



Maryland Art and Design Progression Map

	Autumn	Spring	Summer
Reception	<p>Topic: Self-Portraits</p> <p>Cross-curricular link: Understanding the World - All About Me</p> <p>Specific knowledge:</p> <ul style="list-style-type: none"> Investigating Portraits Explore artists portraits: Amy Sherald, Kehinde Wile, Pablo Picasso, Paul Klee, Augusta Savage, Constantin Brâncuși <p>Specific skills:</p> <ul style="list-style-type: none"> Line Drawing Skills Self-portraits - drawing portraits/ facial features Collage Clay techniques Use key vocabulary Reflect and evaluate 	<p>Topic: Nature Printing (Eco Printing)</p> <p>Cross-curricular link: Understanding the World - Seasons – What’s your favourite season?</p> <p>Specific knowledge:</p> <ul style="list-style-type: none"> Nature and seasons Discuss what printing is - (Eco Printing). Nature Walk Hapa-Zome Printing (Japanese printing - ‘leaf dye’) Australian artist India Flint <p>Specific skills:</p> <ul style="list-style-type: none"> Printing with various objects and items found in nature (leaf Printing, flower Printing) Clay imprints with items found in nature Hapa-Zome: Japanese Printing Rubbings – e.g. bark rubbing, or leaf rubbing Use key vocabulary Reflect and evaluate 	<p>Topic: Colour Creations</p> <p>Cross-curricular link: Understanding the World</p> <p>Specific knowledge:</p> <ul style="list-style-type: none"> Colour Artists: Yayoi Kusama, Piet Mondrian, Wassily Kandinsky, Odili Donald Odita, Alma Thomas, Mark Rothko, Robert and Sonia Delaunay Study Pop Artists: Romero Britto, Andy Warhol and Esther Mahlangu <p>Specific skills:</p> <ul style="list-style-type: none"> Colour Theory - Primary and Secondary Colours (colour mixing) Shades, tints and tone Warm and cool colours Use key vocabulary Reflect and evaluate



Maryland Art and Design Progression Map

	Autumn	Spring	Summer
Year 1	<p>Topic: Animal Art/ Indigenous Australian Art Cross-curricular link: Science – Animals including Humans</p> <p>Specific knowledge:</p> <ul style="list-style-type: none"> • History of the Australian Aboriginal people, art and culture • Meaning/methodology of Aboriginal art • Contemporary Aboriginal artists (Clifford Possum) • Australian animals • Use of paint and cotton buds - Australian Aboriginal dotting painting <p>Specific skills:</p> <ul style="list-style-type: none"> • Composition of line, patterns and shapes • Dot painting method • Create stencils • Use key vocabulary • To analyse life and work of artists and other cultures expression of art • Reflect and evaluate 	<p>Topic: Seasonal Art/ Gustav Klimt (Tree of life) Cross-curricular link: Science– Seasonal Changes</p> <p>Specific knowledge:</p> <ul style="list-style-type: none"> • Study four seasons • Explore artwork of Giuseppe Arcimboldo • Review other seasonal artists' work/paintings • Study art piece by Gustav Klimt (Tree of life) <p>Specific skills:</p> <ul style="list-style-type: none"> • Colour Theory - primary and secondary colours • Warm and cool colours • Create and experiment with shades • Use key vocabulary • Use inspiration from artists to create their own work • To analyse life and work of artists and movements • Reflect and evaluate 	<p>Topic: L.S Lowry - Cityscapes Cross-curricular link: Geography – My Local Area</p> <p>Specific knowledge</p> <ul style="list-style-type: none"> • Study artist LS Lowry • Cityscapes • Compare L.S Lowry artwork with other artists from different cultures • Analyse works of Clementine Hunter (African-American), Ceija Stojka (Austrian-Romani) and Baya Mahieddine (Algerian) <p>Specific skills:</p> <ul style="list-style-type: none"> • Create L.S Lowry 'matchstick men' - with different tools • Use different materials to draw • Explore colour charts • Tone and shade • Use key vocabulary • To analyse life and work of artists and movements • Reflect and evaluate



