

INTENT- AO1-A04
 To be introduced to a variety of learning experiences, which encourage the development of skills through the use of appropriate media, processes, techniques and technologies relevant to their chosen title(s) and related area(s) of study.
 To show knowledge, understanding and skills in the development of their personal work informed by first-hand experiences and appropriate secondary sources.
 To develop their ideas through investigations informed by selecting and critically analysing sources.


The bigger picture:
 Links of this SOL to other departments and the broader school ethos.

**Bilton School Planning for Progress over Time
 Programme of Study 2021/22**

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.

IMPLEMENTATION

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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.</p>	<p>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.</p>
KS4	31/8/21 – 06/09/21 T 06/9/21 T 13/09/21 T 20/09/21 T 27/09/21 T 04/10/21 T 11/10/21 T 18/10/21 T	01/11/21 T 08/11/21 T 15/11/21 T 22/11/21 T 29/11/21 T 06/12/21 T 13/12/21 T	03/1/22 T 10/1/22 T 17/1/22 24/1/22 T 31/1/22 T 07/2/22 & 14/2/22	28/2/22 L 07/3/22 L 14/3/22 L 21/3/22 T, L 28/3/22 L 04/4/22 L	25/4/22 02/5/22 09/5/22 16/5/22 16/5/22_23/5/22 23/5/22	06/6/22 13/6/22 20/6/22 27/6/22 04/7/22 11/7/22 18/7/22 T
Year 10 Photograph y	Title page, Mind Map, Analysed Collage, Initial statement of intent - Photographer 1 response – technical skill, analysis, editing, demonstrating critical understanding of sources photographer 1 response – technical skill, analysis, editing, demonstrating critical understanding of sources 2 nd response – technical skill, analysis, editing, demonstrating critical understanding of sources 2 nd refined response – technical skill, analysis, editing, demonstrating critical understanding of sources 3 rd response – technical skill, analysis, editing, demonstrating critical understanding of sources 3 rd refined response – technical skill, analysis, editing, demonstrating critical understanding of sources personal shoot1, refine and develop ideas and technical skill	Developed Personal shoot1, refine and develop ideas and technical skill Personal shoot2, refine and develop ideas and technical skill Developed Personal shoot2, refine and develop ideas and technical skill photographer 4 response – technical skill, analysis, editing, demonstrating critical understanding of sources developed photographer 4 response – technical skill, analysis, editing, demonstrating critical understanding of sources Personal shoot3, refine and develop ideas and technical skill Developed Personal shoot3, refine and develop ideas and technical skill	Personal shoot4, refine and develop ideas and technical skill Developed Personal shoot4, refine and develop ideas and technical skill photographer 5 response – technical skill, analysis, editing, demonstrating critical understanding of sources developed photographer 5 response – technical skill, analysis, editing, demonstrating critical understanding of sources Personal shoot5 refine and develop ideas and technical skill Personal shoot5 refine and develop ideas and technical skill HOLIDAY: 2 WEEKS	Developed Personal shoot5, refine and develop ideas and technical skill Developed Personal shoot5, refine and develop ideas and technical skill Developed Personal shoot5, refine and develop ideas and technical skill Developed Personal shoot5, refine and develop ideas and technical skill HOLIDAY: 1 WEEK	Refine and develop work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. Refine and develop work by exploring ideas, selecting and experimenting with appropriate media, materials. Refine and develop work by exploring ideas, selecting and experimenting with appropriate media, materials. Concluding shoot-personal and meaningful response that realises intentions and demonstrates understanding of visual language. Concluding shoot-personal and meaningful response that realises intentions and demonstrates understanding of visual language. Concluding shoot/Evaluation/Mount final piece	Mount final piece and present a personal response Mount final pieces and present a personal response Coursework updates – refine and develop work – key assessment objectives to be devalued – marks higher Coursework updates – refine and develop work – key assessment objectives to be devalued – marks higher Coursework updates – refine and develop work – key assessment objectives to be devalued – marks higher Coursework updates – refine and develop work – key assessment objectives to be devalued – marks higher Coursework updates – refine and develop work – key assessment objectives to be devalued – marks higher
Progress and assessment	Two or three FAR pieces per year group. Self and peer assessment Baseline Assessment – work to date – formal elements/key skills and techniques Work marked and moderated in line with departments termly overview and schools data collection – marks on SIMS and on sketchbook assessment sheets Work is always marked as a whole against assessment objectives, not on individual pieces	Two or three FAR pieces per year group. Self and peer assessment Baseline Assessment – work to date – formal elements/key skills and techniques Work marked and moderated in line with departments termly overview and schools data collection – marks on SIMS and on sketchbook assessment sheets Work is always marked as a whole against assessment objectives, not on individual pieces	Two or three FAR pieces per year group. Self and peer assessment Baseline Assessment – work to date – formal elements/key skills and techniques Work marked and moderated in line with departments termly overview and schools data collection – marks on SIMS and on sketchbook assessment sheets Work is always marked as a whole against assessment objectives, not on individual pieces	Two or three FAR pieces per year group. Self and peer assessment Baseline Assessment – work to date – formal elements/key skills and techniques Work marked and moderated in line with departments termly overview and schools data collection – marks on SIMS and on sketchbook assessment sheets Work is always marked as a whole against assessment objectives, not on individual pieces	Two or three FAR pieces per year group. Self and peer assessment Baseline Assessment – work to date – formal elements/key skills and techniques Work marked and moderated in line with departments termly overview and schools data collection – marks on SIMS and on sketchbook assessment sheets Work is always marked as a whole against assessment objectives, not on individual pieces	Two or three FAR pieces per year group. Self and peer assessment Baseline Assessment – work to date – formal elements/key skills and techniques Work marked and moderated in line with departments termly overview and schools data collection – marks on SIMS and on sketchbook assessment sheets Work is always marked as a whole against assessment objectives, not on individual pieces



