

INTENT

To learn the foundations of the art curriculum through the exploration of different media and techniques and to learn the formal elements of art.
To develop skills through the use of different media, processes and techniques.
To further develop skills and ideas through investigations with media informed by critically analysing sources and other artists.

The bigger picture:

This SOL links to other departments through embedding analysis skills developed in English lessons and cultural and social research linked to other departments and the broader school ethos.

Bilton School Planning for Progress over Time Programme of Study 2020/21

produce creative work, exploring their ideas and recording their experiences
become proficient in drawing, painting, sculpture and other art, craft and design techniques
evaluate and analyse creative works using the language of art, craft and design
know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

IMPLEMENTATION

	Term 1 Drawing	Term 2 Drawing	Term 3 Painting	Term 4 Painting	Term 5 Sculpture	Term 6 Sculpture
KS3	31/8/20 T 07/9/20 T 14/09/20 T 21/09/20 T 28/09/20 T 05/10/20 T 12/10/20 T 19/10/20 T	02/11/20 T 09/11/20 T 16/11/20 T 23/11/20 T 30/11/20 T 07/12/20 T 14/12/20 T	04/1/21 T 11/1/21 T 18/1/21 25/1/21 T 01/2/21 T 08/2/21	22/2/21 L 01/3/21 L 08/3/21 L 15/3/21 T, L 22/3/21 L 29/3/21 L	19/4/21 26/4/21 03/5/21 10/5/21 17/5/21 24/5/21	07/6/21 14/6/21 21/6/21 28/6/21 05/7/21 12/7/21 19/7/21 T
Year 7	<p>Introduce Linear drawing and Tone Pencil</p> <p>tone contrast and texture in observational drawing Pencil</p> <p>Materials – Explore different mediums</p> <p>Still life – blending & layering</p> <p>Still life – Contrast with still life in texture (tone)</p> <p>Still life - Contrast with still life in texture (tone)</p> <p>Still life - Experimenting with Mixed Media</p> <p>– Understand how to combine a collage in Still life</p>	<p>19/10/0</p> <p>– Art History Baroque 1600-1725 – Still life - analysis</p> <p>– Review of work so far - evaluation</p> <p>– Art History – Michael Craig Martin – developing line and composition.</p> <p>– Start end point – final piece – explore line and composition</p> <p>– Final piece – explore tone</p> <p>– Complete Final piece – Review so far</p> <p>– Complete Final piece – explore texture and mark making</p> <p>– Complete Final piece - evaluate</p> <p>HOLIDAY: 2 WEEKS</p>	<p>L1 & 2 – Introduction to Colour wheel</p> <p>– Create different tones using coloured chart</p> <p>– Monochromatic tonal painting</p> <p>– Art History Mondrian 1920 – Abstract Art</p> <p>– Abstract tree painting inspired by Mondrian</p> <p>– Art History Impressionism 1870- 1900 - analysis</p> <p>HOLIDAY: 1 WEEK</p>	<p>– Impressionist response</p> <p>– Impressionist response</p> <p>– Response to expressionist painting – Exploring short thick strokes of paint</p> <p>– Start end point of Painting Unit – final Piece</p> <p>– Complete Final piece</p> <p>– Complete Final piece</p> <p>HOLIDAY: 2 WEEKS</p>	<p>– Introduction what is sculpture</p> <p>– Art History Contemporary Art 1960+ analysis</p> <p>– Interior and exterior space 3D Frame and consider the term abstract and space</p> <p>– Interior and exterior space Folding, pleating, curling spiralling.</p> <p>– Extend frame using pleating, folding, spiralling, curling techniques</p> <p>Complete 3D frame and evaluate</p>	<p>– Artist Analysis – Louise Nevelson</p> <p>– Louise Nevelson inspired sculpture monochromatic techniques</p> <p>– Start end point of Sculpture Unit – final Piece explore composition</p> <p>– Complete Final piece- explore pattern and repetition</p> <p>– Complete Final piece - add paint/colour</p> <p>– Complete Final piece – tone and detail</p> <p>– Evaluate final pieces for all three projects and review progress</p>
Progress and assessment	<p>Two or three FAR pieces per year group.</p> <p>Self and peer assessment</p> <p>Baseline Assessment – work to date – formal elements/key skills and techniques</p> <p>Work marked and moderated in line with departments termly overview and schools data collection – marks on SIMS and on sketchbook assessment sheets</p> <p>Work is always marked as a whole, not on individual pieces</p>	<p>Two or three FAR pieces per year group.</p> <p>Self and peer assessment</p> <p>Baseline Assessment – work to date – formal elements/key skills and techniques</p> <p>Work marked and moderated in line with departments termly overview and schools data collection – marks on SIMS and on sketchbook assessment sheets</p> <p>Work is always marked as a whole, not on individual pieces</p>	<p>Two or three FAR pieces per year group.</p> <p>Self and peer assessment</p> <p>Baseline Assessment – work to date – formal elements/key skills and techniques</p> <p>Work marked and moderated in line with departments termly overview and schools data collection – marks on SIMS and on sketchbook assessment sheets</p> <p>Work is always marked as a whole, not on individual pieces</p>	<p>Two or three FAR pieces per year group.</p> <p>Self and peer assessment</p> <p>Baseline Assessment – work to date – formal elements/key skills and techniques</p> <p>Work marked and moderated in line with departments termly overview and schools data collection – marks on SIMS and on sketchbook assessment sheets</p> <p>Work is always marked as a whole, not on individual pieces</p>	<p>Two or three FAR pieces per year group.</p> <p>Self and peer assessment</p> <p>Baseline Assessment – work to date – formal elements/key skills and techniques</p> <p>Work marked and moderated in line with departments termly overview and schools data collection – marks on SIMS and on sketchbook assessment sheets</p> <p>Work is always marked as a whole, not on individual pieces</p>	<p>Two or three FAR pieces per year group.</p> <p>Self and peer assessment</p> <p>Baseline Assessment – work to date – formal elements/key skills and techniques</p> <p>Work marked and moderated in line with departments termly overview and schools data collection – marks on SIMS and on sketchbook assessment sheets</p> <p>Work is always marked as a whole, not on individual pieces</p>

