



CHJS Curriculum progression for ART 2025/6



Let your light shine (Matthew 5:16) In Art, children are encouraged to let their light shine by taking delight in the wonderful world of colour, form, texture, pattern and line that God has provided us with. By appreciating and being inspired by the incredible wonder of creation, children know how to make positive changes to the community through their creations and through the enjoyment of others. They should also know how Art and Design both reflect and shape our history, and contribute to the culture, creativity and wealth of our community and the world around us. They are also encouraged to make changes for good within their classroom by sharing their knowledge with their peers and supporting each other with their learning.

Substantive Knowledge	Year 3/ 4 Cycle B	Year 3/ 4 Cycle A	Year 5	Year 6
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	<p>To know how to</p> <ul style="list-style-type: none"> -Explore ideas and collect visual and other information for own work. Keep these in a sketch book. -Learn about artists and their movement. Matisse and Emily Kame Kngwarreye -Explore how artists have used paint and different paint techniques. Modern art, mark making, use of colour -Comment on similarities and differences between own work and others' work. -Adapt and improve own work. -Understand basic brush care. -Know the primary colours and mix to make secondary colours. -Know how to observe and comment on how artists have made their work. -Comment on differences in others' work and suggest ways of improving own work. -Use the vocabulary (see each strand for specific vocab) 	<p>To know how to</p> <ul style="list-style-type: none"> -Explore ideas and collect visual and other information for own work. Keep these in a sketch book. - Learn about artists and their movement. Georgia O'Keefe and Seurat -Explore how artists have used paint and different paint techniques. Pointillism, graffiti -Comment on similarities and differences between own work and others' work. -Adapt and improve own work. -Understand basic brush care. -Observe how printing is used for everyday objects, in other and throughout history. -Observe printmaking in the environment such as wallpapers and fabrics. -Compare methods and approaches of different designers and artists. -Use the vocabulary (see each strand for specific vocab) 	<p>To know how to</p> <ul style="list-style-type: none"> -Explore ideas and collect visual information to help develop work. Keep these in art sketchbook. -Begin to develop an understanding of perspective in drawing. -Know the primary colours, secondary colours, tertiary colours, complimentary colours and contrasting colours and have knowledge of the colour wheel. -Adapt and improve own work. - Study other artists' drawings and experiment with their style. - Compare methods and approaches of different designers/artists. -Use the vocabulary (see each strand for specific vocab) --Have an understanding of techniques of sewing such as cross-stitch, backstitch also of applique, embroidery, plaiting and finger knitting. -Use the internet to research my art. -Explain and annotate ideas in sketchbook. 	<p>Analyse and comment on ideas, methods and approaches used in own work and others' work, relating these to its context.</p> <p>Adapt and refine work to reflect own view of its purpose and meaning.</p> <ul style="list-style-type: none"> - Refine understanding of perspective in drawing. -Know when different materials can be combined and used for effect. - Know that Painting conveys a purpose. -Make choices for effect about pattern, colour shapes, contrasts and tones -Write about reasons for choices in sketchbook. -Know that Prints have a starting point from a designer in history or based on a theme from other cultures. -Understand that Textile work is based on historical or cultural observations. -Use the vocabulary (see each strand for specific vocab) <p>To investigate design of the Round City of Baghdad and Island Garden designs.</p>
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		To investigate ancient Greek architecture – Doric, Ionic and Corinthian columns.		
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Disciplinary Knowledge	Year 3/ 4 Cycle B	Year 3/ 4 Cycle A	Year 5	Year 6
	<p>To know how to</p> <ul style="list-style-type: none"> -Make a variety of lines of different sizes and thicknesses and on different types of paper. -Make a variety of marks to show texture. -Use pencils, pastels, pen and charcoal for drawing. 	<p>To know how to</p> <ul style="list-style-type: none"> -Use different grades of pencils, chalks and oil pastels at different angles and to show different tones. -Start to use hatching and cross hatching to show tone and texture in drawings 	<p>Use a variety of different shaped lines to indicate movement in drawings. -Use shading to show shadows and reflections on 3D shapes and using different media. -Use shading to add interesting effects using different grades of pencils. -Use line and tone to represent objects seen, remembered or imagined.</p>	<p>Choose appropriate tools /media for drawing depending on purpose, subject and size etc.</p> <ul style="list-style-type: none"> - Refine understanding of perspective in drawing. -Develop own style of drawing. - Use line, tone and shade to represent objects seen, remembered or imagined. -Use a variety of techniques to show movement, shadows, reflection,

