Curriculum Progression Pathway

ART



Why is the study of Art important?

Art is a valuable subject for all to study whether you are a gifted painter or sculptor or have never engaged in any artistic pathways outside of school. Art's place in your education has important wider benefits in your personal and social development building your resilience, self-esteem, sense of achievement and indeed how you view the world.

Art trains your brain to think critically, to appreciate and see things creatively. Creativity exists in everybody and by studying Art you learn about your own creative expressions and that of others from our past. Art provides an exciting means to explore the cultures of the past and present in our world. It is a vital aspect of everyday life and plays an important role in our human experience. Whether doodling, painting, or admiring a view, the study of Art helps you see things in new ways. It requires you to use both sides of your brain and develops your ability to think academically, emotionally, physically and spiritually. Studying Art can lead to your personal life time pursuit of creativity for your own personal enjoyment.

What skills will the study of Art teach you?

Studying Art will primarily teach you the skill of creativity, as you develop your ability to utilise skills and techniques to communicate visual ideas. You will learn to approach this challenge through a wide range of mediums which may include drawing, painting, printing, photography, pottery or sculpture. You will develop your confidence in applying these skills to projects that develop your self-expression. Participating in Art will also develop your problem solving skills as you approach the challenge of creating your own artwork. For example, starting with a lump of clay and turning it into a piece of pottery requires you to work out the process, as well as developing your focus and perseverance. You will need to stick with the creative challenge to create the final piece of artwork that you desire! It won't always progress as you hope and this requires you to develop your dedication and resilience.

Observational skills will also be developed, not only through drawing, but also as you scrutinise the works of key artists, and draw inspiration from their work. You will develop your analytical skills as you review the work of professional artists and analyse the key features and characteristics of their work.

Art will teach you to...

- Develop creative ideas using research and experimentation to influence your approach
- Apply art skills such as drawing, painting and sculpting to communicate an idea
- Use your knowledge of key artists to inspire your work
- Analyse the effectiveness of your artwork and develop your techniques over time



• Express your ideas within a group during collaborative creative tasks

What will you know and understand from your study of Art?

Through your study of Art, you will be exposed to a wide variety of works from different cultures, movements and professional artists. You will understand that Art has a strong cultural context and will have the opportunity to study Art from other parts of the World, such as India, Japan and/or Aboriginal Art. You will understand the term 'movement', which is a style within Art that has a common philosophy or goal, and the way in which movements evolved and changed through the 19th, 20th and 21st centuries. You will understand the work of seminal artists such as Picasso, Warhol and/or Kandinsky, as well as the way in which their work influenced particular movements.

As well as appreciating the artistic work of others, you will understand the techniques that have been used, the intentions of the work and the ways in which people responded to the pieces when they were first created. You will develop your own techniques in these styles and learn to master some of the skills inherent within the work.

What will learners know and understand from their study of Art?

- Artists usually have an intention for their work and there is often a personal, political or social meaning within the work.
- There are many different styles of Art that have evolved over time
- Seminal artists have influenced Art and some have created a movement as a result of their impact
- Art is a process and often develops as a result of research and experimentation
- The language to articulate the aspects of a piece of Art that they like/dislike and why
- How to develop creative ideas, using research and influences to evolve the work
- How to apply creative skills to a piece of artwork that expresses a theme or idea

How does your study of Art support your study in other subjects?

Art develops a number of skills that will support your study of other subjects, as so many of the skills you will acquire in Art are transferable. Art will develop your focus, resilience, self-expression, problem solving and communication skills, which will help you in **all** of your other subjects. Art will give you an opportunity for creative expression, which can lead to improved well-being, and support your study experience throughout school. Some students may take this even further and discover a subject that provides them with a life-long hobby or career that

enhances their life for years to come. The study of other cultures through Art has strong links with Religious Education, Geography, and Citizenship and the self-expression aspects of Art will support learning in Performing Arts and Music. The ability to think creatively and problem solve are crucial in Engineering, Mathematics and Science.

How can you deepen your understanding of Art?

To enhance your work in lessons, there will be times when professional artists are brought into the academy to deliver workshops. This will deepen your understanding of professional work and introduce you to new techniques and ideas.

You will also have the opportunity to deepen your understanding of Art through extracurricular opportunities, where you can continue to develop your creative ideas, or work on specific artistic projects. During enrichment clubs, you will have the opportunity to meet art enthusiasts from other year groups, where you can share ideas, critique each other's work and continue to develop your technique.

