

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

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
	AO3: Record ideas, observations and insights relevant to intentions as work progresses	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.	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.	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.	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.	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.
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 Week 33	Week 34 Week 35 Week 36 Week 37 Week 38 Week 39 Week 40
Year 10 Art	Title page, mind map, collage, initial drawings Record ideas, observations and insights relevant to intentions – demonstrating formal elements Record ideas, observations & insights – formal Record ideas, observations & insights – formal Record ideas, observations & insights – formal elements Record ideas, observations & insights – formal elements Record ideas, observations & insights – formal elements Record ideas, observations & insights – formal elements	1st Artist – 2 studies (copies) of their work in different media and 2 responses critical understanding of sources 1st Artist – 2 studies (copies) of their work in different Techniques/Media Trials – Pages Techniques/Media Trials - Pages 2nd Artist – 2 studies (copies) of their work in different media and 2 responses critical understanding of 2nd Artist – 2 studies (copies) of their work in different media and 2 responses critical understanding of Techniques/Media Trials - Pages	1st collection – 3 ideas for final pieces – inspired by your research and artists. Annotate. Further experimentation. 1st collection – 3 ideas for final pieces – inspired by your 1st collection – 3 ideas for final pieces – inspired by your research and artists. Annotate. Further experimentation. Develop media trials/Further experimentation/Research Develop media trials/Further experimentation/Research 2nd collection – 3 ideas for final pieces – inspired by your research and artists. Annotate. Further experimentation.	2nd collection – 3 ideas for final pieces – inspired by your research and artists. Annotate. Further experimentation. 2nd collection – 3 ideas for final pieces – inspired by your research and artists. Annotate. Further experimentation. Develop media trials/Further experimentation/Research Develop media trials/Further experimentation/Research 1 finalised final piece idea – inspired by your research and artists. Annotate. 1 finalised final piece idea – inspired by your research and artists. Annotate.	1 finalised final piece idea – inspired by your research and artists. Annotate. Final Piece – Present a personal and meaningful response that realises intention Final Piece – Present a personal and meaningful response that realises intention Final Piece – Present a personal and meaningful response that realises intention Final Piece – Present a personal and meaningful response that realises intention	Final Piece – Present a personal and meaningful response that realises intention Evaluation against assessment objectives, review and refine work Coursework updates – refine and develop work – key assessment objectives to be developed – marks higher Coursework updates – refine and develop work – key assessment objectives to be developed – marks higher Coursework updates – refine and develop work – key assessment objectives to be developed – marks higher Coursework updates – refine and develop work – key assessment objectives to be developed – marks higher Coursework updates – refine and develop work – key assessment objectives to be developed – marks higher
Progress and assessment	Two or three 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 against assessment objectives, not on individual pieces	Two or three 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 against assessment objectives, not on individual pieces	Two or three 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 against assessment objectives, not on individual pieces	Two or three 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 against assessment objectives, not on individual pieces	Two or three 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 against assessment objectives, not on individual pieces	Two or three 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 against assessment objectives, not on individual pieces

<p>British Values</p>	<p>AO1/3 Links with Diversity, Society</p> <p>Students are required to develop knowledge, understanding and skills relevant to their chosen title through integrated practical, critical and contextual study that encourages direct engagement with original works and practice.</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>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.</p> <p>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.</p> <p>Democracy - In the art room, students are taught to respect each other's rights to have a say.</p> <p>Rule of Law - Students are taught to respect each other and the workspace they are in. We instil a sense of responsibility</p>	<p>Students must learn how sources inspire the development of ideas. For example, drawing on:</p> <ul style="list-style-type: none"> • the work and approaches of artists, craftspeople or designers from contemporary and/or historical contexts, periods, societies and cultures • contemporary and/or historical environments, situations or issues <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>Students must learn how sources inspire the development of ideas. For example, drawing on:</p> <ul style="list-style-type: none"> • the work and approaches of artists, craftspeople or designers from contemporary and/or historical contexts, periods, societies and cultures • contemporary and/or historical environments, situations or issues <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>	<ul style="list-style-type: none"> • the work and approaches of artists, craftspeople or designers from contemporary and/or historical contexts, periods, societies and cultures • contemporary and/or historical environments, situations or issues <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>Students must develop and apply relevant subject-specific skills in order to use visual language to communicate personal ideas, meanings and responses. Students must, over time, reflect critically upon their creative journey and its effectiveness in relation to the realisation of personal intentions.</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>Students must develop and apply relevant subject-specific skills in order to use visual language to communicate personal ideas, meanings and responses. Students must, over time, reflect critically upon their creative journey and its effectiveness in relation to the realisation of personal intentions.</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>
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	<p>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.</p>					
<p>Links to c&c topics and cross-curricular</p>	<p>T L</p>	<p>Students select their own starting points</p> <ol style="list-style-type: none"> 1. Decay 2. Structure 3. Identity <p>Belief and Culture – AQA the work and approaches of artists, craftspeople or designers from contemporary and/or historical contexts, periods, societies and cultures • contemporary and/or historical environments, situations or issues</p> <p>L T</p>	<p>Democratic Britain – identity theme yr 10</p> <p>T</p>	<p>Relationships and me – decay theme, mental health, identify theme, emotive art, expressive links to expressive artists.</p> <p>L T</p>	<p>Community issues – themes, links to the theme of structures, decay – pollution or environmental issues, litter etc.</p> <p>L T</p>	<p>Taking care of myself – links with mental health, identity, decay theme. SMSC – responding to a range of artists and starting points.</p> <p>L T</p>
<p>Homework <i>(ensure that this is NOT stand alone, but clearly advances or embeds knowledge and understanding)</i></p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>Key Vocabulary/literacy opportunities including reading</p>	<p>Tier 3 Specialist Vocabulary:</p> <p>Tone Texture Line Shape Form</p> <p>Tier 2 Academic Vocabulary:</p> <p>Technique Proficiency Materials Media Analyse Evaluate Develop Refine Record Experiment Personal Meaningful response</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</p> <p>Tier 2 Academic Vocabulary:</p> <p>Technique Proficiency Materials Media Analyse Evaluate Develop Refine Record Experiment Personal Meaningful response</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</p> <p>Tier 2 Academic Vocabulary:</p> <p>Technique Proficiency Materials Media Analyse Evaluate Develop Refine Record Experiment Personal Meaningful response</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</p> <p>Tier 2 Academic Vocabulary:</p> <p>Technique Proficiency Materials Media Analyse Evaluate Develop Refine Record Experiment Personal Meaningful response</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</p> <p>Tier 2 Academic Vocabulary:</p> <p>Technique Proficiency Materials Media Analyse Evaluate Develop Refine Record Experiment Personal Meaningful response</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</p> <p>Tier 2 Academic Vocabulary:</p> <p>Technique Proficiency Materials Media Analyse Evaluate Develop Refine Record Experiment Personal Meaningful response</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>Spiritual, Moral, Social and cultural.</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>Some students will have picked the theme identity or structure which lends itself to SMSC.</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>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>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>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>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>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>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>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>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>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>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>

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 10 students will have a sustained project 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 the beginning of 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.