Maryland Art and Design Progression Map

	Autumn	Spring	Summer
Year 2	<p>Topic: Land Art</p> <p>Cross-curricular link: Science – Living Things and their Habitats</p> <p>Specific knowledge:</p> <ul style="list-style-type: none"> ● Land Art and Environmental artists ● Indian Rangoli art (rotation, reflection and symmetry) ● Works of Andy Goldsworthy ● Observe patterns, shapes and symmetry in nature <p>Specific skills:</p> <ul style="list-style-type: none"> ● Observation drawings ● Creating sculpture from items found in the natural world ● Sort out natural materials ● Use key vocabulary ● Develop understanding of 2D and 3D in terms of artwork ● Digital media – children take photos of land art created ● Use key vocabulary ● To analyse life and work of artists and movements ● Reflect and evaluate 	<p>Topic: Sparks and Flames – Cityscapes</p> <p>Cross-curricular link: History - The Great Fire of London</p> <p>Specific knowledge:</p> <ul style="list-style-type: none"> ● Study artwork based on the Great Fire (classic/17th Century vs. contemporary) ● Cityscapes ● Analyse images of fire ● Explore backgrounds and foregrounds <p>Specific skills:</p> <ul style="list-style-type: none"> ● Colour Theory - primary and secondary colours ● Colour mixing - to create fire effects ● Warm and cool colours. ● Using different mediums (colouring pencils, oil pastels and chalk) ● Collage (layering, rolling the paper, cutting/ tearing and sticking) ● Create outline/silhouettes of London buildings ● Create foreground and background ● Use key vocabulary ● To analyse the work of artists contemporary/modern vs traditional ● Reflect and evaluate 	<p>Topic: The Seaside – Printmaking</p> <p>Cross-curricular link: Geography - Seaside</p> <p>Specific knowledge:</p> <ul style="list-style-type: none"> ● History of printmaking ● Study artists (Henri Matisse/ John Muafangejo/ Rachid Koraïchi) ● Study Indian printing and Adinkra cloth (African - Ghanianian) <p>Specific skills:</p> <ul style="list-style-type: none"> ● Sketching ● Monoprinting ● Block Printing - printing with polystyrene tiles ● Screen Printing ● Use key vocabulary ● To analyse life and work of artists and movements ● Reflect and evaluate



Maryland Art and Design Progression Map

	Autumn	Spring	Summer
Year 3	<p>Topic: Prehistoric Art - Cave Drawings Cross-curricular link: History – Prehistoric Britain</p> <p>Specific knowledge:</p> <ul style="list-style-type: none"> • Why cave paintings were made • Explore different cultures cave paintings • Previous knowledge of line, colour, texture and space <p>Specific skills:</p> <ul style="list-style-type: none"> • Colour mixing • Tints, tone and shade • Use different art mediums • Use of different surfaces • Different brush sizes and effects • Use key vocabulary • To analyse life and work of artists in past histories and how it has inspired artist now • Reflect and evaluate 	<p>Topic: Roman Mosaics Cross-curricular link: History - Romans</p> <p>Specific knowledge:</p> <ul style="list-style-type: none"> • History of Roman mosaics • Geometric, tessellation, symmetry and patterns • Roman mythology • Islamic Art - geometric art • Works of artists: Antoni Gaudi, Eduardo Paolozzi, Isaiah Zagar, Laurel True and Invader <p>Specific skills:</p> <ul style="list-style-type: none"> • Patterns in the form of mosaics. • Range of different materials to create a mosaic effect • overlapping, tessellation, mosaic • Use key vocabulary • To analyse historical art styles (the Ancient Romans) • Reflect and evaluate 	<p>Topic: Plant Art Cross-curricular link: Science - Plants</p> <p>Specific knowledge:</p> <ul style="list-style-type: none"> • Botanical artists and artworks (classical and contemporary) • Artwork of Georgia O’Keeffe, Olivia Peguero, Marc Quinn <p>Specific skills:</p> <ul style="list-style-type: none"> • Drawing and marking with graded pencils • Tone, shade and shadows - graded pencils • Colouring pencils – blending • Tints, Shades and Tones of Colour - Oil pastels. • Sculpting using clay • Use key vocabulary • To analyse life and work of artists and movements • Reflect and evaluate



Maryland Art and Design Progression Map

	Autumn	Spring	Summer
Year 4	<p>Topic: Ancient Greece – Every Vase Tells a Story Cross-curricular link: History – Ancient Greece</p> <p>Specific knowledge:</p> <ul style="list-style-type: none"> • Greek art forms such as: buildings, masks, jewellery, statues • Research Greek storytelling through art • Greek pottery • Study stories of Greek mythology <p>Specific skills:</p> <ul style="list-style-type: none"> • Drawing and creating own vase story based on knowledge of Greek vases style in the past • Making patterns • Explore patterns and shapes • Design their own greek vase. • Papier-mache or modroc -sculpting Greek vase • Use key vocabulary • To analyse historical art styles (the Ancient Greeks) • Reflect and evaluate 	<p>Topic: Kingdom Benin (Modern African Masks) Cross-curricular link: History – History – Kingdom Benin</p> <p>Specific knowledge:</p> <ul style="list-style-type: none"> • Knowledge of what is a sculpture • Masks uses and traditions around the world and different cultures • A study of African art (specifically African masks and their differences and meaning between cultures). • How African art has inspired European artists and movements (Cubism movement/Pablo Picasso) • Study the artwork of modern abstract sculpture artist Kimmy Cantrell who was inspired by African masks to create his work <p>Specific skills:</p> <ul style="list-style-type: none"> • cut, make and combine shapes to create recognisable forms; • Using card to practise joining techniques; • add materials to the sculpture to create detail • Use key vocabulary • To analyse life and work of artists and movements • Reflect and evaluate 	<p>Topic: Water Art - Watercolours Cross-curricular link: Geography- Water</p> <p>Specific knowledge:</p> <ul style="list-style-type: none"> • A history of the Impressionism art movement • Analyse various artist depictions of water • Claude Monet, Vincent van Gogh, J.M.W Turner, David Hockney, Georges Seurat, Calida Garcia Rawles, Tarrise King • Study the element of arts of colour and value • Warm and cool colours • Analogous/intermediate colours • Explore complementary colours, monochromatic and analogous colours • Shade, primary and tint (tint - lighten and darken tones using black and white) <p>Specific skills:</p> <ul style="list-style-type: none"> • Mixing and applying watercolour paint • Blending of watercolours (watercolour technique) • Wax resist techniques • Use inspiration from famous artists to replicate a piece of work • Use key vocabulary • To analyse life and work of artists and movements • Reflect and evaluate



