



# KOINONIA FEDERATION – ALL THROUGH SUBJECT MAP

**SUBJECT:** Art and Design

**CURRICULUM INTENT:**

- To provide artistic opportunities for the holistic development of the moral, social, emotional, intellectual and personal skills of all pupils.
- To encourage a sense of belonging through the recognition of different cultural identities and the broader awareness of self within the school and global community.
- To nurture creativity and artistic curiosity through a wide range of artists, designers, trips and workshops to inspire expressive outcomes.

**Art Spirituality Statement**

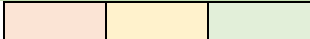

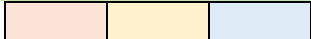

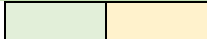

In the Art Department, we nurture students' spiritual development by encouraging self-reflection, creativity, and empathy. By exploring diverse cultures, perspectives, and artistic movements, pupils learn to see the world through others' eyes while developing their own personal identity and values. Art offers a space for reflection, self-expression and connection, enabling students to develop their understanding of themselves as well as the wider world beyond the classroom.

In Art and Design, we ensure a wide-ranging and expanding practical knowledge, including skills, processes and techniques alongside disciplinary knowledge in which students can make connections with various forms of artistic knowledge to create their own artwork. The sequence of the curriculum across all phases is organised to support the acquisition of knowledge needed at KS4/5 and beyond. Therefore, skills and activities are revisited and built upon in these key areas: **(a) Research and investigation skills, (b) Experimenting with media, materials, techniques and processes, (c) Recording ideas and observation relevant to intention, and (d) Presenting personal response.**

Research and investigation skills	Experimenting with media, materials, techniques and processes	Record ideas and observation relevant to intention	Present personal response
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# KOINONIA FEDERATION – ALL THROUGH SUBJECT MAP

	AUTUMN 1-2	SPRING 1-2	SUMMER 1-2
<b>NURSERY &amp; RECEPTION – KEY THEMES / CONCEPTS</b>	<b>Lights and celebrations</b>	<b>colours inspired by Kandinsky</b>	<b>Journeys</b>
<b>NURSERY &amp; RECEPTION – KEY CONTENT / LEARNING</b>	  <u>EAD development matters statements:</u> <i>Safely use and explore a variety of materials, experimenting with colour, design and texture</i>	  <u>EAD development matters statements:</u> <p>In Spring 1, children explore colour through a structured EAD programme. They begin by learning the primary colours and understanding that these are absolute. Using the colour wheel, they then investigate secondary colours and discover how to create them through a range of practical activities. Their learning deepens as they study the work of Kandinsky, using his art as inspiration to explore colour combinations, including complementary colours. Children apply their developing colour knowledge purposefully to create their own expressive and imaginative art pieces.</p> <p>In Spring 2, Children engage in a range of activities to develop the following skills: observational drawing with more details and accuracy, painting and changing the texture, printing skills, use of textiles to make collage, and junk modelling to create 3D models.</p>	  <u>EAD development matters statements:</u> <i>Create collaboratively, sharing ideas, resources and skills.</i>