	<p>Diversity: developing their understanding and appreciation of diversity.</p> <ul style="list-style-type: none"> The national curriculum states 'students should also know how art design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation' Students will learn about artists and designers from different cultures and periods and will express their own opinions. <p>Links to C&C OVERVIEW – Careers: Students are encouraged to work independently and discuss their work publicly in the group, developing skills they may need for work</p> <p>T</p>	<p>Cultural respect: celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.</p> <p>Diversity: developing their understanding and appreciation of diversity.</p> <p>T</p>	<ul style="list-style-type: none"> Cultural respect: celebrating what we have in common and promoting respect for the different protected characteristics as defined in law. The national curriculum states 'students should also know how art design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation' Students will learn about artists and designers from different cultures and periods and will express their own opinions. <p>Links to C&C OVERVIEW - Democratic Britain. Students are encouraged to consider politics in relation to the art history they study in class.</p> <p>T</p>	<p>Cultural respect: celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.</p> <p>Diversity: developing their understanding and appreciation of diversity.</p> <p>T L</p>	<ul style="list-style-type: none"> Cultural respect: celebrating what we have in common and promoting respect for the different protected characteristics as defined in law. Diversity: developing their understanding and appreciation of diversity. British values: developing their understanding of fundamental British Values. The national curriculum states 'students should also know how art design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation' Students will learn about artists and designers from different cultures and periods and will express their own opinions. Links to C&C OVERVIEW – Community Issues. Students are encouraged to consider community issues such as recycling as part of their sculpture project. 	<p>Cultural respect: celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.</p> <p>Diversity: developing their understanding and appreciation of diversity.</p> <p>Society: equipping them to be responsible, respectful, active citizens who contribute to society</p> <p>T</p>
<p>Homework (ensure that this is NOT stand alone, but clearly advances or embeds knowledge and understanding)</p>	<p>Termly Homework – See Homework sheets</p> <p>Natural Forms Task 1 – Mood board Task 2 – Research Artist Task 3 – Detailed pencil study from a primary or secondary source Create a final piece EXT Task Take your own photographs of natural forms</p>	<p>Termly Homework</p> <p>Theme linked to SoL Task 1 – Mood board Task 2 – Research Artist Task 3 – Detailed pencil study from a primary or secondary source Create a final piece EXT Task Take your own photographs of natural forms</p>	<p>Termly Homework</p> <p>Theme linked to SoL Task 1 – Mood board Task 2 – Research Artist Task 3 – Detailed pencil study from a primary or secondary source Create a final piece EXT Task Take your own photographs</p>	<p>Termly Homework</p> <p>Theme linked to SoL Task 1 – Mood board Task 2 – Research Artist Task 3 – Detailed pencil study from a primary or secondary source Create a final piece EXT Task Take your own photographs</p>	<p>Termly Homework</p> <p>Theme linked to SoL Task 1 – Mood board Task 2 – Research Artist Task 3 – Detailed pencil study from a primary or secondary source Create a final piece EXT Task Take your own photographs</p>	<p>Termly Homework</p> <p>Theme linked to SoL Task 1 – Mood board Task 2 – Research Artist Task 3 – Detailed pencil study from a primary or secondary source Create a final piece EXT Task Take your own photographs</p>
<p>Key Vocabulary/literacy opportunities</p>	<p>Tone Texture Line Shape Form Technique Proficiency Materials Media Analyse Evaluate</p>	<p>Tone Texture Line Shape Form Technique Proficiency Materials Media Analyse Evaluate</p>	<p>Tone Texture Line Shape Form Technique Proficiency Materials Media Analyse Evaluate Blending Stippling Primary, secondary, complementary, harmonious colours</p>	<p>Tone Texture Line Shape Form Technique Proficiency Materials Media Analyse Evaluate Blending Stippling Primary, secondary, complementary, harmonious colours</p>	<p>Tone Texture Line Shape Form Technique Proficiency Materials Media Analyse Evaluate Interior/exterior space Folding Pleating Spiralling Curling</p>	<p>Tone Texture Line Shape Form Technique Proficiency Materials Media Analyse Evaluate Interior/exterior space Folding Pleating Spiralling Curling</p>

