



KOINONIA FEDERATION – ALL THROUGH SUBJECT MAP

SUBJECT: Art and Design

CURRICULUM INTENT:





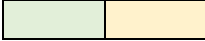

- To provide artistic opportunities for the holistic development of the moral, social, emotional, intellectual and personal skills of all pupils.
- To encourage a sense of belonging through the recognition of different cultural identities and the broader awareness of self within the school and global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

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) Present 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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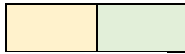
	AUTUMN 1-2	SPRING 1-2	SUMMER 1-2
NURSERY & RECEPTION – KEY THEMES / CONCEPTS	Lights and celebrations	Capes and Crowns	Journeys
NURSERY & RECEPTION – KEY CONTENT / LEARNING	  <p><u>EAD development matters statements:</u> Safely use and explore a variety of materials, experimenting with colour, design and texture</p>	  <p><u>EAD development matters statements:</u> safely uses a range of materials, tools and techniques. Share their creations using the processes they have used Sing a range of well know nursery rhymes. Perform songs, rhymes and poems with others. Move in time to music. Express their ideas visually.</p>	  <p><u>EAD development matters statements:</u> Create collaboratively, sharing ideas, resources and skills.</p>
YEAR 1 -KEY THEMES / CONCEPTS	<u>DRAWING</u> Explore mark marking, experiment with drawing lines and use 2D shapes to draw.	<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. Develop skill and control when painting	<u>SCULPTURE</u> Start to comment and understand that art can be presented in 3d form. Develop skill and control when constructing using paper, card, clay etc.



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YEAR 1 - KEY CONTENT/ LEARNING

TOYS



Lines and marks

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.

Shape

Observe and draw shapes from observations. Draw shapes in between objects. Invent new shapes.

Tone

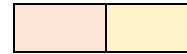
Investigate tone by drawing light/dark lines, light/dark patterns, light dark shapes etc.

Texture

Investigate textures by describing, naming, rubbing, copying.

Vocabulary

SPACE EXPLORER



Colour

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.

Painting

Learn how to hold a paint brush correctly. Develop skill and control when painting. Paint with expression.

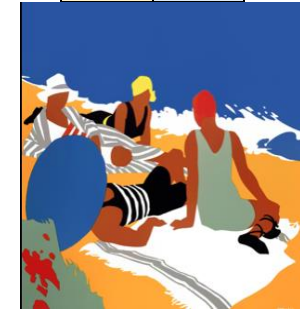
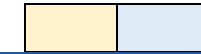
Shape

Identify, describe and use shape for purpose.

Tone

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

BY THE SEA



SCULPTURE

Learn a range of materials and techniques such as clay- etching, printing and collage.

Form

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

Shape



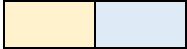
KOINONIA FEDERATION – ALL THROUGH SUBJECT MAP

	<p>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.</p> <p><u>Sketchbooks</u> To use sketchbooks through teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials.</p>	<p><u>Vocabulary</u> Mark making tools, sponges, different brushes, respond, line, colour, texture, shape, 2D, observation, imagination, scale, size, fine motor skills</p> <p><u>Sketchbooks</u> To use sketchbooks through teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials.</p>	<p>Identify, describe and use shape for purpose.</p> <p><u>Tone</u> Understand what tone is and how to apply this to their own work.</p> <p><u>Vocabulary</u> Experiment, properties of clay, plasticine, dough, explore, mark making, textural effects, materials, model, observation, imagination, demonstrate, modelling tools, control, fine motor.</p> <p><u>Sketchbooks</u> To use sketchbooks through teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials.</p>
<p>YEAR 2 - KEY THEMES / CONCEPTS</p>	<p>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</p>	<p>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</p>	<p>Confidently plan and put structures together. Know and discuss form and balance, choose from a range of materials based on their qualities.</p>

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YEAR 2 - KEY CONTENT/ LEARNING

HEROINES



Lines and marks
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.

