

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 such as English – essay techniques 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

	Term 1 Personal Investigation plus essay	Term 2 Personal Investigation plus essay	Term 3 Personal Investigation plus essay	Term 4 Personal Investigation plus essay	Term 5 Personal Investigation plus essay	Term 6	
<p>Year 13 Photography</p> <p>Personal investigation and 1000-3000 essay plus bibliography This is a practical investigation supported by written material. 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.</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</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</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>		
	KS5	04/09/2023 04/09/2023 11/09/2023 18/09/2023 25/09/2023 02/10/2023 09/10/2023 16/10/2 16/10/20 23/10/2 23/10/20	06/11/2 13/11/2 20/11/2 023 27/11/2 04/12/2 11/12/2 18/12/2 023	08/01/2 08/01/20 024 74 15/01/2 15/01/20 29/01/2 29/01/20 29/01/2024 05/02/2024	19/02/2024 26/02/2024 04/03/2024 11/03/20 18/03/20 18/03/20	08/04/20 15/04/2024 22/04/2024 29/04/2024 06/05/2024 13/5/24 20/05/24	
		HOLIDAY: 1 WEEK					
		Personal shoot2, refine and develop ideas and technical skill	Personal shoot2, refine and develop ideas and technical skill	Developed Personal shoot4, refine and develop ideas and technical skill.	HOLIDAY: 2 WEEKS		
		Developed Personal shoot2, refine and develop ideas and technical skill	Developed Personal shoot2, refine and develop ideas and technical skill	Concluding shoot - Present a personal and meaningful response that realises intentions and demonstrates understanding of sources.	HOLIDAY: 1 WEEK		
		First draft of essay, photographer 4response – technical skill, analysis, editing, demonstrating critical understanding of sources	First draft of essay, photographer 4response – technical skill, analysis, editing, demonstrating critical understanding of sources	Concluding shoot and evaluation. Final draft of essay. Mount final pieces. Present a personal and meaningful response that realises intentions and demonstrates	HOLIDAY: 2 WEEKS		
		Personal shoot1, refine and develop ideas and technical skill	Personal shoot1, refine and develop ideas and technical skill	EXAM - Title page, Mind Map, Analysed Collage, initial statement of intent - Photographer 1 response – technical skill, analysis, editing, demonstrating critical understanding of sources	HOLIDAY: 1 WEEK		
		Developed Personal shoot1, refine and develop ideas and technical skill. Mid point review.	Developed Personal shoot1, refine and develop ideas and technical skill	2 nd response – technical skill, analysis, editing, demonstrating critical understanding of sources	HOLIDAY: 2 WEEKS		
		HOLIDAY: 1 WEEK					
		Personal shoot1, refine and develop ideas and technical skill	Personal shoot1, refine and develop ideas and technical skill	3 rd response – technical skill, analysis, editing, demonstrating critical understanding of sources	HOLIDAY: 1 WEEK		
		Developed Personal shoot1, refine and develop ideas and technical skill	Developed Personal shoot1, refine and develop ideas and technical skill	3 rd response – technical skill, analysis, editing, demonstrating critical understanding of sources	HOLIDAY: 2 WEEKS		
		3 rd response – technical skill, analysis, editing, demonstrating critical understanding of sources	3 rd response – technical skill, analysis, editing, demonstrating critical understanding of sources	Personal shoot1&2, refine and develop ideas and technical skill	HOLIDAY: 1 WEEK		
		3 rd refined response – technical skill, analysis, editing, demonstrating critical understanding of sources	3 rd refined response – technical skill, analysis, editing, demonstrating critical understanding of sources	Developed Personal&2 shoot1, refine and develop ideas and technical skill	HOLIDAY: 2 WEEKS		
		Personal shoot1, refine and develop ideas and technical skill	Personal shoot1, refine and develop ideas and technical skill	Personal shoot3 and developed/refined shoot, refine and develop ideas and technical skill	HOLIDAY: 1 WEEK		
		Developed Personal shoot1, refine and develop ideas and technical skill. Mid point review.	Developed Personal shoot1, refine and develop ideas and technical skill	Concluding shoot-personal and meaningful response that realises intentions and demonstrates understanding of visual language	HOLIDAY: 2 WEEKS		
		HOLIDAY: 1 WEEK					
		Personal shoot1, refine and develop ideas and technical skill	Personal shoot1, refine and develop ideas and technical skill	15 Hour Exam – dates to be confirmed – FINAL PIECE	HOLIDAY: 1 WEEK		
		Developed Personal shoot1, refine and develop ideas and technical skill	Developed Personal shoot1, refine and develop ideas and technical skill	Coursework updates – refine and develop work – key assessment objectives to be developed – marks higher	HOLIDAY: 2 WEEKS		
		3 rd response – technical skill, analysis, editing, demonstrating critical understanding of sources	3 rd response – technical skill, analysis, editing, demonstrating critical understanding of sources	Coursework updates – refine and develop work – key assessment objectives to be developed – marks higher	HOLIDAY: 1 WEEK		
		3 rd refined response – technical skill, analysis, editing, demonstrating critical understanding of sources	3 rd refined response – technical skill, analysis, editing, demonstrating critical understanding of sources	COURSEWORK DEADLINE - TBC	HOLIDAY: 2 WEEKS		
	Personal shoot1, refine and develop ideas and technical skill	Personal shoot1, refine and develop ideas and technical skill	MODERATION – MARKS SENT TO EXAM BOARD BY THURSDAY 25 th MAY	HOLIDAY: 1 WEEK			
	Developed Personal shoot1, refine and develop ideas and technical skill	Developed Personal shoot1, refine and develop ideas and technical skill	HOLIDAY: 1 WEEK				