<p>Connected knowledge Connectives to theme/topic/year group? Advancement/repetition/'stickability' of these themes by/through</p>	<p>Embeds key skills and techniques needed , these skills are then enhanced and developed at year 8, before being mastered at years 9 onwards</p> <p>By the end of the SoL pupils will know, apply and understand the matters, skills and processes specified</p> <p>Examples of common strands are highlighted – key skills that are built upon</p>	<p>Embeds key skills and techniques needed , these skills are then enhanced and developed at year 8, before being mastered at years 9 onwards</p> <p>By the end of the SoL pupils will know, apply and understand the matters, skills and processes specified</p> <p>Examples of common strands are highlighted – key skills that are built upon</p>	<p>Embeds key skills and techniques needed , these skills are then enhanced and developed at year 8, before being mastered at years 9 onwards</p> <p>By the end of the SoL pupils will know, apply and understand the matters, skills and processes specified</p> <p>Examples of common strands are highlighted – key skills that are built upon</p>	<p>Embeds key skills and techniques needed , these skills are then enhanced and developed at year 8, before being mastered at years 9 onwards</p> <p>By the end of the SoL pupils will know, apply and understand the matters, skills and processes specified</p> <p>Examples of common strands are highlighted – key skills that are built upon</p>	<p>Embeds key skills and techniques needed , these skills are then enhanced and developed at year 8, before being mastered at years 9 onwards</p> <p>By the end of the SoL pupils will know, apply and understand the matters, skills and processes specified</p> <p>Examples of common strands are highlighted – key skills that are built upon</p>	<p>Embeds key skills and techniques needed , these skills are then enhanced and developed at year 8, before being mastered at years 9 onwards</p> <p>By the end of the SoL pupils will know, apply and understand the matters, skills and processes specified</p> <p>Examples of common strands are highlighted – key skills that are built upon</p>
<p>IMPACT: Students will be able to measure progress using tracking sheets in sketchbooks. As all assessments will use generic criteria, will be moderated through dept meetings it will be possible to measure progress over time within and across year groups.</p>						

