



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 student's 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 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 half termly assessment points each year 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

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 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 they 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



4 YEAR ART and DESIGN PROGRESSION OVERVIEW Outwood Academy Valley

	YEAR 7 Key Stage 3	YEAR 8 Key Stage 3	YEAR 9 GCSE Fine Art	YEAR 10 GCSE Fine Art	YEAR 9 GCSE Photography
Autumn 1	<p>Title: Drawing Monsters</p> <p>Focus: Mark-making/ measuring</p> <p>Content: Introduction to the formal elements of line, tone, form, shape, proportion and composition. Exploring and developing ideas.</p> <p>Skills: Imagination and story-telling. Using pencil, charcoal and chalk to explore portraits of monsters. Mark-making.</p>	<p>Title: Urban art graffiti</p> <p>Focus: Shape and Typography</p> <p>Content: Introduction to graphics techniques, typographic drawing, ISO and perspective letters, pictorial graphics, pop-up books, colour experiments. SMSC: vandalism vs. art.</p> <p>Skills: Creating pop-up urban scenes; trains and buildings, exploring spaces in which to place art. Using blended colours using</p>	<p>Title: Identity drawing</p> <p>Focus: Portraits</p> <p>Content: media techniques, proportions, measurement, expression and mood, mixed media.</p> <p>Skills: The 'selfie' photograph, poses (contrapposto), enlarging from a source image, using a mirror for primary self-portrait,</p>	<p>Title: Identity personal response</p> <p>Focus: A final piece</p> <p>Content: Complete canvas or series of paintings based on experiments into Identity theme. Finalising ideas, evaluating and refining.</p> <p>Skills: Painting, mixed media. Annotation of development work. Working to time limits as trial exam.</p>	<p>Title: Still Life</p> <p>Focus: Studio techniques</p> <p>Content: Using a DSLR, aperture, shutter-speed, ISO. Photoshoots involving sweets, shells, skulls, fruit and vegetables, plants and fungi.</p> <p>Skills: Macro photography techniques. Applying studio lighting. Creating depth (DOF). Contact sheets. Cropping,</p>

	<p>Artists: Gargoyles from Gothic Architecture (c.12 – c.16th). Leonardo da Vinci (1452-1519). Weta Workshop fantasy creatures.</p>	<p>Artists: “Cornbread” and the NYC subways, Banksy, Jean-Michel Basquiat (1960-1988), Shepard Fairey (b. 1970), Banksy.</p>	<p>ink and pen/brush techniques.</p> <p>Artists: Michelangelo (1475-1574), Emily Blythe-Jones (b. ?), Alberto Giacometti (1901-1966), Richard Avedon (1923-2004), David Bailey (b. 1938), Cubism (Picasso and Braque), African masks.</p>	<p>Artists: Students’ own research.</p>	<p>understanding exposure, using lighting, monochrome, manual settings.</p> <p>Artists: Irving Penn (1917-2009), Georgia O’Keeffe (1887-1986), Karl Blossfeldt (1865-1932), Edward Weston (1886-1958), Sarah Graham (b. 1969).</p>
Autumn 2	<p>Title: Making Monsters</p> <p>Focus: Ceramics</p> <p>Content: Introduction to 3D making skills, modelling, construction, pinch-pots, coils and slabs. Evaluating and developing work.</p>	<p>Title: Urban art murals</p> <p>Focus: Public Art</p> <p>Content: Site specific art, murals designed for purposes, communication of ideas, methods for enlarging designs, using</p>	<p>Title: Viewpoints drawing</p> <p>Focus: Organic and Mechanical</p> <p>Content: Shapes in nature and manufactured objects, observational drawing of drinks cans, poppy heads, sea shells,</p>	<p>Title: Develop and Refine coursework</p> <p>Present sketchbooks, study sheets, models and maquettes, mount and annotations for best work showing developmenta</p>	<p>Title: Doorways</p> <p>Focus: Post-producti on techniques</p> <p>Content: Introduction to Photoshop, working with layers, making imaginative and impossible images,</p>