# KOINONIA FEDERATION – ALL THROUGH SUBJECT MAP

YEAR 1 -KEY THEMES / CONCEPTS	<b><u>DRAWING</u></b> Explore mark marking, experiment with drawing lines and use 2D shapes to draw.	<b><u>COLOUR</u></b> Remember the primary colours and how to mix them to create secondary colours. Create shades of a colour and choose and justify colours for purpose. Develop skill and control when painting	<b><u>SCULPTURE</u></b> Start to comment and understand that art can be presented in 3d form. Develop skill and control when constructing using paper, card, clay etc.
YEAR 1 - KEY CONTENT/ LEARNING	<p style="text-align: center;"><b><u>TOYS</u></b></p> <div data-bbox="551 632 736 679" data-label="Image"> </div> <div data-bbox="560 694 654 983" data-label="Image"> </div> <p><u>Lines and marks</u> Name, match and draw lines/marks from observations. Invent new lines. Draw on different surfaces with a range of media. Use differently textured and sized media.</p> <p><u>Shape</u> Observe and draw shapes from observations. Draw shapes in between objects. Invent new shapes.</p> <p><u>Tone</u></p>	<p style="text-align: center;"><b><u>SPACE EXPLORER</u></b></p> <div data-bbox="1171 632 1357 679" data-label="Image"> </div> <div data-bbox="1115 703 1391 995" data-label="Image"> </div> <p><u>Colour</u> Remember the primary colours and how to mix them to create secondary colours. Create shades of a colour and choose and justify colours for purpose.</p> <p><u>Painting</u> Learn how to hold a paint brush correctly. Develop skill and control</p>	<p style="text-align: center;"><b><u>BY THE SEA</u></b></p> <div data-bbox="1760 632 1946 679" data-label="Image"> </div> <div data-bbox="1729 679 2013 991" data-label="Image"> </div> <p><u>SCULPTURE</u></p> <p>Learn a range of materials and techniques such as clay- etching, printing and collage.</p> <p><u>Form</u></p>



# KOINONIA FEDERATION – ALL THROUGH SUBJECT MAP

Investigate tone by drawing light/dark lines, light/dark patterns, light dark shapes etc.

## Texture

Investigate textures by describing, naming, rubbing, copying.

## Vocabulary

Line: Thick, thin, soft, broad, narrow, fine, pattern, line, shape, detail, bold, wavy, straight, Texture: smooth, rough, wrinkly, bumpy, felt tip pen marker, Colour/pattern: tone, soft, hard, shiny, tone, light/dark, pale, deep Shape: oval, long, curvy, bright.

## Sketchbooks

To use sketchbooks through teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials.

when painting. Paint with expression.

## Shape

Identify, describe and use shape for purpose.

## Tone

Understand what tone is and how to apply this to their own work.

## Vocabulary

Mark making tools, sponges, different brushes, respond, line, colour, texture, shape, 2D, observation, imagination, scale, size, fine motor skills

## Sketchbooks

To use sketchbooks through teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials.

Learn about form and space through making sculptures and developing language.

## Shape

Identify, describe and use shape for purpose.

## Tone

Understand what tone is and how to apply this to their own work.

## Vocabulary

Experiment, properties of clay, plasticine, dough, explore, mark making, textural effects, materials, model, observation, imagination, demonstrate, modelling tools, control, fine motor.

## Sketchbooks

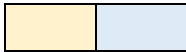

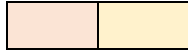

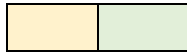

To use sketchbooks through teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials.



# KOINONIA FEDERATION – ALL THROUGH SUBJECT MAP

## SMSC:

Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities

YEAR 2 - KEY THEMES / CONCEPTS	Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips the types of marks made with the range of media., charcoal, ballpoints, chalk Control	Further improve skill and control when painting. Know what the secondary colours are and how to mix them. Learn about a particular artist and comment	Confidently plan and put structures together. Know and discuss form and balance, choose from a range of materials based on their qualities.
YEAR 2 - KEY CONTENT/ LEARNING	<p><b><u>HEROINES</u></b></p>   <p><u>Lines and marks</u> Name, match and draw lines/marks from observations. Invent new lines. Draw on different surfaces with a range of media. Use differently textured and sized media.</p> <p><u>Shape</u> Observe and draw shapes from observations. Draw shapes in between objects. Invent new shapes.</p> <p><u>Tone</u></p>	<p><b><u>EXPLORERS</u></b></p>   <p><u>Colour</u> Mix, apply and refine colour mixing for purpose using wet and dry media. Describe their colour selections.</p> <p><u>Painting</u></p>	<p><b><u>UNDER THE SEA</u></b></p>   <p><u>SCULPTURE</u></p> <p>Use a range of materials to design and make products including craft, weaving, printmaking, sculpture and clay.</p>



# KOINONIA FEDERATION – ALL THROUGH SUBJECT MAP

Investigate tone by drawing light/dark lines, light/dark patterns, light dark shapes etc.

