

**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 critically analysing sources and other artists.

**The bigger picture:**

Links of this SOL to other departments and the broader school ethos.

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

**Bilton School Planning for Progress over Time**

**Programme of Study 2023/24**

**IMPLEMENTATION**

• Term 4 and 5 – April-July (Art – Decay – Mini project – some students use more photography in their work. 14 weeks).

<b>KS3</b>	Week 1	Week 2 and 3	Week 4 and 5	Week 6 and 7	Week 8 and 9	Week 10 and 11	Week 12 and 13	Week 14
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<b>Year 9 Art</b>	<p>1. Introduce project. Nature Vs Man-made                  2. Students will need to create a written as well as visual mind map exploring the theme of nature. Vs Man-made                  3. Research task – (computer and internet access) students will need to record the definition of the word ' Nature as well as Man-Made ' Collage.</p> <p><b>Complete research. Record ideas, observations &amp; insights – formal elements – (Pencil, Coloured crayons)</b></p> <p><b>Complete research. Record ideas, observations &amp; insights – formal elements – (Watercolours, Mixed media)</b></p> <p><b>1st Artist – Natural Forms - 1 studies (copies) of their work in different media and 1 responses critical understanding of sources</b></p> <p><b>2nd Artist – Man-Made - 1 studies (copies) of their work in different media and 1 responses critical understanding of sources</b></p> <p><b>Final Piece ideas x 2 Present a personal and meaningful response that realises intentions</b></p> <p><b>Final Piece ideas x 2 Present a personal and meaningful response that realises intentions</b></p> <p><b>Final Piece - Present a personal and meaningful response that realises intentions</b></p>
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08/04/2024	15/04/2024	22/04/2024	29/04/2024	06/05/2024	13/05/2024	20/05/2024	27/05/2024	03/06/2024	10/06/2024	17/06/2024	24/06/2024	01/07/2024	08/07/2024	15/07/2024
26	27	28	29	30	31	32		33	34	35	36	37	38	39

**Progress and assessment**


One or two 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



**Character & Culture**

RESILIENCE | DIVERSITY | SAFETY | CULTURAL RESPECT

- Diversity: developing their understanding and appreciation of diversity.**
- Cultural respect: celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.**
- Society: equipping them to be responsible, respectful, active citizens who contribute to society.**



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

1-2 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.

**Art – 2 x Lessons per week.**

<p><b>Key Vocabulary/literacy opportunities</b></p>		<p><b>Tier 3 Specialist Vocabulary:</b></p> <p>Tone Texture Line Shape Form Technique Materials Media</p> <p><b>Tier 2 Academic Vocabulary:</b></p> <p>Analyse Proficiency Evaluate Develop Refine Record Experiment Personal Meaningful Response Visual language</p> <p>Reciprocal reading and Tier 2/3 Vocabulary</p>			
<p><b>Connected knowledge</b> Connectives to ???? theme/topic/year group?  Advancement/repetition/'stickability' of these theme by/through ???? because ?????</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 – and then mastered into year 9 and examples of common strands are highlighted – key skills that are built upon . Ensuring students have a solid base if they opt for art in KS4 and ensuring KS3 end points are fully met. These skills and techniques are then fully mastered at KS4 into KS5.</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 Point:</b></p> <p>By the end of the skills and natural forms Vs Manmade 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>			