



## 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.

### **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 regular assessment points each year that we term Praising Stars©. For younger years we base our assessment on our subject mapping of the age related expectations across the curriculum, assessing students' performance at their current stage of study against expectation. 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 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

## ART CURRICULUM PROGRESSION OVERVIEW

### Outwood Academy City Fields

|                 | YEAR 7  | YEAR 8  | YEAR 9  | YEAR 10   | Year 11  |
|-----------------|---|---|---|---|--|
| <b>Autumn 1</b> | <p><b>Introduction to Art skills.</b><br/><b>Formal elements.</b></p> <p>Students look at the formal elements of art and create a poster demonstrating all of the formal elements.</p> <p>Observational Drawing</p> | <p><b>Michael Craig Martin</b></p> <p>Research, Observe and record.</p> <p>Looking at the work of Michael Craig Martin, students will explore the use of colour and colour theory. Primary, secondary and tertiary colours. Complimentary colours and harmonious colours.</p> | <p><b>Natural forms</b></p> <p>Coursework</p> <p>Skill based project : Research &amp; Development</p> <p>Students will investigate the natural world by drawing bugs and insects. They will explore drawing techniques using pencil and pen, hatching and crosshatching. Creating high contrast images.</p> | <p><b>Natural Forms</b></p> <p><b>Component 1 GCSE</b></p> <p>Research and Development</p> <p>Observe, record, explore, refine, present</p> <p>Looking at the work of various artists who take their inspiration from nature. students will research and record ideas in preparation for the design of a poster for the Natural History Museum in London.</p> | <p><b>Portraiture and Identity</b></p> <p><b>Component2 GCSE</b></p> <p>Final piece/personal response</p> <p>Students will complete their final piece/personal response on the theme of portraiture and Identity.</p> <p>Presenting a portfolio of work.</p> <p>Students will construct their portfolio of work from component 1.</p> <p>Focus will be on making sure all of the assessment objectives are fulfilled to the best of their ability.</p> |

|                        |  |  |   |  |  |
|------------------------|--|--|---|--|--|
|                        |  |  |   |  |  |
| <p><b>Autumn 2</b></p> | <p><b>Illustration</b></p> <p><b>Quentin Blake</b></p> <p>Research, Observe and record</p> <p><b>Introduction to Art skills.</b><br/>Formal elements. Line, shape, colour.</p> <p>Researching the work of Quentin Blake and exploring his drawing and painting techniques.</p> <p>Using the drawing and painting techniques of Quentin Blake to create work from Observation, Illustrating objects from everyday life.</p> | <p>Students will Produce a painting responding to the work of Michael Craig Martin. Focussing on observational drawing skills, colour and paint application, along with compositional skills using foreground and background.</p> <p>A tonal drawing will also be produced from the same initial drawings.</p> <p>Emphasis on composition, foreground, background and the use of tone.</p> | <p><b>Natural Forms</b></p> <p>Research and Development</p> <p>Observe, record, explore, refine, present</p> <p>Students will explore printmaking - making a linocut based on one of their insect/bug drawings.</p> <p>Students will research a poem or song about the environment and using photoshop will produce a piece featuring their insect print and the use of the text from the song or poem.</p> <p>Emphasis will be on the use of photoshop layers and filters.</p> |  |  |

|                 |   |  |  |  |  |
|-----------------|---|--|--|--|--|
|                 |   |  |  |  |  |
| <b>Spring I</b> | <p><b>Aboriginal art.</b></p> <p>Research and Development</p> <p>Introduction to printmaking.</p> <p>Students research the work of the Aboriginal people of Australia, identifying techniques and subject matter.</p> | <p><b>Icons</b></p> <p>Andy Warhol</p> <p>Using templates based on a photo of Andy Warhol, students will investigate the use of tone using a variety of materials and techniques.</p> <p>Emphasis will be on the use of hard and soft pencils, hatching and crosshatching.</p> |  | <p><b>Natural Forms</b></p> <p><b>Component 1 GCSE</b></p> <p>Experiment with various media and refine ideas in response to the brief of Natural forms and the design of a poster for the Natural History Museum.</p> <p><b>Component 1 GCSE</b></p> <p><b>Natural Forms</b></p> <p>Students will digitise their drawings/paintings on the theme of Natural forms and using Photoshop will experiment and refine their poster ideas. Emphasis will be on composition and the use of layers, filters and effects to realise their design.</p> | <p><b>Component 2 GCSE</b></p> <p><b>Externally set Task.</b></p> <p>Research and Development</p> <p>Observe, record, explore,</p> <p><b>Component 2 GCSE</b></p> <p><b>Externally set Task.</b></p> <p>Experiment with various media and refine ideas.</p> <p><b>Component 2 GCSE</b></p> <p><b>Externally set Task.</b></p> <p>Final piece/personal response</p> |