## Texture

Investigate textures by describing, naming, rubbing, copying

## Vocabulary

Line: Thick, thin, soft, broad, narrow, fine, pattern, line, shape, detail, bold, wavy, straight, Texture: smooth, rough, wrinkly, bumpy, felt tip pen marker, Colour/pattern: tone, soft, hard, shiny, tone, light/dark, pale, deep Shape: oval, long, curvy, bright.

## Sketchbooks

To use sketchbooks more effectively through further teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials.

Name parts of a paint brush Further improve skill and control when painting. Paint applying or reducing pressing for effect. Paint with creativity and expression.

## Shape

Compose geometric designs by adapting the work of other artists to suit their own ideas.

## Tone

Create tone by developing tinting effects from light to dark and vice versa

## Vocabulary

Brush, size and types, scale, Colour; mixing, primary colours, primary shades, tones, techniques, layering, mixing media

## Sketchbooks

To use sketchbooks more effectively through further teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials.

## Form

Extend their practical ability to create 3D sculptural forms and begin to understand how to represent form when drawing. experiment, constructing, joining, natural, manmade materials Texture: surface, malleable material, build textured tile

## Shape

Compose geometric designs by adapting the work of other artists to suit their own ideas.

## Vocabulary

Materials, products, manipulate, malleable materials, clay, natural, understand, techniques, tools, rolling, kneading, understand, safety, tools, experiment, properties, paint, create, textural effects

## Sketchbooks

# KOINONIA FEDERATION – ALL THROUGH SUBJECT MAP

To use sketchbooks more effectively through further teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials.

**SMSC:** Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities

**YEAR 3 - KEY THEMES / CONCEPTS**

Experiment with ways in which surface detail can be added to drawings. Use sketchbooks to collect and record visual information from different sources. Draw for a sustained period of time at an appropriate level.

Increase skill using a brush, paint various types of line and pattern. Know how to mix secondary and tertiary colours. Apply greater expression and creativity to own paintings

Choose from a range of materials based on a desired affect or outcome. Analyse and describe the texture, form and shape of their sculptures and the work of others.

**YEAR 3 - KEY CONTENT/ LEARNING**

## STONE AGE



### Lines and Marks

Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. Experiment with different grades of pencil and other implements to create lines and marks.

## VIKINGS



### Colour

Remember the primary colours and how to mix

## OUT OF AFRICA





# KOINONIA FEDERATION – ALL THROUGH SUBJECT MAP

## Form and Shape

Experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to show an awareness of objects having a third dimension.

## Tone

Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way.

## Texture

Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing.

## Vocabulary

Line: charcoal, pencil, crayon, chalk, pastels, pens. Form and shape: grades, forms, shapes, third dimension Tone: variations, tone  
Texture: pattern texture, proportion, emotion, expression.

## Sketchbooks

To use sketchbooks to generate ideas and record thoughts and observations. Make records of visual experiments.

them to create secondary colours. Create shades of a colour and choose and justify colours for purpose.

## Painting

Paint applying or reducing pressing for effect. Apply various brush stroke techniques for effect. Paint with creativity and expression. Analyse and describe colour and painting techniques in artist's work. Manipulate colour for print to own paintings.

## Shape

Identify, describe and use shape for purpose.

## Tone

Understand what tone is and how to apply this to their own work.

## Vocabulary

Secondary, tertiary, mix, blend, highlight tints, compare, light, dark, warm, cool, shades, experiment, effects, textures, blocking, washes,

## SCULPTURE

Use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products

## Form

Further develop their ability to describe 3D form in a range of materials, including drawing.

