



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

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 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 11 |
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| Autumn 1 | <p>Baseline Assessment</p> <p>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</p> <p>Independent & collaborative assessment</p> <p>Homework set fortnightly</p> <p>(7.1/7.2/7.3/7.4/7.5/7.6/7.7/7.8/7.9)</p> | <p>Cultural Influence or Animals</p> <p>Appreciation of different cultures/animals around the world and their impact on the art world, to cover all aspects of the assessment framework</p> <p>Independent & collaborative assessment</p> <p>Homework set fortnightly</p> <p>(8.1/8.2/8.3/8.4/8.5/8.6/8.7/8.8/8.9)</p> | <p>Portraiture, or The Importance of Line in Art</p> <p>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.</p> <p>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 inclusion of drawing &</p> | <p>Component 1 (Project 1) (60%)</p> <p>The Natural World</p> <p>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.</p> <p>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</p> | <p>Strongest media focus and refinement of techniques and processes</p> <p>Component 1 (Project 2) (60%)</p> <p>Culture & Traditions continued</p> <p>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.</p> <p>Tracking of time through Google classroom</p> |

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| | | | <p>annotation relevant to the chosen media.</p> <p>Tracking of time through Google classroom</p> <p>Independent & collaborative assessment</p> <p>Homework set fortnightly</p> <p>(9.1/9.2/9.3/9.4/9.5/9.6/9.7/9.8/9.9)</p> | <p>inclusion of drawing & annotation relevant to the chosen media.</p> <p>Tracking of time through Google classroom</p> <p>Independent & collaborative assessment</p> <p>Homework set fortnightly</p> | <p>Independent & collaborative assessment</p> <p>Homework set fortnightly</p> |
| Autumn 2 | <p>Baseline Assessment</p> <p>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</p> <p>Independent & collaborative assessment</p> <p>Homework set fortnightly</p> | <p>Cultural Influence or Famous Artists</p> <p>Appreciation of different cultures/famous artists around the world and their impact on the art world, to cover all aspects of the assessment framework</p> <p>Independent & collaborative assessment</p> <p>Homework set fortnightly</p> <p>(8.1/8.2/8.3/8.4/8.5/8.6/8.7/8.8/8.9)</p> | <p>Portraiture, or The Importance of form in Art</p> <p>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.</p> <p>This project is a sustained investigation from an initial starting point, recording the journey through sketchbook</p> | | |


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| | (7.1/7.2/7.3/7.4/7.5/7.6/7.7/7.8/7.9) | | <p>work, larger scaled pieces and annotations to explain ideas and context. Students explore relevant media ensuring refinement of outcome and the inclusion of drawing & annotation relevant to the chosen media.</p> <p>Tracking of time through Google classroom</p> <p>Independent & collaborative assessment</p> <p>Homework set fortnightly</p> <p>(9.1/9.2/9.3/9.4/9.5/9.6/9.7/9.8/9.9)</p> | | <p>Component 2 (Project 3) (40%)</p> <p>Themes unknown until January 2026</p> <p>Students are given the choice of 7 themes/titles to explore against 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.</p> |
| Spring I | <p>Art movements</p> <p>Pop Art & Different Artist Inspiration</p> <p>Personal exploration using colour</p> <p>Students develop a personal investigation from a given series of artworks They will consider artist and personal references alongside an extended exploration of media to develop</p> | <p>Art movements</p> <p>Cubism or Fantastical Fish</p> <p>Personal exploration</p> <p>Students develop a personal investigation from a given starting point to develop independent learning skills. They will consider artist references alongside an extended exploration of media to develop a range of refined studies in their chosen media. To cover</p> | <p>Surrealism, The Importance of Shape in Art</p> <p>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.</p> | <p>Component 1 (Project 1) (60%)</p> <p>The Natural World continued</p> <p>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</p> | |

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| | <p>a range of refined studies in their chosen media. To cover all aspects of the assessment framework</p> <p>Independent & collaborative assessment</p> <p>Google classroom</p> <p>Homework set fortnightly</p> <p>(7.1/7.2/7.3/7.4/7.5/7.6/7.7/7.8/7.9)</p> | <p>all aspects of the assessment framework</p> <p>Independent & collaborative assessment</p> <p>Google classroom</p> <p>Homework set fortnightly</p> <p>(8.1/8.2/8.3/8.4/8.5/8.6/8.7/8.8/8.9)</p> | <p>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 inclusion of drawing & annotation relevant to the chosen media.</p> <p>Tracking of time through Google classroom</p> <p>Independent & collaborative assessment</p> <p>Homework set fortnightly</p> <p>(9.1/9.2/9.3/9.4/9.5/9.6/9.7/9.8/9.9)</p> | <p>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 sketchbook work, larger scaled pieces and annotations to explain ideas and context. Students explore relevant media ensuring refinement of outcome and the inclusion of drawing & annotation relevant to the chosen media.</p> <p>Tracking of time through Google classroom</p> <p>Independent & collaborative assessment</p> <p>Homework set fortnightly</p> | <p>This project is a sustained investigation from an initial starting point, and will follow the principles and expectations of the previous 2 projects they did in component 1. 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 inclusion of drawing & annotation relevant to the chosen media. Leading to a controlled 10 hours final outcome</p> <p>Tracking of time and progress through Google classroom</p> <p>Independent & collaborative assessment</p> <p>Homework set weekly</p> |
| Spring 2 | <p>Art movements</p> <p>Pop Art & Different Artist Inspiration</p> <p>Personal exploration using colour</p> | <p>Art movements</p> <p>Cubism or Insects and Animals</p> <p>Personal exploration</p> | <p>The Fantastic & the Strange, The Importance of Line in Art</p> <p>Students are given the above theme to develop through the</p> | <p>Component 1 (Project 2) (60%)</p> <p>Culture & Traditions</p> <p>Students are given the above theme to develop through the 4</p> | |