	<p>Skills: 3D making, understanding form, using 3D materials, safe-working, cleaning.</p> <p>Artists: Ray Harryhausen (1920-2013). Weta Workshop fantasy creatures.</p>	<p>cardboard relief and papier-mache. Painting techniques: flat colour and blending.</p> <p>Skills: Relief/bas-relief using card and paper, anamorphic projections, distortion, shape and colour.</p> <p>Artists: Julian Beaver (b.1960), Keith Haring (1958-1990)</p>	<p>shiny metal objects, sheep skulls. Taking macro photographs for primary research.</p> <p>Skills: Pencil tone, collage and mono-printing, oil pastel drawing, colour for tone/form, charcoal and chalk.</p> <p>Artists: Henry Moore (1898-1986), Jim Dine (b. 1935),</p>	<p>I journey to final ideas.</p>	<p>creating horror themed images from primary and secondary 'scratch' images.</p> <p>Skills: Editing digital photos, working with 'scratch' images, combining multiple layers, cutting, blending options, using masks, refining and finalising. Saving and exporting for print.</p> <p>Artists: Auguste Rodin (1840-1917), Jerry Uelsmann (b. 1934), Emerson Quinn (b.?), Joshua Hoffine (b. 1973).</p>
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<p>Spring I</p>	<p>Title: Drawing skills</p> <p>Focus: Observational drawing</p> <p>Content: Shape, space, perspective, depth. Using objects as starting points to learn rendering in perspective. Apply skills to landscapes.</p> <p>Skills: Line, marks, tone, vanishing point, textures. Using ink to draw. Improving direct observation.</p> <p>Artists: French Impressionism (19th c.), Vincent</p>	<p>Title: Mixed media nature</p> <p>Focus: Scientific drawing of insects</p> <p>Content: Shape, texture, colour, line, tone observed accurately. Using shape to explore sketchbook composition including positive and negative space. Mixed media including collage.</p> <p>Skills: Composition, scale and layout, accurate rendering of creatures. Working creatively from secondary sources.</p> <p>Artists: Joe Macgown (b. 1964), Natalie McIntyre (b.</p>	<p>Title: Identity painting</p> <p>Focus: Portrait painting</p> <p>Content: Developing ideas based on composition and expression, using colour, application of acrylic paint, working on canvas.</p> <p>Skills: Painting; Impasto, A La Prima, chiaroscuro. Working at A2 or larger.</p> <p>Artists: Peter Howson (b. 1958), Agnes Cecile (b.</p>	<p>Title: Internal assessment preparation</p> <p>Focus: Choice of themes from Exam paper</p> <p>Start of ten weeks' preparation time to fill sketchbook with research, mind maps, secondary source collections, primary source photos and drawings, other artists' inspiration.</p>	<p>Title: Film Noir</p> <p>Focus: Lighting and Characters</p> <p>Content: Using props and costume to create a Hollywood image, adjusting lighting to create mood, balance and contrast, composing an image.</p> <p>Skills: Team work, planning for a well-lit studio piece, monochrome, post-production refinement, exploring a photographic genre.</p> <p>Artists: Cindy Sherman (b. 1954), Cecil Beaton</p>
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	Van Gogh (1853-1890)	1989), Lucy Arnold (b. 1954).	1991), Francoise Neily (b. 1960), Mexican Day of the Dead.		(1904-1980), Leoni Carr (b. ?), Rupert Vandervell (b. 1963), Thomas Leiser, Citizen Kane (1941).
Spring 2	<p>Title: Painting skills</p> <p>Focus: Create a seascape</p> <p>Content: Aerial perspective, overlapping, understanding colour theory, applying watercolours.</p> <p>Skills: Composition, mixing colour, dramatic brushstrokes, refining, details.</p>	<p>Title: Mixed media illustration</p> <p>Focus: Scene illustration</p> <p>Content: Selecting a scene from 'Alice in Wonderland' to illustrate in mixed media approach. Composition skills restricted to 15cm² format. 2D and 3D elements.</p> <p>Skills: Drawing, painting, collage, bas-relief, textiles, character design, layout and composition.</p>	<p>Title: Viewpoints experiments</p> <p>Focus: Inspired by close-up</p> <p>Content: Texture, pattern and surface, sea creatures, insects, robots, Steam-Punk creations, bio-mechanicals, lino printing.</p> <p>Skills: Abstraction of details for print-making, lino cutting, two or three colour lino, decorative pattern making.</p>	<p>Title: Internal assessment preparation</p> <p>Focus: Choice of themes from Exam paper</p> <p>End of ten weeks' preparation time to fill sketchbook with research, mind maps, secondary source collections, primary source photos and drawings, other artists' inspiration.</p> <p>Prototype designs for final work in 2 or 3 dimensions. Evaluate and refine.</p>	<p>Title: Still Life experiments</p> <p>Focus: Inspired by macro photos</p> <p>Content: Texture, pattern and surface, post-production retouching, finalising for print, abstract photos, printing on other surfaces, cyanotypes.</p> <p>Skills: Experimenting with colour adjustment, collage, breaking photography 'rules' for composition</p>

