INTENT

To learn the foundations of the art curriculum through the exploration of different media and techniques and to learn the formal elements of art. To 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: This SOL links to other departments through embedding analysis skills developed in English lessons and cultural and social research linked to other departments and the broader school ethos.

Bilton School Planning for Progress over Time Programme of Study 2020/21

experiences design techniques design

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	KS3	31/8/20 T	07/9/20 T	14/09/20 T	21 /09/20 T	28/09/20 T	05/10/20 T	12/10/20 T	19/10/20 T		02/11/20 T	09/11/20 T	16/11/20 T	23/11/20 T	30/11/20 T	07/12/20 T	14/12/20 T		04/1/21 T	11/1/21 T	18/1/21	25/1/21 T	01/2/21 T	08/2/21		22/2/21 L		08/3/21 L	15/3/21 T, L	22/3/21 L	29/3/21 L		19/4/21	26/4/21	03/5/21	10/5/21	17/5/21	24/5/21	07/6/21	14/6/21	21/6/21	28/6/21 05/7/21	12/7/21	19/7/21 T
ITATION	Year 7	Introduce Linear drawing and Tone Pencil	tone contrast and texture in observational drawing Pencil	Materials – Explore different mediums	Still life – blending & layering	Still life – Contrast with still life in <mark>texture</mark> (tone)	- Still life - Contrast with still life in texture (tone)	Still life - Experimenting with Mixed Media	- Understand how to combine a collage in Still life	0//01/61	– Art History Baroque 1600-1725 – Still life - <mark>analysis</mark> – Review of work so far - evaluation	–Art History – Michael Craig Martin – developing line and composition.	–Start end point – final piece – explore line and composition	- Final piece - explore tone	– Complete Final piece – Review so far	 Complete Final piece – explore texture and mark making 	- Complete Final piece - evaluate	HOLIDAY: 2 WEEKS	LI & 2 – Introduction to <mark>Colour wheel</mark>	– Create <mark>different tones</mark> using coloured chart	- Monochromatic tonal painting	– Art History Mondrian 1920 – Abstract Art	- Abstract tree painting inspired by Mondrian	- Art History Impressionism 1870- 1900 - <mark>analysis</mark>	HOLIDAY: 1 WEEK	- Impressionist response	- Impressionist response	 Response to expressionist painting – Exploring short thick strokes of paint 	- Start end point of Painting Unit – final Piece	- Complete Final piece	- Complete Final piece	HOLIDAY: 2 WEEKS	- Introduction what is sculpture	- Att History Contemporary Att 1960+ analysis	– Interior and exterior space 3D Frame and consider the erm <mark>abstract</mark> and space	– Interior and exterior space Folding, pleating, curling spiralling,	– Extend frame using pleating, folding, spiralling, curling	complete 3D frame and evaluate	– Artist Analysis – Louise Nevelson	- Louise Nevelson inspired sculpture monochromic achniaue	- Start end point of Sculpture Unit - final Piece explore omposition	- Complete Final piece- explore pattern and repetition - Complete Final piece - add paint/colour	Final piece –	– Evaluate final pieces <mark>for all three</mark> projects and <mark>review</mark> rooress
IMPLEMENTATION	Progress and assessment	Two or t Self and Baseline elements Work mo termly o SIMS and Work is o pieces	peer ass Assessn s/key ski urked and verview d on sket	essmer nent – v Ils and d mode and scl chbook	nt work to technic rated i hools c c asses	o date - ques in line data co ssment	– forma with de ollection sheets	epartme n – mar	<u>ks on</u>		Self an Baselin elemen Work n departr collecti assessi Work is	d peer of three F ne Assents/key narked of ments to ment sh	assessm ssment - skills an and mod ermly ov arks on S neets vs marke	<u>es per y</u> n <u>ent</u> <u>work t</u> <u>nd techni</u> <u>derated i</u> <u>verview</u> <u>SIMS an</u>	to date - iques in line v and scl ad on sk	– formal with hools da actchboo	ata		Two Self Base form techi depo scho and Worl	and pe eline As al elen niques k marke artment ols dat on sket k is alw	er asses ssessme nents/ke	<u>nt – wa</u> nt – wa y skills nodera overvi tion – r assess rked as	ork to d s and ited in l iew and marks o sment sl	ate – ne with L n SIMS neets		gro Self Bas forn tecl Wo wit Sch SIM She	nup. f and pa seline A mal eler hniques hniques ork mark th depar tools da AS and c sets	eer asse ssessm ments/k wed and rtments ta colle on sketc ways m	<u>ent – wa</u> ey skill: <u>modera</u> termly c ction – r hbook c arked a	ork to da	ne v and <u>)</u> ent		year c Self an Baseli date - skills Work ine w overv collect on ska sheets Work	group. ind pee ine Ass – forma and ter marke vith der vith	er asses sessmer al elema cchnique ed and n partmer nd scho marks c ok asse ays ma	sment sment nt – wor ents/key 25 noderate nts termi ols data on SIMS	rk to Y ed in Ly and a		grou Self Base – fo tech Wor asse asse	and pe eline As mal ele iniques k marke depart schools SIMS an essment	er asse ssessm ements ed and iments s data d on sl t sheets vays m	narked a	ork to d ills and ited in li overviev n – ma ok	ate ine ⊻ ks