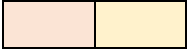
Shape
Observe and draw shapes from observations. Draw shapes in between objects. Invent new shapes.

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

Texture
Investigate textures by describing, naming, rubbing, copying

Vocabulary

EXPLORERS

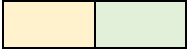


Colour
Mix, apply and refine colour mixing for purpose using wet and dry media. Describe their colour selections.

Painting
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.

UNDER THE SEA



SCULPTURE
Use a range of materials to design and make products including craft, weaving, printmaking, sculpture and clay.

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






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	<p>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.</p> <p><u>Sketchbooks</u> To use sketchbooks more effectively through further teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials.</p>	<p><u>Tone</u> Create tone by developing tinting effects from light to dark and vice versa</p> <p><u>Vocabulary</u> Brush, size and types, scale, Colour; mixing, primary colours, primary shades, tones, techniques, layering, mixing media</p> <p><u>Sketchbooks</u> To use sketchbooks more effectively through further teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials.</p>	<p>Texture: surface, malleable material, build textured tile</p> <p><u>Shape</u> Compose geometric designs by adapting the work of other artists to suit their own ideas.</p> <p><u>Vocabulary</u> Materials, products, manipulate, malleable materials, clay, natural, understand, techniques, tools, rolling, kneading, understand, safety, tools, experiment, properties, paint, create, textural effects</p> <p><u>Sketchbooks</u> To use sketchbooks more effectively through further teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials.</p>
<p>YEAR 3 - KEY THEMES / CONCEPTS</p>	<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</p>	<p>Increase skill using a brush, paint various types of line and pattern. Know how to mix secondary and tertiary colours.</p>	<p>Choose from a range of materials based on a desire affect or outcome. Analyse and describe the texture, form and</p>



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	a sustained period of time at an appropriate level.	Apply greater expression and creativity to own paintings	shape of their sculptures and the work of others.
<p>YEAR 3 - KEY CONTENT/ LEARNING</p>	<p style="text-align: center;"><u>STONE AGE</u></p> <div style="display: flex; justify-content: center; gap: 10px;"> <div style="width: 30px; height: 20px; background-color: #fff9c4; border: 1px solid black;"></div> <div style="width: 30px; height: 20px; background-color: #c8e6c9; border: 1px solid black;"></div> </div>  <p><u>Lines and Marks</u> 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.</p> <p><u>Form and Shape</u> 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.</p> <p><u>Tone</u> Experiment with different grades of pencil and other implements to achieve variations</p>	<p style="text-align: center;"><u>VIKINGS</u></p> <div style="display: flex; justify-content: center; gap: 10px;"> <div style="width: 30px; height: 20px; background-color: #fff9c4; border: 1px solid black;"></div> <div style="width: 30px; height: 20px; background-color: #bbdefb; border: 1px solid black;"></div> </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> 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</p>	<p style="text-align: center;"><u>OUT OF AFRICA</u></p> <div style="display: flex; justify-content: center; gap: 10px;"> <div style="width: 30px; height: 20px; background-color: #fff9c4; border: 1px solid black;"></div> <div style="width: 30px; height: 20px; background-color: #bbdefb; border: 1px solid black;"></div> </div>  <p><u>SCULPTURE</u> Use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products</p> <p><u>Form</u></p>


