

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 2023/24**

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														
	<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.</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.</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>				<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>														
<p>Year 12 Fine Art and Art, Craft and Design 2 Year A Level</p> <p>Personalised project – Personal investigation students are required to conduct a practical investigation, into an idea, issue, concept or theme. 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.</p>	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	05/02/2024	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 – 20/05/24	03/06/2024	10/06/2024	17/06/2024	24/06/2024	01/07/2024	08/07/2024	15/07/2024
	<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 sources</p>				<p>1st 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>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>						
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	<p>Record ideas, observations & insights – formal elements</p>								<p>Techniques/Media Trials – Pages</p>				<p>Develop media trials/Further experimentation/Research</p>					<p>Develop media trials/Further experimentation/Research</p>				<p>Develop media trials/Further experimentation/Research</p>				<p>Develop media trials/Further experimentation/Research</p>				<p>Coursework updates – refine and develop work – key assessment objectives to be developed – marks higher</p>										
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<p>Progress and assessment</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>Character & Culture VALUED ENCOURAGED EQUIPPED</p>	<p><u>AO1 – AO3</u> <u>Links with Diversity, Society</u></p> <p><u>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.</u> <u>Evidenced by:</u></p> <p><u>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.</u></p> <p><u>Evidence of prior chosen themes for personal portfolio e.g Environmental issues, mental health etc.</u></p>	<p><u>AO1 – AO3 /AO2</u> <u>Links with Diversity, Society</u></p> <p><u>AQA – The investigation must be informed by an aspect of contemporary or past practice of artists, photographers, designers or craftspeople.</u></p> <p><u>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.</u></p>	<p><u>AO1/AO2</u> <u>Links with Diversity, Society</u></p> <p><u>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.</u></p>	<p><u>AO1/AO2</u> <u>Links with Diversity, Society</u></p> <p><u>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.</u></p>	<p><u>AO4</u> <u>Links – positive contribution to society</u></p> <p><u>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.</u></p>	<p><u>AO4</u> <u>Links – positive contribution to society</u></p> <p><u>The investigation must be informed by an aspect of contemporary or past practice of artists, photographers, designers or craftspeople.</u></p>
<p>Homework <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>Key Vocabulary/literacy opportunities</p>	<p><u>Tier 3 specialist vocabulary:</u></p> <p><u>Tone</u> <u>Texture</u> <u>Line</u> <u>Shape</u> <u>Form</u> <u>Technique</u> <u>Materials</u> <u>Media</u></p> <p><u>Tier 2 Academic Vocabulary:</u></p> <p><u>Proficiency</u> <u>Analyse</u> <u>Evaluate</u> <u>Develop</u> <u>Refine</u> <u>Record</u> <u>Experiment</u> <u>Personal</u> <u>Meaningful</u> <u>Response</u> <u>Visual language</u></p> <p>Reciprocal and guided reading throughout Tier 2/3 Vocabulary</p>	<p><u>Tier 3 specialist vocabulary:</u></p> <p><u>Tone</u> <u>Texture</u> <u>Line</u> <u>Shape</u> <u>Form</u> <u>Technique</u> <u>Materials</u> <u>Media</u></p> <p><u>Tier 2 Academic Vocabulary:</u></p> <p><u>Proficiency</u> <u>Analyse</u> <u>Evaluate</u> <u>Develop</u> <u>Refine</u> <u>Record</u> <u>Experiment</u> <u>Personal</u> <u>Meaningful</u> <u>Response</u> <u>Visual language</u></p> <p>Reciprocal and guided reading throughout Tier 2/3 Vocabulary</p>	<p><u>Tier 3 specialist vocabulary:</u></p> <p><u>Tone</u> <u>Texture</u> <u>Line</u> <u>Shape</u> <u>Form</u> <u>Technique</u> <u>Materials</u> <u>Media</u></p> <p><u>Tier 2 Academic Vocabulary:</u></p> <p><u>Proficiency</u> <u>Analyse</u> <u>Evaluate</u> <u>Develop</u> <u>Refine</u> <u>Record</u> <u>Experiment</u> <u>Personal</u> <u>Meaningful</u> <u>Response</u> <u>Visual language</u></p> <p>Reciprocal and guided reading throughout Tier 2/3 Vocabulary</p>	<p><u>Tier 3 specialist vocabulary:</u></p> <p><u>Tone</u> <u>Texture</u> <u>Line</u> <u>Shape</u> <u>Form</u> <u>Technique</u> <u>Materials</u> <u>Media</u></p> <p><u>Tier 2 Academic Vocabulary:</u></p> <p><u>Proficiency</u> <u>Analyse</u> <u>Evaluate</u> <u>Develop</u> <u>Refine</u> <u>Record</u> <u>Experiment</u> <u>Personal</u> <u>Meaningful</u> <u>Response</u> <u>Visual language</u></p> <p>Reciprocal and guided reading throughout Tier 2/3 Vocabulary</p>	<p><u>Tier 3 specialist vocabulary:</u></p> <p><u>Tone</u> <u>Texture</u> <u>Line</u> <u>Shape</u> <u>Form</u> <u>Technique</u> <u>Materials</u> <u>Media</u></p> <p><u>Tier 2 Academic Vocabulary:</u></p> <p><u>Proficiency</u> <u>Analyse</u> <u>Evaluate</u> <u>Develop</u> <u>Refine</u> <u>Record</u> <u>Experiment</u> <u>Personal</u> <u>Meaningful</u> <u>Response</u> <u>Visual language</u></p> <p>Reciprocal and guided reading throughout Tier 2/3 Vocabulary</p>	<p><u>Tone</u> <u>Texture</u> <u>Line</u> <u>Shape</u> <u>Form</u> <u>Technique</u> <u>Proficiency</u> <u>Materials</u> <u>Media</u> <u>Analyse</u> <u>Evaluate</u> <u>Develop</u> <u>Refine</u> <u>Record</u> <u>Experiment</u> <u>Personal</u> <u>Meaningful</u> <u>Response</u> <u>Visual language</u></p> <p>Reciprocal and guided reading throughout Tier 2/3 Vocabulary</p>

<p>Connected knowledge 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 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 ... 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>
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Links to Character and Culture In the Curriculum.

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&C for example – religion, community issues, social issues, mental health.

British Values: Developing their understanding of fundamental British values	Red
Diversity: Developing their understanding and appreciation of diversity	Blue
Society: Equipping them to be responsible, respectful, active citizens who contribute positively to society	Green
Cultural respect: Celebrating what we have in common and promoting respect for the different protected characteristics as defined in law	Purple

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.

End Point: 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 **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.