

INTENT-A01-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 2023/2024**

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
	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.	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.
KS4	04/09/2023 11/09/2023 18/09/2023 25/09/2023 02/10/2023 09/10/2023 16/10/2023 23/10/2023	06/11/2023 13/11/2023 20/11/2023 27/11/2023 04/12/2023 11/12/2023 18/12/2023	08/01/2024 15/01/2024 22/01/2024 29/01/2024 29/01/2024 05/02/2024	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
Year 10 Art	<p>1st page, mind map, collage, initial drawings</p> <p>Record ideas, observations and insights relevant to intentions – demonstrating formal elements</p> <p>Record ideas, observations & insights – formal</p> <p>Record ideas, observations & insights – formal</p> <p>Record ideas, observations & insights – formal elements</p> <p>Record ideas, observations & insights – formal elements</p> <p>Record ideas, observations & insights – formal elements</p> <p>Record ideas, observations & insights – formal elements</p> <p>Record ideas, observations & insights – formal elements</p>	<p>1st Artist – 2 studies (copies) of their work in different media and 2 responses critical understanding of</p> <p>1st Artist – 2 studies (copies) of their work in different media and 2 responses critical understanding of</p> <p>Techniques/Media Trials – Pages</p> <p>Techniques/Media Trials - Pages</p> <p>2nd Artist – 2 studies (copies) of their work in different media and 2 responses critical understanding of</p> <p>2nd Artist – 2 studies (copies) of their work in different media and 2 responses critical understanding of</p> <p>Techniques/Media Trials - Pages</p>	<p>1st collection – 3 ideas for final pieces – inspired by your research and artists. Annotate. Further experimentation.</p> <p>1st collection – 3 ideas for final pieces – inspired by your research and artists. Annotate. Further experimentation.</p> <p>1st collection – 3 ideas for final pieces – inspired by your research and artists. Annotate. Further experimentation.</p> <p>Develop media trials/Further experimentation/Research</p> <p>Develop media trials/Further experimentation/Research</p> <p>2nd collection – 3 ideas for final pieces – inspired by your research and artists. Annotate. Further experimentation.</p>	<p>2nd collection – 3 ideas for final pieces – inspired by your research and artists. Annotate. Further experimentation.</p> <p>2nd collection – 3 ideas for final pieces – inspired by your research and artists. Annotate. Further experimentation.</p> <p>Develop media trials/Further experimentation/Research</p> <p>Develop media trials/Further experimentation/Research</p> <p>1 finalised final piece idea – inspired by your research and artists. Annotate.</p> <p>1 finalised final piece idea – inspired by your research and artists. Annotate.</p>	<p>1 finalised final piece idea – inspired by your research and artists. Annotate.</p> <p>Final Piece – Present a personal and meaningful response that realises intention</p> <p>Final Piece – Present a personal and meaningful response that realises intention</p> <p>Final Piece – Present a personal and meaningful response that realises intention</p> <p>Final Piece – Present a personal and meaningful response that realises intention</p>	<p>Final Piece – Present a personal and meaningful response that realises intention</p> <p>Evaluation against assessment objectives, review and refine work</p> <p>Coursework updates – refine and develop work – key assessment objectives to be developed – marks higher</p> <p>Coursework updates – refine and develop work – key assessment objectives to be developed – marks higher</p> <p>Coursework updates – refine and develop work – key assessment objectives to be developed – marks higher</p> <p>Coursework updates – refine and develop work – key assessment objectives to be developed – marks higher</p> <p>Coursework updates – refine and develop work – key assessment objectives to be developed – marks higher</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 against assessment objectives, 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 against assessment objectives, 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 against assessment objectives, 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 against assessment objectives, 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 against assessment objectives, 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 against assessment objectives, not on individual pieces</p>