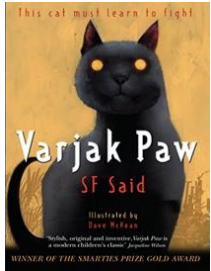



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	<p>in tone. Apply tone in a drawing in a simple way.</p> <p><u>Texture</u> Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing.</p> <p><u>Vocabulary</u> Line: charcoal, pencil, crayon, chalk, pastels, pens. Form and shape: grades, forms, shapes, third dimension Tone: variations, tone Texture: pattern texture, proportion, emotion, expression.</p> <p><u>Sketchbooks</u> To use sketchbooks to generate ideas and record thoughts and observations. Make records of visual experiments.</p>	<p>techniques in artist's work. Manipulate colour for print to own paintings.</p> <p><u>Shape</u> Identify, describe and use shape for purpose.</p> <p><u>Tone</u> Understand what tone is and how to apply this to their own work.</p> <p><u>Vocabulary</u> Secondary, tertiary, mix, blend, highlight tints, compare, light, dark, warm, cool, shades, experiment, effects, textures, blocking, washes, 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>Further develop their ability to describe 3D form in a range of materials, including drawing.</p> <p><u>Shape</u> Identify, draw and label shapes within images and objects. Create and form shapes from 3D materials.</p> <p><u>Vocabulary</u> Record, observe, review, revisit, improve, mastery, design techniques, painting, materials, create, surface patterns, textures, join, construct, modelling, shape, develop, clay, slabs, coils, slips</p> <p><u>Sketchbooks</u> To use sketchbooks to generate ideas and record thoughts and observations. Make records of visual experiment</p>
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<p>YEAR 4 -KEY THEMES / CONCEPTS</p>	<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>
<p>YEAR 4 - KEY CONTENT/ LEARNING</p>	<p style="text-align: center;"><u>ROMANS</u></p> <div style="display: flex; justify-content: center; gap: 10px;"> <div style="width: 30px; height: 15px; background-color: #fff9c4; border: 1px solid black;"></div> <div style="width: 30px; height: 15px; background-color: #c8e6c9; border: 1px solid black;"></div> </div>  <p><u>Lines and Marks</u> 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.</p> <p><u>Form and Shape</u> 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.</p>	<p style="text-align: center;"><u>CUNNING CREATURES</u></p> <div style="display: flex; justify-content: center; gap: 10px;"> <div style="width: 30px; height: 15px; background-color: #fff9c4; border: 1px solid black;"></div> <div style="width: 30px; height: 15px; background-color: #c8e6c9; border: 1px solid black;"></div> </div>  <p><u>Colour</u> Develop skill and control when painting creating shade that evoke feeling and mood. Paint with expression. Analyse painting by artists.</p> <p><u>Painting</u> Develop skill and control when painting. Paint with expression. Analyse painting by artists.</p> <p><u>Shape</u></p>	<p style="text-align: center;"><u>TIME TRAVELLERS</u></p> <div style="display: flex; justify-content: center; gap: 10px;"> <div style="width: 30px; height: 15px; background-color: #bbdefb; border: 1px solid black;"></div> <div style="width: 30px; height: 15px; background-color: #c8e6c9; border: 1px solid black;"></div> </div>  <p><u>SCULPTURE</u> Make art from recycled materials, create sculptures, print and create using a range of materials. Learn how to display and present work.</p>






