

**IMPLEMENTATION**



**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.

KS5	Term 1 Personal Investigation								Term 2 Personal Investigation					Term 3 Personal Investigation					Term 4 Personal Investigation					Term 5 Personal Investigation					Term 6 Personal Investigation				
	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.								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.					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.					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.					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.					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.				
Year 12 Fine Art and Art, Craft and Design 2 Year A Level	Record ideas, observations & insights – formal elements								01/11/21					03/1/22					28/2/22					25/4/22					06/6/22				
	Record ideas, observations & insights – formal elements								08/11/21					10/1/22					07/3/22					02/5/22					13/6/22				
Record ideas, observations & insights – formal elements								15/11/21					17/1/22					14/3/22					09/5/22					21/6/21					
Record ideas, observations & insights – formal elements								22/11/21					24/1/22					21/3/22					16/5/22-23/5/22					27/6/22					
Record ideas, observations & insights – formal elements								29/11/21					31/1/22					28/3/22					16/5/22-23/5/22					04/7/22					
Record ideas, observations & insights – formal elements								06/12/21					07/2/22 – 14/2/22					04/04/22					23/5/22					11/7/22					
Record ideas, observations & insights – formal elements								13/12/21					HOLIDAY: 2 WEEKS					HOLIDAY: 1 WEEK					HOLIDAY: 2 WEEKS					HOLIDAY: 1 WEEK					
1st Artist – 2 studies (copies) of their work in different media and 2 responses critical understanding of sources								1st Artist – 2 studies (copies) of their work in different media and 2 responses critical understanding of sources					1st collection – 3 ideas for final pieces – inspired by your research and artists. Annotate. Further experimentation.					2nd collection – 3 ideas for final pieces – inspired by your research and artists. Annotate. Further experimentation.					1 finalised final piece idea – inspired by your research and artists. Annotate.					Final Piece - Present a personal and meaningful response that realises intention					
Techniques/Media Trials – Pages								Techniques/Media Trials – Pages					Develop media trials/Further experimentation/Research					Develop media trials/Further experimentation/Research					Evaluation against assessment objectives, review and refine work					Coursework updates – refine and develop work – key assessment objectives to be developed – marks higher					
2nd Artist – 2 studies (copies) of their work in different media and 2 responses critical understanding of sources								2nd Artist – 2 studies (copies) of their work in different media and 2 responses critical understanding of sources					Develop media trials/Further experimentation/Research					Develop media trials/Further experimentation/Research					Coursework updates – refine and develop work – key assessment objectives to be developed – marks higher					Coursework updates – refine and develop work – key assessment objectives to be developed – marks higher					
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<p><b>Progress and assessment</b></p>	<p><u>Four or five FAR pieces per year group.</u></p> <p><u>Self and peer assessment</u></p> <p><u>Baseline Assessment – work to date – formal elements/key skills and techniques</u></p> <p><u>Work marked and moderated in line with departments termly overview and schools data collection – marks on SIMS and on sketchbook assessment sheets</u></p> <p><u>Work is always marked as a whole against assessment objectives, not on individual pieces</u></p>	<p><u>Four or five FAR pieces per year group.</u></p> <p><u>Self and peer assessment</u></p> <p><u>Baseline Assessment – work to date – formal elements/key skills and techniques</u></p> <p><u>Work marked and moderated in line with departments termly overview and schools data collection – marks on SIMS and on sketchbook assessment sheets</u></p> <p><u>Work is always marked as a whole against assessment objectives, not on individual pieces</u></p>	<p><u>Four or five FAR pieces per year group.</u></p> <p><u>Self and peer assessment</u></p> <p><u>Baseline Assessment – work to date – formal elements/key skills and techniques</u></p> <p><u>Work marked and moderated in line with departments termly overview and schools data collection – marks on SIMS and on sketchbook assessment sheets</u></p> <p><u>Work is always marked as a whole against assessment objectives, not on individual pieces</u></p>	<p><u>Four or five FAR pieces per year group.</u></p> <p><u>Self and peer assessment</u></p> <p><u>Baseline Assessment – work to date – formal elements/key skills and techniques</u></p> <p><u>Work marked and moderated in line with departments termly overview and schools data collection – marks on SIMS and on sketchbook assessment sheets</u></p> <p><u>Work is always marked as a whole against assessment objectives, not on individual pieces</u></p>	<p><u>Four or five FAR pieces per year group.