

**INTENT**  
 To learn and refine the foundations of the art curriculum through the exploration of different media and techniques and to be proficient in the formal elements of art.  
 To refine and develop skills through the use of different media, processes and techniques.  
 To further develop skills and ideas through investigations with media informed by locally 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 2023-2024**

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**

	Painting	Term 2 Painting	Term 3 Cubism	Term 4 Cubism	Perspective	Term 6 Perspective
<b>KS3</b>	04/09/2023 11/09/2023 18/09/2023 25/09/2023 16/10/2023 23/10/2023 23/10/23	06/11/2023 13/11/2023 20/11/2023 27/11/2023 11/12/2023 18/12/2023	22/01/2024 29/01/2024 29/01/2024 05/02/24	19/02/2024 26/02/2024 04/03/2024 11/03/2024 18/03/2024 18/03/2024	08/04/2024 15/04/2024 22/04/2024 29/04/2024 06/05/2024 13/05/2024 – 20/5/24	03/06/2024 10/06/2024 17/06/2024 24/06/2024 01/07/2024 08/07/2024 15/07/2024
<b>Year 8</b>	introduction to Abstract Art – introduce Artists in Abstract Art – recap Colour wheel Analysing the work of Jane Davies using Correct terminology Subject specific Response to Jane Davies – Colour, pattern, tone Continue improving the skill in response to Jane Davies Intro to Kandinsky – Analyse & Evaluate work using subject specific terminology Response to the work of Kandinsky – Texture, line composition. Continue improving the skill in response to Kandinsky Start end point of Painting Unit – Abstract painting planning final Piece – x 4 sections	Complete Final piece – Draw out 1 x A3 – dive in 4 Complete Final piece – demo and trials in s/b Add watercolour (blending colour mixing) Complete Final piece – Add poster point – demo and trials in s/b (may include pointillism) Review work so far where can we improve and how? Peer assessment around the room/critique/demonstrations – areas to focus on Complete Final piece – Add Texture – demon and trials Complete Final piece – Add texture and mark-making – demo and trials in s/b Complete Final piece and evaluation of project	Art History – Cubism 1908 – 1920 - analysis Introduction to the grid method using mixed media Observational drawing using tone (Pencil) Observational drawings using the colour wheel (Paint) Cubism Analysis – Picasso, Braque Response to the work of Braque – Mixed media showing tone colour and detail Grid method	Start end point of Cubism – final Piece – bottle fragmentation Bottle Fragmentation – Use Collage Bottle Fragmentation – Use Watercolour or WC crayons Complete Final piece Complete Final piece Complete Final piece	Introduction what is Perspective plus name extension task Lesson 2 – Aerial perspective and 1 point Lesson 3 – Aerial perspective , add texture and pattern Lesson 4 – 2 point perspective Amy Casey analysis Amy Casey response	Amy Casey response – add colour and tone L.S Lowry analysis and response Artist analysis and response - Chris Orill Plan final piece using perspective techniques Complete final piece Complete final piece Present final piece and evaluate the project and year 8
<b>Progress and assessment</b>	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, 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, 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, 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, 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, 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, not on individual pieces