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<p><u>Tone</u> Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way.</p> <p><u>Texture</u> Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing.</p> <p><u>Vocabulary</u> Line: charcoal, pencil, crayon, chalk, pastels, pens. Form and shape: grades, forms, shapes, third dimension Tone: variations, tone Texture: pattern texture, proportion, emotion, expression</p> <p><u>Sketchbooks</u> Use sketchbooks for planning and refining work, to record observations and ideas and developing skill and technique.</p>	<p>Create geometric compositions using mathematical shapes. Analyse and describe the use of shape in artist's work</p> <p><u>Tone</u> 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.</p> <p><u>Vocabulary</u> Secondary, tertiary, mix, blend, highlight tints, compare, light, dark, warm, cool, shades, experiment, effects, textures, blocking, washes, layering, brush, brush stroke, pressure.</p> <p><u>Sketchbooks</u> Use sketchbooks for planning and refining work, to record observations and ideas and developing skill and technique.</p>	<p><u>Form</u> 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.</p> <p><u>Shape</u> Create geometric compositions using mathematical shapes. Analyse and describe the use of shape in artist's work.</p> <p><u>Vocabulary</u> Record, observe, review, revisit, improve, mastery, design techniques, painting, materials, create, surface patterns, textures, join, construct, modelling, shape, develop, clay, slabs, coils, slips</p> <p><u>Sketchbooks</u> Use sketchbooks for planning and refining work, to record observations</p>
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			<p>and ideas and developing skill and technique.</p>
<p>YEAR 5 - KEY THEMES / CONCEPTS</p>	<p>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</p>	<p>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.</p>	<p>Use techniques to hold structures produce maquettes before a final piece in created. To be able adapt and alter initial designs and maquettes. Confidently choose from a range of materials for purpose.</p>
<p>YEAR 5 - KEY CONTENT/ LEARNING</p>	<p style="text-align: center;"><u>VICTORIANS</u></p> <div style="display: flex; justify-content: center; gap: 10px;"> <div style="width: 20px; height: 15px; background-color: #fff9c4; border: 1px solid black;"></div> <div style="width: 20px; height: 15px; background-color: #c8e6c9; border: 1px solid black;"></div> </div>  <p><u>Lines, Marks, Tone, Form & Texture</u> 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</p>	<p style="text-align: center;"><u>ANCIENT GREECE</u></p> <div style="display: flex; justify-content: center; gap: 10px;"> <div style="width: 20px; height: 15px; background-color: #fff9c4; border: 1px solid black;"></div> <div style="width: 20px; height: 15px; background-color: #ffe0b2; border: 1px solid black;"></div> </div>  <p><u>Colour</u> Select and mix more complex colours to depict thoughts and feelings.</p> <p><u>Painting</u></p>	<p style="text-align: center;"><u>WHO WAS SHAKESPEARE</u></p> <div style="display: flex; justify-content: center; gap: 10px;"> <div style="width: 20px; height: 15px; background-color: #fff9c4; border: 1px solid black;"></div> <div style="width: 20px; height: 15px; background-color: #bbdefb; border: 1px solid black;"></div> </div>  <p><u>SCULPTURE</u></p>

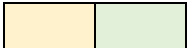

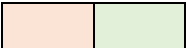

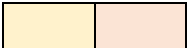
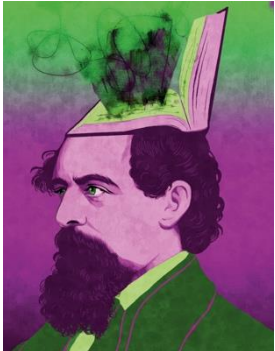


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	<p>techniques with coloured pencils. Use different techniques for different purposes i.e. shading, hatching within their own work. Start to develop their own style using tonal contrast and mixed media.</p> <p><u>Perspective and Composition</u> Begin 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</p> <p><u>Vocabulary</u> 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.</p> <p><u>Sketchbooks</u> Develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks.</p>	<p>Control brush strokes and apply tints and shades when painting. Paint with greater skill and expression.</p> <p><u>Shape</u> Composing original designs by adapting and synthesising the work of others. Analyse and evaluate artists' use of shape.</p> <p><u>Tone</u> Develop an increasing sophistication when using tone to describe objects when drawing. Analyse artists' use of tone.</p> <p><u>Vocabulary</u> 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.</p> <p><u>Sketchbooks</u> Develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks.</p>	<p>Create mixed media art using found and reclaimed materials. Select materials for a purpose.</p> <p><u>Form</u> Further extend their ability to describe and model form in 3D using a range of materials.</p> <p><u>Shape</u> Composing original designs by adapting and synthesising the work of others. Analyse and evaluate artists' use of shape.</p> <p><u>Vocabulary</u> Record, materials, observations, review, revisit, improve, design techniques, intricate patterns, textures, malleable, clay, slabs, coils, slips, ma clay, slabs, coils, slips, materials, sculptures</p>
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			<p><u>Sketchbooks</u></p> <p>Develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks.</p>
<p>YEAR 6 - KEY THEMES / CONCEPTS</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>YEAR 6 - KEY CONTENT/ LEARNING</p>	<p style="text-align: center;"><u>WORLD WAR II</u></p> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> <p style="text-align: center;"><u>Lines, Marks, Tone, Form & Texture</u></p>	<p style="text-align: center;"><u>CLIMATE CHANGE</u></p> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> <p style="text-align: center;"><u>Colour</u></p>	<p style="text-align: center;"><u>WHAT THE DICKENS</u></p> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div>

