

# Freeman Art Topic and Progression Map

	School Values	Curious	Achieve	Resilient	Independent	Nurturing	Gracious
	<p><b>What do these values look like in Art?</b></p>	<p>Asking questions. Enjoys learning new knowledge and skills. Desire to learn more and improve.</p>	<p>Recognise and celebrate own success. Sets clear goals and challenges. Make expected or better progress.</p>	<p>Have a strong sense of self-belief. Respond to challenge positively. Show determination to succeed.</p>	<p>Attempt new skills and challenges positively. Take ownership of learning. Make decisions. Consistently retrieve/remember key skills and knowledge.</p>	<p>Be supportive to peers.</p>	<p>Cope with success and difficulty positively.</p>
Topics / Skills	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Making</b>	<p>Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.</p> <p>Cut, thread, join and manipulate materials safely, focusing on process over outcome.</p>	<ul style="list-style-type: none"> <li>• Exploring mark making</li> <li>• Using 2D mathematical shapes to draw</li> <li>• Experimenting with line</li> <li>• Mixing primary colours to create secondary colours</li> <li>• Developing skill and control with painting</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring drawing techniques</li> <li>• Applying tone to create form</li> <li>• Developing skill and control with art materials including blending pastels</li> <li>• Mixing, refining and applying more sophisticated colours</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying and representing subject matter</li> <li>• Using geometry and tonal shading</li> <li>• Drawing from observation</li> <li>• Drawing with charcoal</li> <li>• Making own paint from natural pigments</li> <li>• Creating tints and shades</li> <li>• Developing ability to control</li> </ul>	<ul style="list-style-type: none"> <li>• Creating geometric and mathematical drawings</li> <li>• Still life drawing with tone</li> <li>• Developing technical mastery of painting skills</li> <li>• Use a range of different strokes and shade</li> <li>• Making art from recycled materials</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing from observation</li> <li>• Drawing using the continuous line method</li> <li>• Using 2D drawings to develop ideas for 3D work</li> <li>• Drawing from different perspectives</li> <li>• Creating detailed drawings</li> </ul>	<ul style="list-style-type: none"> <li>• Creating detailed portraits</li> <li>• Developing the continuous line technique</li> <li>• Drawing for expression</li> <li>• Sketching methods</li> <li>• Still life using charcoal</li> <li>• Drawing using a negative medium,</li> </ul>

	<p>Begin to develop observational skills (forexample, by using mirrors to include the main features of faces).</p>	<ul style="list-style-type: none"> <li>• Using a range of materials and printmaking techniques</li> <li>• Creating textured pieces</li> <li>• Clay etching</li> <li>• 2D Printing</li> </ul>	<ul style="list-style-type: none"> <li>• Improving painting skills, developing skill and control when painting</li> <li>• Using a range of materials to design and make products</li> <li>• Craft Weaving</li> <li>• Using 3D clay to create 2D printed patterns and sculptural form</li> </ul>	<p>the tonal quality of paint</p> <ul style="list-style-type: none"> <li>• Using a range of methods and materials to create puppets</li> <li>• Weaving using paper and other materials</li> <li>• Tie dying</li> <li>• Sewing</li> </ul>	<ul style="list-style-type: none"> <li>• Printing using different materials</li> <li>• Learning how to present and display works of art</li> <li>• Showing creativity in their choice of materials and composition</li> <li>• Creating sculptures</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing using mathematical processes</li> <li>• Further improving skill and control when painting</li> <li>• Using recycled materials within mixed media art</li> <li>• Selecting materials for a given purpose</li> </ul>	<p>identifying areas of light and dark</p> <ul style="list-style-type: none"> <li>• Developing colour mixing and tonal shading with colour</li> <li>• Painting in an impressionist style</li> <li>• Further improving skill and control when painting</li> <li>• Creating tonal paintings</li> <li>• Creating photomontages, focussing on composition</li> <li>• Using polyprint tiles to create repeating printed patterns</li> <li>• Creating digital art using photography to create abstract and self portrait pieces</li> <li>• Expressing an idea or emotion through 3D clay sculpture</li> </ul>
