

INTENT-
To refine and develop skills through the use of different media, processes and techniques.
To further develop skills and ideas through investigations with techniques and processes informed by critically analysing sources and other artists.

The bigger picture:
Links of this Sol to other departments, for example English and analysis techniques and the broader school ethos.

Bilton School Planning for Progress over Time Programme of Study 2023/24

produce creative work, exploring their ideas and recording their experiences
become proficient in drawing for purpose and other art, craft and design techniques
evaluate and analyse creative works using the language of art, craft and design
know about great artists and understand the historical and cultural development of their art forms

IMPLEMENTATION

		Term 1 Technical Book Term 2 and 3 – January-March(Photography Technical Book – 10 Weeks).																	
KS3	Week 1 L	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9 and 10										
	Year 9 Photography	Introduce the technical book/history of photography. Composition – What is composition and discuss line in the photograph and rule of thirds	Aperture – What is aperture? Understanding showing the aperture ring and light & Dark images. Photo shoot. Analyse the work of John Blakemore.	DOF – What is DOF. Demonstrate using internet or a shoot a narrow and a greater DOF. Analyse Imogen Cunningham.	Shutter Speed– What is it? Understanding showing a fast and slow image images	Analyse the work of John Shaw fast & slow	What is Iso, what is white balance? Take photos. Analyse images. Explain techniques.	Perspective, zoom, macro – Document photographs and analyse. Explain techniques. Ext: Artist analysis.	Lighting – Natural and artificial lighting, including studio lighting. Photos. Analysis. Ext: Artist analysis.	Refining and developing technical book. Photoshop – skills and techniques									
Progress and assessment		<p>One or two FAR pieces per year group.</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, not on individual pieces</u></p>								<p>2 x Lessons per week</p>									
		08/01/2024	15/01/2024	22/01/2024	29/01/2024	05/02/2024	12/02/2024	19/02/2024	26/02/2024	04/03/2024	11/03/2024	18/03/2024							
		16	17	18	19	20		21	22	23	24	25							

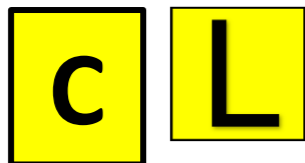


Diversity: Developing their understanding and appreciation of diversity. Students study a wide range of artists. This also links to **British values** as students are able to express their opinions on beliefs and cultures if their chosen project reflects this.

- **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 positively to society

Bringing their projects together and displaying as a final piece. Work will be presented in an exhibition format either mounted up and/or an online celebration – school website/twitter



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.

Key Vocabulary/literacy opportunities

Tier 3 specialist Vocabulary:

- Aperture
- Depth of field
- Composition
- Tone
- Texture
- Line
- Shape
- Form
- Technique
- Media

Tier 2 Academic Vocabulary:

- Proficiency
- Analyse
- Evaluate
- Develop
- Refine
- Record
- Experiment
- Personal
- Meaningful
- Response
- Visual language

Reciprocal reading and Tier 2/3 Vocabulary

Connected knowledge
Connectives to theme/topic/year group?

Advancement/repetition/'stickability' of these themes by/through

Students will know, apply and understand the matters, skills and processes specified in the SoL

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 photography in KS4 and ensuring KS3 end points are fully met. These skills and techniques are then fully mastered at KS4 into KS5.

By the end of the SoL pupils will know, apply and understand the matters, skills and processes specified.

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 the technical book and composition challenge SoL students will be able to:

Know, apply and understand the matters, skills and processes specified in the SoL

produce creative work, exploring their ideas and recording their experiences

Evaluate and analyse creative works in depth using the language of art, craft and design

know about great artists and understand some of the historical and cultural development of their art forms.

They will be able to do this by:

using and becoming proficient in a range of techniques to record their observations in sketchbooks

analysing and evaluate in depth their own work, and that of others, in order to strengthen the visual impact or applications of their work