## Shape

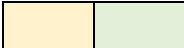

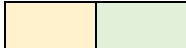
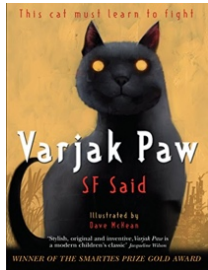
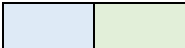

Identify, draw and label shapes within images and objects. Create and form shapes from 3D materials.

## Vocabulary

Record, observe, review, revisit, improve, mastery, design techniques, painting, materials, create, surface patterns, textures, join, construct, modelling, shape, develop, clay, slabs, coils, slips

## Sketchbooks

# KOINONIA FEDERATION – ALL THROUGH SUBJECT MAP

		<p>layering, brush, brush stroke, pressure.</p> <p><u>Sketchbooks</u> To use sketchbooks to generate ideas and record thoughts and observations. Make records of visual experiment</p>	<p>To use sketchbooks to generate ideas and record thoughts and observations. Make records of visual experiment</p>
<b>SMSC: Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities</b>			
<b>YEAR 4 - KEY THEMES / CONCEPTS</b>	<p>Experiment with ways in which surface detail can be added to drawings. Use sketchbooks to collect and record visual information from different sources. Draw for a sustained period of time at an appropriate level</p>	<p>Use learnt skills with a brush, paint various types of line and pattern. Know how to mix secondary and tertiary colours. Apply greater expression and creativity to own paintings Develop skill and control when painting. Paint with expression.</p>	<p>Test a range of materials including recycled waste, mod-rock and clay form initial sketches. Develop techniques to hold structures produce maquettes before a final piece in created.</p>
<b>YEAR 4 - KEY CONTENT/ LEARNING</b>	<p><b><u>ROMANS</u></b></p>   <p><u>Lines and Marks</u> Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil,</p>	<p><b><u>CUNNING CREATURES</u></b></p>   <p><u>Colour</u> Develop skill and control when painting creating shade that evoke feeling and</p>	<p><b><u>TIME TRAVELLERS</u></b></p>  



# KOINONIA FEDERATION – ALL THROUGH SUBJECT MAP

crayon, chalk pastels, pens etc. Experiment with different grades of pencil and other implements to create lines and marks.

## Form and Shape

Experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to show an awareness of objects having a third dimension.

## Tone

Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way.

## Texture

Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing.

## Vocabulary

Line: charcoal, pencil, crayon, chalk, pastels, pens. Form and shape: grades, forms, shapes, third dimension Tone: variations, tone  
Texture: pattern texture, proportion, emotion, expression

## Sketchbooks

mood. Paint with expression. Analyse painting by artists.

## Painting

Develop skill and control when painting. Paint with expression. Analyse painting by artists.

## Shape

Create geometric compositions using mathematical shapes. Analyse and describe the use of shape in artist's work

## Tone

Use a variety of tones to create different effects. Understand tone in more depth to create 3D effects. Analyse and describe use of tone in artists' work.

## Vocabulary

Secondary, tertiary, mix, blend, highlight tints, compare, light, dark, warm, cool, shades, experiment, effects, textures, blocking, washes, layering, brush, brush stroke, pressure.

## SCULPTURE

Make art from recycled materials, create sculptures, print and create using a range of materials. Learn how to display and present work.

## Form

Develop their ability to describe and model form in 3D using a range of materials. Analyse and describe how artists use and apply form in their work.

## Shape

Create geometric compositions using mathematical shapes. Analyse and describe the use of shape in artist's work.

## Vocabulary

Record, observe, review, revisit, improve, mastery, design techniques, painting, materials, create, surface patterns, textures,



# KOINONIA FEDERATION – ALL THROUGH SUBJECT MAP

Use sketchbooks for planning and refining work, to record observations and ideas and developing skill and technique.

## Sketchbooks

Use sketchbooks for planning and refining work, to record observations and ideas and developing skill and technique.

join, construct, modelling, shape, develop, clay, slabs, coils, slips

## Sketchbooks

Use sketchbooks for planning and refining work, to record observations and ideas and developing skill and technique.