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<b>Generating Ideas</b>	<ul style="list-style-type: none"> <li>• Making verbal plans</li> <li>• Making simple suggestions</li> <li>• Design patterns</li> <li>• Create collaboratively.</li> <li>• Share ideas and resources</li> <li>• Talk about their ideas and explore different ways to record them using a range of media.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher led idea modelling through discussion</li> <li>• Sketchbooks may be used voluntarily to record thoughts and ideas and experiment with materials</li> <li>• Generating original ideas by looking at other artists' work</li> <li>• Exploring ideas through practical activities</li> <li>• Creating original</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher led idea modelling through discussion and sketching</li> <li>• Sketchbooks may be used voluntarily to record thoughts and ideas, develop skills and experiment with materials</li> <li>• Developing original artwork from other sources</li> <li>• Studying natural forms in the world around them and relating it to</li> </ul>	<ul style="list-style-type: none"> <li>• Using sketchbooks to generate ideas and observations</li> <li>• Expressing thoughts and observations in sketchbooks</li> <li>• Making records of experiments with various materials</li> <li>• Expressing original thoughts and ideas about the art of other</li> <li>• Representing themselves and their family through their art</li> <li>• Controlling materials to</li> </ul>	<ul style="list-style-type: none"> <li>• Using sketchbooks for planning and refining ideas</li> <li>• Recording ideas for materials and composition</li> <li>• Developing skill and technique using various media in sketchbook</li> <li>• Using literary sources to convey ideas through art</li> <li>• Expressing thoughts and feelings through tactile creation of own work</li> <li>• Manipulating composition and materials to</li> </ul>	<ul style="list-style-type: none"> <li>• Working collaboratively to explore ideas for meeting a design brief</li> <li>• Developing and discuss ideas through sketches</li> <li>• Enhancing knowledge of skill and technique using various media in sketchbooks</li> <li>• Using the work of artists' to explore own ideas</li> <li>• Expressing ideas and feelings about familiar products</li> </ul>	<ul style="list-style-type: none"> <li>• Developing and discuss ideas through sketches</li> <li>• Make personal investigations of interests and record observations in sketchbooks</li> <li>• Record experiments with various media and try out techniques and processes in sketchbooks before applying them</li> <li>• Learning ways that artists represent their ideas through painting</li> </ul>

		<p>patterns and designs</p>	<p>their own artwork</p> <ul style="list-style-type: none"> <li>• Working instinctively with clay to create unique designs</li> <li>• Representing themselves through art</li> <li>• Creating art on themes of personal interest</li> </ul>	<p>achieve a desired effect</p>	<p>achieve a desired effect</p> <ul style="list-style-type: none"> <li>• Representing ideas from multiple viewpoints and perspectives</li> </ul>	<ul style="list-style-type: none"> <li>• Designing new architectural forms to satisfy their own ideas and intentions</li> <li>• Designing and inventing new products</li> <li>• Linking artwork to literary sources</li> <li>• Creating ideas for inventions for a purpose</li> </ul>	<p>Developing personal, imaginative responses to a theme</p> <ul style="list-style-type: none"> <li>• Expressing ideas about art through messages, graphics, text and images</li> <li>• Producing personal interpretations of cherished objects</li> <li>• Expressing their own ideas and feelings through pattern</li> <li>• Creating imaginative and expressive 3D forms to convey meaning</li> </ul>
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<p><b>Formal Elements</b></p>	<ul style="list-style-type: none"> <li>• Identify primary and secondary colours</li> <li>• Explore colour</li> <li>• Identify shades and tones</li> <li>• Explore, use and refine a variety of artistic effects to express their feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning the names of the primary colours and that they can be mixed to make secondary colours</li> <li>• Creating and describing different shades of one colour using paint</li> <li>• Choosing and justifying appropriate colours to reflect a theme and purpose</li> <li>• Learning about form and space through 3D sculptures inspired by nature and animals</li> <li>• Developing language and understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Developing their knowledge of mixing primary colours to create secondary colours (paint and pastels)</li> <li>• Describing their use of colour to achieve a specified intention</li> <li>• Extending their ability to articulate 3D form and space through practical activities.