

**INTENT**

To learn the foundations of the art curriculum through the exploration of different media and techniques and to learn the formal elements of art.  
To develop skills through the use of different media, processes and techniques.  
To further develop skills and ideas through investigations with media informed by critically analysing sources and other artists.

**The bigger picture:**

This SOL links to other departments through embedding analysis skills developed in English lessons and cultural and social research linked to other departments and the broader school ethos.

**Bilton School Planning for Progress over Time Programme of Study 2024/2025**

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

**IMPLEMENTATION**

	Term 1 Drawing	Term 2 Drawing	Term 3 Painting	Term 4 Painting	Term 5 Sculpture	Term 6 Sculpture
<b>KS3</b>	Week 1 Week 2 Week 3 Week 4 Week 5 Week 6 Week 7 Week 8	Week 9 Week 10 Week 11 Week 12 Week 13 Week 14 Week 15	Week 16 Week 17 Week 18 Week 19 Week 20 Week 21	Week 22 Week 23 Week 24 Week 25 Week 26 Week 27	Week 28 Week 29 Week 30 Week 31 Week 32 Week 33	Week 34 Week 35 Week 36 Week 37 Week 38 Week 39 Week 40
<b>Year 7</b>	<p>Introduce Linear drawing and Tone Pencil</p> <p>tone contrast and texture in observational drawing Pencil</p> <p>Materials – Explore different mediums</p> <p>Still life – blending &amp; layering</p> <p>Still life – Contrast with still life in texture (tone)</p> <p>Still life - Contrast with still life in texture (tone)</p> <p>Still life - Experimenting with Mixed Media</p> <p>– Understand how to combine a collage in Still life</p>	<p>– Art History Baroque 1600-1725 – Still life - analysis</p> <p>– Review of work so far - evaluation</p> <p>– Art History – Michael Craig Martin – developing line and composition.</p> <p>– Start end point – final piece – explore line and composition</p> <p>– Final piece – explore tone</p> <p>– Complete Final piece – Review so far</p> <p>– Complete Final piece – explore texture and mark making</p> <p>– Complete Final piece - evaluate</p>	<p>L1 &amp; 2 – Introduction to Colour wheel</p> <p>– Create different tones using coloured chart</p> <p>– Monochromatic tonal painting</p> <p>– Art History Mondrian 1920 – Abstract Art</p> <p>– Abstract tree painting inspired by Mondrian</p> <p>– Art History Impressionism 1870- 1900 - analysis</p>	<p>– Impressionist response</p> <p>– Impressionist response</p> <p>– Response to expressionist painting – Exploring short thick strokes of paint</p> <p>– Start end point of Painting Unit – final Piece</p> <p>– Complete Final piece</p> <p>– Complete Final piece</p>	<p>– Introduction what is sculpture</p> <p>– Art History Contemporary Art 1960+ analysis</p> <p>– Interior and exterior space 3D Frame and consider the term abstract and space</p> <p>– Interior and exterior space Folding, pleating, curling spiralling.</p> <p>– Extend frame using pleating, folding, spiralling, curling techniques</p> <p>Complete 3D frame and evaluate</p>	<p>– Artist Analysis – Louise Nevelson</p> <p>– Louise Nevelson inspired sculpture monochromatic techniques</p> <p>– Start end point of Sculpture Unit – final Piece explore composition</p> <p>– Complete Final piece- explore pattern and repetition</p> <p>– Complete Final piece - add paint/colour</p> <p>– Complete Final piece – tone and detail</p> <p>– Evaluate final pieces for all three projects and review progress</p>
<b>Progress and assessment</b>	<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, 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, 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, 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, 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, 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, not on individual pieces</p>