	<ul style="list-style-type: none"> -Use techniques of smudging, layering and blending with pastels -Show patterns and textures in drawings by adding dots and lines. -Show different tones using coloured pencils and pastels -Use line and tone to represent objects seen, remembered or imagined. -plait and weave -To know how different materials can be layered, cut, glued and combined for effect -When using clay to know how to prepare it by wedging, to shape clay and know how to use slip as an adhesive. 	<ul style="list-style-type: none"> -Develop and refine mark-making skills. -Annotate ideas in sketchbook to explain ideas. - Sketch lightly (so that rubber is not needed). -Use line and tone to represent objects seen, remembered or imagined. -Show an awareness of space when drawing. -to plan designs for mosaics, creating patterns and cutting and shaping. -When using clay to know how to prepare it by wedging, to cut and mould clay and know how to use slip as an adhesive. To know how to use glaze. -To use shapes and colours for effect 	<ul style="list-style-type: none"> -Use a viewfinder. 	<ul style="list-style-type: none"> hatching and cross hatching. - Depict perspective in drawings
Vocabulary	<p>portrait, self-portrait, line, detail, landscape, city scape, building, pastels, drawings, line, bold, size, space, light, dark, tone, shadow, pattern, texture, form, shape, outline.</p>	<p>- portrait, self-portrait, line, detail, landscape, city scape, building, pastels, drawings, line, bold, size, space, light, dark, tone, shadow, pattern, texture, form, shape, outline.</p>	<p>- As Yr3&4, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait. Graffiti, depth.</p>	<p>As Yr3&4, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait. Graffiti, depth.</p>

<p>Cross-curricular reading</p>	<p>YR 3-The first drawing (Mordicai Gerstein) (cave painting link) DK Children’s book of Art: An intro to the world’s most amazing painting and sculpture A pocket full of colours-The magical world of Mary Blair A child’s introduction to Art (Heather Alexander) Getting to know the world’s greatest Artists (Mike Venezia) Da Vinci/Picasso/’O’ Keefe/Frida Kahlo/Matisse/Michelangelo/Monet/Van Gogh/Faith Ringold</p>		<p>13 Artists children should know (Angela Wenzel) 13 paintings children should know (Angela Wenzel) 13 Women Artists children should know (Angela Wenzel) 13 British Artists children should know (Angela Wenzel) 13 Impressionist Artists children should know (A Wenzel) DK Art and how it works(Tomie De Paola)</p>	
<p>Cross-curricular links</p>	<p>Stone age to Iron age-cave painting and colour mixing. Geography-journeys, maps and street signs Ancient Egypt-symbols, clay cartouche Rainforest-collage Andy Goldsworthy-leaf printing, textiles sewing India Day-Paisley pattern Art</p>	<p>Romans-Paper Mosaics French – Pointillism Science-plants through art</p>	<p>-Science-Space-Tonal planets - Geography-Rivers-digital map collage, zentangle river art. - Antarctic-Simon Beck snow art/printing -Science-habitats-pottery leaf and insects, William Morris link</p>	<p>WW2 Blitz artwork Narnia art (painting) Islamic Art-clay tiles People in Action-movement Rainforest collage (Geography)</p>

Christian Values

Courage – Children develop their ideas and skills to make positive changes in the world. They show the courage to take risks and learn from mistakes and they are inspired by the world around them.

Koinonia: Through their Art, children can demonstrate understanding and respect of other cultures and beliefs. Children’s experiences help them to develop their understanding of the diverse roles and functions of art in the local and wider community.

Responsibility: Children develop the discipline for seeking wisdom. They know that they are caretakers of the planet and how their Art can make a difference. Art will inspire and give our children a valuable glimpse to the wider world.

know how Art and Design both reflect and shape our history, and contribute to the culture, creativity and wealth of our community and the world around us. They will develop a respect for the materials and resources that they use in their work and learn to evaluate critically their own and others’ use of these; value the natural environment, including the distinctiveness of their locality, and learn to evaluate critically the role and function of art and design within it.

Thankfulness: Children show thankfulness for the natural world and the wonder of creation. They develop a growing appreciation for the positive impact Art can have.

Truthfulness: Children will consider their own attitudes and values in relation to image and artefacts and to challenge assumptions, stereotypes and prejudice in visual and other forms. They develop a growing appreciation for the positive impact Art can have when learning about and influencing global issues.

Kindness: Children are able to compare their own lives with others and show compassion for those in need.

Fairness: Children develop respect for their own and others’ work and learn how to offer and receive constructive feedback and praise; work with others, listening to and respecting each other’s’ ideas and learning to value different strengths and interests.

**Spiritual
Development**

We promote a sense of wonder and fascination with the beauty and diversity of the world around us through:

- considering the wide variety of the work of Artists from different times and places.
- appreciating the beauty, truth and goodness of the world and expressing it through creativity.
- expressing, interpreting and exploring deep feelings and profound beliefs.
- an awareness of the effects of the Arts on emotions and senses.
- expressing mood through creativity.
- skill in creation and performance and particularly in personal reflection upon their own creativity using various art forms.
- personal response and preferences.