	<p><b>Embedding of British Values - Understanding and Appreciation of Diversity -</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Links to C&amp;C Overview: Careers – Looking at a range of artists in detail for example Jane Davies - contemporary full time artist</b></p> <p><b>T</b></p>		<p><b>Embedding of British Values - Understanding and Appreciation of Diversity -</b></p> <p><b>Cultural respect: celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Links to C&amp;C OVERVIEW - Democratic Britain.</b> Students are encouraged to consider politics in relation to the art history they study in class.</p> <p><b>T L</b></p>	<p><b>T</b></p>	<p><b>Embedding of British Values - Understanding and Appreciation of Diversity -</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>T</b></p>	<p><b>Embedding of British Values - Understanding and Appreciation of Diversity -</b></p> <p><b>Cultural respect: celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.</b></p> <p>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> <p><b>T</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><b>Termly Homework – See Homework sheets</b></p> <p>Abstract Art Task 1 – Mind Map and research collage Task 2 – Research an artist Task 3 – Visual study page Task 4 – Research and analyse an artist Task 5 – Create a final piece EXT Task Visit a local gallery and take photos of abstract art</p>	<p><b>Termly Homework</b></p> <p>Theme linked to SoL Task 1 – Mind Map and research collage Task 2 – Research an artist Task 3 – Visual study page Task 4 – Research and analyse an artist Task 5 – Create a final piece EXT Task Visit a local gallery and take photos</p>	<p><b>Termly Homework</b></p> <p>Theme linked to SoL Task 1 – Mind Map and research collage Task 2 – Research an artist Task 3 – Visual study page Task 4 – Research and analyse an artist Task 5 – Create a final piece EXT Task Visit a local gallery and take photos</p>	<p><b>Termly Homework</b></p> <p>Theme linked to SoL Task 1 – Mind Map and research collage Task 2 – Research an artist Task 3 – Visual study page Task 4 – Research and analyse an artist Task 5 – Create a final piece EXT Task Visit a local gallery and take photos</p>	<p><b>Termly Homework</b></p> <p>Theme linked to SoL Task 1 – Mind Map and research collage Task 2 – Research an artist Task 3 – Visual study page Task 4 – Research and analyse an artist Task 5 – Create a final piece EXT Task Visit a local gallery and take photos</p>	<p><b>Termly Homework</b></p> <p>Theme linked to SoL Task 1 – Mind Map and research collage Task 2 – Research an artist Task 3 – Visual study page Task 4 – Research and analyse an artist Task 5 – Create a final piece EXT Task Visit a local gallery and take photos</p>
<p><b>Key Vocabulary/literacy opportunities</b></p>	<p><b>Tier 3 Specialist Vocabulary:</b></p> <p>Tone Texture Line Shape Form Complementary colours Harmonious colours</p> <p><b>Tier 2 Academic Vocabulary:</b></p> <p>Technique Proficiency Materials Media Analyse Evaluate</p> <p>Reciprocal and guided reading throughout</p>	<p><b>Tier 3 Specialist Vocabulary:</b></p> <p>Tone Texture Line Shape Form Complementary colours Harmonious colours</p> <p><b>Tier 2 Academic Vocabulary:</b></p> <p>Technique Proficiency Materials Media Analyse Evaluate</p> <p>Reciprocal and guided reading throughout</p>	<p><b>Tier 3 Specialist Vocabulary:</b></p> <p>Tone Texture Line Shape Form Cubism Mixed media Grid method</p> <p><b>Tier 2 Academic Vocabulary:</b></p> <p>Technique Proficiency Materials Media Analyse Evaluate</p> <p>Reciprocal and guided reading throughout</p>	<p><b>Tier 3 Specialist Vocabulary:</b></p> <p>Tone Texture Line Shape Form Cubism Mixed media Grid method</p> <p><b>Tier 2 Academic Vocabulary:</b></p> <p>Technique Proficiency Materials Media Analyse Evaluate</p> <p>Reciprocal and guided reading throughout</p>	<p><b>Tier 3 Specialist Vocabulary:</b></p> <p>Tone Texture Line Shape Form One point perspective Two point perspective Aerial view perspective</p> <p><b>Tier 2 Academic Vocabulary:</b></p> <p>Technique Proficiency Materials Media Analyse Evaluate</p> <p>Reciprocal and guided reading throughout</p>	<p><b>Tier 3 Specialist Vocabulary:</b></p> <p>Tone Texture Line Shape Form One point perspective Two point perspective Aerial view perspective</p> <p><b>Tier 2 Academic Vocabulary:</b></p> <p>Technique Proficiency Materials Media Analyse Evaluate</p> <p>Reciprocal and guided reading throughout</p>
<p><b>Connected knowledge</b> <i>Connectives to theme/topic/year group?</i> <i>Advancement/repetition/'stickability' of these themes by/through</i></p>	<p>Students will know, apply and understand the matters, skills and processes specified in the SoL</p> <p>Embeds key skills and techniques needed , these skills are then enhanced and developed from year 7 into year 8 – before being mastered in year 9, examples of common strands are highlighted – key skills that are built upon .</p> <p>By the end of the SoL pupils will know, apply and understand the matters, skills and processes specified</p>	<p>Students will know, apply and understand the matters, skills and processes specified in the SoL</p> <p>Embeds key skills and techniques needed , these skills are then enhanced and developed from year 7 into year 8 – before being mastered in year 9, examples of common strands are highlighted – key skills that are built upon .</p> <p>By the end of the SoL pupils will know, apply and understand the matters, skills and processes specified</p>	<p>Students will know, apply and understand the matters, skills and processes specified in the SoL</p> <p>Embeds key skills and techniques needed , these skills are then enhanced and developed from year 7 into year 8 – before being mastered in year 9, examples of common strands are highlighted – key skills that are built upon .</p> <p>By the end of the SoL pupils will know, apply and understand the matters, skills and processes specified</p>	<p>Students will know, apply and understand the matters, skills and processes specified in the SoL</p> <p>Embeds key skills and techniques needed , these skills are then enhanced and developed from year 7 into year 8 – before being mastered in year 9, examples of common strands are highlighted – key skills that are built upon .</p> <p>By the end of the SoL pupils will know, apply and understand the matters, skills and processes specified</p>	<p>Students will know, apply and understand the matters, skills and processes specified in the SoL</p> <p>Embeds key skills and techniques needed , these skills are then enhanced and developed from year 7 into year 8 – before being mastered in year 9, examples of common strands are highlighted – key skills that are built upon .</p> <p>By the end of the SoL pupils will know, apply and understand the matters, skills and processes specified</p>	<p>Students will know, apply and understand the matters, skills and processes specified in the SoL</p> <p>Embeds key skills and techniques needed , these skills are then enhanced and developed from year 7 into year 8 – before being mastered in year 9, examples of common strands are highlighted – key skills that are built upon .</p> <p>By the end of the SoL pupils will know, apply and understand the matters, skills and processes specified</p>
<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 Points:</b></p>	<p>By the end of the painting SoL students will be able to:</p> <p>Know, apply and understand the matters, skills and processes specified in the SoL</p> <p>produce creative work, exploring their ideas and recording their experiences</p> <p>Be proficient in painting</p> <p>Evaluate and analyse creative works in depth using the language of art, craft and design</p> <p>know about 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 and becoming proficient in a range of techniques to record their observations in sketchbooks</p> <p>use and be proficient a range of painting techniques</p> <p>analysing and evaluate in depth 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>Know, apply and understand the 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