

IMPLEMENTATION


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 2021/22**

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		Term 2		Term 3		Term 4		Term 5		Term 6
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	KS4	<p>T 30/8/21 – 06/9/21</p> <p>06/9/21</p> <p>13/09/21</p> <p>20/09/21</p> <p>27/09/21</p> <p>04/10/21</p> <p>11/10/21</p> <p>18/10/21</p> <p>HOLIDAY: 1 WEEK</p>		<p>01/11/21</p> <p>08/11/21</p> <p>15/11/21</p> <p>22/11/21</p> <p>29/11/21</p> <p>06/12/21</p> <p>13/12/21</p> <p>HOLIDAY: 2 WEEKS</p>		<p>03/1/22</p> <p>10/1/22</p> <p>17/1/22</p> <p>24/1/22</p> <p>31/1/22</p> <p>07/2/22 – 14/2/22</p> <p>HOLIDAY: 1 WEEK</p>		<p>28/2/22</p> <p>07/3/22</p> <p>14/3/22</p> <p>21/3/22</p> <p>28/3/22</p> <p>04/04/22</p> <p>HOLIDAY: 2 WEEKS</p>		<p>25/4/22</p> <p>02/5/22</p> <p>09/5/22</p> <p>16/5/22</p> <p>16/5/22- 23/5/22</p> <p>23/5/22</p> <p>HOLIDAY: 1 WEEK</p> <p>06/6/22</p> <p>13/6/22</p> <p>21/6/21</p> <p>27/6/22</p> <p>04/7/22</p> <p>11/7/22</p> <p>18/7/22</p>		
	Year 11 Art	<p>Title page, mind map, collage, initial drawings Record ideas, observations and insights relevant to intentions – demonstrating formal elements</p> <p>Record ideas, observations & insights – formal elements</p> <p>Record ideas, observations & insights – formal elements</p> <p>Record ideas, observations & insights – formal elements</p> <p>Record ideas, observations & insights – formal elements.</p> <p>Record ideas, observations & insights – formal elements.</p> <p>1st Artist – 2 studies (copies) of their work in different media and 2 responses critical understanding of sources</p> <p>1st Artist – 2 studies (copies) of their work in different media and 2 responses critical understanding of sources</p>		<p>2nd artist – 2 studies (copies) of their work in different media and 2 responses critical understanding of sources</p> <p>1st collection – 3 ideas for final pieces – inspired by your research and artists. Annotate. Further experimentation.</p> <p>1 finalised final piece idea – inspired by your research and artists. Annotate.</p> <p>1 finalised final piece idea – inspired by your research and artists. Annotate. Start final Piece.</p> <p>Final Piece- Present a personal and meaningful response that realises intentions</p> <p>Final Piece- Present a personal and meaningful response that realises intentions</p> <p>Final Piece- Present a personal and meaningful response that realises intentions</p>		<p>EXAM - Title page, mind map, collage, initial drawings Record ideas, observations and insights relevant to intentions – demonstrating formal elements</p> <p>Exam - Record ideas, observations & insights – formal</p> <p>1st Artist – 2 studies (copies) of their work in different media and 2 responses critical understanding of sources</p> <p>1st Artist – 2 studies (copies) of their work in different media and 2 responses critical understanding of sources</p> <p>2nd artist – 2 studies (copies) of their work in different media and 2 responses critical understanding of sources</p> <p>2nd artist – 2 studies (copies) of their work in different media and 2 responses critical understanding of sources</p>		<p>1st collection – 3 ideas for final pieces – inspired by your research and artists. Annotate. Further experimentation.</p> <p>1st collection – 3 ideas for final pieces – inspired by your research and artists. Annotate. Further experimentation.</p> <p>2nd collection – 3 ideas for final pieces – inspired by your research and artists. Annotate. Further experimentation.</p> <p>2nd collection – 3 ideas for final pieces – inspired by your research and artists. Annotate. Further experimentation.</p> <p>1 finalised final piece idea – inspired by your research and artists. Annotate.</p> <p>10 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 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>MODERATION</p> <p>MODERATION THURSDAY 27th May – MARKS SENT TO EXAM BOARD BY</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>		