Maryland Art and Design Progression Map

	Autumn	Spring	Summer
Year 5	<p>Topic: Viking Warrior Art Cross-curricular link: History – Invaders and Settlers – Anglo-Saxons and Vikings</p> <p>Specific knowledge:</p> <ul style="list-style-type: none"> ● Vikings artefacts ● Study portraits and realistic artists. ● Learn about the elements of art line, value and texture <p>Specific skills:</p> <ul style="list-style-type: none"> ● Drawing such as shading, thick and thin lines with pencil ● Observational drawing skills through sketching ● Drawing portraits/ facial features ● Use a proportional grid for facial portraits ● Use of graphite pencils or charcoal. ● Use materials other than clay to create a 3D sculpture ● Use key vocabulary ● To analyse life and work of artists and movements ● Reflect and evaluate 	<p>Topic: Tudor Rose - Printmaking Cross-curricular link: History - Tudors</p> <p>Specific knowledge:</p> <ul style="list-style-type: none"> ● Textile art ● British textile artists (William Morris)/ comparisons with African-Caribbean textile artist Althea Mcnish ● History of textile and printmaking <p>Specific skills:</p> <ul style="list-style-type: none"> ● Textile and printmaking (collagraph printing) ● Design and create printing blocks/tiles ● Create and arrange accurate patterns ● Use key vocabulary ● To analyse life and work of artists and movements ● Reflect and evaluate 	<p>Topic: Henri Rousseau - The Amazon Rainforest Cross-curricular link: Geography - The Amazon</p> <p>Specific knowledge:</p> <ul style="list-style-type: none"> ● Henri Rousseau, Margaret Mee, John Dyer, Nixiwaka Yawanawá ● Amazon Rainforest ● Amazon jungle animals <p>Specific skills:</p> <ul style="list-style-type: none"> ● Drawing Plants ● Draw and colour Amazon flowers ● Tones and shades ● Draw jungle animals - Chalk pastels/paints ● Use key vocabulary ● To analyse life and work of artists and movements ● Reflect and evaluate



Maryland Art and Design Progression Map

	Autumn	Spring	Summer
Year 6	<p>Topic: People in Action - Bodies Cross-curricular link: Science - Animals including humans (Link to exercise and healthy living)</p> <p>Specific knowledge</p> <ul style="list-style-type: none"> History of human form and movement in art and different cultures Keith Haring, Bernard Hoyes and Alberto Giacomett Study Futurism art movement Study African figure sculptures <p>Specific skills:</p> <ul style="list-style-type: none"> Observational drawings Reproduce the movement of a figure Create artwork in the style of Keith Haring painting Colour theory - introduce complementary and contrast colours Create wire/clay human figures Use key vocabulary To analyse life and work of artists and movements Reflect and evaluate 	<p>Topic: Political Art Cross-curricular link: History - Impact of WWII on life on Britain today</p> <p>Specific knowledge:</p> <ul style="list-style-type: none"> Political artwork of some of the artists Banksy, Shepard Fairey, Jean Michel Basquiat, Propaganda Conveyed messages Links between artists Discuss Urban Art in public spaces <p>Specific skills:</p> <ul style="list-style-type: none"> Drawing graffiti style lettering Slogans to protest Shade and tone effects Stencilling Use key vocabulary To analyse life and work of artists and movements Reflect and evaluate 	<p>Topic: Express Yourself - Autobiographical Artwork Cross-curricular link: C.P.S.H.E - Change/ Transitioning to KS3</p> <p>Specific knowledge:</p> <ul style="list-style-type: none"> Investigating Self Portraits and self expression Frida Kahlo, Betye Saar, Hassan Hajjaj, Jean-Michel Basquiat, Vincent van Gogh Analyse meaning behind famous self portraits most famous artworks <p>Specific skills:</p> <ul style="list-style-type: none"> Create self-portraits - drawing self-portraits/ facial features Expressing Identity - Identity Shoebox sculptures/installations Assemblage Write a monologue to go along with their art piece Use key vocabulary To analyse life and work of artists and movements Reflect and evaluate