

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 2024/25**

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 |
|-------------------------|--|---|--|---|--|--------|
| | <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.</p> <p>Exam prep starts</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. AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</p> | |
| KS4 | 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 | |
| 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>1st photographer 4th response – technical skill, analysis, editing, demonstrating critical understanding of sources</p> <p>2nd developed photographer 4th response – 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>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>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>1st photographer 4th response – technical skill, analysis, editing, demonstrating critical understanding of sources</p> <p>2nd developed photographer 4th response – 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>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 22nd 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> | |

British Values

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.

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

Individual Liberty - In art lessons, students are encouraged to develop their individual creative responses, informed and inspired by the world around them. Students are actively encouraged to make creative decisions, aware that they are in a supportive environment. Students are encouraged to express their opinions on art and design, critiquing work by artists as well as their peers, whilst respecting the opinions of people around them.

Mutual Respect - Students regularly discuss the work of their peers as well as other artists in lessons. They are taught how to talk about other students' work, demonstrating kindness and empathy, in order to build a 'safe' and open environment, founded on mutual respect. They are taught how to provide each other with constructive criticism to help each other to make progress, without negative judgement.

Democracy - In the art room, students are taught to respect each other's rights to have a say.

Rule of Law - Students are taught to respect each other and the workspace they are in. We instil a sense of responsibility

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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.



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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.

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| | and cost, communicating to students that the materials and equipment needs to be respectfully used and returned at the end of each lesson, without damage. Students are taught that the creative arts can be an amazing career to give them a sense of identity and that it helps them to respect other people in the world, no matter what their background. | | | | | |
| Homework <i>(ensure that this is NOT stand alone, but clearly advances or embeds knowledge and understanding)</i> | 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. | 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. | 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. | 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. | 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. | 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. |
| Key Vocabulary/literacy opportunities and reading | <p>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 Line Shape Form</p> <p>Tier 2 Academic Vocabulary: Technique Proficiency Media Analyse Evaluate Develop Refine Record Experiment Personal Meaningful Response Visual language</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>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 Line Shape Form</p> <p>Tier 2 Academic Vocabulary: Technique Proficiency Media Analyse Evaluate Develop Refine Record Experiment Personal Meaningful Response Visual language</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>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 Line Shape Form</p> <p>Tier 2 Academic Vocabulary: Technique Proficiency Media Analyse Evaluate Develop Refine Record Experiment Personal Meaningful Response Visual language</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>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 Line Shape Form</p> <p>Tier 2 Academic Vocabulary: Technique Proficiency Media Analyse Evaluate Develop Refine Record Experiment Personal Meaningful Response Visual language</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>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 Line Shape Form</p> <p>Tier 2 Academic Vocabulary: Technique Proficiency Media Analyse Evaluate Develop Refine Record Experiment Personal Meaningful Response Visual language</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>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 Line Shape Form</p> <p>Tier 2 Academic Vocabulary: Technique Proficiency Media Analyse Evaluate Develop Refine Record Experiment Personal Meaningful Response Visual language</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> |
| Spiritual, Moral, Social and cultural. | <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>Some students will have picked the theme colour or reflection which lends itself to SMSC.</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>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>Acceptance of the creative process as an individual journey of self-expression and understanding.</p> |

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| Cultural Capital. | 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! | 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! | 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! | 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! | 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 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 | | | | | |