	<p>Diversity: developing their understanding and appreciation of diversity.</p> <ul style="list-style-type: none">Cultural respect: celebrating what we have in common and promoting respect for the different protected characteristics as defined in law. <p>Links to C&C OVERVIEW – Careers: students are encouraged to research artists careers as part of their personal project.</p>	<p>Diversity: developing their understanding and appreciation of diversity.</p> <ul style="list-style-type: none">Cultural respect: celebrating what we have in common and promoting respect for the different protected characteristics as defined in law. <p>Society: equipping them to be responsible, respectful, active citizens who contribute to society.</p> <p>Links to C&C OVERVIEW – Beliefs and Culture: as seen through some students personal projects. Some students may also cover religion and other cultures as part of their personal project research.</p>	<p>Diversity: developing their understanding and appreciation of diversity.</p> <ul style="list-style-type: none">Cultural respect: celebrating what we have in common and promoting respect for the different protected characteristics as defined in law. <p>Links to C&C OVERVIEW – Democratic Britain. Some students choose to look at politics within their personal projects.</p>	<p>Diversity: developing their understanding and appreciation of diversity.</p> <p>Society: equipping them to be responsible, respectful, active citizens who contribute to society.</p> <p>Links to C&C OVERVIEW – Relationships and Me – Some students choose to look at relationships within their personal projects.</p>	<p>Diversity: developing their understanding and appreciation of diversity.</p> <p>British values: developing their understanding of fundamental British Values.</p> <p>Links to C&C OVERVIEW – Community Issues – some students will choose to look at social issues within their personal projects</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>Key Vocabulary/literacy opportunities</p>	<p>Tone Texture Line Shape Form Technique Proficiency Materials Media Analyse Evaluate Develop Refine Record Experiment Personal Meaningful Response Visual language</p>	<p>Tone Texture Line Shape Form Technique Proficiency Materials Media Analyse Evaluate Develop Refine Record Experiment Personal Meaningful Response Visual language</p>	<p>Tone Texture Line Shape Form Technique Proficiency Materials Media Analyse Evaluate Develop Refine Record Experiment Personal Meaningful Response Visual language</p>	<p>Tone Texture Line Shape Form Technique Proficiency Materials Media Analyse Evaluate Develop Refine Record Experiment Personal Meaningful Response Visual language</p>	<p>Tone Texture Line Shape Form Technique Proficiency Materials Media Analyse Evaluate Develop Refine Record Experiment Personal Meaningful Response Visual language</p>			
<p>Connected knowledge <i>Connectives to ???? theme/topic/year group?</i></p> <p><i>Advancement/repitition/‘stickability’ of these theme by/through ?????, because ?????</i></p> <div><div>L</div><div>T</div></div>	<p>Extends on skills and techniques learnt in KS3. Also provides a foundation that is built upon each year and revisited up until year 11, so that the assessment objectives are fully covered. KS3 provides the basis of these skills and the national curriculum provides the baseline, as they cover the assessment objective key skills such as recording ideas and becoming proficient in media and techniques. Year 9 embeds these key skills and they start to be mastered in year 10 and fully mastered in year 11.</p>	<p>Extends on skills and techniques learnt in KS3. Also provides a foundation that is built upon each year and revisited up until year 11, so that the assessment objectives are fully covered. KS3 provides the basis of these skills and the national curriculum provides the baseline, as they cover the assessment objective key skills such as recording ideas and becoming proficient in media and techniques. Year 9 embeds these key skills and they start to be mastered in year 10 fully mastered in year 11.</p>	<p>Extends on skills and techniques learnt in KS3. Also provides a foundation that is built upon each year and revisited up until year 11, so that the assessment objectives are fully covered. KS3 provides the basis of these skills and the national curriculum provides the baseline, as they cover the assessment objective key skills such as recording ideas and becoming proficient in media and techniques. Year 9 embeds these key skills and they start to be mastered in year 10 fully mastered in year 11.</p>	<p>Extends on skills and techniques learnt in KS3. Also provides a foundation that is built upon each year and revisited up until year 11, so that the assessment objectives are fully covered. KS3 provides the basis of these skills and the national curriculum provides the baseline, as they cover the assessment objective key skills such as recording ideas and becoming proficient in media and techniques. Year 9 embeds these key skills and they start to be mastered in year 10 fully mastered in year 11.</p>	<p>Extends on skills and techniques learnt in KS3. Also provides a foundation that is built upon each year and revisited up until year 11, so that the assessment objectives are fully covered. KS3 provides the basis of these skills and the national curriculum provides the baseline, as they cover the assessment objective key skills such as recording ideas and becoming proficient in media and techniques. Year 9 embeds these key skills and they start to be mastered in year 10 fully mastered in year 11.</p> <p>By the end ... 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>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.</p>								

	<p>End Point:</p> <p>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.</p>
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