There may also be an opportunity to participate in Art trips to Art galleries, as well as exhibiting your own work within the Academy. Occasionally, there will be opportunities to enter national or Trust competitions to gain additional audiences and recognition for your work Students over the last few years have been entered into the National students art exhibition under the patronage of the Royal Society of Arts and this year into the The Academy of Arts summer exhibition

How are you assessed in Art?

Throughout the 5 years Art course you are assessed using the following assessment objectives which ensure that you can cumulatively build your subject understanding in preparation for future GCSE and A Level study. There are 6 assessment points for Y7-9 and 6 assessment points for Y10 and 5 assessment points in Y11 that we term Praising Stars. In younger years we use our subject mapping of our curriculum's age related expectations to assess how students are currently performing against their age related expectations at this point in their study. At GCSE we make informed predictions informed by our holistic assessment of their progress against the key assessment objectives and their aspirational GCSE targets. These are also the basis for any appropriate support and intervention.

Key Assessment Objectives

The 4 key assessment objectives in Art are

AOI - Develop ideas through investigations, demonstrating critical understanding of sources

AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes

AO3 – Record ideas, observations and insights relevant to intentions as work progresses

AO4 – Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

How can Art support your future?

Of course we offer the study of GCSE and A Level and we encourage your continued study in this fantastic subject. Yet we know that choice and personal interest are important aspects of worthy study. Whether you have continued your study of Art into GCSE or A level or not you will have gained access to this enriching subject and its study will have taught you to think differently and deeply.

Art is offered at most prestigious universities either as a single honours or a joint honours subject studied alongside other disciplines. The very fact that you have been able to study creative thinking will help your future application be it for colleges, universities, apprenticeships or employment.

Careers that the study of Art supports include:

- Illustrator
- Branding designer
- Web design
- Town planning
- Teaching
- Event planner
- Jeweller
- Prop maker
- Animator
- Game designer
- Online content creator
- Film maker
- Photographer
- Cartographer
- Fashion designer

Outwood Academy Freeston 2024/2025

5 YEAR ART & DESIGN PROGRESSION OVERVIEW Outwood Academy Freeston

| | YEAR 7 | YEAR 8 | YEAR 9 | YEAR 10 | YEAR I I |
|----------|--|---|--|---|---|
| Autumn I | Introduction to the formal elements with a focus on Line, shape, form, space. colour. texture, value, tone and pattern and how light and dark tonal values are used to make a 2D surface appear 3D to cover all aspects of the assessment framework Independent & collaborative assessment Homework set fortnightly (7.1/7.2/7.3/7.4/7.5/7.6/7.7/7.8/7.9) | Cultural Influence or Animals Appreciation of different cultures/animals around the world and their impact on the art world, to cover all aspects of the assessment framework Independent & collaborative assessment Homework set fortnightly (8.1/8.2/8.3/8.4/8.5/8.6/8.7/8.8/8.9) | This project is a sustained investigation from an initial starting point, recording the journey through sketchbook work, larger scaled pieces and annotations to explain ideas and context. Students explore | Component I (Project I) (60%) The Natural World Students are given the above theme dependent on which teacher they have to develop through the 4 assessment objectives. They are encouraged to explore their own personal style whilst engaging with the work of artists, craftspeople and designers to aid the development of a personal response. This project is a sustained investigation from an initial starting point, recording the journey through sketchbook work, larger scaled pieces and annotations to explain ideas and context. Students explore relevant media ensuring refinement of outcome and the | Students are given a series of initial artist starting points and sources of inspiration. They are encouraged to explore their own personal style whilst engaging with the work of artists, craftspeople and designers to aid the development of a personal response. |