	<p>Artists: JMW Turner (1755-1851), Bridget Riley (b. 1931)</p>	<p>Artists: John Tenniel (1820-1914), Tim Burton (b. 1958), Sony Playstation Game Art, Jan Svankmajer (b. 1932)</p>	<p>Artists: Vincent Scarpace (b. 1971), Damien Hirst (b. 1965),</p>	<p>Prep. book submission before start of timed exam.</p>	<p>and abstract photos.</p> <p>Artists: Hans Bellmer (1902-1975), Ellen Carey (b. 1952), Aaron Siskind (1903-1991).</p>
Summer I	<p>Title: Animals in art</p> <p>Focus: Accurate depiction</p> <p>Content: Exploring and developing a print from observational drawing, expression, pen and wash techniques</p>	<p>Title: Creative Surrealism</p> <p>Focus: Exploring imagination</p> <p>Content: Critical studies of Surrealist artists' work and motivations, styles and techniques, ready-made objects.</p>	<p>Title: Identity experiments</p> <p>Focus: Unusual portraits</p> <p>Content: Breaking out of a standard 'passport' photo. Adding meaning, communicating an idea or narrative.</p>	<p>Title: Ten-hour assessment</p> <p>Focus: Complete final piece within 10 hour time frame.</p>	<p>Title: Portraits</p> <p>Focus: People</p> <p>Content: Fashion photos, selfies, the camera can 'lie', make-up for mood and drama, costume, Rankin's DESTROY project, documentary photos, colour-palettes.</p>

	<p>Skills: Evaluating and developing ideas, abstracting to basics, sequencing, processes.</p> <p>Artists: Dean Crouser (1960-present), Giles Ward (1967-)</p>	<p>Skills: Using 3D casting (guitars), ready-mades (toys) or building shoes from card and plaster. Surfaces for surreal art that explore the extraordinary.</p> <p>Artists: Rene Magritte (1898-1967), Frida Kahlo (1907-1954), Salvador Dali (1904-1989), Marcel Duchamp (1887-1968)</p>	<p>Skills: Chalk pastels, cultural representation and meaning, collagraph prints,</p> <p>Artists: Minjae Lee (b. 1989), Andre Kertesz (1894-1985), Ruud von Empel (b. 1958), Kehinde Wiley (b. 1977), Sofia Minson (b. 1984), Sarah Taj, Zhang Danni, Chris Ofili (b. 1968). Maori Ta Moko art.</p>		<p>Skills: Using studio lights for 3D modelling, using a portrait lens, collage and montage, Photoshop for impossible people and places, telling stories.</p> <p>Artists: Rankin (b. 1966), Nick Knight (b. 1958), David Bailey (b. 1938), Dorothea Lange (b. ?-1965), Nan Goldin (b. 1953), Steve McCurry (b. 1950), Gilbert and George, David Hockney (b. 1937).</p>
Summer 2	<p>Title: Animals in art</p> <p>Focus: Expressive depiction</p>	<p>Title: Pop sculpture</p> <p>Focus: Applied style</p>	<p>Title: Viewpoints personal response</p> <p>Focus: A final piece</p>	<p>Title: Completed coursework</p> <p>Finalise for assessment and external moderation.</p>	<p>Title: Street photography</p> <p>Focus: Urban landscapes</p>

	<p>Content: Exploring and developing expression through colour and pen and wash techniques</p> <p>Skills: Team working, making images, evaluating and developing ideas, towards abstraction.</p> <p>Artists: Franz Marc (1880-1916), Pablo Picasso (1881-1973)</p>	<p>Content: Critical studies of Pop art artists' work and motivations, styles and techniques, ready-made objects. Understanding surface decoration and applied art.</p> <p>Skills: Creating tableau of ready-made objects (shoes), decoration of surface using techniques of artists, print-making (polystyrene tiles).</p> <p>Artists: Claes Oldenburg (b. 1929), Andy Warhol (1928-1987), Roy Lichtenstein (1923-1997),</p>	<p>Content: Designing a painting or radial pattern. Surface treatment, painting techniques, papier-mache, clay techniques, creating cylinder-based objects/vase forms, poppy head and pinch-pot based forms.</p> <p>Skills: 2D route; painting a close-up image from own and found sources. Pattern route; a mandala design featuring bas-relief papier-mâché. 3D route; clay project work (pinch, slab, coil).</p> <p>Artists: Tibetan Buddhist mandalas, Peter Randall-Page (b. 1954), Lindsay Feuer (b. ?).</p>	<p>Content: Exploring architecture, the school and local environment, our homes and locality, contrasting urban and rural, the city. Representing people in a setting.</p> <p>Skills: Photographing buildings, using wide lenses, fish-eye lens, enhancing a mood, capturing 'the moment'.</p> <p>Artists: Ezra Stoller (1915-2004), Stephen Gill (b. 1971), Richard Billingham (b. 1970), Martin</p>
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		Jasper Johns (b. 1930), Yayoi Kusama (b. 1929).	Students' own research.		Parr (b. 1952), Henri Cartier-Bresson (1908-2004).
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**5 YEAR ART and DESIGN PROGRESSION OVERVIEW Outwood Academy Valley
2021-22**