</li> <li>• Creating 3D drawings</li> <li>• Creating portraits by controlling and defining their use of line for expression.</li> <li>• Drawing lines with increased skill, awareness and control</li> </ul>	<ul style="list-style-type: none"> <li>• Experimenting with and discussing the pigments in natural products to make different coloured paints</li> <li>• Increasing awareness of manipulating paint to achieve more accurate colours and shades</li> <li>• Articulating their understanding of application of colour to paint sculptural forms</li> <li>• Developing ability to describe and model form in 3D using a range of materials.</li> <li>• Expressing line in different ways to express geometric and organic forms</li> <li>• Constructing patterns through craft methods to</li> </ul>	<ul style="list-style-type: none"> <li>• Analysing and describing the use of colour within artists' work</li> <li>• Manipulating colour and pattern to create prints</li> <li>• Describing how great artists mixed and applied paint</li> <li>• Analysing and describing the use of form within artists' work</li> <li>• Further extending their ability to describe and model form and space in 3D using a range of materials</li> <li>• Analysing and describing the use of line within artists' work</li> <li>• Using knowledge of lines of symmetry to help</li> </ul>	<ul style="list-style-type: none"> <li>• Defining and using more complex colours</li> <li>• selecting and mixing colours to depict own thoughts, feelings and intentions</li> <li>• Make progress in their ability to describe and model form and space in 3D using a range of materials.</li> <li>• Extending and expressing drawings using a developing understanding of line</li> <li>• Constructing images through various methods to further their knowledge and understanding</li> <li>• Composing original designs by adapting and synthesising the work of others</li> </ul>	<ul style="list-style-type: none"> <li>• Selecting colours to accurately reflect objects in a still life composition</li> <li>• Expressing feelings, emotions and events through colour mixing</li> <li>• Recreating colours used by impressionist painters</li> <li>• Conveying, expressing and articulating a message or emotion through 3D sculpture</li> <li>• Analysing and evaluating an artists' use of form</li> <li>• Articulating their deepening knowledge of line to create portraits</li> <li>• Developing continuous line drawing,</li> </ul>
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		<p>of form and space through whole class sculpture</p> <ul style="list-style-type: none"> <li>• Using and expressing line to represent a landscape and water</li> <li>• Learning the vocabulary to describe different types of lines: vertical, horizontal, crosshatched, wavy</li> <li>• Experimenting with line</li> <li>• Understanding patterns in nature from observation</li> <li>• Making patterns in a range of materials to develop their understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Creating a pattern of their choosing</li> <li>• Identifying and relating manmade and natural repeating patterns</li> <li>• Learning a range of techniques to express their knowledge of repeating and nonrepeating pattern</li> <li>• Composing geometric designs by adapting and synthesising the work of others</li> <li>• Identifying and describing different textures</li> <li>• Selecting and using appropriate materials to create textures</li> </ul>	<p>further their knowledge and understanding</p> <ul style="list-style-type: none"> <li>• Identifying 2D shapes within images and objects</li> <li>• Identifying, drawing and labelling simple shapes found in everyday objects</li> </ul> <p>Creating and forming shapes from 3D materials</p> <ul style="list-style-type: none"> <li>• Analysing and describing the use of texture within artists' work</li> <li>• Applying and blending charcoal to create more sophisticated areas of tone</li> <li>• Learning and applying four simple rules of shading</li> <li>• Developing skill and control when using tone.