| | | | annotation relevant to the chosen media. Tracking of time through Google classroom Independent & collaborative assessment Homework set fortnightly | inclusion of drawing & annotation relevant to the chosen media. Tracking of time through Google classroom Independent & collaborative | Independent & collaborative assessment Homework set fortnightly |
|----------|---|--|--|--|--|
| | | | (9.1/9.2/9.3/9.4/9.5/9.6/9.7/9.8/9. 9) | assessment Homework set fortnightly | |
| Autumn 2 | Baseline Assessment | Cultural Influence or | Portraiture, or The | | |
| | Introduction to the formal elements with a focus on Line, shape, form, space. colour. texture, value, tone and pattern and how light and dark tonal values are used to make a 2D surface appear 3D to cover all aspects of the assessment framework Independent & collaborative assessment | Famous Artists Appreciation of different cultures/famous artists around the world and their impact on the art world, to cover all aspects of the assessment framework Independent & collaborative assessment Homework set fortnightly | Importance of form in Art Students are given the above theme to develop through the assessment framework. They are encouraged to explore their own personal style whilst engaging with the work of artists, craftspeople and designers to aid the development of a personal response. | | |
| | Homework set fortnightly | (8.1/8.2/8.3/8.4/8.5/8.6/8.7/8.8/8. 9) | This project is a sustained investigation from an initial starting point, recording the journey through sketchbook | | |

| | (7.1/7.2/7.3/7.4/7.5/7.6/7.7/7.8/7. | | work, larger scaled pieces and | | |
|----------|-------------------------------------|-----------------------------------|-------------------------------------|-----------------------------------|----------------------------------|
| | (7.177.277.377.477.377.677.777.877. | | annotations to explain ideas and | | |
| | 7 | | context. Students explore | | |
| | | | relevant media ensuring | | |
| | | | refinement of outcome and the | | |
| | | | inclusion of drawing & | | |
| | | | annotation relevant to the | | |
| | | | chosen media. | | |
| | | | chosen media. | | |
| | | | Tracking of time through | | |
| | | | Google classroom | | |
| | | | 0.000 | | |
| | | | Independent & collaborative | | |
| | | | assessment | | |
| | | | Homework set fortnightly | | |
| | | | Homework set for diightly | | |
| | | | (9.1/9.2/9.3/9.4/9.5/9.6/9.7/9.8/9. | | |
| | | | 9) | | |
| | | | | | |
| Spring I | Art movements | Art movements | Surrealism, The | Component I (Project I) | |
| | Pop Art & Different Artist | Cubism or Fantastical Fish | Importance of Shape in Art | (60%) | |
| | Inspiration | Cubisiii or i aireasticai i isii | Students are given the above | The Natural World | . /3/ |
| | mspiración | Personal exploration | theme to develop through the | continued | - 00 |
| | Personal exploration using | Students develop a personal | assessment framework. They | 9 | |
| | colour | investigation from a given | are encouraged to explore their | Students are given the above | Component 2 (Project 3) |
| | | starting point to develop | own personal style whilst | theme dependent on which | (40%) |
| | Students develop a personal | independent learning skills. They | engaging with the work of | teacher they have to develop | Themes unknown until |
| | investigation from a given series | Will consider artist references | artists, craftspeople and | through the 4 assessment | and and and and |
| | of artworks They will consider | alongside an extended | designers to aid the | objectives. They are encouraged | Jan <mark>7th</mark> 2025 |
| | artist and personal references | exploration of media to develop | development of a personal | to explore their own personal | |
| | alongside an extended | a range of refined studies in | response. | style whilst engaging with the | Students are given the choice of |
| | exploration of media to develop | their chosen media. To cover | | work of artists, craftspeople and | 7 themes/titles to explore |