Diversity: Developing their understanding and appreciation of diversity. Students study a wide range of artists and personal projects, for example 'Identity'. This also links to **British values** as students are able to express their opinions on beliefs and cultures if their chosen project reflects this.

L

C

Homework
(ensure that this is NOT stand alone, but clearly advances or embeds knowledge and understanding)

3 hours of homework per week – homework is always an extension of the work produced in class that week and/or preparing for next week's task – all homework is part of the project and students coursework – 60% of final grade so extends and consolidates learning. See SoL and PLCs for further detail.

Key Vocabulary/literacy opportunities

- Aperture
- Shutter speed
- White balance
- ISO
- Lighting
- Perspective
- Editing
- Depth of field
- Formal elements of photography
- Composition
- Tone
- Texture
- Line
- Shape
- Form
- Technique
- Proficiency
- Media
- Analyse
- Evaluate
- Develop
- Refine
- Record
- Experiment
- Personal
- Meaningful
- Response
- Visual language

Diversity: Developing their understanding and appreciation of diversity. Students study a wide range of artists and personal projects, for example 'Identity'. This also links to **British values** as students are able to express their opinions on beliefs and cultures if their chosen project reflects this.

Links to C&C OVERVIEW - Beliefs and Culture as seen through some students personal projects. Some students may also cover religion and

Cultural respect: Celebrating what we have in common and promoting respect for the different protected characteristics as defined in law

L **C**

3 hours of homework per week – homework is always an extension of the work produced in class that week and/or preparing for next week's task – all homework is part of the project and students coursework – 60% of final grade so extends and consolidates learning. See SoL and PLCs for further detail.

- Aperture
- Shutter speed
- White balance
- ISO
- Lighting
- Perspective
- Editing
- Depth of field
- Formal elements of photography
- Composition
- Tone
- Texture
- Line
- Shape
- Form
- Technique
- Proficiency
- Media
- Analyse
- Evaluate
- Develop
- Refine
- Record
- Experiment
- Personal
- Meaningful
- Response
- Visual language

Diversity: Developing their understanding and appreciation of diversity. Students study a wide range of artists and personal projects, for example 'Identity'. This also links to **British values** as students are able to express their opinions on beliefs and cultures if their chosen project reflects this.

Links to C&C OVERVIEW - Democratic Britain. Some students choose to look at politics within their personal projects.

C

3 hours of homework per week – homework is always an extension of the work produced in class that week and/or preparing for next week's task – all homework is part of the project and students coursework – 60% of final grade so extends and consolidates learning. See SoL and PLCs for further detail.

- Aperture
- Shutter speed
- White balance
- ISO
- Lighting
- Perspective
- Editing
- Depth of field
- Formal elements of photography
- Composition
- Tone
- Texture
- Line
- Shape
- Form
- Technique
- Proficiency
- Media
- Analyse
- Evaluate
- Develop
- Refine
- Record
- Experiment
- Personal
- Meaningful
- Response
- Visual language

Links to C&C OVERVIEW - Relationships and Me – Some students choose to look at relationships within their personal projects.

