



ART

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Why is the study of Art important?

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

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

What skills will the study of Art teach you?

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

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

Art will teach you to...

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

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

Through your study of Art, you will be exposed to a wide variety of works from different cultures, movements and professional artists. You will understand that Art has a strong cultural context and will have the opportunity to study Art from other eras throughout history ranging from Historical to Contemporary styles. 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 and Warhol, 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.

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

Art is offered at most prestigious universities either as a single honours or a joint honours subject studied alongside other disciplines. The very fact that you have been able to study creative thinking will help your future application 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
- Jewellery maker
- Prop maker
- Animator
- Game designer
- Online content creator
- Film maker
- Photographer
- Cartographer
- Fashion designer

**Outwood Academy Acklam
ART & DESIGN PROGRESSION OVERVIEW**

Lower School	GCSE Art Year 10	GCSE Art Year 11
<p>YEAR 7</p> <p>Baseline Assessment/Endangered Animals Baseline assessment drawing of a tiger to define starting point/gain an understanding of prior knowledge. Introduction to the formal elements of line, shape and form with a focus to cover all aspects of the assessment framework and develop control skills. Independent & collaborative assessment.</p> <p>Work available for review on Google classroom. (7.1/7.2/7.3/7.4/7.5/7.6/7.7/7.8/7.9)</p> <p>Endangered Animals: The Formal Elements Introduction to the formal elements of form, tone, texture and pattern with a focus to cover all aspects of the assessment framework and develop control skills. Independent & collaborative assessment.</p> <p>Work available for review on Google classroom. (7.1/7.2/7.3/7.4/7.5/7.6/7.7/7.8/7.9)</p> <p>The Formal Elements: Colour Theory & Illustration Baseline assessment using colour - selecting appropriate colours to match a theme and applying colour pencil with tones and blends. Introduction to colour theory and painting skills. Students will explore the colour wheel/colour mixing and colour groups such as contrasting, harmonious, tints, shades and hot/cold colours.</p>	<p>'Human Condition' Component 1 (Supporting project) (60%)</p> <p>Students begin with an introductory mini-project based on the work of artist, Bryan Holland to introduce them to a range of skills and techniques that will support them in completing their portfolio unit and teaches them the importance of and the 'how to' present their work effectively to ensure they are getting the most out of each assessment objective.</p> <p>Students are then introduced to 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 A2 project boards, larger scaled pieces and annotations to</p>	<p>Strongest Media Focus Component 1 (Project 2) (60%) Past Exam Paper</p> <p>Students are given a past exam paper to allow them the experience of selecting one of the seven starting points provided and leading their own development 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 portfolio 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>Independent & collaborative assessment. Work available for review on Google classroom.</p> <p>Component 2 (40%) Students are given a theme to develop by the exam board. The students have access to the exam paper to</p>

<p>Primary focus on watercolour paints and different watercolour techniques. Project develops into an exploration of the illustrative work of Quentin Blake which culminates in students illustrating their own children's book based on a given text. Independent & collaborative assessment. Work available for review on Google classroom. (7.1/7.2/7.3/7.4/7.5/7.6/7.7/7.8/7.9)</p>	<p>explain ideas and context. Students explore relevant media ensuring refinement of outcome and the inclusion of drawing & annotation relevant to the chosen media. Independent & collaborative assessment. Work available for review on Google classroom.</p>	<p>choose their starting point from the start of January. They are encouraged to explore their own personal style whilst engaging with the work of artists, craftspeople and designers to aid development of a personal response. This project is a shorter concise investigation from an initial starting point, recording the journey through sketchbook work, large scale pieces and annotation to explain ideas and context. Students explore relevant media ensuring refinement of outcome and the inclusion of drawing relevant to the chosen media. Independent & collaborative assessment. Tracking of time through Google classroom.</p>
<p style="text-align: center;">YEAR 8</p> <p style="text-align: center;">'Portraits throughout time'</p> <p>Students will investigate portraiture and gain an understanding of why artists create portraits. Students will explore art history - studying major movements including: prehistoric, impressionism, expressionism, cubism, pop art and contemporary styles of art. Students will have an opportunity to understand the styles, materials and techniques used and create their own mini portraiture pieces of art. Students will explore basic portraiture techniques including proportion and scale. They will understand how to draw different facial features with a focus on accuracy and use of the formal elements of art. Students will respond to self and teacher feedback to build proficiency. Independent & collaborative assessment. Work available for review on Google classroom. (8.1/8.2/8.3/8.4/8.5/8.6/8.7/8.8/8.9)</p> <p style="text-align: center;">'Architecture Throughout Time'</p> <p>Students will explore art history within architecture - studying major movements including: Neolithic, Greek, Gothic, Renaissance, Victorian, Art Deco, Bauhaus and contemporary styles of architecture. Students</p>	<p style="text-align: center;">GCSE Photography Year 10</p>	<p style="text-align: center;">Hand in Components 1 & 2 mid-May. Standardised grades are submitted through AQA.</p> <p style="text-align: center;">GCSE Photography Year 11</p>
	<p style="text-align: center;">'Alphabet'</p> <p style="text-align: center;">Component 1 (Supporting project) (60%)</p> <p>Students begin the course by completing a basic skills in Photography project where they will learn about the features and functions of the canon DSLRs and important key parts of</p>	<p style="text-align: center;">Component 1 (Project 2) (60%) Past Exam Paper</p> <p>Students are given a past exam paper to allow them the experience of selecting one of the seven starting points provided and leading their own development through the 4 assessment objectives. They are encouraged to explore their own personal style whilst engaging with the work of historical and contemporary</p>

