery of skills developed in KS1.
2. draw for a sustained period.
3. show an awareness of space when I am drawing.
4. use shading to show light and shadow effects.
5. use a sketchbook to collect and develop ideas.
6. use key vocabulary to demonstrate my understanding in this strand of art.



## Year Three Artists

Will be able to:

## Work of Artists

1. study the work of a range of great artists, craft makers and designers throughout history.
2. be inspired to create my own artwork based on the work of, and techniques used by, famous artists and designers.
3. evaluate, analyse and express my opinion on the work of famous artists and designer using the language of art and design.



## Textiles

1. begin to use a variety of techniques such as printing dyeing, weaving and stitching to create different textural effects



## Painting & Printing

1. continue to improvement and mastery of skills developed in KS1.
2. mix colours effectively.
3. use varied brush techniques to create shapes, textures, patterns and lines.
4. use more than one colour to layer in a print.
5. make printing blocks.
6. use key vocabulary to demonstrate understanding in this strand such as those used for mixing colour.



## Collage & Sculpture

1. experiment with a range of collage techniques such as tearing, overlapping, and layering to create images and textures.
2. use everyday materials to construct a sculpture.
3. cut, make and combine shapes to make recognisable forms.
4. select colours and materials to create effects and give reasons for my choices.





## Exploring & Evaluating Ideas

1. continue to build skills in using sketchbooks to present, record and revisit my ideas.
2. record and explore ideas from first-hand observations, experience and imagination and ideas for different purposes.
3. question and make thoughtful observations about starting points and select ideas for use in my work, recording and annotating in my sketchbook.
4. think critically about my art and design work.



## Drawing

1. use understanding of the different hardness of pencils to achieve a varied tone and texture in my drawings.
2. use a sketchbook to collect and develop ideas.
3. use key vocabulary to demonstrate my understanding in this strand of art.



## Painting & Printing

1. continue to develop the skills in mixing primary and secondary colours and use the appropriate language for this.
2. develop the use of tints and shades in my painting.
3. replicate patterns from observations.
4. make repeated patterns with precision.
5. experiment with different effects such as blocking in colour and washes.



## Year Four Artists

Will be able to:



## Work of Artists

1. study the work of a range of great artists, craft makers and designers throughout history.
2. be inspired to create my own artwork based on the work of, and techniques used by, famous artists and designers.
3. evaluate, analyse and express my opinion on the work of famous artists and designer using the language of art and design.

## Textiles

1. continue to develop and use a variety of techniques such as printing dyeing and weaving to create different textural effects.
2. develop skills in stitching, cutting and joining.
3. use key vocabulary to demonstrate my understanding in this strand of art.



## Collage & Sculpture

1. practise and develop my skills in a range of collage techniques to create images and textures.
2. refine my work, creating finer detail and precision in my sculpture work.
3. practise joining techniques with clay and other malleable materials.
4. use key vocabulary to demonstrate my understanding in this strand of art.



# Lower KS2 Vocabulary



## Drawing

*grades of pencil*

*scale*

*alter*

*contrast*

*refine*



## Painting

*tone*

*hue*

*stippling*

*variation*

*tint*

## Sculpture

*coiling*

*pinching*

*slabbing*

*carving*

*scoring*

*manipulated*

*symbolic*

## Textiles

*surface*

*weave*

*hatch*

*blanket stitch*

*media*

## Lower KS2 Gallery



**Alberto Giacometti**



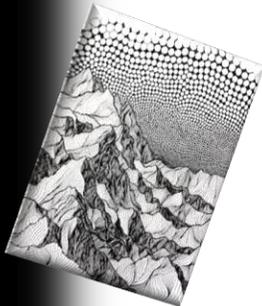
**Debbie  
Boon**



**David Hockney**



**Christa  
Rijnveld**



## Lower KS2 Artists

Will know about these artists:



**Grayson  
Perry**



**Hokusai**





# Lower KS2 Art & Design

Year A



*Gods & Mortals*



*Flow*



*Predators*

Year B



*Misty Mountain*



*Traders & Raiders*



*1066*



## Exploring & Evaluating Ideas

1. continue to use sketchbooks to record my observations and use it to review and revisit ideas.
2. continue to record and explore ideas from first-hand observations, experience and imagination and ideas for different purposes.
3. develop close observational skills.
4. question and make thoughtful observations about starting points and select ideas for use in my work, recording and annotating in my sketchbooks.
5. think critically about my art and design work and reflect upon what inspired it.
6. use feedback to make improvements.



## Work of Artists

1. study the work of a range of great artists, craft makers and designers throughout history.
2. be inspired to create my own artwork based on the work of, and techniques used by, famous artists and designers.
3. evaluate, analyse and express my opinion on the work of famous artists and designer using the language of art and design.
4. give detailed observations about notable artists' and designers' work.