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| | <p>Students develop a personal investigation from a given series of artworks They will consider artist and personal references alongside an extended exploration of media to develop a range of refined studies in their chosen media. To cover all aspects of the assessment framework</p> <p>Independent & collaborative assessment</p> <p>Google classroom</p> <p>Homework set fortnightly</p> <p>(7.1/7.2/7.3/7.4/7.5/7.6/7.7/7.8/7.9)</p> | <p>Students develop a personal investigation from a given starting point to develop independent learning skills. They will consider artist references alongside an extended exploration of media to develop a range of refined studies in their chosen media. To cover all aspects of the assessment framework</p> <p>Independent & collaborative assessment</p> <p>Google classroom</p> <p>Homework set fortnightly</p> <p>(8.1/8.2/8.3/8.4/8.5/8.6/8.7/8.8/8.9)</p> | <p>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.</p> <p>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 inclusion of drawing & annotation relevant to the chosen media.</p> <p>Tracking of time through Google classroom</p> <p>Independent & collaborative assessment</p> <p>Homework set fortnightly</p> <p>(9.1/9.2/9.3/9.4/9.5/9.6/9.7/9.8/9.9)</p> | <p>assessment objectives. They are encouraged to explore their own personal style whilst engaging with the work of artists, different cultures, 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 sketchbook work, larger scaled pieces and annotations to explain ideas and context. Students explore relevant media ensuring refinement of outcome and the inclusion of drawing& annotation relevant to the chosen media.</p> <p>Tracking of time through Google classroom</p> <p>Independent & collaborative assessment</p> <p>Homework set fortnightly</p> | <p>Hand in Component</p> <p>I & 2 mid-May</p> <p>Scores on the doors submitted through e-aqa by end of May</p> |
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| <p>Summer I</p> | <p>Cultural Influence & Artists from around the World</p> <p>Appreciation of different cultures and artists from around the world and their impact on the art world. To cover all aspects of the assessment framework</p> <p>Independent & collaborative assessment</p> <p>Homework set fortnightly</p> <p>(8.1/8.2/8.3/8.4/8.5/8.6/8.7/8.8/8.9)</p> | <p>Observational drawing from primary source</p> <p>Personal exploration and further connection and extended learning to famous artists work and the techniques involved</p> <p>Students develop a personal investigation from a given primary starting point, such as trainers, insects, shells or bottles starting point to further prepare for gcse art and photography. They will consider artist & cultural references alongside an extended exploration of techniques and processes using a variety of photographic techniques. To cover all aspects of the assessment framework</p> <p>Independent & collaborative assessment</p> <p>Google classroom</p> <p>Homework set fortnightly</p> <p>(8.1/8.2/8.3/8.4/8.5/8.6/8.7/8.8/8.9)</p> | <p>Observational drawing from primary source or The Importance of Colour in Art</p> <p>Personal exploration and further connection and extended learning to famous artists work and the techniques involved</p> <p>Students develop a personal investigation from a given primary starting point, such as trainers, insects, shells or bottles starting point to further prepare for gcse art and photography. They will consider artist & cultural references alongside an extended exploration of techniques and processes using a variety of photographic techniques. To cover all aspects of the assessment framework</p> <p>Google classroom</p> <p>Independent & collaborative assessment</p> <p>Homework set fortnightly</p> | <p>Culture & Traditions</p> <p>Students are given the above theme 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.</p> <p>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 inclusion of drawing& annotation relevant to the chosen media.</p> <p>Tracking of time through Google classroom</p> <p>Independent & collaborative assessment</p> | |
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| | | | (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 Appreciation of different cultures and artists from 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 | Observational drawing from primary source Personal exploration and further connection and extended learning to famous artists work and the techniques involved Students develop a personal investigation from a given primary starting point, such as trainers, insects, shells or bottles starting starting point to further prepare for gcse art and photography. They will consider artist & cultural references alongside an extended exploration of techniques and processes using a variety of photographic techniques. To cover all aspects of the assessment framework Independent & collaborative assessment Google classroom | Observational drawing from primary source or The Importance of Shape in Art Personal exploration and further connection and extended learning to famous artists work and the techniques involved Students develop a personal investigation from a given primary starting point, such as trainers, insects, shells or bottles starting starting point to further prepare for gcse art and photography. They will consider artist & cultural references alongside an extended exploration of techniques and processes using a variety of photographic techniques. To cover all aspects of the assessment framework Google classroom Independent & collaborative assessment | Culture & Traditions 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 inclusion of drawing& annotation relevant to the chosen media. | |



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| | | Homework set fortnightly (8.1/8.2/8.3/8.4/8.5/8.6/8.7/8.8/8.9) | Homework set fortnightly (9.1/9.2/9.3/9.4/9.5/9.6/9.7/9.8/9.9) | Tracking of time through Google classroom Independent & collaborative assessment Homework set fortnightly | |
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