



ART

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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?

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 our Creative Arts five day residential trip to London for Yr9 and Yr10 students, where we visit museums, galleries, West End shows and many iconic London experiences. Other trips to Art galleries and exhibitions will be available during your four year art experience. Students will also be exhibiting their 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.

How are you assessed in Art?

Throughout the study of Art 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 half term assessment points each year that we term Praising Stars©. In KS3 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:

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

How can Art support your future?

Of course 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 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 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 Ormesby

4 YEAR ART & DESIGN PROGRESSION OVERVIEW

	YEAR 7	YEAR 8	YEAR 9	YEAR 10 / 11 GCSE
Autumn 1	<p>Topic Title: Insects</p> <p>Essential Skills/Content Introduction to the formal elements - line, shape, form and tone with a focus to cover all aspects of the assessment</p>	<p>Topic Title: Portraits throughout time</p> <p>Essential Skills/Content Students will investigate portraiture and gain an understanding of why artists create portraits. They will</p>	<p>Topic Title: Graffiti (Timeline)</p> <p>Essential Skills/Content Students will investigate Graffiti as an art movement - they will explore the history of this movement and discover how it</p>	<p>Topic Title: Natural Forms (Unit 1 60%)</p> <p>Essential Skills/Content Pupils are introduced to the structure of a GCSE project and the different phases that are included within. Looking at examples of creative research they create</p>

	<p>framework and develop control skills.</p> <p><u>Assessment</u> At the start - Baseline assessment of insect drawing to define starting point/gain an understanding of prior knowledge and skill. At the end - Teacher marked assessment, applying skills to beetle design.</p> <p><u>Key subject vocabulary</u> Line, mark making, pattern, shape, drawing, tone, exploration.</p> <p><u>Links to prior/future learning</u> Understanding prior knowledge and skill from primary school. Building skills required to access GCSE.</p>	<p>understand how to draw different facial features with a focus on accuracy and use of the formal elements of art. Students will explore art history - studying major movements including: prehistoric, impressionism, expressionism, cubism, pop art and contemporary styles of art. Students will have an opportunity to understand the styles, materials and techniques used and create their own mini portraiture pieces of art.</p> <ul style="list-style-type: none"> • Timeline - history of portraiture • Eyes step by step/add to portrait. • Nose step by step/add to portrait. <p><u>Assessment</u> Baseline test</p> <p><u>Key subject vocabulary</u> Cubist, pop art, contemporary, pencil, guidelines, pressure,</p>	<p>has developed over time. Students will have an opportunity to understand the styles, materials and techniques used and create their own mini-Graffiti pieces of art.</p> <p><u>Assessment</u> Baseline grid drawing - Vexx Baseline painting test</p> <p><u>Key subject vocabulary</u> Cave art, stencil, oil pastels, street art, contemporary</p>	<p>a large mind map and mood board exploring 'Natural Forms' as their starting point. Pupils create a series of studies looking at natural objects of their choice, using pencil and coloured pencil. This is to create a baseline of their current ability and practise essential drawing skills. These drawings are used for self-assessment and further practice for reflection and annotation. As a group we engage in guided research practice to embed ideas about how to search for quality Artists who reflect the topic and how to properly discuss and analyse their work. Pupils then move onto their experimentation phase in which they look at working in a variety of different Art mediums. This is to further their understanding of their own creative process and properly select tools which will create an engaging project. Pupils may use paints, pencils, chalk, oils, inks, clay, video, editing software etc. The development phase of the project will see pupils tasked with creating pieces of work that develop their ideas about natural forms. These pieces will be a unique and personal take on the given theme and allow pupils to freely interpret, incorporate and take inspiration</p>
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		<p>prehistoric, impressionist, expressionist, eyes, nose</p> <p><u>Links to prior/future learning</u></p> <p>Building skills required to access GCSE.</p>		<p>from their research thus far. The final phase of the project will task pupils with creating a fully realised piece. This will be created with materials they have selected and evaluated and follow on from their developments acting as the end point for the exploration of the natural forms theme.</p> <p><u>Assessment</u></p> <p>Pupils' work is assessed using the AQA mark scheme at every step, AO1 <i>'Marks Develop ideas through investigations, demonstrating critical understanding of sources.'</i> AO2 <i>'Refine work by exploring ideas.'</i> AO3 <i>'Record ideas, observations, and insights relevant to intentions as work progresses.'</i> AO4 <i>'Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.'</i></p> <p><u>Key subject vocabulary</u></p> <p>Objective, Annotation, Observations, Mind map, Mood board. Experimentation, Reference, Development, Record, Colour,</p>
Autumn 2	<p><u>Topic Title: Insects</u></p> <p><u>Essential Skills/Content</u></p> <ul style="list-style-type: none"> • Exploring basic shapes and how these can be used to achieve accurate drawings. • Form - Transforming a square into a cube. Transforming a triangle into 	<p><u>Topic Title: Portraits throughout time</u></p> <p><u>Essential Skills/Content</u></p> <ul style="list-style-type: none"> • Mouth step by step/add to portrait. • Hair and clothing/add to portrait. • Portrait split - Egyptian • Colour theory recap 	<p><u>Topic Title: Graffiti (Painting project)</u></p> <p><u>Essential Skills/Content</u></p> <ul style="list-style-type: none"> • Recapping the basics of painting/colour theory. • Tints and shades. Painting techniques - mark making (bubble 	