<p><b>British Values</b></p>	<p><b>Diversity: developing their understanding and appreciation of diversity.</b></p> <ul style="list-style-type: none"> <li>The national curriculum states 'students should also know how art design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation' Students will learn about artists and designers from different cultures and periods and will express their own opinions.</li> </ul> <p><b>Links to C&amp;C OVERVIEW – Careers:</b> Students are encouraged to work independently and discuss their work publicly in the group, developing skills they may need for work</p> <p><b>T</b></p>	<p><b>Cultural respect: celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.</b></p> <p><b>Diversity: developing their understanding and appreciation of diversity.</b></p> <p><b>T</b></p> <p>Recognise, appreciate and respect artistic works made in all forms and mediums</p> <p>Tolerance and respect for art works from different societies, traditions and cultures</p> <p>Recognise that artistic production is a medium of self expression</p> <p>Respect for work they may not like</p>	<ul style="list-style-type: none"> <li><b>Cultural respect: celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.</b></li> <li>The national curriculum states 'students should also know how art design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation' Students will learn about artists and designers from different cultures and periods and will express their own opinions.</li> </ul> <p><b>Links to C&amp;C OVERVIEW - Democratic Britain.</b> Students are encouraged to consider politics in relation to the art history they study in class.</p> <p><b>T</b></p> <p>Recognise, appreciate and respect artistic works made in all forms and mediums</p> <p>Tolerance and respect for art works from different societies, traditions and cultures</p> <p>Recognise that artistic production is a medium of self expression</p> <p>Respect for work they may not like</p>	<p><b>Cultural respect: celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.</b></p> <p><b>Diversity: developing their understanding and appreciation of diversity.</b></p> <p><b>T L</b></p> <p>Recognise, appreciate and respect artistic works made in all forms and mediums</p> <p>Tolerance and respect for art works from different societies, traditions and cultures</p> <p>Recognise that artistic production is a medium of self expression</p> <p>Respect for work they may not like</p>	<ul style="list-style-type: none"> <li><b>Cultural respect: celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.</b></li> <li><b>Diversity: developing their understanding and appreciation of diversity.</b></li> </ul> <p><b>British values: developing their understanding of fundamental British Values.</b></p> <ul style="list-style-type: none"> <li>The national curriculum states 'students should also know how art design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation' Students will learn about artists and designers from different cultures and periods and will express their own opinions.</li> <li><b>Links to C&amp;C OVERVIEW – Community Issues.</b> Students are encouraged to consider community issues such as recycling as part of their sculpture project.</li> </ul> <p>Recognise, appreciate and respect artistic works made in all forms and mediums</p> <p>Tolerance and respect for art works from different societies, traditions and cultures</p> <p>Recognise that artistic production is a medium of self expression</p> <p>Respect for work they may not like</p>	<p><b>Cultural respect: celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.</b></p> <p><b>Diversity: developing their understanding and appreciation of diversity.</b></p> <p><b>Society: equipping them to be responsible, respectful, active citizens who contribute to society</b></p> <p><b>T</b></p>
<p><b>Homework</b> (ensure that this is NOT stand alone, but clearly advances or embeds knowledge and understanding)</p>	<p><b>Termly Homework – See Homework sheets</b></p> <p>Natural Forms Task 1 – Mood board Task 2 – Research Artist Task 3 – Detailed pencil study from a primary or secondary source Create a final piece EXT Task Take your own photographs of natural forms</p>	<p><b>Termly Homework</b></p> <p>Theme linked to SoL Task 1 – Mood board Task 2 – Research Artist Task 3 – Detailed pencil study from a primary or secondary source Create a final piece EXT Task Take your own photographs of natural forms</p>	<p><b>Termly Homework</b></p> <p>Theme linked to SoL Task 1 – Mood board Task 2 – Research Artist Task 3 – Detailed pencil study from a primary or secondary source Create a final piece EXT Task Take your own photographs</p>	<p><b>Termly Homework</b></p> <p>Theme linked to SoL Task 1 – Mood board Task 2 – Research Artist Task 3 – Detailed pencil study from a primary or secondary source Create a final piece EXT Task Take your own photographs</p>	<p><b>Termly Homework</b></p> <p>Theme linked to SoL Task 1 – Mood board Task 2 – Research Artist Task 3 – Detailed pencil study from a primary or secondary source Create a final piece EXT Task Take your own photographs</p>	<p><b>Termly Homework</b></p> <p>Theme linked to SoL Task 1 – Mood board Task 2 – Research Artist Task 3 – Detailed pencil study from a primary or secondary source Create a final piece EXT Task Take your own photographs</p>