L

C

3 hours of homework per week – homework is always an extension of the work produced in class that week and/or preparing for next week's task – all homework is part of the project and students coursework – 60% of final grade so extends and consolidates learning. See SoL and PLCs for further detail.

- Aperture
- Shutter speed
- White balance
- ISO
- Lighting
- Perspective
- Editing
- Depth of field
- Formal elements of photography
- Composition
- Tone
- Texture
- Line
- Shape
- Form
- Technique
- Proficiency
- Media
- Analyse
- Evaluate
- Develop
- Refine
- Record
- Experiment
- Personal
- Meaningful
- Response
- Visual language

Links to C&C OVERVIEW - Community Issues – some students will choose to look at social issues within their personal projects

L

C

Society: Equipping them to be responsible, respectful, active citizens who contribute positively to society

Bringing their projects together and displaying as a final piece. Work will be presented in an exhibition format either online celebration – school website/twitter and at the end of their studies through a physical exhibition.

Links to C&C Overview - Taking Care of Myself – some students will choose to look at mental health for examples in their personal projects

L

3 hours of homework per week – homework is always an extension of the work produced in class that week and/or preparing for next week's task – all homework is part of the project and students coursework – 60% of final grade so extends and consolidates learning. See SoL and PLCs for further detail.

- Aperture
- Shutter speed
- White balance
- ISO
- Lighting
- Perspective
- Editing
- Depth of field
- Formal elements of photography
- Composition
- Tone
- Texture
- Line
- Shape
- Form
- Technique
- Proficiency
- Media
- Analyse
- Evaluate
- Develop
- Refine
- Record
- Experiment
- Personal
- Meaningful
- Response
- Visual language

<p>Connected knowledge</p> <p>Connectives to theme/topic/year group?</p> <p>Advancement/repetition/'stickability' of these theme by/through, because</p>	<p>Extends on skills and techniques learnt in KS3/Year 9. Also provides a foundation that is built upon each year and revisited up until year 11, so that the assessment objectives are fully covered. KS3 provides the basis of these skills and the national curriculum provides the baseline, as they cover the assessment objective key skills such as recording ideas and becoming proficient in media and techniques. Year 9 embeds these skills and in year 10 these are started to be mastered.</p>	<p>Extends on skills and techniques learnt in KS3/Year 9. Also provides a foundation that is built upon each year and revisited up until year 11, so that the assessment objectives are fully covered. KS3 provides the basis of these skills and the national curriculum provides the baseline, as they cover the assessment objective key skills such as recording ideas and becoming proficient in media and techniques. Year 9 embeds these skills and in year 10 these are started to be mastered.</p>	<p>Extends on skills and techniques learnt in KS3/Year 9. Also provides a foundation that is built upon each year and revisited up until year 11, so that the assessment objectives are fully covered. KS3 provides the basis of these skills and the national curriculum provides the baseline, as they cover the assessment objective key skills such as recording ideas and becoming proficient in media and techniques. Year 9 embeds these skills and in year 10 these are started to be mastered.</p>	<p>Extends on skills and techniques learnt in KS3/Year 9. Also provides a foundation that is built upon each year and revisited up until year 11, so that the assessment objectives are fully covered. KS3 provides the basis of these skills and the national curriculum provides the baseline, as they cover the assessment objective key skills such as recording ideas and becoming proficient in media and techniques. Year 9 embeds these skills and in year 10 these are started to be mastered.</p>	<p>Extends on skills and techniques learnt in KS3/Year 9. Also provides a foundation that is built upon each year and revisited up until year 11, so that the assessment objectives are fully covered. KS3 provides the basis of these skills and the national curriculum provides the baseline, as they cover the assessment objective key skills such as recording ideas and becoming proficient in media and techniques. Year 9 embeds these skills and in year 10 these are started to be mastered.</p>	<p>Extends on skills and techniques learnt in KS3/Year 9. Also provides a foundation that is built upon each year and revisited up until year 11, so that the assessment objectives are fully covered. KS3 provides the basis of these skills and the national curriculum provides the baseline, as they cover the assessment objective key skills such as recording ideas and becoming proficient in media and techniques. Year 9 embeds these skills and in year 10 these are started to be mastered.</p> <p>By the end ... 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.</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 Point: By the end of year 10 students will know and understand how to use a camera and apply these key skills to ensure they have a sustained project developed in response to a subject, theme, task or brief evidencing the journey from initial engagement with an idea(s) to the realisation of intentions. This will give students the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding from the beginning of their course of study. Students will have and be able to show a clear understanding of 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</p>						