	<p>a prism.</p> <ul style="list-style-type: none"> • Grid drawing - What is grid drawing? Focus up line and shape. • Tone - What is effective shading? Understanding pressures to create tones and blending. <p><u>Assessment</u> Tone - Application of tone to gridded drawing. Students respond to self and teacher feedback.</p> <p><u>Key subject vocabulary</u> Shape, tone, transformation, continuous, shading, blending, tone, pressure</p> <p><u>Links to prior/future learning</u> Recapping to line and marking in AUI. Building skills required to access GCSE.</p>	<ul style="list-style-type: none"> • Portrait split - Expressionist <p><u>Assessment</u> Completed portrait.</p> <p><u>Key subject vocabulary</u> Mouth, portrait, egyptian, expressionist, guide, colour, primary, secondary, tertiary, blend</p> <p><u>Links to prior/future learning</u> Building skills required to access GCSE.</p>	<p>wrap / card / wet into wet / flat)</p> <ul style="list-style-type: none"> • Controlled painting techniques - Gradients and blending. <p><u>Assessment</u> Carbon print of a celebrity with a background.</p> <p><u>Key subject vocabulary</u> Tints, shades, painting techniques, mark making, colour, control, consistency, JM Roberts</p> <p><u>Links to prior/future learning</u> Building skills required to access GCSE.</p> <p><u>Topic Title: Graffiti</u></p>	<p>Studies, Selective Research, Self-reflection. Artist Analysis, Visual Analysis, Purposeful Research, Opinion, Justification. Evaluation, Reflection, Explore, Select, Technique. Development, Journey, change in ideas, Medium, Alterations, Interpretation, Demonstrate, Respond, Verbal and visual language. Final outcome, realised work, Influenced, Response.</p> <p><u>Links to prior/future learning</u> Building skills required to access GCSE.</p> <p style="text-align: center;"><u>Year 11 (Term 1)</u></p> <p><u>Topic Title: Supporting project (Unit 1 60%)</u></p> <p><u>Essential Skills/Content</u> Students are given titles to choose from and are guided through the 4 course assessment objectives. They are encouraged to explore their own personal style whilst engaging with the</p>
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<p>Spring 1</p>	<p>Topic Title: Insects</p> <p>Essential Skills/Content Introduction to the formal elements - tone, texture, pattern and colour with a focus to cover all aspects of the assessment framework and develop control skills.</p> <p>Assessment Working into an observational study.</p> <p>Key subject vocabulary Shape, shading, texture, mark making, paper construction, techniques.</p> <p>Links to prior/future learning Recapping the formal elements in term 1. Building skills required to access GCSE.</p>	<p>Topic Title: Portraits throughout time</p> <p>Essential Skills/Content Personal exploration of portraiture. Students develop a personal investigation using inspiration from, and understanding of, major historical movements including Prehistoric, Expressionism, Pop Art and Contemporary Art styles. Students will explore a range of different materials and techniques appropriate to these historical movements, allowing them to experiment and refine their ideas leading to a final, large-scale piece of art.</p> <ul style="list-style-type: none"> ● Portrait split - Expressionist ● Portrait split - Pop Art ● Portrait split - Contemporary ● Final piece - proportion/eyes 	<p>Essential Skills/Content</p> <ul style="list-style-type: none"> ● Sandra Rede outcome - begin with teacher support. Recap mixing, gradients and blending. ● Vexx - artist research in a GCSE style. <p>Assessment Sandra Rede - Artist inspired art piece.</p> <p>Key subject vocabulary Gradients, blending, illustration, Sandra Rede, Vexx, recording</p> <p>Links to prior/future learning Building skills required to access GCSE.</p>	<p>work of artists, craftspeople, and designers to aid the development of a personal response.</p> <p>This project is a sustained investigation from an initial starting point, recording the journey through A3 and A2 project boards, larger scaled pieces, and annotations to explain ideas and context. Students explore relevant contextual sources and media, ensuring refinement of outcome and the inclusion of drawing & annotation relevant to the theme.</p> <p>Assessment AQA AO1 <i>'Marks Develop ideas through investigations, demonstrating critical understanding of sources.'</i> AQA AO3 <i>'Record ideas, observations and insights relevant to intentions as work progresses.'</i> AQA A02 <i>'Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.'</i> AQA AO4 <i>'Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.'</i></p>
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		<p><u>Assessment</u> Portrait split</p> <p><u>Key subject vocabulary</u> Portrait, Expressionist, Pop Art, Contemporary, Proportion, Final Piece</p> <p><u>Links to prior/future learning</u> Building skills required to access GCSE.</p>	<p><u>Key subject vocabulary</u> Objective, Annotation, Observations, Mindmap, Moodboard. Experimentation, Evaluation, Reflection, Explore, Select, Technique. Artist Analysis, Visual Analysis, Purposeful Research, Opinion, Justification. Experimentation, Reference, Development, Record, Colour, Studies, Selective Research, Self-reflection.</p> <p><u>Links to prior/future learning</u> Building skills required to access GCSE/College.</p> <p><u>Topic Title: Exam (Unit 2 40%)</u> (Term 2 and 3)</p> <p><u>Essential Skills/Content</u> Pupils are introduced to the AQA Exam paper, and the titles provided as potential starting points. Pupils will choose a title which stands out to them and begin their research phase, creating mood boards, mind maps, Artist studies and initial sketches. This research will be directed</p>
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Spring 2	Topic Title: Insects	Topic Title: Portraits throughout time/Architecture	Topic Title: Graffiti	towards a personal response to their title. Pupils will continue to develop their projects. Focusing on experimentation and development, continuing to create a personal style and response through selected materials and aesthetics. Pupils will annotate their work to reflect and evaluate each experimentation and development, showing which are most effective. Pupils will work towards a final plan and ideas for their final piece of work, using their developments and cumulative research to create a fully realised outcome which effectively communicates their ideas about their chosen exam title. They will be given 10 hours to complete this piece along with any reflections they have about their work.
	<p>Essential Skills/Content</p> <ul style="list-style-type: none"> • What is the pattern? Create a zentangle insect. Collaged/textural background. • Grid drawing - focusing upon line and shape. • Colour recording - Application of coloured pencil techniques. <p>Assessment Colour recording - application of coloured pencil techniques. Students respond to self and teacher feedback.</p> <p>Key subject vocabulary Colour, drawing, pencil, techniques,</p> <p>Links to prior/future learning</p>	<p>Essential Skills/Content</p> <ul style="list-style-type: none"> • Final piece - Nose/mouth • Final piece - hair/clothing/background • Architecture - timeline <p>Assessment Final portrait piece based on a period of their choice.</p> <p>Key subject vocabulary Portrait, nose, mouth, final piece, architecture, design, history</p> <p>Links to prior/future learning Building skills required to access GCSE.</p>	<p>Essential Skills/Content</p> <ul style="list-style-type: none"> • Gridding up • Playing with line weights thick and thin • Colour pencil techniques • Artist copying and creating their own character. <p>Assessment Creating own character based on artist research.</p> <p>Topic Title: Graffiti</p> <p>Essential Skills/Content</p> <ul style="list-style-type: none"> • Colour pencil and shading techniques recap • Design ideas and 	<p>Assessment AQA AO1 'Marks Develop ideas through investigations, demonstrating critical understanding of sources.' AQA AO3 'Record ideas, observations and insights relevant to intentions as work progresses.' AQA A02 'Refine work by exploring ideas, selecting and experimenting with</p>