<p><b>Key Vocabulary/literacy opportunities</b></p> <p><b>Including reading</b></p>	<p><b>Tier 3 Specialist Vocabulary:</b></p> <p>Tone Texture Line Shape Form</p> <p><b>Tier 2 Academic Vocabulary:</b></p> <p>Technique Proficiency Materials Media Analyse Evaluate</p> <p>Reciprocal and guided reading throughout Tier 2/3 Vocabulary</p>	<p><b>Tier 3 Specialist Vocabulary:</b></p> <p>Tone Texture Line Shape Form</p> <p><b>Tier 2 Academic Vocabulary:</b></p> <p>Technique Proficiency Materials Media Analyse Evaluate</p> <p>Reciprocal and guided reading throughout Tier 2/3 Vocabulary</p> <p>Write accurately and critically in evaluating own and others work</p> <p>Reading for meaning and understanding (artists work) when following detailed written guidance</p>	<p><b>Tier 3 Specialist Vocabulary:</b></p> <p>Tone Texture Line Shape Form Blending Stippling Primary, secondary, complementary, harmonious colours</p> <p><b>Tier 2 Academic Vocabulary:</b></p> <p>Technique Proficiency Materials Media Analyse Evaluate</p> <p>Reciprocal and guided reading throughout Tier 2/3 Vocabulary</p> <p>Write accurately and critically in evaluating own and others work</p> <p>Reading for meaning and understanding (artists work) when following detailed written guidance</p>	<p><b>Tier 3 Specialist Vocabulary:</b></p> <p>Tone Texture Line Shape Form Blending Stippling Primary, secondary, complementary, harmonious colours</p> <p><b>Tier 2 Academic Vocabulary:</b></p> <p>Technique Proficiency Materials Media Analyse Evaluate</p> <p>Reciprocal and guided reading throughout Tier 2/3 Vocabulary</p> <p>Write accurately and critically in evaluating own and others work</p> <p>Reading for meaning and understanding (artists work) when following detailed written guidance</p>	<p><b>Tier 3 Specialist Vocabulary:</b></p> <p>Tone Texture Line Shape Form Interior/exterior space Folding Pleating Spiralling Curling</p> <p><b>Tier 2 Academic Vocabulary:</b></p> <p>Technique Proficiency Materials Media Analyse Evaluate</p> <p>Reciprocal and guided reading throughout Tier 2/3 Vocabulary</p> <p>Write accurately and critically in evaluating own and others work</p> <p>Reading for meaning and understanding (artists work) when following detailed written guidance</p>	<p>Tone Texture Line Shape Form Technique Proficiency Materials Media Analyse</p> <p>Evaluate Interior/exterior space Folding Pleating Spiralling Curling</p>
<p><b>Spiritual, Moral, Social and cultural.</b></p>	<p>Develop confidence of self-expression through the medium of drawing.</p>	<p>Develop confidence of self-expression through the medium of drawing.</p>	<p>Understanding and appreciation of how different artists present their work and express opinions through interaction, imitation and adaptation.</p> <p>Acceptance of the creative process as an individual journey of self-expression and understanding.</p>	<p>Understanding and appreciation of how different artists present their work and express opinions through interaction, imitation and adaptation.</p> <p>Acceptance of the creative process as an individual journey of self-expression and understanding.</p>	<p>Understanding and appreciation of how different artists present their work and express opinions through interaction, imitation and adaptation.</p>	<p>Understanding and appreciation of how different artists present their work and express opinions through interaction, imitation and adaptation.</p> <p>Acceptance of the creative process as an individual journey of self-expression and understanding.</p>
<p><b>Cultural Capital</b></p>	<p>Recognise, appreciate and respect artistic works made in different forms and mediums</p> <p>Providing students with the skills and experiences they need to become informed, creative, and culturally aware individuals – Inspire creativity, build confidence, offer recognition, platform to shine!</p>	<p>Recognise, appreciate and respect artistic works made in different forms and mediums</p> <p>Tolerance and respect for art works from different societies traditions and cultures</p>	<p>Recognise, appreciate and respect artistic works made in different forms and mediums</p> <p>Providing students with the skills and experiences they need to become informed, creative, and culturally aware individuals – Inspire creativity, build confidence, offer recognition, platform to shine!</p> <p>Tolerance and respect for art works from different societies traditions and cultures</p>	<p>Recognise, appreciate and respect artistic works made in different forms and mediums</p> <p>Tolerance and respect for art works from different societies traditions and cultures</p>	<p>Recognise, appreciate and respect artistic works made in different forms and mediums</p> <p>Providing students with the skills and experiences they need to become informed, creative, and culturally aware individuals – Inspire creativity, build confidence, offer recognition, platform to shine!</p> <p>Tolerance and respect for art works from different societies traditions and cultures</p>	<p>Recognise, appreciate and respect artistic works made in different forms and mediums</p> <p>Tolerance and respect for art works from different societies traditions and cultures</p>