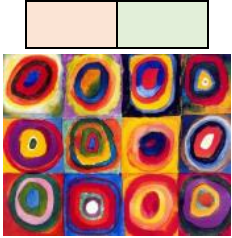

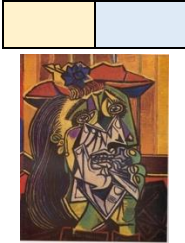


KOINONIA FEDERATION – ALL THROUGH SUBJECT MAP

	<p>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.</p> <p><u>Perspective and Composition</u> 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.</p> <p><u>Vocabulary</u> 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,</p>	<p>Mix and apply colours to represent still life objects from observation. Express feelings and emotions through colour. Study colours used by Impressionist painters.</p> <p><u>Painting</u> Paint with greater skill and control, applying tonal techniques and more complex colour theory to own work.</p> <p><u>Shape</u> Fluently sketch key shapes of objects when drawing. Create abstract compositions using knowledge of other artists' work.</p> <p><u>Tone</u> Increase awareness of using tone to describe light and shade, contrast, highlight and shadow. Manipulate tone for halo and chiaroscuro techniques.</p> <p><u>Sketchbooks</u> Make personal investigations and record observations in sketchbooks. Record experiments with media and try out new techniques and processes in sketchbooks.</p> <p><u>Vocabulary</u></p>	<p><u>SCULPTURE</u></p> <p>Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms.</p> <p><u>Form</u></p> <p>Express and articulate a personal message through sculpture. Analyse and study artists' use of form.</p> <p><u>Shape</u></p> <p>Fluently sketch key shapes of objects when drawing. Create abstract compositions using knowledge of other artists' work.</p> <p><u>Vocabulary</u></p> <p>Record, materials, observations, review, revisit, improve, design techniques, intricate patterns, textures, malleable, clay, slabs, coils,</p>
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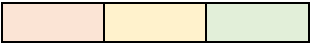

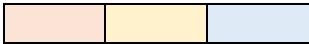

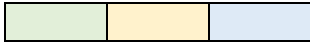


KOINONIA FEDERATION – ALL THROUGH SUBJECT MAP

	<p>composition, scale, foreground, middle ground, background.</p> <p><u>Sketchbooks</u> Make personal investigations and record observations in sketchbooks. Record experiments with media and try out new techniques and processes in sketchbooks.</p>	<p>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.</p>	<p>slips, ma clay, slabs, coils, slips, materials, sculptures</p> <p><u>Sketchbooks</u> Make personal investigations and record observations in sketchbooks. Record experiments with media and try out new techniques and processes in sketchbooks.</p>
<p>YEAR 7 - KEY THEMES / CONCEPTS</p>	<p>Elements of Art</p>	<p>The Shoe Project</p>	<p>Cubism</p>
<p>YEAR 7 - KEY CONTENT/ LEARNING</p>	<div style="text-align: center;">  </div> <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? <i>why art has been created and why artists produced it.</i> Students explore the elements of art and</p>	<div style="text-align: center;">  </div> <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 choices and mediums he uses in his work. Investigating how he sculpts ordinary</p>	<div style="text-align: center;">  </div> <p>Students explore cubism to gain an understanding for the cubist style of artists such as Picasso and Braque. Students demonstrate how to show multiple views of one object as well as demonstrate fractured planes.</p>