	Recapping the formal elements in term 1/SPI. Building skills required to access GCSE.		<ul style="list-style-type: none"> application of colour Creating final design on a larger scale 	<i>appropriate media, materials, techniques and processes.</i>
Summer I	<p>Topic Title: Insects</p> <p>Essential Skills/Content Students explore colour as a formal element of art, recapping and building upon their knowledge of other elements of art throughout the project. Students will explore colour theory including primary, secondary, tertiary colours, colour mixing, cold/warm colours and complementary/contrasting colours. Students will experiment with painting techniques and build proficiency and control.</p> <p>Assessment Painting baseline assessment. Teacher feedback throughout colour theory.</p> <p>Key subject vocabulary Colour, primary, secondary, tertiary, complementary,</p>	<p>Topic Title: Architecture</p> <p>Essential Skills/Content Students explore colour as a formal element of art, recapping and building upon their knowledge of other elements of art throughout the project. Students will recap colour theory and painting techniques. Students will recap painting control - building proficiency. Students will be introduced again to the GCSE process of working. They will complete a mini project, exploring the works of contemporary artist, Svetlana Wittman.</p> <ul style="list-style-type: none"> Painting and colour theory - colour wheel, tints and shades, paint techniques 	<p>Assessment Vexx inspired final design -sketching characters.</p> <p>Key subject vocabulary Vexx, design idea, colour, shading, blending, control, pressure, gradient, tone</p>	<p>Key subject vocabulary Objective, Annotation, Observations, Mind map, Mood board. Experimentation, Evaluation, Reflection, Explore, Select, Technique. Artist Analysis, Visual Analysis, Purposeful Research, Opinion, Justification. Experimentation, Reference, Development, Record, Colour, Studies, Selective Research, Self-reflection.</p> <p>Links to prior/future learning Building skills required to access GCSE/College.</p>