<p><b>IMPACT:</b> 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><b>End Points:</b></p>	<p>By the end of the drawing SoL students will be able to:</p> <p>produce creative work, exploring their ideas and recording their experiences</p> <p>Develop their proficiency in drawing</p> <p>Evaluate and analyse creative works using the language of art, craft and design</p> <p>know about some great artists and understand some of the historical and cultural development of their art forms.</p> <p>They will be able to do this by:</p> <p>using a range of techniques to record their observations in sketchbooks</p> <p>use a range of techniques and media</p> <p>analysing and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</p> <p>analyse artists and specific periods</p>	<p>By the end of the drawing SoL students will be able to:</p> <p>produce creative work, exploring their ideas and recording their experiences</p> <p>Develop their proficiency in drawing</p> <p>Evaluate and analyse creative works using the language of art, craft and design</p> <p>know about some great artists and understand some of the historical and cultural development of their art forms.</p> <p>They will be able to do this by:</p> <p>using a range of techniques to record their observations in sketchbooks</p> <p>use a range of techniques and media</p> <p>analysing and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</p> <p>analyse artists and specific periods</p>	<p>By the end of the painting SoL students will be able to:</p> <p>produce creative work, exploring their ideas and recording their experiences</p> <p>Develop their proficiency in painting</p> <p>Evaluate and analyse creative works using the language of art, craft and design</p> <p>know about some great artists and understand some of the historical and cultural development of their art forms.</p> <p>They will be able to do this by:</p> <p>using a range of techniques to record their observations in sketchbooks</p> <p>use a range of painting techniques</p> <p>analysing and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</p> <p>analyse artists and specific periods</p>	<p>By the end of the painting SoL students will be able to:</p> <p>produce creative work, exploring their ideas and recording their experiences</p> <p>Develop their proficiency in painting</p> <p>Evaluate and analyse creative works using the language of art, craft and design</p> <p>know about some great artists and understand some of the historical and cultural development of their art forms.</p> <p>They will be able to do this by:</p> <p>using a range of techniques to record their observations in sketchbooks</p> <p>use a range of painting techniques</p> <p>analysing and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</p> <p>analyse artists and specific periods</p>	<p>By the end of the sculpture SoL students will be able to:</p> <p>produce creative work, exploring their ideas and recording their experiences</p> <p>Develop their proficiency in sculpture/art and craft techniques</p> <p>Evaluate and analyse creative works using the language of art, craft and design</p> <p>know about some great artists and understand some of the historical and cultural development of their art forms.</p> <p>They will be able to do this by:</p> <p>using a range of 3D techniques and recording relevant observations in their sketchbooks</p> <p>analysing and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</p> <p>analyse artists and specific periods</p>	<p>By the end of the sculpture SoL students will be able to:</p> <p>produce creative work, exploring their ideas and recording their experiences</p> <p>Develop their proficiency in sculpture/art and craft techniques</p> <p>Evaluate and analyse creative works using the language of art, craft and design</p> <p>know about some great artists and understand some of the historical and cultural development of their art forms.</p> <p>They will be able to do this by:</p> <p>using a range of 3D techniques and recording relevant observations in their sketchbooks</p> <p>analysing and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</p> <p>analyse artists and specific periods</p>
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