



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 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.

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 five-year 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 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 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 Normanby
ART AND DESIGN PROGRESSION OVERVIEW

Lower School	GCSE Year 1	GCSE Year 2
<p style="text-align: center;"><u>Baseline Assessment</u></p> <p style="text-align: center;"><u>Project: Insects (with a focus on the formal elements of art)</u></p> <p><u>DRAWING:</u> Baseline assessment of insect drawing to define starting point/gain an understanding of prior knowledge. Introduction to the formal elements - line, shape, form and tone with a focus to cover all aspects of the assessment framework and develop control skills.</p> <p style="text-align: center;">(7.1/7.2/7.3/7.4/7.5/7.6/7.7/7.8/7.9)</p> <p style="text-align: center;"><u>Project: Insects (with a focus on the formal elements of art)</u></p> <p><u>DRAWING:</u> Introduction to the formal elements - tone, texture, pattern and colour with a focus to cover all aspects of the assessment framework and develop control skills.</p> <p style="text-align: center;">(7.1/7.2/7.3/7.4/7.5/7.6/7.7/7.8/7.9)</p> <p style="text-align: center;"><u>Project: Insects (with a focus on the formal elements of art)</u></p> <p><u>PAINTING:</u> Students explore colour as a formal element of art, recapping and building upon their knowledge of other elements of art throughout the project. Students will explore colour theory including primary, secondary, tertiary colours, colour mixing, cold/warm colours and complementary/contrasting colours. Students will experiment with painting techniques and build proficiency and control. Students will be introduced to the GCSE process of working. They will complete a mini project, exploring the works of contemporary artist, Sarah Wild.</p>	<p style="text-align: center;"><u>'Human Anatomy'</u></p> <p style="text-align: center;">Component 1 (Supporting project) (60%)</p> <p>This supporting project introduces the course of study and guides students through the four course assessment objectives.</p> <p>Students recap core Fine Art skills, securing their knowledge and developing technique and skill. Students begin to explore a wider range of contextual sources, materials, techniques and processes.</p> <p>Students engage with the works of artists, craftspeople and designers, gaining inspiration which will support them to develop their own ideas and artistic practice.</p>	<p style="text-align: center;">Strongest Media Focus</p> <p style="text-align: center;"><u>'Materials'</u></p> <p style="text-align: center;">Component 1 (Project 2) (60%)</p> <p>Students are given the above theme and are guided through the 4 course 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 explain ideas and context. Students explore relevant contextual sources and media, ensuring refinement of</p>

Step 1 - Students will research and analyse the works of Sarah Wild - Producing an artist study board. They will complete an artist copy and present this with their research in a creative manner.
 Step 2 - Students will begin to develop personal investigations inspired by the style, material choices and techniques of Sarah Wild. Step 3 - Students will create and experiment with their own designs.
 Step 4 - Students will choose their most successful designs and complete a final outcome on a larger scale.

(7.1/7.2/7.3/7.4/7.5/7.6/7.7/7.8/7.9)

Project: Portraits throughout time

DRAWING: 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.

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

Project: Portraits throughout time

DRAWING: Personal exploration of portraiture.

Students develop a personal investigation using inspiration from, and understanding of, major historical movements including Prehistoric, Expressionism, Pop Art and Contemporary Art styles. Students will explore a range of different materials and techniques appropriate to these historical movements, allowing them to experiment and refine their ideas leading to a final, large scale piece of art.

Materials

Component 1 (Project 2) (60%)

Students are given the above theme and are guided through the 4 course 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 A2 project boards, larger scaled pieces and annotations to explain ideas and context. Students explore relevant contextual sources and media, ensuring refinement of outcome and the inclusion of drawing & annotation relevant to the theme.

outcome and the inclusion of drawing & annotation relevant to the theme.

Students sit a mock exam during component 1 to give them the opportunity to experience exam conditions. The final piece of work produced in this mock exam completes component 1 and counts towards 25% of their component 1 grade.

Exam Unit

Component 2 (Project 2) (40%)

In January, students receive an exam paper. This paper has 7 suggested themes of which students can select their preferred starting point. 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

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

Project: Architecture

PAINTING AND PRINT: Students explore colour as a formal element of art, recapping and building upon their knowledge of other elements of art throughout the project.

Students will recap colour theory and painting techniques. Students will recap painting control - building proficiency. Students will be introduced again to the GCSE process of working. They will complete a mini project, exploring the works of contemporary artist, Svetlana Wittman.

Step 1 - Students will research and analyse the works of Svetlana Wittman - Producing an artist study board. They will complete an artist copy and present this with their research in a creative manner. Step 2 - Students will begin to develop personal investigations inspired by the style, material choices and techniques of Svetlana Wittman. Step 3 - Students will create and experiment with their own designs. Step 4 - Students will choose their most successful designs and complete a final outcome on a larger scale.

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

Project: Graffiti

DRAWING AND PAINTING: Students will investigate Graffiti as an art movement - they will explore the history of this movement and discover how it has developed over time. Students will journey through major movements including: Cave Art, Roman Sgraffito, 2-D tagging, 3-D Tagging, Street Art and Contemporary Graffiti. Students will have an opportunity to understand the styles, materials and techniques used and create their own mini Graffiti pieces of art. Students will recap colour theory, painting techniques and painting control - building proficiency. they will produce painted outcomes inspired by contemporary artists, JM Roberts and Sandra Rede.

(9.1/9.2/9.3/9.4/9.5/9.6/9.7/9.8/9.9)

A2 study boards, 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 theme..

Hand in Components 1 and 2 mid-May.

Scores on the doors submitted through e-AQA

Project: Graffiti

DRAWING: Students will explore the works of contemporary Graffiti artist, Vexx. Students will complete a mini project, working in the same process as GCSE students.

Step 1 - Students will research and analyse the works of Vexx - Producing an artist study board. They will complete an artist copy and present this with their research in a creative manner. Step 2 - Students will begin to develop personal investigations inspired by the style, material choices and techniques of Vexx. Step 3 - Students will create and experiment with their own designs. Step 4 - Students will choose their most successful designs and complete a final outcome on a larger scale.

(9.1/9.2/9.3/9.4/9.5/9.6/9.7/9.8/9.9)

Project: Natural Forms

DRAWING AND PRINT: Students will explore the works of contemporary Graffiti artist, Mark Powell. Students will complete a mini project, working in the same process as GCSE students.

Step 1 - Students will research and analyse the works of Mark Powell - Producing an artist study board. They will complete an artist copy and present this with their research in a creative manner. Step 2 - Students will begin to develop personal investigations inspired by the style, material choices and techniques of Mark Powell. Step 3 - Students will create and experiment with their own designs. Step 4 - Students will choose their most successful design and complete a final outcome on a larger scale.

(9.1/9.2/9.3/9.4/9.5/9.6/9.7/9.8/9.9)

