

INTENT

To learn and refine the foundations of the art curriculum through the exploration of different media and techniques and to be proficient in the formal elements of art.
 To refine and 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

| | Painting | Term 2 Painting | Term 3 Cubism | Term 4 Cubism | Perspective | Term 6 Perspective |
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| KS3 | 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 Week 41 Week 42 Week 43 |
| Year 8 | <p>introduction to Abstract Art – introduce Artists in Abstract Art – recap Colour wheel</p> <p>Analysing the work of Jane Davies using Correct terminology Subject specific</p> <p>Response to Jane Davies – Colour, pattern, tone</p> <p>Continue improving the skill in response to Jane Davies</p> <p>Intro to Kandinsky – Analyse & Evaluate work using subject specific terminology</p> <p>Response to the work of Kandinsky – Texture, line composition.</p> <p>Continue improving the skill in response to Kandinsky</p> <p>Start end point of Painting Unit – Abstract painting planning final Piece – x 4 sections</p> | <p>Complete Final piece – Draw out 1 x A3 – dive in 4</p> <p>Complete Final piece – demo and trials in s/b Add watercolour (blending, colour mixing)</p> <p>Complete Final piece – Add poster paint – demo and trials in s/b (may include pointillism)</p> <p>Review work so far where can we improve and how? Peer assessment around the room/critique/demonstrations – areas to focus on</p> <p>Complete Final piece – Add Texture – demon and trials</p> <p>Complete Final piece – Add texture and mark-making – demo and trials in s/b</p> <p>Complete Final piece and evaluation of project</p> | <p>Art History – Cubism 1908 – 1920 - analysis</p> <p>Introduction to the grid method using mixed media</p> <p>Observational drawing using tone (Pencil)</p> <p>Observational drawings using the colour wheel (Paint)</p> <p>Cubism Analysis – Picasso, Braque</p> <p>Response to the work of Braque – Mixed media showing tone colour and detail Grid method</p> | <p>Start end point of Cubism – final Piece – bottle fragmentation</p> <p>Bottle Fragmentation – Use Collage</p> <p>Bottle Fragmentation – Use Watercolour or WC crayons</p> <p>Complete Final piece</p> <p>Complete Final piece</p> <p>Complete Final piece</p> | <p>Introduction what is Perspective plus name extension task</p> <p>Lesson 2 – Aerial perspective and 1 point</p> <p>Lesson 3 – Aerial perspective , add texture and pattern</p> <p>Lesson 4 – 2 point perspective</p> <p>Amy Casey analysis</p> <p>Amy Casey response</p> | <p>Amy Casey response – add colour and tone</p> <p>L.S Lowry analysis and response</p> <p>Artist analysis and response - Chris Orill</p> <p>Plan final piece using perspective techniques</p> <p>Complete final piece</p> <p>Complete final piece</p> <p>Present final piece and evaluate the project and year 8</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, 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> |

