

**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 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 Technical Book	Term 2 Technical Book	Term 3 Technical book. Personal Investigation	Term 4 Personal Investigation	Term 5 Personal Investigation	Term 6 Personal Investigation
	<p><b>AO1:</b> Develop ideas through investigations, demonstrating critical understanding of sources. <b>AO2:</b> Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. <b>AO3:</b> Record ideas, observations and insights relevant to intentions as work progresses</p>	<p><b>AO1:</b> Develop ideas through investigations, demonstrating critical understanding of sources. <b>AO2:</b> Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. <b>AO3:</b> Record ideas, observations and insights relevant to intentions as work progresses</p>	<p><b>AO1:</b> Develop ideas through investigations, demonstrating critical understanding of sources. <b>AO2:</b> Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. <b>AO3:</b> Record ideas, observations and insights relevant to intentions as work progresses</p>	<p><b>AO1:</b> Develop ideas through investigations, demonstrating critical understanding of sources. <b>AO2:</b> Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. <b>AO3:</b> Record ideas, observations and insights relevant to intentions as work progresses</p>	<p><b>AO1:</b> Develop ideas through investigations, demonstrating critical understanding of sources. <b>AO2:</b> Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. <b>AO3:</b> Record ideas, observations and insights relevant to intentions as work progresses</p>	<p><b>AO1:</b> Develop ideas through investigations, demonstrating critical understanding of sources. <b>AO2:</b> Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. <b>AO3:</b> Record ideas, observations and insights relevant to intentions as work progresses. <b>AO4:</b> Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>
KS5	<p>Week 1</p> <p>Week 2</p> <p>Week 3</p> <p>Week 4</p> <p>Week 5</p> <p>Week 6</p> <p>Week 7</p> <p>Week 8</p>	<p>Week 9</p> <p>Week 10</p> <p>Week 11</p> <p>Week 12</p> <p>Week 13</p> <p>Week 14</p> <p>Week 15</p>	<p>Week 16</p> <p>Week 17</p> <p>Week 18</p> <p>Week 19</p> <p>Week 20</p> <p>Week 21</p>	<p>Week 22</p> <p>Week 23</p> <p>Week 24</p> <p>Week 25</p> <p>Week 26</p> <p>Week 27</p>	<p>Week 28</p> <p>Week 29</p> <p>Week 30</p> <p>Week 31</p> <p>Week 32</p> <p>Week 33</p>	<p>Week 34</p> <p>Week 35</p> <p>Week 36</p> <p>Week 37</p> <p>Week 38</p> <p>Week 39</p> <p>Week 40</p>
<p><b>Year 12 Photograph by 2 Year A Level</b>          Personalised project – Personal investigation students are required to conduct a practical investigation, into an idea, issue, concept or theme. 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</p>	<p>Composition – What is composition and discuss line in the photograph</p> <p>Understand what rule of thirds is and discuss natural light and artificial light and how this creates mood</p> <p>Create a contact sheet with your homework images</p> <p>Photoshop – Edit images using Levels, curves, B&amp;W</p> <p>Aperture – What is aperture? Understanding showing the aperture ring and light &amp; Dark images</p> <p>Aperture Shoot demonstrating skill using the cameras. Create a contact sheet</p> <p>Analyse the work of John Blakemore focus on Aperture</p> <p>DOF – What is DOF. Demonstrate using internet a narrow and a greater DOF</p>	<p>DOF Shoot demonstrating skill using the cameras. Create a contact sheet</p> <p>Analyse the work of Imogen Cunningham looking at narrow &amp; greater DOF</p> <p>Shutter Speed– What is it? Understanding showing a fast and slow image images</p> <p>Shutter speed Shoot demonstrating skill using the cameras. Create a contact sheet</p> <p>Analyse the work of John Shaw fast &amp; slow</p> <p>Mid review – What went well what didn't</p> <p>What is Iso, what is white balance?</p>	<p>Perspective, zoom, macro – Document photographs</p> <p>Natural and artificial lighting, including studio lighting – document photographs</p> <p>Photoshop tools, skills and techniques</p> <p>Photoshop tools, skills and techniques</p> <p>Photoshop tools, skills and techniques</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, demonstrating critical understanding of sources</p> <p>photographer 1 response refined – technical skill, analysis, editing, demonstrating critical understanding of sources</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>3rd refined 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>photographer 4response – technical skill, analysis, editing, demonstrating critical understanding of sources</p> <p>photographer 4response – technical skill, analysis, editing, demonstrating critical understanding of sources</p>	<p>developed photographer 4response – 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 shoot4, refine and develop ideas and technical skill</p> <p>Developed Personal shoot4, refine and develop ideas and technical skill</p> <p>photographer 5response – technical skill, analysis, editing, demonstrating critical understanding of sources</p> <p>developed photographer 5response – technical skill, analysis, editing, demonstrating critical understanding of sources</p>
<p><b>Progress and assessment</b></p>	<p>Four or five 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>Four or five 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>Four or five 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>Four or five 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>Four or five 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>Four or five 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><b>Homework</b>          (ensure that this is NOT stand alone, but clearly advances or embeds knowledge and understanding)</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>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><b>Key Vocabulary/literacy opportunities including reading</b></p>	<p>Aperture Depth of field Composition Tone Texture Line Shape Form 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>Specific vocabulary relating to the media/technique</p>	<p>Shutter speed White Balance ISO Tone Texture Line Shape Form Technique Proficiency Materials 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>Specific vocabulary relating to the media/technique</p>	<p>Perspective Focal point Lighting Artificial Natural Photoshop Tools Techniques Layers Tone Texture Line Shape Form Technique Proficiency Materials Media Analyse Evaluate Develop Refine Record Experiment Personal Meaningful Response Visual language Rule of thirds</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>Specific vocabulary relating to the media/technique</p>	<p>Aperture Shutter speed White balance ISO Lighting Perspective Editing Depth of field Formal elements of photography Composition Tone Texture Line Shape Form 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>Specific vocabulary relating to the media/technique</p>	<p>Aperture Shutter speed White balance ISO Lighting Perspective Editing Depth of field Formal elements of photography Composition Tone Texture Line Shape Form 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>Specific vocabulary relating to the media/technique</p>	<p>Aperture Shutter speed White balance ISO Lighting Perspective Editing Depth of field Formal elements of photography Composition Tone Texture Line Shape Form 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>Specific vocabulary relating to the media/technique</p>
<p><b>Spiritual, Moral, Social and cultural.</b></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>Some students will have picked a theme, such as a social issue 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>
<p><b>Cultural Capital.</b></p>	<p>Tolerance and respect for art works from different societies traditions and cultures</p> <p>Recognise and responding to a range of culturally significant artists, artworks and objects</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 and responding to a range of culturally significant artists, artworks and objects</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 and responding to a range of culturally significant artists, artworks and objects</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 and responding to a range of culturally significant artists, artworks and objects</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 and responding to a range of culturally significant artists, artworks and objects</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 and responding to a range of culturally significant artists, artworks and objects</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>

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.

<b>British Values:</b> Developing their understanding of fundamental British values	Red
<b>Diversity:</b> Developing their understanding and appreciation of diversity	Blue
<b>Society:</b> Equipping them to be responsible, respectful, active citizens who contribute positively to society	Green
<b>Cultural respect:</b> 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 12 Students will have started 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. 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. 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.