

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 2024/25**

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>								2 x Lessons per week									
		16	17	18	19	20		21	22	23	24	25						

British Values

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

Recognise, appreciate and respect artistic works made in all forms and mediums

Tolerance and respect for art works from different societies, traditions and cultures

Recognise that artistic production is a medium of self expression

Respect for work they may not like



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 including reading

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

Write accurately and critically in evaluating own and others work

Reading for meaning and understanding (artists work) when following detailed written guidance

Spiritual, Moral, Social and cultural	Develop confidence of self-expression through the medium of drawing. Understanding and appreciation of how different artists present their work and express opinions through interaction, imitation and adaptation. Acceptance of the creative process as an individual journey of self-expression and understanding.								
Cultural Capital	Recognise, appreciate and respect artistic works made in different forms and mediums Tolerance and respect for art works from different societies traditions and cultures 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!								
	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								