## Drawing



1. continue to build my mastery of skills developed in LKS2.
2. work on sustained, independent, detailed drawings.
3. select and use a variety of tools and resources.
4. apply a variety of techniques to add effects such as hatching and cross-hatching.
5. begin to use simple perspective in my work i.e. by using single focal point on horizon.
6. use a sketchbook to collect and develop ideas.
7. use key vocabulary to demonstrate my understanding in this strand of art.

## Year Five Artists

Will be able to:

## Textiles

1. experiment with a range of materials by overlapping and layering in order to create texture, effect and colour.
2. use decoration to create effect.
3. use key vocabulary to demonstrate my understanding in this strand of art.



## Painting & Printing



1. develop my drawings into paintings.
2. continue to develop the use of different materials and media used in painting.
3. identify, mix and use primary, secondary, complimentary and contrasting colours.
4. continue to develop a range of brush techniques.
5. experiment with wet or dry media to make different marks.
6. design and create printing blocks and tiles.
7. develop skills in print techniques i.e. mono printing, block printing, relief or impressed method.

## Collage & Sculpture

1. use a range of media to create collages.
2. plan, design, and form a sculpture based upon preliminary drawings.
3. use tools effectively to carve, add shape, texture and/or pattern.
4. use recycled, natural and manmade materials to create sculptures.
5. develop skills in using clay including slabs, coils, slips etc.





## Exploring & Evaluating Ideas

1. continue to create sketch books to record observations and use it to review and revisit ideas.
2. continue to record and explore ideas from first-hand observations, experience and imagination and ideas for different purposes.
3. question and make thoughtful observations about starting points and select these ideas for use in my work, recording and annotating in my sketchbooks.
4. think critically about my art and design work.
5. explain the style of my work and how a famous artist has influenced it.
6. explain the specific techniques which have been used using technical vocabulary.
7. use digital technology as sources for developing ideas.
8. use feedback to make improvements.



## Work of Artists

1. study the work of a range of great artists, craft makers and designers throughout history.
2. be inspired to create my own artwork based on the work of, and techniques used by, famous artists and designers.
3. evaluate, analyse and express my opinion on the work of famous artists and designer using the language of art and design.
4. offer facts about notable artists' and designers' lives.



## Drawing

1. continue to build my mastery of skills developed in LKS2.
2. represent movement and perspective in my drawings.
3. develop an awareness of composition, scale and proportion, i.e. foreground, middle ground, background.
4. use a sketchbook to collect and develop ideas.
5. use key vocabulary to demonstrate my understanding in this strand of art



## Year Six Artists

Will be able to:

## Textiles

1. experiment with a range of materials by overlapping and layering in order to create texture, effect and colour.
2. use decoration to create effect.
3. use key vocabulary to demonstrate my understanding in this strand of art.



## Painting & Printing

1. continue to build my mastery of skills developed in LKS2.
2. create a colour palette and demonstrate mixing techniques.
3. mix and match colours to create atmosphere and light effects.
4. use a range of paint to create visually interesting pieces.
5. use key vocabulary to demonstrate my understanding in this strand of art.
6. create imaginative work from a variety of sources e.g. observational drawing, music, poetry.
7. create and arrange accurate patterns when printing.



## Collage & Sculpture

1. develop cutting and joining skills when working with clay.
2. work with other sculptural materials including such as Modroc.



## Upper KS2 Vocabulary



### Drawing

*portraiture*

*perspective*

*horizon*

*conceptual*

*vanishing point*

### Painting

*tint*

*atmosphere*

*modern*

*impressionism*

*contemporary*

*vibrant*

### Sculpture

*manipulated*

*symbolic*

*figurative*

### Textiles

*tapestry*

*embroider*

*opaque*

*transparent*

*decorative*



## Upper KS2 Gallery



**Will Kurtz**



**Paul Jackson**



**Salvador Dali**



**Lucien**

**Freud**



## Upper KS2 Artists

Will know about these artists:



**William  
Morris**



**Claude Monet**



# Upper KS2 Art & Design



**Year A**



***Beast Creator***



***Peasants, Princes  
& Pestilence***



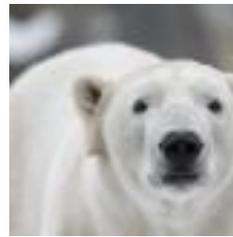
***Time Traveller***



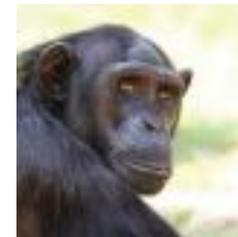
**Year B**



***Revolution/ Fire Damp  
and Davy Lamps***



***Frozen Kingdom***



***Darwin***