



ART

Why is the study of Art important?

Engaging with Art is vital as it fosters your creative spirit, bolsters self-assurance, and enhances your capacity for visual communication. The subject empowers you to cultivate independent thought and tackle complex challenges, encouraging a willingness to take risks while contemplating the environment around you. Furthermore, it provides a gateway to exploring heritage, societal values, and deep-seated feelings, offering a profound medium for self-expression that transcends conventional text.

Within our academy, Art is instrumental in nurturing your resilience, sense of achievement, and professional aspirations through tangible creative results. It reinforces essential transferable skills—such as concentration, analytical reasoning, and meticulous presentation—that are advantageous throughout your academic journey and into professional life. Most importantly, Art allows you to discover your unique perspective, honor your personal identity, and recognize the immense value within the professional creative sector.

What skills will the study of Art teach you?

The study of Art teaches students a broad range of practical, creative and analytical skills. Students will develop their ability to observe carefully, draw accurately and use fine motor skills with increasing control. They will learn how to use line, tone, colour, texture, shape, form and composition to communicate ideas visually and create more successful outcomes.

Students will explore a range of global artists, craftspeople and designers, helping them to understand the wider art community and how artwork can reflect different cultures, identities, histories and viewpoints. Through this, students will learn how to analyse artwork, use subject-specific vocabulary and make thoughtful connections between the

work of others and their own creative practice.

Students will also build confidence in using a wide range of materials, techniques and processes. This may include drawing, painting, clay, batik, different forms of printmaking, photography and digital editing. They will learn how to experiment with materials, refine their techniques and make independent choices about how best to present their ideas.

Alongside practical skills, Art supports the development of resilience, problem-solving and independence. Students learn that artwork often improves through trial, error, reflection and refinement. This helps them become more confident creative thinkers who can take risks, respond to feedback and develop a personal visual style over time.

Art will teach you to...

- Develop strong observational drawing skills and improve your fine motor control.
- Use the formal elements of Art, such as line, tone, colour, texture, shape, form and composition.
- Explore a wide range of materials and techniques, including drawing, painting, clay, batik, printmaking, photography and digital editing.
- Understand and respond to the work of global artists, craftspeople and designers.
- Learn about different cultures, identities, histories and viewpoints through Art.
- Analyse artwork using key subject vocabulary and explain your ideas clearly.
- Experiment with materials and processes to develop creative outcomes.
- Make links between artists' work and your own ideas.
- Refine and improve your work through feedback, reflection and practice.
- Build confidence, independence, resilience and problem-solving skills.
- Take creative risks and develop your own personal style.

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

Through the study of Art, students will know and understand how artists, craftspeople and designers use visual language to communicate ideas, emotions, culture and meaning. They will develop an understanding of the formal elements of Art, including line, tone, colour, texture, shape, form and composition, and how these can be used effectively to create successful outcomes.

Students will also understand how to analyse and respond to the work of a range of global artists, making links between different cultures, contexts and creative practices. They will know how to experiment with different materials, techniques and processes, including drawing, painting, clay, batik, printmaking, photography and digital editing. Over time, students will understand how to refine their work, respond to feedback and develop their own ideas with increasing independence, confidence and purpose.

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

- How artists, craftspeople and designers use visual language to communicate ideas, emotions, culture and meaning.
- How to use the formal elements of Art, including line, tone, colour, texture, shape, form and composition.
- How different materials, techniques and processes can be used to create successful outcomes.
- How to analyse and respond to the work of a range of global artists.
- How Art can reflect different cultures, identities, histories and viewpoints.
- How to make links between artists' work and their own creative ideas.
- How to experiment with materials such as drawing, painting, clay, batik, printmaking, photography and digital editing.
- How to refine and improve their work through feedback, reflection and practice.
- How to develop their own ideas with increasing confidence, independence and purpose.
- How creative choices can affect the meaning, mood and impact of an artwork.

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

Maths – Art uses proportion, ratio, symmetry, grids, measuring, scaling, shapes and plotting. For example, students may use the grid method to enlarge an image accurately or apply perspective to create depth and space.

English – Art supports written and verbal communication through artist studies, research and analysis. Students learn how to explain their ideas, justify creative choices and discuss why an artist may have used certain materials, colours or compositions.

History – Art helps students understand different time periods, cultures and societies. Students explore how artwork can reflect historical events, traditions, beliefs and social issues.

Geography – Art links to place, environment, landscape, architecture and culture. Students may study cityscapes, natural forms, climate, habitats or how different environments inspire artists.

Science – Art supports understanding of anatomy, light, colour theory, natural forms, materials and processes. For example, students may study the structure of plants, animals, the human body, or how light and shadow create form.

Design and Technology – Art develops skills in planning, designing, making, testing and refining. Students learn how to experiment with materials and improve outcomes, which links closely to product design and construction.

Computing / ICT – Art supports digital skills through photography, image editing, digital drawing and presentation. Students learn how technology can be used creatively to develop and refine visual ideas.