HOLIDAY: 1 WEEK

HOLIDAY: 2 WEEKS

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| <p>British Values</p> | <p>Embedding of British Values - Understanding and Appreciation of Diversity -</p> <ul style="list-style-type: none"> 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. <p>Links to C&C Overview: Careers – Looking at a range of artists in detail for example Jane Davies - contemporary full time artist</p> <p>T</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>Embedding of British Values - Understanding and Appreciation of Diversity -</p> <p>Cultural respect: celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.</p> <ul style="list-style-type: none"> 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. <p>Links to C&C OVERVIEW - Democratic Britain. Students are encouraged to consider politics in relation to the art history they study in class.</p> <p>T L</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>T</p> | <p>Embedding of British Values - Understanding and Appreciation of Diversity -</p> <ul style="list-style-type: none"> 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. <p>T</p> | <p>Embedding of British Values - Understanding and Appreciation of Diversity -</p> <p>Cultural respect: celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.</p> <p>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.</p> <p>T</p> |
| <p>Homework <i>(ensure that this is NOT stand alone, but clearly advances or embeds knowledge and understanding)</i></p> | <p>Termly Homework – See Homework sheets</p> <p>Abstract Art Task 1 – Mind Map and research collage Task 2 – Research an artist Task 3 – Visual study page Task 4 – Research and analyse an artist Task 5 – Create a final piece EXT Task Visit a local gallery and take photos of abstract art</p> | <p>Termly Homework</p> <p>Theme linked to SoL Task 1 – Mind Map and research collage Task 2 – Research an artist Task 3 – Visual study page Task 4 – Research and analyse an artist Task 5 – Create a final piece EXT Task Visit a local gallery and take photos</p> | <p>Termly Homework</p> <p>Theme linked to SoL Task 1 – Mind Map and research collage Task 2 – Research an artist Task 3 – Visual study page Task 4 – Research and analyse an artist Task 5 – Create a final piece EXT Task Visit a local gallery and take photos</p> | <p>Termly Homework</p> <p>Theme linked to SoL Task 1 – Mind Map and research collage Task 2 – Research an artist Task 3 – Visual study page Task 4 – Research and analyse an artist Task 5 – Create a final piece EXT Task Visit a local gallery and take photos</p> | <p>Termly Homework</p> <p>Theme linked to SoL Task 1 – Mind Map and research collage Task 2 – Research an artist Task 3 – Visual study page Task 4 – Research and analyse an artist Task 5 – Create a final piece EXT Task Visit a local gallery and take photos</p> | <p>Termly Homework</p> <p>Theme linked to SoL Task 1 – Mind Map and research collage Task 2 – Research an artist Task 3 – Visual study page Task 4 – Research and analyse an artist Task 5 – Create a final piece EXT Task Visit a local gallery and take photos</p> |
| <p>Key Vocabulary/literacy opportunities including reading</p> | <p>Tier 3 Specialist Vocabulary:</p> <p>Tone Texture Line Shape Form Complementary colours Harmonious colours</p> <p>Tier 2 Academic Vocabulary:</p> <p>Technique Proficiency Materials Media Analyse Evaluate</p> <p>Reciprocal and guided reading throughout</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>Tier 3 Specialist Vocabulary:</p> <p>Tone Texture Line Shape Form Complementary colours Harmonious colours</p> <p>Tier 2 Academic Vocabulary:</p> <p>Technique Proficiency Materials Media Analyse Evaluate</p> <p>Reciprocal and guided reading throughout</p> | <p>Tier 3 Specialist Vocabulary:</p> <p>Tone Texture Line Shape Form Cubism Mixed media Grid method</p> <p>Tier 2 Academic Vocabulary:</p> <p>Technique Proficiency Materials Media Analyse Evaluate</p> <p>Reciprocal and guided reading throughout</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>Tier 3 Specialist Vocabulary:</p> <p>Tone Texture Line Shape Form Cubism Mixed media Grid method</p> <p>Tier 2 Academic Vocabulary:</p> <p>Technique Proficiency Materials Media Analyse Evaluate</p> <p>Reciprocal and guided reading throughout</p> | <p>Tier 3 Specialist Vocabulary:</p> <p>Tone Texture Line Shape Form One point perspective Two point perspective Aerial view perspective</p> <p>Tier 2 Academic Vocabulary:</p> <p>Technique Proficiency Materials Media Analyse Evaluate</p> <p>Reciprocal and guided reading throughout</p> | <p>Tier 3 Specialist Vocabulary:</p> <p>Tone Texture Line Shape Form One point perspective Two point perspective Aerial view perspective</p> <p>Tier 2 Academic Vocabulary:</p> <p>Technique Proficiency Materials Media Analyse Evaluate</p> <p>Reciprocal and guided reading throughout</p> |
| <p>Spiritual, Moral, Social and cultural.</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>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>Develop confidence of self-expression through the medium of drawing.</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> |

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| <p>Cultural Capital</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>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>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>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>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>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> |
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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.

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| <p>End Points:</p> | <p>By the end of the painting SoL students will be able to:</p> <p>Know, apply and understand the matters, skills and processes specified in the SoL</p> <p>produce creative work, exploring their ideas and recording their experiences</p> <p>Be proficient in painting</p> <p>Evaluate and analyse creative works in depth using the language of art, craft and design</p> <p>know about 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 and becoming proficient in a range of techniques to record their observations in sketchbooks</p> <p>use and be proficient a range of painting techniques</p> <p>analysing and evaluate in depth 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>Know, apply and understand the 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