

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 2023/24**

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.

IMPLEMENTATION

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
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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 11 Photography	<p>Mind map – looking at new theme, demonstrating visual connection, techniques and a variety of ideas that can be developed further</p> <p>Analyse a photographer of own choice that fits with theme</p> <p>Take a shoot inspired by the artist that has been analysed and create a contact sheet with analysis</p> <p>Photo editing in Photoshop, refining the shoot thinking about mood.</p> <p>Photo editing in Photoshop, refining the shoot thinking about mood.</p> <p>Analyse a 2nd photographer of own choice that will inspire next shoot</p> <p>Take a shoot inspired by the artist analysed and create a contact sheet with analysis</p> <p>Developed Personal shoot1, refine and develop ideas and technical skill</p>	<p>Personal shoot2, refine and develop ideas and technical skill</p> <p>Developed Personal shoot2, refine and develop ideas and technical skill</p> <p>photographer 4response – technical skill, analysis, editing, demonstrating critical understanding of sources</p> <p>developed photographer 4response – technical skill, analysis, editing, demonstrating critical understanding of sources</p> <p>Personal shoot3, refine and develop ideas and technical skill</p> <p>Developed Personal shoot3, refine and develop ideas and technical skill</p> <p>Personal 4. Mount final pieces. Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	<p>HOLIDAY: 2 WEEKS</p> <p>Title page, Mind Map, Analysed Collage, Initial statement of intent -Photographer 1 response – technical skill, analysis, editing, demonstrating critical understanding of sources</p> <p>photographer 1 response – technical skill, analysis, editing,</p> <p>2nd response – technical skill, analysis, editing, demonstrating critical understanding of sources</p> <p>2nd refined response – technical skill, analysis, editing, demonstrating critical understanding of sources</p> <p>3rd response – technical skill, analysis, editing, demonstrating critical understanding of sources</p> <p>Personal shoot1, refine and develop ideas and technical skill</p>	<p>HOLIDAY: 1 WEEK</p> <p>Developed Personal shoot1, refine and develop ideas and technical skill</p> <p>Personal shoot2, refine and develop ideas and technical skill</p> <p>Developed Personal shoot2, refine and develop ideas and technical skill</p> <p>photographer 4response – technical skill, analysis, editing, demonstrating critical understanding of sources</p> <p>Developed photographer 4response – technical skill, analysis, editing, demonstrating critical understanding of sources</p> <p>10 hour exam - Concluding shoot-personal and meaningful response that realises intentions and demonstrates understanding of visual language</p>	<p>HOLIDAY: 2 WEEKS</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 deadline TBC</p> <p>MODERATION – MARKS SENT TO EXAM BOARD BY THURSDAY 20th MAY</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>	



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



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Links to C&C OVERVIEW - Beliefs and Culture as seen through some students personal projects. Some students may also cover religion and **Cultural respect:** Celebrating what we have in common and promoting respect for the different protected characteristics as defined in law



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Links to C&C OVERVIEW - Democratic Britain. Some students choose to look at politics within their personal projects.



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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 online celebration – school website/twitter and at the end of their studies through a physical exhibition.

Links to C&C OVERVIEW - Relationships and Me – Some students choose to look at relationships within their personal projects.



Links to C&C OVERVIEW - Community Issues – some students will choose to look at social issues within their personal projects.
N/B Students are coming to the end of their course but they may well have looked at community issues throughout their coursework and/or exam.

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

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.

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Key Vocabulary/literacy opportunities

Reciprocal and guided reading throughout
Tier 2/3 Vocabulary
Tier 3 Specialist Vocabulary:
Aperture
Shutter speed
White balance
ISO
Lighting
Perspective
Editing
Depth of field
Formal elements of photography
Composition
Tone
Texture
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Form

Tier 2 Academic Vocabulary:
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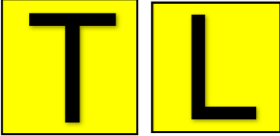
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<p>Connected knowledge Connectives to theme/topic/year group? Advancement/repetition/'stickability' of these theme by/through, because</p>	<p>Extends on skills and techniques learnt in KS3/Year 10. Also provides a foundation that is built upon each 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. Year 9 embeds these skills and in year 10 these are started to be mastered, before being fully developed and mastered in year 11.</p> 	<p>Extends on skills and techniques learnt in KS3/Year 10. 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. Year 9 embeds these skills and in year 10 these are started to be mastered, before being fully developed and mastered in year 11.</p>	<p>Extends on skills and techniques learnt in KS3/Year 10. 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. Year 9 embeds these skills and in year 10 these are started to be mastered, before being fully developed and mastered in year 11.</p>	<p>Extends on skills and techniques learnt in KS3/Year 10. 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. Year 9 embeds these skills and in year 10 these are started to be mastered, before being fully developed and mastered in year 11.</p>	<p>Extends on skills and techniques learnt in KS3/Year 10. 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. Year 9 embeds these skills and in year 10 these are started to be mastered, before being fully developed and mastered in year 11.</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 11 students will have sustained projects 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 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>						