| | a range of refined studies in | all aspects of the assessment | | designers to aid the | against the 4 assessment |
|----------|-------------------------------------|-------------------------------------|-------------------------------------|----------------------------------|--|
| | their chosen media. To cover | framework | This project is a sustained | development of a personal | objectives. They are encouraged |
| | all aspects of the assessment | | investigation from an initial | response. | to explore their own personal |
| | framework | Independent & collaborative | starting point, recording the | | style whilst engaging with the |
| | | assessment | journey through sketchbook | This project is a sustained | work of artists, craftspeople and |
| | Independent & collaborative | Google classroom | work, larger scaled pieces and | investigation from an initial | designers to aid the |
| | assessment | Google classi ooni | annotations to explain ideas and | starting point, recording the | development of a personal |
| | Google classroom | Homework set fortnightly | context. Students explore | journey through sketchbook | response. |
| | | | relevant media ensuring | work, larger scaled pieces and | |
| | Homework set fortnightly | (8.1/8.2/8.3/8.4/8.5/8.6/8.7/8.8/8. | refinement of outcome and the | annotations to explain ideas and | This project is a sustained |
| | | 9) | inclusion of drawing & | context. Students explore | investigation from an initial |
| | (7.1/7.2/7.3/7.4/7.5/7.6/7.7/7.8/7. | | annotation relevant to the | relevant media ensuring | starting point, and will follow |
| | 9) | | chosen media. | refinement of outcome and the | the principles and expectations |
| | | | | inclusion of drawing& | of the previous 2 projects they |
| | | | Tracking of time through | annotation relevant to the | did in component I. Recording |
| | | | Google classroom | chosen media. | the journey through sketchbook |
| | | | | · | work, larger scaled pieces and |
| | | | Independent & collaborative | | annotations to explain ideas and |
| | | | assessment | Tracking of time through | context. Students explore |
| | | | Homework set fortnightly | Google classroom | relevant media ensuring |
| | | | Tiomework see for angilary | | refinement of outcome and the |
| | | | (9.1/9.2/9.3/9.4/9.5/9.6/9.7/9.8/9. | Independent & collaborative | inclusion of drawing & |
| | | | 9) | assessment | annotation relevant to the |
| | | | | Homework set fortnightly | chosen media. Leading to a controlled 10 hours final |
| Spring 2 | Art movements | Art movements | The Fantastic & the | Component I (Project 2) | outcome |
| 1 0 - | | | Strange, The Importance of | (60%) | ×2 |
| | Pop Art & Different Artist | Cubism or Insects and | Line in Art | | Tracking of time and progress |
| | Inspiration | Animals | | Culture & Traditions | through Google classroom |
| | Personal exploration using | Personal exploration | Students are given the above | Students are given the above | Independent & collaborative |
| | colour | i ei sonai exploration | theme to develop through the | theme to develop through the 4 | assessment |
| | Coloui | | assessment framework. They | There to develop unough the T | assessment |

assessment objectives. They are Students develop a personal Students develop a personal are encouraged to explore their Homework set weekly investigation from a given encouraged to explore their investigation from a given series own personal style whilst of artworks They will consider starting point to develop engaging with the work of own personal style whilst artist and personal references independent learning skills. They artists, craftspeople and engaging with the work of will consider artist references designers to aid the alongside an extended artists, different cultures, exploration of media to develop alongside an extended development of a personal craftspeople and designers to a range of refined studies in exploration of media to develop aid the development of a response. a range of refined studies in their chosen media. To cover personal response. Hand in Component all aspects of the assessment their chosen media. To cover This project is a sustained 1& 2 mid-May all aspects of the assessment This project is a sustained investigation from an initial framework starting point, recording the investigation from an initial framework Scores on the doors Independent & collaborative journey through sketchbook starting point, recording the submitted through e-aqa by assessment Independent & collaborative work, larger scaled pieces and journey through sketchbook end of May assessment work, larger scaled pieces and annotations to explain ideas and Google classroom context. Students explore annotations to explain ideas and Google classroom Homework set fortnightly context. Students explore relevant media ensuring refinement of outcome and the relevant media ensuring Homework set fortnightly (7.1/7.2/7.3/7.4/7.5/7.6/7.7/7.8/7. inclusion of drawing & refinement of outcome and the 9) (8.1/8.2/8.3/8.4/8.5/8.6/8.7/8.8/8. annotation relevant to the inclusion of drawing& chosen media. annotation relevant to the chosen media. Tracking of time through Google classroom Tracking of time through Independent & collaborative Google classroom assessment Independent & collaborative Homework set fortnightly assessment (9.1/9.2/9.3/9.4/9.5/9.6/9.7/9.8/9. Homework set fortnightly