	YEAR 11 GCSE Fine Art	YEAR 11 GCSE Photography
Autumn 1	<p>Title: Coursework focus (Identity & Natural Forms)</p> <p>Focus: A final piece</p> <p>Content: Complete canvas or series of paintings based on experiments into Identity theme. Finalising ideas, evaluating and refining.</p> <p>Skills: Painting, mixed media. Annotation of development work. Working to time limits as trial exam.</p> <p>Artists: Students' own research.</p>	<p>Title: Choice of Themes from Past external paper</p> <p>Focus: A series of final photos</p> <p>Content: Complete series of photos for two themes. Finalising ideas, evaluating and refining.</p> <p>Skills: Series of photographic responses to a theme. Annotation of development work. Working to time limits as trial exam.</p> <p>Artists: Students' own research.</p>
Autumn 2	<p>Title: Coursework focus (Identity & Natural Forms)</p> <p>Focus: Organic forms in 2D/3D</p> <p>Content: Shapes in nature and manufactured objects, observational drawing of drinks cans, poppy heads, seashells, shiny metal objects, sheep skulls. Taking macro photographs for primary research.</p> <p>Skills: Pencil tone, collage and mono-printing, oil pastel drawing, colour for tone/form, charcoal and chalk. Construction in clay.</p> <p>Artists: Henry Moore (1898-1986), Jim Dine (b. 1935)</p>	<p>Title: Exploring Colour</p> <p>Focus: A series of final photos</p> <p>Content: Complete series of photos for two themes. Finalising ideas, evaluating and refining.</p> <p>Skills: Series of photographic responses to a theme. Annotation of development work. Working to time limits as trial exam.</p> <p>Artists: Students' own research.</p>

	Artists: Irving Penn (1917-2009), Georgia O’Keeffe (1887-1986), Karl Blossfeldt (1865-1932), Edward Weston (1886-1958), Sarah Graham (b. 1969).	
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Spring 1	<p>Title: Internal Assessment preparation</p> <p>Focus: Choice of themes from past External exam papers</p> <p>Start of ten weeks’ preparation time to fill sketchbook with research, mind maps, secondary source collections, primary source photos and drawings, other artists’ inspiration.</p>	<p>Title: Internal Assessment preparation</p> <p>Focus: Choice of themes from past External exam papers</p> <p>Start of ten weeks’ preparation time to fill photo ideas book with research, mind maps, secondary source collections, primary source photos and sketched drawings, other photographers as inspiration.</p>
Spring 2	<p>Title: Internal Assessment preparation</p> <p>Focus: Choice of themes from Exam paper</p> <p>End of ten weeks’ preparation time to fill sketchbook with research, mind maps, secondary source collections, primary source photos and drawings, other artists’ inspiration.</p> <p>Prototype designs for final work in 2 or 3 dimensions. Evaluate and refine.</p> <p>Prep. Book submission before start of timed exam.</p>	<p>Title: Internal Assessment preparation</p> <p>Focus: Choice of themes from Exam paper</p> <p>End of ten weeks’ preparation time to fill photo ideas book with research, mind maps, secondary source collections, primary source photos and sketched drawings, other photographers as inspiration.</p> <p>Prototype post-production designs for final work or timed exam plan. Evaluate and refine.</p> <p>Prep. Book submission before start of timed exam.</p>
Summer 1	<p>Title: Ten-hour assessment</p>	<p>Title: Ten-hour assessment</p> <p>Focus: Complete final piece series and presentation within 10 hour</p>

	Focus: Complete final piece within 10 hour time frame.	time frame. This must include any site-specific display and mounting of photographic work.
Summer 2	Title: Completed coursework Finalise for assessment and standardisation	Title: Completed coursework Finalise for assessment and standardisation