will have an opportunity to understand the styles using a range of materials and techniques to create their own mini recordings of buildings in the aforementioned styles.

Students then develop a personal investigation into contemporary artist, Clara Lieu, analysing her work and investigating how she explores architecture with a link to mental health. Students develop proficiency in drawing architecture in perspective before creating a final piece using this knowledge in the style of the given artist. This allows students to explore contemporary artists in a way which further prepares them for GCSE Art.

Independent & collaborative assessment.

Work available for review on Google classroom.

(8.1/8.2/8.3/8.4/8.5/8.6/8.7/8.8/8.9)

YEAR 9

'Graffiti' Art

Students begin by exploring the history and origins of Graffiti Art, from cave paintings, then political statements in America right the way through the massive murals that are popular today. Students then explore two very different Graffiti artists that both explore composition and the use of the formal elements in very different ways to develop their presentation and analytical skills to prepare them for KS4. Students then move on to design and make their own 3D graffiti tag letter using card construction techniques, painting, printing, collage and marker pens linked to the artist they prefer.

Independent & collaborative assessment.

Work available for review on Google classroom.

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

learning around framing, shutter speed and depth of field.

Students then develop this into an exploration of lighting, digital editing and the moving image.

'Fragments'

Component 1 (Sustained Project) (60%)

Once students have a clear understanding of the basics of Photography students will then move onto complete their main coursework project based on the theme of Fragments. Through this they are introduced to the 4 assessment objectives. They are encouraged to explore their own personal interests whilst engaging with the work of historical and contemporary photographers to aid the development of a personal response.

This project is a sustained investigation from an initial starting point, recording the journey through a digital portfolio, larger printed photographs and annotations to explain ideas and context. Students explore relevant

photographers to aid the development of a personal response.

This project is a sustained investigation from an initial starting point, recording the journey in a digital portfolio, exploring relevant media ensuring refinement of outcome and the inclusion of drawing & annotation relevant to the chosen area of interest.

Independent & collaborative assessment.

Work available for review on Google classroom.

Component 2 (40%)

Students are given a theme to develop by the exam board. The students have access to the exam paper to choose their starting point from the start of January. They are encouraged to explore their own personal style whilst engaging with the work of historical and contemporary photographers to aid development of a personal response.

This project is a shorter concise investigation from an initial starting point, recording the journey through digital portfolio, large scale pieces and annotation to explain ideas and context. Students explore relevant media ensuring refinement of outcome and the inclusion of drawing relevant to the chosen media.

Independent & collaborative assessment.

'Steampunk'

Students begin by exploring the theme of Steampunk looking at a range of artistic influences, graphics and designs. They use their learning to create a visual journey of the genre and explore a wide range of mixed media, skills and techniques including printing, painting, charcoal and inks. The students then look at a range of initial ideas in response to the theme, in the form of steampunk animals, featuring the key elements of the movement such as cogs, goggles, top hats and machinery. Students then build on their prior 3D construction techniques by constructing their most successful design out of clay/card and enhancing the steampunk theme through carefully selected colour schemes and painting techniques.

Independent & collaborative assessment.

Work available for review on Google classroom.

(9.10/9.11/9.12/9.13/9.14/9.15)

techniques and processes ensuring refinement of outcome and the inclusion of drawing & annotation relevant to the chosen area of interest.

Independent & collaborative assessment.

Work available for review on Google classroom.

Tracking of time through Google classroom.

**Hand in Components 1 & 2 mid-May.
Standardised grades are submitted through
AQA.**