# KOINONIA FEDERATION – ALL THROUGH SUBJECT MAP

## SMSC:

Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities

### YEAR 5 - KEY THEMES / CONCEPTS

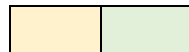
Work from a variety of sources including observation, photographs and digital images. Work in a sustained and independent way to create a detailed drawing. Develop close observation skills using a variety of view finders. Use a sketchbook to collect and develop ideas. Identify artists who have worked in a similar way to their own work

Control brush strokes and apply tints and shades. Start to apply various strokes to suggest. Make comment about the colour used by various artists. Discuss how the colour portrays a mood. Paint with expression.

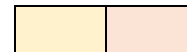
Use techniques to hold structures produce maquettes before a final piece is created. To be able adapt and alter initial designs and maquettes. Confidently choose from a range of materials for purpose.

### YEAR 5 - KEY CONTENT/ LEARNING

#### VICTORIANS

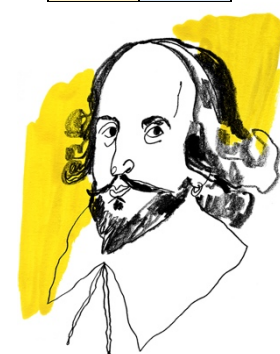
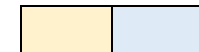


#### ANCIENT GREECE



[Colour](#)

#### WHO WAS SHAKESPEARE





# KOINONIA FEDERATION – ALL THROUGH SUBJECT MAP

## Lines, Marks, Tone, Form & Texture

Use dry media to make different marks, lines, patterns and shapes within a drawing. Experiment with wet media to make different marks, lines, patterns, textures and shapes. Explore colour mixing and blending techniques with coloured pencils. Use different techniques for different purposes i.e. shading, hatching within their own work. Start to develop their own style using tonal contrast and mixed media.

## Perspective and Composition

Begin to use simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. Show an awareness of how paintings are created ie. Composition

## Vocabulary

observation, photographs, visual images Lines Marks, Tone, Form and Texture; lines, patterns, shapes within a drawing, wet media, a, tonal contrast, mixed media, shading, hatching, blending, Perspective and Composition: perspective, single focal point, horizon, composition, scale, foreground, middle ground, background.  
Sketchbooks

Select and mix more complex colours to depict thoughts and feelings.

## Painting

Control brush strokes and apply tints and shades when painting. Paint with greater skill and expression.

## Shape

Composing original designs by adapting and synthesising the work of others. Analyse and evaluate artists' use of shape.

## Tone

Develop an increasing sophistication when using tone to describe objects when drawing. Analyse artists' use of tone.

## Vocabulary

Sketchbooks, record, observation, review, revisit, improve, design techniques, materials Colour: mix and match, atmosphere, light effects, flesh, identify primary secondary and complementary colours, wet, dry, watercolours, imagination.

## Sketchbooks

Develop ideas through sketches, enhance knowledge, skill and

## SCULPTURE

Create mixed media art using found and reclaimed materials. Select materials for a purpose.

## Form

Further extend their ability to describe and model form in 3D using a range of materials.

## Shape

Composing original designs by adapting and synthesising the work of others. Analyse and evaluate artists' use of shape.

## Vocabulary

Record, materials, observations, review, revisit, improve, design techniques, intricate patterns, textures, malleable, clay, slabs, coils, slips, ma clay, slabs, coils, slips, materials, sculptures



# KOINONIA FEDERATION – ALL THROUGH SUBJECT MAP

Develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks.

technique using experimental media in sketchbooks.

[Sketchbooks](#)

Develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks.

## SMSC:

Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities

**YEAR 6 - KEY THEMES / CONCEPTS**

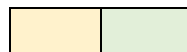
Experiment with wet media to make different marks, lines, patterns, textures and shapes. Explore colour mixing and blending techniques with coloured pencils. Use different techniques for different purposes e.g. shading, hatching within their own work. Start to develop their own style using tonal contrast and mixed media.