<p>End Points:</p>	<p>By the end of the drawing SoL students will be able to:</p> <p>produce creative work, exploring their ideas and recording their experiences</p> <p>Develop their proficiency in drawing</p> <p>Evaluate and analyse creative works using the language of art, craft and design</p> <p>know about some great artists and understand some of the historical and cultural development of their art forms.</p> <p>They will be able to do this by:</p> <p>using a range of techniques to record their observations in sketchbooks</p> <p>use a range of techniques and media</p> <p>analysing and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</p> <p>analyse artists and specific periods</p>	<p>By the end of the drawing SoL students will be able to:</p> <p>produce creative work, exploring their ideas and recording their experiences</p> <p>Develop their proficiency in drawing</p> <p>Evaluate and analyse creative works using the language of art, craft and design</p> <p>know about some great artists and understand some of the historical and cultural development of their art forms.</p> <p>They will be able to do this by:</p> <p>using a range of techniques to record their observations in sketchbooks</p> <p>use a range of techniques and media</p> <p>analysing and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</p> <p>analyse artists and specific periods</p>	<p>By the end of the painting SoL students will be able to:</p> <p>produce creative work, exploring their ideas and recording their experiences</p> <p>Develop their proficiency in painting</p> <p>Evaluate and analyse creative works using the language of art, craft and design</p> <p>know about some great artists and understand some of the historical and cultural development of their art forms.</p> <p>They will be able to do this by:</p> <p>using a range of techniques to record their observations in sketchbooks</p> <p>use a range of painting techniques</p> <p>analysing and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</p> <p>analyse artists and specific periods</p>	<p>By the end of the painting SoL students will be able to:</p> <p>produce creative work, exploring their ideas and recording their experiences</p> <p>Develop their proficiency in painting</p> <p>Evaluate and analyse creative works using the language of art, craft and design</p> <p>know about some great artists and understand some of the historical and cultural development of their art forms.</p> <p>They will be able to do this by:</p> <p>using a range of techniques to record their observations in sketchbooks</p> <p>use a range of painting techniques</p> <p>analysing and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</p> <p>analyse artists and specific periods</p>	<p>By the end of the sculpture SoL students will be able to:</p> <p>produce creative work, exploring their ideas and recording their experiences</p> <p>Develop their proficiency in sculpture/art and craft techniques</p> <p>Evaluate and analyse creative works using the language of art, craft and design</p> <p>know about some great artists and understand some of the historical and cultural development of their art forms.</p> <p>They will be able to do this by:</p> <p>using a range of 3D techniques and recording relevant observations in their sketchbooks</p> <p>analysing and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</p> <p>analyse artists and specific periods</p>	<p>By the end of the sculpture SoL students will be able to:</p> <p>produce creative work, exploring their ideas and recording their experiences</p> <p>Develop their proficiency in sculpture/art and craft techniques</p> <p>Evaluate and analyse creative works using the language of art, craft and design</p> <p>know about some great artists and understand some of the historical and cultural development of their art forms.</p> <p>They will be able to do this by:</p> <p>using a range of 3D techniques and recording relevant observations in their sketchbooks</p> <p>analysing and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</p> <p>analyse artists and specific periods</p>
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