</u></p> <p><u>Self and peer assessment</u></p> <p><u>Baseline Assessment – work to date – formal elements/key skills and techniques</u></p> <p><u>Work marked and moderated in line with departments termly overview and schools data collection – marks on SIMS and on sketchbook assessment sheets</u></p> <p><u>Work is always marked as a whole against assessment objectives, not on individual pieces</u></p>	<p><u>Four or five FAR pieces per year group.</u></p> <p><u>Self and peer assessment</u></p> <p><u>Baseline Assessment – work to date – formal elements/key skills and techniques</u></p> <p><u>Work marked and moderated in line with departments termly overview and schools data collection – marks on SIMS and on sketchbook assessment sheets</u></p> <p><u>Work is always marked as a whole against assessment objectives, not on individual pieces</u></p>
 <p><b>Character &amp; Culture</b> VALUED   ENCOURAGED   EQUIPPED</p>	<p><b>AO1 – AO3</b> <b>Links with Diversity, Society</b></p> <p><b>AQA – Students should include evidence of their ability to research and develop ideas that link with their work in a meaningful way to relevant critical and contextual materials.</b> <b>Evidenced by:</b></p> <p><b>Starting points – students are able to select their own personalised starting point and theme. Students are guided and signposted to research links and references, but are able to select their own artists and themes.</b></p> <p><b>Evidence of prior chosen themes for personal portfolio e.g Environmental issues, mental health etc.</b></p>	<p><b>AO1 – AO3 /AO2</b> <b>Links with Diversity, Society</b></p> <p><b>AQA – The investigation must be informed by an aspect of contemporary or past practice of artists, photographers, designers or craftspeople.</b></p> <p><b>Students should explore relevant images, artefacts and resources relating to a range of art, craft and design, from the past and from recent times, including European and non-European examples. This should be integral to the investigating and making processes. Students' responses to these examples must be shown through practical and critical activities that demonstrate their understanding of different styles, genres and traditions.</b></p>	<p><b>AO1/AO2</b> <b>Links with Diversity, Society</b></p> <p><b>Students should explore relevant images, artefacts and resources relating to a range of art, craft and design, from the past and from recent times, including European and non-European examples. This should be integral to the investigating and making processes. Students' responses to these examples must be shown through practical and critical activities that demonstrate their understanding of different styles, genres and traditions.</b></p>	<p><b>AO1/AO2</b> <b>Links with Diversity, Society</b></p> <p><b>Students should explore relevant images, artefacts and resources relating to a range of art, craft and design, from the past and from recent times, including European and non-European examples. This should be integral to the investigating and making processes. Students' responses to these examples must be shown through practical and critical activities that demonstrate their understanding of different styles, genres and traditions.</b></p>	<p><b>AO4</b> <b>Links – positive contribution to society</b></p> <p><b>Students are required to conduct a practical investigation, into an idea, issue, concept or theme, supported by written material. The focus of the investigation must be identified independently by the student and must lead to a finished outcome or a series of related finished outcomes.</b></p>	<p><b>AO4</b> <b>Links – positive contribution to society</b></p> <p><b>The investigation must be informed by an aspect of contemporary or past practice of artists, photographers, designers or craftspeople.</b></p>
<p><b>Homework</b> <i>(ensure that this is NOT stand alone, but clearly advances or embeds knowledge and understanding)</i></p>	<p>5 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</p>	<p>5 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</p>	<p>5 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</p>	<p>5 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</p>	<p>5 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</p>	<p>5 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</p>
<p><b>Key Vocabulary/literacy opportunities</b></p>	<p>Tone Texture Line Shape Form Technique Proficiency Materials Media Analyse Evaluate Develop Refine Record Experiment Personal Meaningful Response Visual language</p>	<p>Tone Texture Line Shape Form Technique Proficiency Materials Media Analyse Evaluate Develop Refine Record Experiment Personal Meaningful Response Visual language</p>	<p>Tone Texture Line Shape Form Technique Proficiency Materials Media Analyse Evaluate Develop Refine Record Experiment Personal Meaningful Response Visual language</p>	<p>Tone Texture Line Shape Form Technique Proficiency Materials Media Analyse Evaluate Develop Refine Record Experiment Personal Meaningful Response Visual language</p>	<p>Tone Texture Line Shape Form Technique Proficiency Materials Media Analyse Evaluate Develop Refine Record Experiment Personal Meaningful Response Visual language</p>	<p>Tone Texture Line Shape Form Technique Proficiency Materials Media Analyse Evaluate Develop Refine Record Experiment Personal Meaningful Response Visual language</p>