Discuss the work of colour has been used over various artist movements from Impressionism to Brutalism Paint with greater skill and control applying tonal techniques and more complex colour theory to own work.

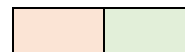
Continual to experiment with various material, choose from materials based on their structural qualities or aesthetic qualities. Adapt ideas, critique their work and the work of others. Analyse the work of known artists, discuss techniques.

**YEAR 6 - KEY CONTENT/ LEARNING**

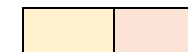
### WORLD WAR II



### CLIMATE CHANGE



### WHAT THE DICKENS



# KOINONIA FEDERATION – ALL THROUGH SUBJECT MAP



## Lines, Marks, Tone, Form & Texture

Use dry media to make different marks, lines, patterns and shapes within a drawing. Experiment with wet media to make different marks, lines, patterns, textures and shapes. Explore colour mixing and blending techniques with coloured pencils. Use different techniques for different purposes i.e. shading, hatching within their own work. Start to develop their own style using tonal contrast and mixed media.

## Perspective and Composition

Begin to use simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and

## Colour

Mix and apply colours to represent still life objects from observation. Express feelings and emotions through colour. Study colours used by Impressionist painters.

## Painting

Paint with greater skill and control, applying tonal techniques and more complex colour theory to own work.

## Shape

Fluently sketch key shapes of objects when drawing. Create abstract compositions using knowledge of other artists' work.

## Tone

Increase awareness of using tone to describe light and shade, contrast, highlight and shadow. Manipulate tone for halo and chiaroscuro techniques.

## Sketchbooks

Make personal investigations and record observations in sketchbooks. Record experiments



## SCULPTURE

Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms.

## Form

Express and articulate a personal message through sculpture. Analyse and study artists' use of form.

## Shape



# KOINONIA FEDERATION – ALL THROUGH SUBJECT MAP

background. Show an awareness of how paintings are created ie. Composition.

## Vocabulary

observation, photographs, visual images

Lines Marks, Tone, Form and Texture; lines, patterns, shapes within a drawing, wet media, a, tonal contrast, mixed media, shading, hatching, blending, Perspective and Composition: perspective, single focal point, horizon, composition, scale, foreground, middle ground, background.

## Sketchbooks

Make personal investigations and record observations in sketchbooks. Record experiments with media and try out new techniques and processes in sketchbooks.

with media and try out new techniques and processes in sketchbooks.

## Vocabulary

Sketchbooks, record, observation, review, revisit, improve, design techniques, materials Colour: mix and match, atmosphere, light effects, flesh, identify primary secondary and complementary colours, wet, dry, watercolours, imagination. Most of the artist's techniques and names may become familiar.

Fluently sketch key shapes of objects when drawing. Create abstract compositions using knowledge of other artists' work.

## Vocabulary

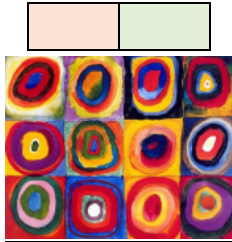

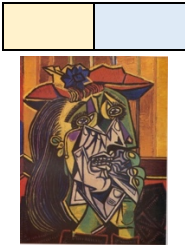
Record, materials, observations, review, revisit, improve, design techniques, intricate patterns, textures, malleable, clay, slabs, coils, slips, ma clay, slabs, coils, slips, materials, sculptures

## Sketchbooks

Make personal investigations and record observations in sketchbooks. Record experiments with media and try out new techniques and processes in sketchbooks.