|                 |   |  |   |   |  |
|-----------------|---|--|---|---|--|
|                 |   |  |   |   |  |
| <b>Spring 2</b> | <p><b>Aboriginal art.</b></p> <p>Composition, painting technique</p> <p>Explore, refine, present.</p> <p>Introduction to printmaking.</p> <p>Students investigate print making and compositional skills.</p> <p>Creating a piece celebrating Aboriginal culture and painting techniques (the dot technique and the use of Aboriginal symbols)</p> | <p><b>Icons</b></p> <p>using the techniques from the previous half term students will create a collaborative drawing of Marcus Rashford.</p>   | <p><b>Portraiture</b></p> <p>Students will look at the proportions of the face.</p> <p>Working from photos of themselves or images of others, students will investigate the facial features and the use of tone. creating drawings of the face and facial features.</p> <p><b>Portraiture</b></p> | <p><b>Portraiture and Identity</b></p> <p><b>Component 1 GCSE</b></p> <p>Students will research and investigate the techniques of a portraiture artist of their choice.</p> |  |
| <b>Summer 1</b> | <p><b>Pop Art</b></p> <p>Patrick Caulfield.</p> <p>Research, Explore</p> <p>Students will create a research sheet focussing on the work and techniques of Patrick Caulfield.</p>  | <p><b>Paper sculpture</b></p> <p><b>Richard Sweeney</b></p> <p>Research, explore, refine, present</p> <p>Students explore the properties of paper, folding, bending, curling, rolling, cutting, slicing,</p> | <p>Looking at the work of Banksy students will investigate the use of high contrast images to make a Banksy style self portrait.</p> <p>Working from images of themselves they will create high</p>   |   |  |



|                 |   |  |  |  |  |
|-----------------|---|--|--|--|--|
|                 | <p>Formal Elements</p> <p><b>Colour, line, shape</b></p> <p>students will explore colour theory and the colour wheel.</p> <p>primary, secondary and tertiary colours. Complimentary colours and harmonious colours</p>  | <p>twisting in response to the work of local artist Richard Sweeney. They create a paper sculpture relief highlighting the above techniques.</p>   | <p>contrast drawings using the grid technique.</p>   |  |  |
| <b>Summer 2</b> | <p><b>Pop Art, Patrick Caulfield.</b></p> <p>Students will create a drawing of the still life, refining the elements of line and shape. This drawing will be used as a template to create a larger painting based on the Patrick Caulfield piece 'Pottery'.</p> <p>The painting will expand on the colour theory knowledge, looking at colour tone, tints and shades.</p> | <p><b>Paper sculpture drawings</b></p> <p>Formal elements, Line, tone, form</p> <p>Observe, record, explore, refine, present</p> <p>Students create a tonal drawing using the grid system from a photo of a section of their paper sculpture relief. Emphasis on use of line and tone.</p> | <p><b>Portraiture</b></p> <p>Students will create high contrast images of themselves in photoshop.</p> <p>These images will be used to cut two stencils, one black, one white.</p> <p>Students will use spray paint to realise their portraits in the style of street artist Banksy.</p> | <p><b>Portraiture and Identity</b></p> <p><b>Component 1 GCSE</b></p> <p>Students will explore the use of materials and techniques, experimentation and realisation of ideas based on their chosen research, themselves and investigation into their identity.</p> <p><b>Final piece/personal response</b></p> |  |