	<p>AO1/3 Links with Diversity, Society</p> <p>Students are required to develop knowledge, understanding and skills relevant to their chosen title through integrated practical, critical and contextual study that encourages direct engagement with original works and practice.</p>	<p>Students must learn how sources inspire the development of ideas. For example, drawing on:</p> <ul style="list-style-type: none"> the work and approaches of artists, craftspeople or designers from contemporary and/or historical contexts, periods, societies and cultures contemporary and/or historical environments, situations or issues 	<p>Students must learn how sources inspire the development of ideas. For example, drawing on:</p> <ul style="list-style-type: none"> the work and approaches of artists, craftspeople or designers from contemporary and/or historical contexts, periods, societies and cultures contemporary and/or historical environments, situations or issues 	<ul style="list-style-type: none"> the work and approaches of artists, craftspeople or designers from contemporary and/or historical contexts, periods, societies and cultures contemporary and/or historical environments, situations or issues 	<p>Students must develop and apply relevant subject-specific skills in order to use visual language to communicate personal ideas, meanings and responses. Students must, over time, reflect critically upon their creative journey and its effectiveness in relation to the realisation of personal intentions.</p>	<p>Students must develop and apply relevant subject-specific skills in order to use visual language to communicate personal ideas, meanings and responses. Students must, over time, reflect critically upon their creative journey and its effectiveness in relation to the realisation of personal intentions.</p>
<p>Links to c&c topics and cross-curricular</p>	<p>T L</p>	<p>Students select their own starting points</p> <ol style="list-style-type: none"> Decay Structure Identity <p>Belief and Culture – AQA the work and approaches of artists, craftspeople or designers from contemporary and/or historical contexts, periods, societies and cultures</p> <ul style="list-style-type: none"> contemporary and/or historical environments, situations or issues <p>L T</p>	<p>Democratic Britain – identity theme yr 10</p> <p>T</p>	<p>Relationships and me – decay theme, mental health, identify theme, emotive art, expressive links to expressive artists.</p> <p>L T</p>	<p>Community issues – themes, links to the theme of structures, decay – pollution or environmental issues, litter etc.</p> <p>L T</p>	<p>Taking care of myself – links with mental health, identity, decay theme. SMSC – responding to a range of artists and starting points.</p> <p>L T</p>
<p>Homework <i>(ensure that this is NOT stand alone, but clearly advances or embeds knowledge and understanding)</i></p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>Key Vocabulary/literacy opportunities</p>	<p>Tier 3 Specialist Vocabulary:</p> <p>Tone Texture Line Shape Form</p> <p>Tier 2 Academic Vocabulary:</p> <p>Technique Proficiency Materials Media Analyse Evaluate Develop Refine Record Experiment Personal Meaningful response</p> <p>Reciprocal and guided reading throughout</p>	<p>Tier 3 Specialist Vocabulary:</p> <p>Tone Texture Line Shape Form</p> <p>Tier 2 Academic Vocabulary:</p> <p>Technique Proficiency Materials Media Analyse Evaluate Develop Refine Record Experiment Personal Meaningful response</p> <p>Reciprocal and guided reading throughout</p>	<p>Tier 3 Specialist Vocabulary:</p> <p>Tone Texture Line Shape Form</p> <p>Tier 2 Academic Vocabulary:</p> <p>Technique Proficiency Materials Media Analyse Evaluate Develop Refine Record Experiment Personal Meaningful response</p> <p>Reciprocal and guided reading throughout</p>	<p>Tier 3 Specialist Vocabulary:</p> <p>Tone Texture Line Shape Form</p> <p>Tier 2 Academic Vocabulary:</p> <p>Technique Proficiency Materials Media Analyse Evaluate Develop Refine Record Experiment Personal Meaningful response</p> <p>Reciprocal and guided reading throughout</p>	<p>Tier 3 Specialist Vocabulary:</p> <p>Tone Texture Line Shape Form</p> <p>Tier 2 Academic Vocabulary:</p> <p>Technique Proficiency Materials Media Analyse Evaluate Develop Refine Record Experiment Personal Meaningful response</p> <p>Reciprocal and guided reading throughout</p>	<p>Tier 3 Specialist Vocabulary:</p> <p>Tone Texture Line Shape Form</p> <p>Tier 2 Academic Vocabulary:</p> <p>Technique Proficiency Materials Media Analyse Evaluate Develop Refine Record Experiment Personal Meaningful response</p> <p>Reciprocal and guided reading throughout</p>

<p>Connected knowledge Connectives to theme/topic/year group? Advancement/repetition/'stickability' of these theme by/through because</p>	<p>Extends on skills and techniques learnt in KS3. 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.</p>	<p>Extends on skills and techniques learnt in KS3. 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.</p>	<p>Extends on skills and techniques learnt in KS3. 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.</p>	<p>Extends on skills and techniques learnt in KS3. 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.</p>	<p>Extends on skills and techniques learnt in KS3. 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.</p>	<p>Extends on skills and techniques learnt in KS3. 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.</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 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>						