# KOINONIA FEDERATION – ALL THROUGH SUBJECT MAP

<b>SMSC:</b> Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities			
<b>YEAR 7 - KEY THEMES / CONCEPTS</b>	<b>Elements of Art</b>	<b>The Shoe Project</b>	<b>Cubism</b>
<b>YEAR 7 - KEY CONTENT/ LEARNING</b>	 <p>Students explore big questions in Art as well as understand how to apply the basic elements of art into their artwork. What is Art? What is not Art? why art has been</p>	 <p>Students investigated two sources of inspiration for artists: everyday objects and popular culture. Students analyse the work of sculptor Claes Oldenburg, and consider the</p>	 <p>Students explore cubism to gain an understanding for the cubist style of artists such as Picasso and Braque. Students demonstrate how to show</p>



# KOINONIA FEDERATION – ALL THROUGH SUBJECT MAP

*created and why artists produced it. Students explore the elements of art and understand how artists use (Line/Colour/Shape/Texture/Space/form) to communicate visually through art forms over the centuries. Students will review basic drawing and water colour painting techniques.*

choices and mediums he uses in his work. Investigating how he sculpts ordinary objects into extraordinary sizes and displays them in an unconventional setting. Students make connections between culture and art by completing image-based discussion. Students learn about the techniques of constructing 3D form and create a 3D shoe.

multiple views of one object as well as demonstrate fractured planes.

To investigate further students demonstrate collage techniques and develop skills in shading using oil pastels.

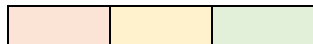
**YEAR 8 - KEY THEMES / CONCEPTS**

**Still life composition**

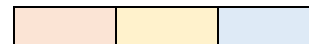
**Symbolism in Art: Ndebele Paintings**

**Textiles: Weaving**

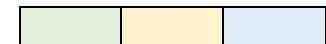
**YEAR 8 - KEY CONTENT/ LEARNING**



Students look at and discuss still life compositions and develop a definition for the genre. Students are able to identify still life artworks and the use of symbols and direction observation. Students will be able to put together interesting compositions using techniques such as cropping, zooming in and rule of third. Students will be able to critique their own drawing as well as others. Students use Op Art to influence a final outcome









Students explore the use of symbolism in different cultures to better understand the use of symbolism in art. Students research the Ndebele mural paintings from South Africa and begin to develop their own design ideas influenced by these artworks.



Students look at different cultures such as the Mayan and kente weaving to learn about different weaving techniques in textiles. The goal is for the students to acquire basic knowledge, skills and experience with weaving as they incorporate mathematical skills in the creation of an original product. Students



# KOINONIA FEDERATION – ALL THROUGH SUBJECT MAP


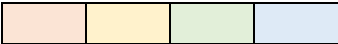

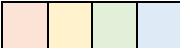
			also learn new subject specific vocabulary in weaving.
<b>YEAR 9 - KEY THEMES / CONCEPTS</b>	<b>Natural Forms</b>	<b>Portraits</b>	<b>The Figure</b>
<b>YEAR 9 - KEY CONTENT/ LEARNING</b>	  <p>Students explore a range of stimulus for students to look at structure, shape, pattern or colour. A wide range of media is also promoted, as the theme natural forms invite different approaches. The portfolio can move from direct observational studies into either traditional still life outcomes or more abstracted realisations with an awareness of alternative media, scale, relief or three-dimensional design. Alternatively, the portfolio can be developed in a way that encourages a surreal or fantasy approach. Students are encouraged to build on a range of skills including drawing, mix media and lino printing</p>	  <p>Students explore self-expression and expressionism in Art history. Students learn that facial expressions and emotions are often used by artist to convey meaning in their work. Students investigate a variety of media and techniques to develop technical skills and competence. These include observational drawing, drawing using a grid and digital media skills.</p>	  <p>Students will explore the structure of the human figure, students will understand proportion and relationship of parts to one another. Students will investigate the formal elements of art and incorporate into their own artwork. To further develop ideas, students will work in 3D. Considering proportion, scale, scale and form as important elements in creating a 3-dimensional artwork. Students will produce a tape sculpture outcome.</p>



