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:
Links of this SoL to other departments and the broader school ethos.

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

Bilton School Planning for Progress over Time

Programme of Study

IMPLEMENTATION

- **Term 4 and 5 – April-July (Art – Decay – Mini project – some students use more photography in their work. 14 weeks).**

KS3	Week 1 L	Week 2 and 3 T	Week 4 and 5 T	Week 6 and 7 T	Week 8 and 9 T	Week 10 and 11 T	Week 12 and 13 T	**Week 14 T**
Year 9 Art	1. Introduce project. Nature Vs Man-made 2. Students will need to create a written as well as visual mind map exploring the theme of nature. Vs Man-made 3. Research task – (computer and internet access) students will need to record the definition of the word ' Nature as well as Man-Made ' Collage.	**Complete research. Record ideas, observations &insights – formal elements – (Pencil, Coloured crayons)**	**Complete research. Record ideas, observations &insights – formal elements – (Watercolours, Mixed media)**	1st Artist – Natural forms - 1 studies (copies) of their work in different media and 1 responses **critical understanding of sources**	2nd Artist – Man-Made - 1 studies (copies) of their work in different media and 1 responses **critical understanding of sources**	Final Piece ideas x 2 **Present a personal and meaningful response that realises intentions**	Final Piece ideas x 2 **Present a personal and meaningful response that realises intentions**	Final Piece- **Present a personal and meaningful response that realises intentions**

26	27	28	29	30	31	32		33	34	35	36	37	38	39

Progress and assessment

One or two FAR pieces per year group.

Self and peer assessment

Baseline Assessment – work to date – formal elements/key skills and techniques

Work marked and moderated in line with departments termly overview and schools data collection – marks on SIMS and on sketchbook assessment sheets

Work is always marked as a whole, not on individual pieces

Art – 2 x Lessons per week.

British Values

- **Diversity: developing their understanding and appreciation of diversity.**
- **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 to society.**

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

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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 and reading			Tier 3 Specialist Vocabulary: Tone Texture Line Shape Form Technique Materials Media Tier 2 Academic Vocabulary: Analyse Proficiency 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 skills and natural forms Vs Manmade 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

Be proficient in painting

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

use and be proficient a range of painting techniques

analysing and evaluate in depth their own work, and that of others, in order to strengthen the visual impact or applications of their work

					analyse artists and specific periods