# Curriculum Progression Pathway

# ART



#### Why is the study of Art important?

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

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

#### What skills will the study of Art teach you?

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

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

Art will teach you to...

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



• Express your ideas within a group during collaborative creative tasks

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

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

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

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

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

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

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

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

#### How can you deepen your understanding of Art?

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

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

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

#### How are you assessed in Art?

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

#### **Key Assessment Objectives**

The 4 key assessment objectives in Art are

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

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

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

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

#### How can Art support your future?

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

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

Careers that the study of Art supports include:

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

## **Outwood Academy Freeston 2024/2025**

## **5 YEAR ART & DESIGN PROGRESSION OVERVIEW Outwood Academy Freeston**

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

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

	(7.1/7.2/7.3/7.4/7.5/7.6/7.7/7.8/7.		work, larger scaled pieces and		
	9		annotations to explain ideas and		
	7		context. Students explore		
			relevant media ensuring		
			refinement of outcome and the		
			inclusion of drawing &		
			annotation relevant to the		
			chosen media.		
			chosen media.		
			Tracking of time through		
			Google classroom		
			Independent & collaborative		
			assessment		
			Homework set fortnightly		
			(0 1/0 2/0 2/0 4/0 F/0 //0 7/0 0/0		Component 2 (Project 3)
			(9.1/9.2/9.3/9.4/9.5/9.6/9.7/9.8/9. 9)		(40%)
			/		Themes unknown until
Spring I	Art movements	Art movements	Surrealism, The	Component I (Project I)	Themes unknown until
Spring i	7 6 6 6 6	,	Importance of Shape in Art	(60%)	January 2026
	Pop Art & Different Artist	Cubism or Fantastical Fish		(****)	
	Inspiration		Students are given the above	The Natural World	Students are given the choice of
		Personal exploration	theme to develop through the	continued	7 themes/titles to explore
	Personal exploration using	Students develop a personal	assessment framework. They		against the 4 assessment
	colour	investigation from a given	are encouraged to explore their	Students are given the above	objectives. They ar <mark>e en</mark> couraged
	Students develop a personal	starting point to develop	own personal style whilst	theme dependent on which	to explore their <mark>ow</mark> n personal
	investigation from a given series	independent learning skills. They	engaging with the work of	teacher they have to develop	style whilst engaging with the
	of artworks They will consider	Will consider at disc references	artists, craftspeople and		work of artists <mark>, c</mark> raftspeople and
	artist and personal references	alongside an extended	designers to aid the	objectives. They are encouraged	200.0.000000000000000000000000000000000
	alongside an extended	exploration of media to develop	development of a personal	to explore their own personal	develop <mark>men</mark> t of a personal
	exploration of media to develop	a range of refined studies in	response.	style whilst engaging with the	response.
	exploration of media to develop	their chosen media. To cover		work of artists, craftspeople and	

	a range of refined studies in	all aspects of the assessment		designers to aid the	
	their chosen media. To cover	framework	This project is a sustained	development of a personal	This project is a sustained
	all aspects of the assessment	ii ailiewoi k	investigation from an initial	response.	investigation from an initial
	framework	Independent & collaborative	starting point, recording the	response.	starting point, and will follow
	II aillework	assessment	journey through sketchbook	This project is a sustained	the principles and expectations
	Independent & collaborative		work, larger scaled pieces and	investigation from an initial	of the previous 2 projects they
	assessment	Google classroom		_	
			annotations to explain ideas and		did in component I. Recording
	Google classroom	Homework set fortnightly	context. Students explore	journey through sketchbook	the journey through sketchbook
	Llamannaul, aat fantnishth	  (8.1/8.2/8.3/8.4/8.5/8.6/8.7/8.8/8.	relevant media ensuring	work, larger scaled pieces and	work, larger scaled pieces and
	Homework set fortnightly	<b>'</b>		'	annotations to explain ideas and
	(7.1/7.2/7.3/7.4/7.5/7.6/7.7/7.8/7.	9)	inclusion of drawing &	context. Students explore	context. Students explore
	9)		annotation relevant to the	relevant media ensuring	relevant media ensuring
	*)		chosen media.		refinement of outcome and the
				inclusion of drawing&	inclusion of drawing &
			Tracking of time through	annotation relevant to the	annotation relevant to the
			Google classroom	chosen media.	chosen media. Leading to a
			la december 0 cellaboration		controlled 10 hours final
			Independent & collaborative		outcome
			assessment	Tracking of time through	
			Homework set fortnightly	Google classroom	Tracking of time and progress
			Tromework see for enginery	l	through Google classroom
			(9.1/9.2/9.3/9.4/9.5/9.6/9.7/9.8/9.	Independent & collaborative	
			9)	assessment	Independent & collaborative
			,	Homework set fortnightly	assessment
				Homework sec for diightly	Homework set weekly
Saving 2	Art movements	Art movements	The Fantastic & the	Component I (Project 2)	Tioniework set weekly
Spring 2			Strange, The Importance	(60%)	W
	Pop Art & Different Artist	Cubism or Insects and	and the second s	(55%)	
	Inspiration	Animals	of Line in Art	Culture & Traditions	
	Personal exploration using	Personal exploration	Students are given the above	Students are given the above	
	colour		theme to develop through the	theme to develop through the 4	
			<u> </u>		

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 Independent & collaborative assessment

Google classroom

Homework set fortnightly

(7.1/7.2/7.3/7.4/7.5/7.6/7.7/7.8/7. 9)

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

Independent & collaborative assessment

Google classroom

Homework set fortnightly

(8.1/8.2/8.3/8.4/8.5/8.6/8.7/8.8/8. 9)

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.

This project is a sustained investigation from an initial starting point, recording the journey through sketchbook work, larger scaled pieces and context. Students explore relevant media ensuring refinement of outcome and the inclusion of drawing & annotation relevant to the chosen media.

Tracking of time through Google classroom

Independent & collaborative assessment

Homework set fortnightly

(9.1/9.2/9.3/9.4/9.5/9.6/9.7/9.8/9. 9)

assessment 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.

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 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.

> Tracking of time through Google classroom

Independent & collaborative assessment

Homework set fortnightly

**Hand in Component** 

1& 2 mid-May

Scores on the doors submitted through e-aqa by end of May

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

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

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