

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 such as English – essay techniques 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

		Term 1 Personal Investigation plus essay	Term 2 Personal Investigation plus essay	Term 3 Personal Investigation plus essay	Term 4 Personal Investigation plus essay	Term 5 Personal Investigation plus essay	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. 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</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>	
KS5		Week 1	Week 9	Week 16	Week 22	Week 28	
		Week 2	Week 10	Week 17	Week 23	Week 29	
		Week 3	Week 11	Week 18	Week 24	Week 30	
		Week 4	Week 12	Week 19	Week 25	Week 31	
		Week 5	Week 13	Week 20	Week 26	Week 32	
		Week 6	Week 14	Week 21	Week 27	Week 33	
		Week 7	Week 15				
		Week 8					
		HOLIDAY: 1 WEEK		HOLIDAY: 2 WEEKS		HOLIDAY: 1 WEEK	
<p>Year 13 Photography</p> <p>Personal investigation and 1000-3000 essay plus bibliography This is a practical investigation supported by written material. Students are required 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.</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>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. Mid point review.</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>First draft of essay, photographer 4 response – technical skill, analysis, editing, demonstrating critical understanding of sources</p> <p>First draft of essay, developed photographer 4 response – technical skill, analysis, editing, demonstrating critical understanding of sources</p> <p>Personal shoot3, refine and develop ideas and technical skill. Review work.</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>Concluding shoot - Present a personal and meaningful response that realises intentions and demonstrates understanding of sources.</p> <p>Concluding shoot and evaluation. Final draft of essay. Mount final pieces. Present a personal and meaningful response that realises intentions and demonstrates understanding of sources</p> <p>EXAM - 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>2nd 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&2, refine and develop ideas and technical skill</p> <p>Developed Personal&2 shoot1, refine and develop ideas and technical skill</p> <p>Personal shoot3 and developed/refined shoot, refine and develop ideas and technical skill</p>	<p>Concluding shoot-personal and meaningful response that realises intentions and demonstrates understanding of visual language</p> <p>15 Hour Exam – dates to be confirmed – FINAL PIECE</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>	

<p>Progress and assessment</p>	<p><u>Four or five FAR pieces per year group.</u></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 against assessment objectives, not on individual pieces</u></p>	<p><u>Four or five FAR pieces per year group.</u></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 against assessment objectives, not on individual pieces</u></p>	<p><u>Four or five FAR pieces per year group.</u></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 against assessment objectives, not on individual pieces</u></p>	<p><u>Four or five FAR pieces per year group.</u></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 against assessment objectives, not on individual pieces</u></p>	<p><u>Four or five FAR pieces per year group.</u></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 against assessment objectives, not on individual pieces</u></p>		
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British Values

AO1 – AO3
Links with **Diversity, Society**

AQA – Students should include evidence of their ability to research and develop ideas that link with their work in a meaningful way to relevant critical and contextual materials.
Evidenced by:

Starting points – students are able to select their own personalised starting point and theme. Students are guided and signposted to research links and references, but are able to select their own artists and themes.

Evidence of prior chosen themes for personal portfolio e.g Environmental issues, mental health etc.

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

AQA – project, based on an idea, concept, theme or issue. This should demonstrate the student's ability to sustain work from an initial starting point to a realisation. It should include evidence of their ability to research and develop ideas and link their work in a meaningful way to relevant critical/contextual materials.

Courses based on these specifications must require students to develop practical and theoretical knowledge and understanding of:

how images and artefacts relate to a time and place in which they were made and to their social and cultural contexts.
• continuity and change in different genres, styles and traditions

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	<p>workspace they are in. We instill a sense of responsibility 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>Homework <i>(ensure that this is NOT stand alone, but clearly advances or embeds knowledge and understanding)</i></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>Key Vocabulary/literacy opportunities including reading</p>	<p>Tier 3 Specialist Vocabulary:</p> <p>Aperture Shutter speed White balance ISO Lighting Perspective Editing Depth of field Composition 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 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>Tier 3 Specialist Vocabulary:</p> <p>Aperture Shutter speed White balance ISO Lighting Perspective Editing Depth of field Composition 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 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>Tier 3 Specialist Vocabulary:</p> <p>Aperture Shutter speed White balance ISO Lighting Perspective Editing Depth of field Composition 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 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>Tier 3 Specialist Vocabulary:</p> <p>Aperture Shutter speed White balance ISO Lighting Perspective Editing Depth of field Composition 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 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>Tier 3 Specialist Vocabulary:</p> <p>Aperture Shutter speed White balance ISO Lighting Perspective Editing Depth of field Composition 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 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>Spiritual, Moral, Social and cultural.</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 , often 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>Cultural Capital.</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>	
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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 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.

Criteria	New colour
British Values: Developing their understanding of fundamental British values	Red
Diversity: Developing their understanding and appreciation of diversity	Blue
Society: Equipping them to be responsible, respectful, active citizens who contribute positively to society	Green
Cultural respect: 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 13 Students will have conducted 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. The written material must confirm understanding of creative decisions, providing evidence of all four assessment objectives by: • clarifying the focus of the investigation • demonstrating critical understanding of contextual and other sources • substantiating decisions leading to the development and refinement of ideas • recording ideas, observations and insights relevant to intentions by reflecting critically on practical work • making meaningful connections between, visual, written and other elements. The written material must: • be a coherent and logically structured extended response of between 1000 and 3000 words of continuous prose. • include specialist vocabulary appropriate to the subject matter • include a bibliography that identifies contextual references from sources such as: books, journals, websites, through studies of others' work made during a residency, or on a site, museum or gallery visit • be legible with accurate use of spelling, punctuation and grammar so that meaning is clear. Students will have and be able to show a clear understanding of

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