<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>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>Key Vocabulary/literacy opportunities</p>	<p><u>Tier 3 Specialist Vocabulary:</u></p> <p>Aperture Shutter speed White balance ISO Lighting Perspective Editing Depth of field Composition Tone Texture Line Shape Form</p> <p><u>Tier 2 Academic Vocabulary:</u></p> <p>Technique Proficiency Materials Media Analyse Evaluate Develop Refine Record Experiment Personal Meaningful Response Visual language</p> <p>Reciprocal and guided reading throughout</p>	<p><u>Tier 3 Specialist Vocabulary:</u></p> <p>Aperture Shutter speed White balance ISO Lighting Perspective Editing Depth of field Composition Tone Texture Line Shape Form</p> <p><u>Tier 2 Academic Vocabulary:</u></p> <p>Technique Proficiency Materials Media Analyse Evaluate Develop Refine Record Experiment Personal Meaningful Response Visual language</p> <p>Reciprocal and guided reading throughout</p>	<p><u>Tier 3 Specialist Vocabulary:</u></p> <p>Aperture Shutter speed White balance ISO Lighting Perspective Editing Depth of field Composition Tone Texture Line Shape Form</p> <p><u>Tier 2 Academic Vocabulary:</u></p> <p>Technique Proficiency Materials Media Analyse Evaluate Develop Refine Record Experiment Personal Meaningful Response Visual language</p> <p>Reciprocal and guided reading throughout</p>	<p><u>Tier 3 Specialist Vocabulary:</u></p> <p>Aperture Shutter speed White balance ISO Lighting Perspective Editing Depth of field Composition Tone Texture Line Shape Form</p> <p><u>Tier 2 Academic Vocabulary:</u></p> <p>Technique Proficiency Materials Media Analyse Evaluate Develop Refine Record Experiment Personal Meaningful Response Visual language</p> <p>Reciprocal and guided reading throughout</p>	<p><u>Tier 3 Specialist Vocabulary:</u></p> <p>Aperture Shutter speed White balance ISO Lighting Perspective Editing Depth of field Composition Tone Texture Line Shape Form</p> <p><u>Tier 2 Academic Vocabulary:</u></p> <p>Technique Proficiency Materials Media Analyse Evaluate Develop Refine Record Experiment Personal Meaningful Response Visual language</p> <p>Reciprocal and guided reading throughout</p>		

<p>Connected knowledge</p> <p>Connectives to ???? 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>Some students may not have studied Photography at KS3 or KS4, although the curriculum at Bilton allows for these opportunities/ Therefore the technical book in year 12 ensures that all student have the appropriate skills before starting their personal project – only students new to photography or international students will need to follow this course of study</p> <p>Year 13 will then build upon and secure these skills needed to fully meet the assessment objectives</p> <div data-bbox="362 466 460 562" style="border: 1px solid black; background-color: yellow; text-align: center; width: 30px; height: 40px; margin: 10px auto;">T</div>	<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>Some students may not have studied Photography at KS3 or KS4, although the curriculum at Bilton allows for these opportunities/ Therefore the technical book in year 12 ensures that all student have the appropriate skills before starting their personal project – only students new to photography or international students will need to follow this course of study</p> <p>Year 13 will then build upon and secure these skills needed to fully meet the assessment objectives</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>Some students may not have studied Photography at KS3 or KS4, although the curriculum at Bilton allows for these opportunities/ Therefore the technical book in year 12 ensures that all student have the appropriate skills before starting their personal project – only students new to photography or international students will need to follow this course of study</p> <p>Year 13 will then build upon and secure these skills needed to fully meet the assessment objectives</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>Some students may not have studied Photography at KS3 or KS4, although the curriculum at Bilton allows for these opportunities/ Therefore the technical book in year 12 ensures that all student have the appropriate skills before starting their personal project – only students new to photography or international students will need to follow this course of study</p> <p>Year 13 will then build upon and secure these skills needed to fully meet the assessment objectives</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>Some students may not have studied Photography at KS3 or KS4, although the curriculum at Bilton allows for these opportunities/ Therefore the technical book in year 12 ensures that all student have the appropriate skills before starting their personal project – only students new to photography or international students will need to follow this course of study</p> <p>Year 13 will then build upon and secure these skills needed to fully meet the assessment objectives</p> <div data-bbox="2270 829 2507 1312" style="background-color: #e0e0e0; padding: 5px;"> <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> </div>	
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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.

Criteria	New colour
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 13 Students will have conducted 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. The written material must confirm understanding of creative decisions, providing evidence of all four assessment objectives by: • clarifying the focus of the investigation • demonstrating critical understanding of contextual and other sources • substantiating decisions leading to the development and refinement of ideas • recording ideas, observations and insights relevant to intentions by reflecting critically on practical work • making meaningful connections between, visual, written and other elements. The written material must: • be a coherent and logically structured extended response of between 1000 and 3000 words of continuous prose. • include specialist vocabulary appropriate to the subject matter • include a bibliography that identifies contextual references from sources such as: books, journals, websites, through studies of others' work made during a residency, or on a site, museum or gallery visit • be legible with accurate use of spelling, punctuation and grammar so that meaning is clear. 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.