KOINONIA FEDERATION – ALL THROUGH SUBJECT MAP

	<p>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.</p>	<p>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.</p>	<p>To investigate further students demonstrate collage techniques and develop skills in shading using oil pastels.</p>
<p>YEAR 8 - KEY THEMES / CONCEPTS</p>	<p style="text-align: center;">Still life composition</p>	<p style="text-align: center;">Symbolism in Art: Ndebele Paintings</p>	<p style="text-align: center;">Textiles: Weaving</p>
<p>YEAR 8 - KEY CONTENT/ LEARNING</p>	<div style="text-align: center;">   </div> <p>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</p>	<div style="text-align: center;">   </div> <p>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.</p>	<div style="text-align: center;">   </div> <p>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 also learn new subject specific vocabulary in weaving.</p>



KOINONIA FEDERATION – ALL THROUGH SUBJECT MAP

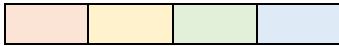
YEAR 9 - KEY THEMES / CONCEPTS	Natural Forms	Portraits	The Figure
YEAR 9 - KEY CONTENT/ LEARNING	<div style="text-align: center;">   </div> <p>Students explore a range of stimulus for students to look at structure, shape, pattern or colour. A wide range of media is also promoted, as the theme natural 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>	<div style="text-align: center;">   </div> <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>	<div style="text-align: center;">   </div> <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>
YEAR 10 - KEY THEMES / CONCEPTS	Theme: Wraps		Theme: Fragments



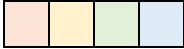
KOINONIA FEDERATION – ALL THROUGH SUBJECT MAP

**YEAR 10 -
KEY
CONTENT/
LEARNING**



Personal portfolio development
 Links to GCSE Edexcel Assessment Objectives
 AO1, AO2, AO3, AO4

 Independent sustained project



Personal portfolio development
 Links to GCSE Edexcel Assessment Objectives
 AO1, AO2, AO3, AO4

 Independent sustained project

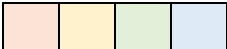
**YEAR 11 -
KEY THEMES
/ CONCEPTS**

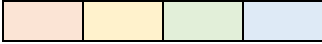
Theme: Fragments continued

**Component 2:
Edexcel External paper**

**YEAR 11 -
KEY
CONTENT/
LEARNING**

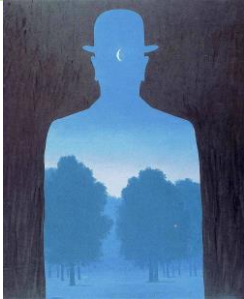
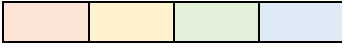

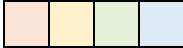
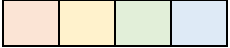


personal portfolio continues
Internal Art Mock Exam December
 Links to GCSE Edexcel Assessment Objectives
 AO1, AO2, AO3, AO4


COMPONENT TWO
 Externally Set Assignment
 preparatory period begins in 2nd January
10 hrs exam




KOINONIA FEDERATION – ALL THROUGH SUBJECT MAP

<p>YEAR 12 - KEY THEMES / CONCEPTS</p>	<p>Component 1: Personal Investigation Figure and Space</p>	
<p>YEAR 12 - KEY CONTENT/ LEARNING</p>	 <p>Links to A level Edexcel Assessment Objectives AO1, AO2, AO3, AO4</p>  <p>Independent sustained project</p>	 <p>Links to A level Edexcel Assessment Objectives AO1, AO2, AO3, AO4</p>  <p>Independent sustained project</p>
<p>YEAR 13 - KEY THEMES / CONCEPTS</p>	<p>Component 1: Personal Investigation Landscape: Hidden & Sheltered</p>	<p>Component 2: External Exam</p>
<p>YEAR 13 - KEY CONTENT/ LEARNING</p>	<p>Links to A level Edexcel Assessment Objectives AO1, AO2, AO3, AO4</p>  <p>Independent sustained project</p>	<p>Edexcel Externally Set Assignment preparatory period begins in 1st February. 15 hrs exam</p> 