PD&G – Art allows students to explore identity, emotions, relationships, wellbeing and personal expression. It gives students a safe and creative way to communicate ideas about themselves and the world around them. **Drama and Music** – Art connects to performance, mood, atmosphere and storytelling. Students may explore set design, costume, album covers, posters, visual narratives or how colour and composition can create emotion.

How are you assessed in Art?

Throughout the 3 or 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 beyond. There are half termly assessment points each year. 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 students 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:

AO1 – 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.



Working at assessment: Below is the key/definition of how you are working against what is expected of you currently.

<p>Excelling – Prediction grade 8/9 at Key Stage 4 You are working well above the standard that is expected of you currently.</p>	<p>Demonstrate independent and exceptionally thorough research with an in-depth understanding of sources to develop ideas convincingly and creatively with confidence. Skilfully apply a range of exceptionally creative and technically developed skills, experimentation and innovation to refine work. Record observations fluently with highly developed influences on ideas and processes. Demonstrate exceptional use of visual language, technique, media and contexts to realise original, creative and highly skilled personal ideas.</p>
<p>Exceeding – Prediction grade 6-7 at Key Stage 4 You are working above the standard that is expected of you currently.</p>	<p>Demonstrate independent research and in-depth understanding of sources to create highly developed ideas convincingly. Effectively apply a range of highly creative and technical skills, experimentation and innovation to develop/refine work. Record observations with well-considered influences on ideas. Demonstrate effective use of visual language, technique, media and contexts to realise personal ideas.</p>
<p>Achieving – Prediction grade 4-5 at Key Stage 4 You are working at the standard that is expected of you currently</p>	<p>Demonstrate competent research and understanding of sources to develop ideas coherently. Apply moderate and consistent creative and technical skills and some experimentation to develop/refine work. Record and use observations to influence ideas. Demonstrate competent use of visual language, technique, media and contexts to realise ideas.</p>
<p>Developing – Prediction grades 2-3 at Key Stage 4 You are working towards the standard that is expected of you currently.</p>	<p>Demonstrate limited research and understanding of sources to develop ideas simply Apply basic creative and technical skills to limited experimentation. Record and use simple observations to inform ideas. Demonstrate basic use of visual language, technique, media or contexts to realise ideas.</p>
<p>Emerging – Prediction grade 0-1 at Key Stage 4 You are working towards the standard that is expected of you currently.</p>	<p>Demonstrate minimal research and understanding of sources to develop ideas simply. Apply minimal creative and technical skills to limited experimentation. Record and use simple observations to inform ideas. Demonstrate minimal use of visual language, technique, media or contexts to realise ideas.</p>

How can Art support your future?

We offer the study of GCSE 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, you will have gained access to this enriching subject and its study will have taught you to think differently and deeply.

Art can support your future by helping you develop creative, practical and transferable skills that are useful in many different careers and pathways. Through Art, students learn how to think independently, solve problems, communicate ideas visually and respond to feedback. These skills are valuable not only in creative subjects, but also in wider education, apprenticeships, employment and everyday life.

At the start of every Art lesson, students are introduced to a career link connected to the skill, technique or task they will be focusing on that day. This helps students understand how their learning connects to the real world and how Art skills are used in different industries. For example, observational drawing may link to architecture or medical illustration, colour theory may link to interior design or marketing, and photography or digital editing may link to media, advertising or graphic design.

Art can also lead directly into a wide range of careers within the creative industries, such as graphic design, illustration, photography, animation, architecture, fashion, interior design, product design, game design, film, advertising, marketing, art therapy, teaching and museum or gallery work. Even for students who do not choose a creative career, Art helps build confidence, resilience, patience, attention to detail and imaginative thinking, all of which are important skills for the future.

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

Key Stage 3	Year 1 GCSE	Year 2 GCSE
<p>At Key Stage 3, the Art curriculum is designed to give students a strong foundation in the formal elements of art, while gradually developing their confidence, creativity, technical skill and understanding of artists, materials and processes. Across Years 7, 8 and 9, students will explore drawing, painting, mixed media, printmaking, sculpture and collage. They will also learn how to analyse artists' work and use this knowledge to inform their own creative outcomes.</p> <p>In Year 7, students begin by exploring the formal elements of art, with a particular focus on line, form and tone. During the first weeks, students will develop their observational drawing skills by studying everyday objects and learning how to use line, shading and tonal values to create a sense of shape and three-dimensional form. Students will then build on this by exploring colour theory, looking at how tone and colour can be applied to everyday objects such as sweets. They will learn how artists use colour, contrast and composition to create visual interest and meaning. Students will also study artists relevant to the project theme before exploring the work of an artist local to Sheffield. Using ink, paint and pen, students will create their own final response inspired by their artist research and practical experiments.</p> <p>In Year 8, students will look closely at natural forms, beginning with insects. They will study artists such as Abby Diamond to understand how colour, pattern, texture and mark-making can be used to create detailed and expressive artwork. Students will continue to develop their understanding of colour</p>	<p>In Year 10, students will begin their GCSE Art and Design journey through a sustained coursework project based on the theme of Natural Forms. This project forms part of Component 1: Portfolio for the AQA GCSE Art and Design specification. Students will be introduced to the expectations of GCSE Art, including how to develop ideas, research artists, experiment with materials, record observations and produce a personal response.</p> <p>The Natural Forms project allows students to explore a wide range of organic subject matter, such as flowers, seed pods, shells, insects, leaves, bones, fruit, vegetables, coral, plants and other forms found in nature. Students will begin by developing their observational drawing skills through direct study of natural objects. They will learn how to use line, tone, texture, shape, form and colour to record what they see with increasing accuracy and confidence.</p>	<p>Students complete component 1.</p> <p>Students progress on to component 2, (40%) in the form of a question paper from the exam board, they have preparatory time to complete their research and ideas, this leads on to 10 hours supervised time in which to create a final outcome.</p> <p>Students are required to work independently, completing research tasks in and out of the classroom. Students will be required to attend intervention sessions in and out of school completing all set tasks.</p> <p>Students are expected to attend enrichment and work on their portfolio at home.</p> <p>Students can work in a variety of materials such as paint, chalk, ink, pen, charcoal, digital media, fabric.</p> <p>They can work in 2D, 3D, use sketchbooks, notebooks, card, and textured paper.</p>