# KOINONIA FEDERATION – ALL THROUGH SUBJECT MAP


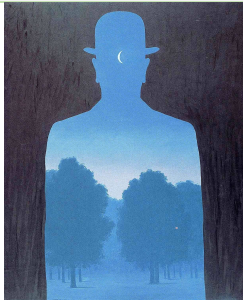

## SMSC:

At KS3, our art curriculum is focused on the development of the whole child which involves their spiritual, moral, social and cultural development. Through the projects based on relationships, pupils discuss ideas based on who they are/behind beauty and aesthetics which they will explore through studies of drawing (line shape, colour, texture and form) and digital art. The title of identity will allow students to use their imagination, recognise and apply understanding of right and wrong through discussion, collaborate with their fellow peers to create artwork as well as understand and discuss cultural influences on contemporary artworks

YEAR 10 - KEY THEMES / CONCEPTS	Theme: Wraps	Theme: Fragments
YEAR 10 - KEY CONTENT/ LEARNING	 <p>Personal portfolio development Links to GCSE Edexcel Assessment Objectives AO1, AO2, AO3, AO4</p>  <p>Independent sustained project</p>	 <p>Personal portfolio development Links to GCSE Edexcel Assessment Objectives AO1, AO2, AO3, AO4</p>  <p>Independent sustained project</p>
YEAR 11 - KEY THEMES / CONCEPTS	Theme: Fragments continued	Component 2: Edexcel External paper

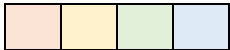
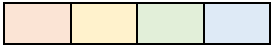


# KOINONIA FEDERATION – ALL THROUGH SUBJECT MAP

YEAR 11 - KEY CONTENT/ LEARNING	<div></div> <div>personal portfolio continues</div> <div>Internal Art Mock Exam December</div> <div>Links to GCSE Edexcel Assessment Objectives</div> <div>AO1, AO2, AO3, AO4</div> <div><div></div><div></div><div></div><div></div></div>	<div>COMPONENT TWO</div> <div>Externally Set Assignment</div> <div>preparatory period begins in 2nd January</div> <div>10 hrs exam</div> <div><div></div><div></div><div></div><div></div></div>	
YEAR 12 - KEY THEMES / CONCEPTS	Component 1: Personal Investigation Figure and Space		Component 1: Personal Investigation Landscape: Hidden & Sheltered
YEAR 12 - KEY CONTENT/ LEARNING	<div></div> <div>Links to A level Edexcel Assessment Objectives</div> <div>AO1, AO2, AO3, AO4</div> <div><div></div><div></div><div></div><div></div></div> <div>Independent sustained project</div>	<div></div> <div>Links to A level Edexcel Assessment Objectives</div> <div>AO1, AO2, AO3, AO4</div> <div><div></div><div></div><div></div><div></div></div>	



# KOINONIA FEDERATION – ALL THROUGH SUBJECT MAP

		Independent sustained project
<b>YEAR 13 - KEY THEMES / CONCEPTS</b>	<b>Component 1: Personal Investigation</b> Landscape: Hidden & Sheltered	<b>Component 2:</b> External Exam
<b>YEAR 13 - KEY CONTENT/ LEARNING</b>	Links to A level Edexcel Assessment Objectives AO1, AO2, AO3, AO4  Independent sustained project	Edexcel Externally Set Assignment preparatory period begins in 1 <sup>st</sup> February. <b>15 hrs exam</b> 

## SMSC:

At KS4 & KS5, our art curriculum is focused on the development of the whole child which involves their spiritual, moral, social and cultural development. Through the projects based on relationships, pupils discuss ideas based on who they are/behind beauty and aesthetics which they will explore through studies of drawing (line shape, colour, texture and form) and digital art. The title of identity will allow students to use their imagination, recognise and apply understanding of right and wrong through discussion, collaborate with their fellow peers to create artwork as well as understand and discuss cultural influences on contemporary artworks