| Summer I | Cultural Influence & Artists | Observational drawing from | Observational drawing from | Culture & Traditions | |
|----------|-------------------------------------|-------------------------------------|------------------------------------|-----------------------------------|---------|
| | from around the World | primary source | primary source or The | | |
| | | | Importance of Colour in | Students are given the above | |
| | Appreciation of different | Personal exploration and | Art | theme they have to develop | |
| | cultures and artists from | further connection and | | through the 4 assessment | |
| | around the world and their | extended learning to famous | Personal exploration and | objectives. They are encouraged | |
| | impact on the art world. To | artists work and the techniques | further connection and | to explore their own personal | |
| | cover all aspects of the | involved | extended learning to famous | style whilst engaging with the | |
| | assessment framework | Students develop a personal | artists work and the techniques | work of artists, craftspeople and | |
| | | investigation from a given | involved | designers to aid the | |
| | Independent & collaborative | primary starting point, such as | Students develop a personal | development of a personal | |
| | assessment | trainers, insects, shells or | investigation from a given | response. | |
| | Homework set fortnightly | bottles starting point to further | primary starting point, such as | | |
| | Homework set for trigitity | prepare for gcse art and | trainers, insects, shells or | This project is a sustained | |
| | (8.1/8.2/8.3/8.4/8.5/8.6/8.7/8.8/8. | photography. They will consider | bottles starting starting point to | investigation from an initial | |
| | 9 | | further prepare for gose art and | starting point, recording the | |
| | l ' | alongside an extended | photography. They will consider | journey through sketchbook | |
| | | exploration of techniques and | artist & cultural references | work, larger scaled pieces and | |
| | | processes using a variety of | alongside an extended | annotations to explain ideas and | |
| | | photographic techniques. To | exploration of techniques and | context. Students explore | |
| | | cover all aspects of the | processes using a variety of | relevant media ensuring | |
| | | assessment framework | photographic techniques. To | refinement of outcome and the | |
| | | | cover all aspects of the | inclusion of drawing& | . /3/ |
| | | Independent & collaborative | assessment framework Google | annotation relevant to the | - 00 |
| | | assessment | classroom | chosen media. | |
| | | | | | - 1-1-1 |
| | | Google classroom | Independent & collaborative | | |
| | | Homework set fortnightly | assessment | Tracking of time through | |
| | | Tromework see for angualy | | Google classroom | |
| | | (8.1/8.2/8.3/8.4/8.5/8.6/8.7/8.8/8. | Homework set fortnightly | | |
| | | 9) | | Independent & collaborative | |
| | | , | | assessment | |
| | | | | | |

| | | | (9.1/9.2/9.3/9.4/9.5/9.6/9.7/9.8/9. 9) | Homework set fortnightly |
|----------|--|---|--|---|
| | | | , | |
| Summer 2 | Cultural Influence & Artists from around the World | Observational drawing from primary source | Observational drawing from primary source or The | Culture & Traditions |
| | li om around the vvorid | primary source | Importance of Shape in Art | Students are given the above |
| | Appreciation of different | Personal exploration and | | theme dependent on which |
| | cultures and artists from | further connection and | Personal exploration and | teacher they have to develop |
| | around the world and their | extended learning to famous | further connection and | through the 4 assessment |
| | impact on the art world. To | artists work and the techniques | extended learning to famous | objectives. They are encouraged |
| | cover all aspects of the | involved | artists work and the techniques | to explore their own personal |
| | assessment framework | Students develop a personal | involved | style whilst engaging with the |
| | la dan and and O and lab and in | investigation from a given | · · · | work of artists, craftspeople and |
| | Independent & collaborative | primary starting point, such as | investigation from a given | designers to aid the |
| | assessment | trainers, insects, shells or | primary starting point, such as | development of a personal |
| | I Homework set fortnightly | bottles starting starting point to | | response. |
| | , | further prepare for gcse art and | | |
| | (8.1/8.2/8.3/8.4/8.5/8.6/8.7/8.8/8. | | further prepare for gcse art and | This project is a sustained |
| | 9 | artist & cultural references | photography. They will consider | investigation from an initial |
| | | alongside an extended | artist & cultural references | starting point, recording the |
| | | exploration of techniques and | alongside an extended | journey through sketchbook |
| | | processes using a variety of | exploration of techniques and | work, larger scaled pieces and |
| | | photographic techniques. To | , | annotations to explain ideas and |
| | | cover all aspects of the assessment framework | photographic techniques. To cover all aspects of the | context. Students explore relevant media ensuring |
| | | assessment if affiework | assessment framework | refinement of outcome and the |
| | | Independent & collaborative | assessment if affiework | inclusion of drawing& |
| | | assessment | Google classroom | annotation relevant to the |
| | | Google classroom | Independent & collaborative assessment | chosen media. |
| | | | | · |

| Hom | ework set fortnightly | Homework set fortnightly | Tracking of time through | |
|----------|----------------------------|-------------------------------------|-----------------------------|--|
| (8.1/8.2 | 8.3/8.4/8.5/8.6/8.7/8.8/8. | (9.1/9.2/9.3/9.4/9.5/9.6/9.7/9.8/9. | Google classroom | |
| | 9) | 9) | Independent & collaborative | |
| | | | assessment | |
| | | | Homework set fortnightly | |
| | | | | |