</li> </ul>	<p>draw accurate shapes</p> <ul style="list-style-type: none"> <li>• Analysing and describing the use of pattern within artists' work</li> <li>• Creating original outcomes through the use of colour and pattern, using geometric, repeating and symmetrical patterns</li> <li>• Analysing and describing the use of shape within artists' work</li> <li>• Expressing geometric compositions using mathematical shapes</li> <li>• Using a range of materials to express more complex textures</li> <li>• Analysing and describing the</li> </ul>	<ul style="list-style-type: none"> <li>• Analysing and evaluating an artists' use of shape</li> <li>• Developing knowledge and understanding of texture through practical making activities</li> <li>• Developing an increasing sophistication in the use of tone to describe objects when drawing from observation</li> <li>• Analysing and evaluating an artists' use of tone</li> </ul>	<p>developing control, expression, shape, form and detail</p> <ul style="list-style-type: none"> <li>• Adapting the techniques of other artists to create abstract drawings</li> <li>• Using knowledge and understanding of patterns to represent feelings and emotions</li> <li>• Extending and articulating their knowledge of pattern from multiple sources to create sophisticated original artwork</li> <li>• Sketching the key shapes objects from different angles when drawing still life</li> <li>• Imitating the techniques of</li> </ul>
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		<ul style="list-style-type: none"> <li>• Designing and creating own patterns</li> <li>• Creating abstract compositions using various shapes</li> <li>• Identifying, making and describing their use of shape for print</li> <li>• Selecting, describing and using appropriate materials to create different textures</li> <li>• Learning that tone refers to the lightness or darkness of something</li> <li>• Developing understanding of use of different tints and shades to create simple</li> </ul>	<ul style="list-style-type: none"> <li>• Experimenting with pencils to create more complex tones - learning that different ways of holding a pencil affects the tone created</li> <li>• Using tone to create 3D form when drawing</li> </ul>		<p>use of tone within artists' work</p> <ul style="list-style-type: none"> <li>• Using a variety of tones to achieve different effects</li> <li>• Understanding of tone to create a 3D effect</li> </ul>		<p>other artists, they use simplified shapes and lines to create more abstract drawings</p> <ul style="list-style-type: none"> <li>• Understand how artists manipulate materials to create texture in a range of artwork.</li> <li>• Deliberately manipulating tone to portray emotions - using 'halo' and 'chiaroscuro' techniques</li> <li>• Increasing awareness of how to use tone to describe light and shade, contrast and shadow</li> </ul>
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		tone in their work					
Knowledge of Artists	<ul style="list-style-type: none"> <li>• Enjoy looking at and talking about art.</li> <li>• Recognise that artists create varying types of art and use lots of different types of materials.</li> <li>• Recognise that artists can be inspired by many things.</li> </ul>	<p>Beatriz Milhazes Understanding that abstract art uses shapes and colours and experimenting with composition</p> <p>Bridget Riley Experimenting with line drawing</p> <p>Exploring David Hockney and Vija Celmins' use of materials to represent water</p>	<p>Inspired by the work of Max Ernst, pupils learn the technique 'frottage' (taking a rubbing from uneven surfaces)</p> <p>Exploring and replicating Ed Ruscha's use of shading and tone to create a 3D look</p> <p>Recreating Clarice Cliff's Circle Tree plate designs</p> <p>Using Nancy McCroskey's</p>	<p>Discussing and analysing Mother's Day by Carl Giles, before using the piece as inspiration for their own cartoon style drawings to represent their family</p> <p>Diego Velázquez. C's painting Old Woman Cooking Eggs to illustrate tints and shades of colour</p>	<p>Luz Perez Ojeda's lenticular prints as inspirations for creating optical illusion portraits</p> <p>Using Barbara Hepworth's work as inspiration for soap sculptures</p> <p>Learning about the life and work of Paul Cézanne and how he influenced the shift to modern art, pupils learn to replicate his painting style</p> <p>Exploring composition for still life drawing</p>	<p>Using architect Friedensreich Hundertwasser's work as inspiration for their own house designs</p> <p>Analysing the messages within Banksy's Clacton Pigeon Mural</p> <p>Creating symmetrical, abstract prints in the style of Andy Warhol's Rorschach</p> <p>Developing the ability to read a picture with</p>	<p>Researching and adopting the style of the impressionist painters, inspired by the work of Claude Monet</p> <p>Creating a repeated pattern through printing, inspired by William Morris</p> <p>Analysing and evaluating Nighthawks by Edward Hopper, looking at what the scene depicts and the formal elements of the piece</p>