theory, with a focus on why colour selection is important when creating mood, contrast and visual impact. They will also learn how to combine materials through mixed media, experimenting with a range of techniques to create more sophisticated and layered outcomes. Later in the year, students will explore a second topic based on sea life, where they will experiment with clay and three-dimensional sculpture. This will allow students to develop their understanding of form, texture and structure through hands-on making.

In Year 9, students begin by studying portraiture and proportion. They will learn how to use ratio, measurement and guidelines to accurately draw the human face. Students will then study artists such as M. C. Escher and Noel Badges Pugh, focusing on how artists represent facial features, detail, tone and identity in different ways. Through drawing and printmaking processes, students will develop their own self-portrait work using ink, watercolour and pen. In the second half of the year, students will explore landscapes, looking at how artists such as Claude Monet and Vincent van Gogh created landscape artwork within the movements of Impressionism and Post-Impressionism. Students will experiment with painting techniques inspired by these artists, as well as using collage to create personal and unique landscape outcomes.

Overall, the Key Stage 3 Art curriculum aims to build students' confidence in using a wide range of materials and techniques, while encouraging independence, creativity and personal expression. Students will develop the skills needed to observe, record, experiment, refine and create meaningful final outcomes, preparing them for further study at Key Stage 4.

Students will be taught how to use a range of drawing and recording methods, including pencil, fine liner, biro, charcoal, coloured pencil, watercolour and mixed media. They will also explore photography as a way of recording first-hand sources and collecting visual information. These studies will help students build confidence in AO3, where they are expected to record ideas, observations and insights relevant to their intentions.

As the project develops, students will investigate the work of artists, designers and craftspeople who use Natural Forms as inspiration. This may include artists such as Georgia O'Keeffe, Karl Blossfeldt, Ernst Haeckel, Abby Diamond, Angie Lewin, William Morris or other relevant contemporary and historical practitioners. Students will learn how to analyse artists' work by considering composition, colour, texture, materials, techniques and meaning. They will then use this research to influence their own ideas, meeting the expectations of AO1, where students are required to develop ideas through investigations and

Throughout years 1 and 2 work is continually assessed with regular feedback. Final assessment is moderated via the exam board.

demonstrate critical understanding of sources.

Students will then experiment with a variety of materials, techniques and processes. This may include painting, printmaking, collage, ink work, mixed media, clay, relief work, textiles or three-dimensional outcomes, depending on the pathway and strengths of the individual student. They will be encouraged to refine their work as it progresses by testing different colour palettes, surfaces, compositions, scales and techniques. This supports AO2, where students are expected to refine their ideas through experimentation and selection of appropriate media and processes.

Throughout the project, students will be taught how to present their work clearly in a sketchbook or portfolio. They will learn how to annotate their work using subject-specific vocabulary and explain their creative decisions. Annotation will focus on what they have done, why they have done it, what has been successful, what could be improved and how their work connects to



artist research.

As students move towards the final stages of the Natural Forms project, they will develop personal ideas based on their research, recordings and experiments. They will plan and create a final outcome that demonstrates a clear connection to the theme, the artists studied and their own practical investigations. This final piece will support AO4, where students are expected to present a personal and meaningful response that realises their intentions.

After completing the Natural Forms project, students will build on the skills and understanding developed during this first sustained project. They may move into a second coursework project or a more independent extension of the Natural Forms theme. This next stage will encourage students to make more personal choices about subject matter, artists, materials and final outcomes. Students will be expected to show greater independence by selecting their own sources, developing their own ideas and making informed



creative decisions.

Across Year 10, students will therefore develop the core skills required for success in GCSE Art and Design. They will learn how to observe carefully, investigate artists, experiment with materials, refine ideas and produce personal responses. The aim is to prepare students to become more confident, independent and reflective artists, ready to complete their Component 1 portfolio and progress successfully into the Externally Set Assignment in Year 11.