	<p>contrasting, painting, control.</p> <p><u>Links to prior/future learning</u> Recapping the formal elements in term 1/2. Building skills required for PS3 to access GCSE.</p>	<p><u>Assessment</u> Paint and colour theory</p> <p><u>Key subject vocabulary</u> Formal elements, line, pattern, tone, shape, composition, colour, painting, control, Contemporary, Svetlana Wittman</p> <p><u>Links to prior/future learning</u> Building skills required to access GCSE.</p>	<p><u>Topic Title: Natural Forms GCSE introduction</u></p> <p><u>Essential Skills/Content</u></p> <ul style="list-style-type: none"> • Artist Study - Mark Powell • Pencil shading recordings • Oil pastel print and pen • Fine liner - Pointillism recording 	
<p>Summer 2</p>	<p><u>Topic Title: Insects</u></p> <p><u>Essential Skills/Content</u></p> <ul style="list-style-type: none"> • Introduction to Sarah Wild with artist copy. • Grid drawing with application of paint. • Experimentation with different media. • Mixed media study using your own idea with artist inspiration. 	<p><u>Topic Title: Architecture</u></p> <p><u>Essential Skills/Content</u></p> <ul style="list-style-type: none"> • Svetlana Wittman - mindmap and annotation • Svetlana Wittman - Artist copy • Creating own idea based on the artist 	<p><u>Assessment</u> Final composition onto envelope or book paper</p> <p><u>Key subject vocabulary</u> Shading, pencil, recording, line, development</p>	

	<p><u>Assessment</u> Sarah Wild - Grid drawing. Artist copy with application of paint.</p> <p><u>Key subject vocabulary</u> Colour, primary, secondary, tertiary, complementary, contrasting, painting, control</p> <p><u>Links to prior/future learning</u> Recapping the formal elements in term 1, 2 and SU1. Students will be introduced to the GCSE process of working. Building skills required to access GCSE.</p>	<p><u>Assessment</u> Own Art piece influenced by Svetlana Wittman</p> <p><u>Key subject vocabulary</u> Artist study, annotation, imagery, research, ideas, recording, style, technique, colour, mindmap</p> <p><u>Links to prior/future learning</u> Building skills required to access GCSE.</p>		
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