<p><b>Connected knowledge</b> <i>Connectives to ?????? theme/topic/year group?</i></p> <p><i>Advancement/repetition/'stickability' of these theme by/through ??????, because ????????</i></p> 	<p>Extends on skills and techniques learnt in KS4. KS4 provides the basis of these skills, as they cover the assessment objective key skills such as recording ideas and becoming proficient in media and techniques. Year 11 masters these skills, so they can become developed at a higher and more advanced level in KS5.</p>	<p>Extends on skills and techniques learnt in KS4. KS4 provides the basis of these skills, as they cover the assessment objective key skills such as recording ideas and becoming proficient in media and techniques. Year 11 masters these skills, so they can become developed at a higher and more advanced level in KS5.</p>	<p>Extends on skills and techniques learnt in KS4. KS4 provides the basis of these skills, as they cover the assessment objective key skills such as recording ideas and becoming proficient in media and techniques. Year 11 masters these skills, so they can become developed at a higher and more advanced level in KS5.</p>	<p>Extends on skills and techniques learnt in KS4. KS4 provides the basis of these skills, as they cover the assessment objective key skills such as recording ideas and becoming proficient in media and techniques. Year 11 masters these skills, so they can become developed at a higher and more advanced level in KS5.</p>	<p>Extends on skills and techniques learnt in KS4. KS4 provides the basis of these skills, as they cover the assessment objective key skills such as recording ideas and becoming proficient in media and techniques. Year 11 masters these skills, so they can become developed at a higher and more advanced level in KS5.</p>	<p>Extends on skills and techniques learnt in KS4. KS4 provides the basis of these skills, as they cover the assessment objective key skills such as recording ideas and becoming proficient in media and techniques. Year 11 masters these skills, so they can become developed at a higher and more advanced level in KS5.</p> <p>By the end ... <b>AO1:</b> Develop ideas through investigations, demonstrating critical understanding of sources. <b>AO2:</b> Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. <b>AO3:</b> Record ideas, observations and insights relevant to intentions as work progresses. <b>AO4:</b> Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</p>

<p>Links to Character and Culture In the Curriculum.</p> <p>Students are able to select their own personal project starting point for their coursework component 1 work. A01 assessment, Develop, students are encouraged to research, evidence their understanding of a range of critical source. We encourage students to look at historic as well as contemporary artists references. Students are encouraged to produce a personal project that looks at a wide range of themes and therefore may cover many aspects of C&amp;C for example – religion, community issues, social issues, mental health.</p>	<p><b>British Values:</b> Developing their understanding of fundamental British values</p>	Red
	<p><b>Diversity:</b> Developing their understanding and appreciation of diversity</p>	Blue
	<p><b>Society:</b> Equipping them to be responsible, respectful, active citizens who contribute positively to society</p>	Green
	<p><b>Cultural respect:</b> Celebrating what we have in common and promoting respect for the different protected characteristics as defined in law</p>	Purple
<p><b>IMPACT:</b> 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><b>End Point:</b> By the end of year 12 Students will have started to conduct a practical investigation, into an idea, issue, concept or theme, supported by written material. The focus of the investigation must be identified independently by the student and must lead to a finished outcome or a series of related finished outcomes. The investigation should be a coherent, in-depth study that demonstrates the student's ability to construct and develop a sustained line of reasoning from an initial starting point to a final realisation. The investigation must show clear development from initial intentions to the final outcome or outcomes. It must include evidence of the student's ability to research and develop ideas and relate their work in meaningful ways to relevant critical/contextual materials. The investigation must be informed by an aspect of contemporary or past practice of artists, photographers, designers or craftspeople. Students will have and be able to show a clear understanding of</p> <p><b>AO1:</b> Develop ideas through investigations, demonstrating critical understanding of sources. <b>AO2:</b> Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. <b>AO3:</b> Record ideas, observations and insights relevant to intentions as work progresses.</p> <p><b>AO4:</b> Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>		