	<p>Exploring Jasper Johns' use of colour</p> <p>Comparing Wassily Kandinsky, Renata Bernal and Ilya Bolotowsky's use of shapes within their works</p> <p>Analysing the works and stories behind pictures by Louis Wain</p> <p>Exploring the stories behind seaside inspired pieces by Pierre Auguste Renoir, Joaquín Sorolla and Peder Severin Krøyer</p> <p>Vincent Van Gogh &gt; creating a textured</p>	<p>mural, Suite in Black, White and Grey to explore and develop the skill of shading</p> <p>Using Damien Hirst's Cornucopia as inspiration for drawing</p> <p>Analysing the work of Julian Opie and creating portraits in his style</p> <p>Using the work of Edwina Bridgeman as inspiration for creating clothes peg figures and evaluating her work</p> <p>Creating a giant piece of mixed media work in a pop art style</p>		<p>through the work of Giorgio Morandi</p> <p>Analysing the formal elements of David Hockney's painting My Parents before reenacting the scene depicted</p> <p>Exploring the formal elements of Paula Rego's The Dance</p> <p>Analysing Edward Hopper's A Table for Ladies, pupils create a role-play of the piece from a different perspective</p> <p>Exploring Pieter Brueghel's painting, Children's Games before recreating it as a photo collage, with a modern twist</p>	<p>empathy through the analysis of John Singer Sargent's picture Gassed</p> <p>Developing ideas for 3D work through 2D drawings, following methods used by Magdalene Odundo</p>	<p>Learning how to represent emotion through art using the work of artist Kathe Kollwitz as an example</p> <p>Exploring symbolism and tone in Pablo Picasso's, Guernica</p> <p>Analysing Mark Wallinger's Ecce Homo sculpture</p> <p>Learning about photomontage through the work of Hannah Hoch, Peter Kennard and Jerry Uelsmann</p> <p>Using art to communicate meaning in the style of Jenny Holzer's truisms</p>
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		<p>collage for his painting Fishing Boats on the Beach at Les SaintesMaries-de-la-Mer</p> <p>Recreating Louise Bourgeois's giant spider sculpture, Maman</p>	<p>inspired by Roy Lichtenstein</p>		<p>Analysing abstract art through the work of Fiona Rae</p> <p>Creating collages in the style of Giuseppe Arcimboldo</p> <p>Exploring the work of Sokari Douglas Camp and creating word sculpture</p> <p>Exploring the work of El Anatsui and creating sculpture in the same style - using recycled materials</p>		<p>Analysing the work of Edward Weston, children observe the abstract-looking images created through macro photography before creating their own in a similar style</p> <p>Examining Edvard Munch's The Scream, looking specifically at mood and expression</p> <p>Using Paul Cezanne's Still Life with Apples, Jaromir Funke's Composition - glass and ball and Ben Nicholson's 1946 (still life) as inspiration for still life composition</p> <p>Using Paul Cezanne's Still</p>
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							Life with Apples, to develop ability to add colour effectively to still life
<b>Evaluation</b>	<ul style="list-style-type: none"> <li>• Talk about their artwork, stating what they feel they did well.</li> <li>• Say if they like an artwork or not and begin to form opinions by explaining why.</li> </ul> <p>ELG: group discussion, share creations</p>	<ul style="list-style-type: none"> <li>• Recognising and describing key features of their own and the work of others</li> <li>• Describing what they think about the work of others</li> </ul>	<ul style="list-style-type: none"> <li>• When looking at creative work, expressing clear preferences and giving some reasons for these using some basic language of art (formal elements)</li> </ul>	<ul style="list-style-type: none"> <li>• Reflecting on preferences about their work in order to improve it</li> <li>• Discussing art using an increasingly sophisticated use of language (formal elements)</li> </ul>	<ul style="list-style-type: none"> <li>• Using their own and other's opinions of their work to identify how to improve</li> <li>• Building a more complex vocabulary when discussing art (formal elements)</li> </ul>	<ul style="list-style-type: none"> <li>• Regularly analysing and reflecting on their progress taking account of intentions and opinions</li> <li>• Developing a greater understanding of vocabulary when discussing their own and the work of others</li> </ul>	<ul style="list-style-type: none"> <li>• Giving reasoned evaluations of both their own and others' work which takes account of the starting points, intentions and context behind the work</li> <li>• Using the language of art with greater sophistication to discuss art</li> </ul>