produce creative work, exploring their ideas and recording their

become proficient in drawing, painting, sculpture and other art, craft and

evaluate and analyse creative works using the language of art, craft and

know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

CC Character & Cu	 Diversity: developing their understanding and appreciation of diversity. The national curriculum states 'students should also know how art design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation' Students will learn about artists and designers from different cultures and periods and will express their own opinions. Links to C&C OVERVIEW - Careers: Students are encouraged to work independently and discuss their work publicly in the group, developing skills they may need for work Image: Student st		Cultural respect: celebrating what we have in common and promoting respect for the different protected characteristics as defined in law. Diversity: developing their understanding and appreciation of diversity. Image: common add promoting respect for the different protected characteristics as defined in law. Diversity: developing their understanding and appreciation of diversity. Image: common add promoting respect for the different protected characteristics as defined in law. Image: common add promoting respect for the different protected characteristics as defined in law. Image: common add promoting respect for the different protected characteristics as defined in law. Image: common add promoting respect for the different protected characteristics as defined in law. Image: common add promoting respect for the different protected characteristics as defined in law. Image: common add promoting respect for the different protected characteristics as defined in law. Image: common add protected characteristics as defined in law. Image: common add protected characteristics as defined in law. Image: common add protected characteristics as defined in law. Image: common add protected characteristics as defined in law. Image: common add protected characteristics as defined in law. Image: common add protected characteristics as defined in law. Image: common add protected characteristics as defined in law. Image: common add p	 Cultural respect: celebrating what we have in common and promoting respect for the different protected characteristics as defined in law. The national curriculum states 'students should also know how art design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation' Students will learn about artists and designers from different cultures and periods and will express their own opinions. Links to C&C OVERVIEW- Democratic Britain. Students are encouraged to consider politics in relation to the art history they study in class. 	Cultural respect: celebrating what we have in common and promoting respect for the different protected characteristics as defined in law. Diversity: developing their understanding and appreciation of diversity. Image: common and promoting respect for the different protected characteristics as defined in law. Image: common and promoting respect for the different protected characteristics as defined in law. Image: common and promoting respect for the different protected characteristics as defined in law. Image: common and promoting respect for the different protected characteristics. Image: common and promoting respect for the different protected characteristics. Image: common and promoting respect for the different protected characteristics. Image: common and promoting respect for the different protected characteristics. Image: common and promoting respect for the different protected characteristics. Image: common and promoting respect for the different protected characteristics. Image: common and promoting respect for the different protected characteristics. Image: common and promoting respect for the different protected characteristics. Image: common and promoting respect for the different protected characteristics. Image: common and promoting respect for the different protected characteristics. Image: common and promoting respect for the different protected characteristics. Image: common and promotine different protected characteristics.
Homework (ensure that this is NOT stand alone, but clearly advances or embeds knowledge and understanding)	Termly Homework – See Homework sheets Natural Forms Task 1 – Mood board Task 2 – Research Artist Task 3 – Detailed pencil study from a primary or secondary source Create a final piece EXT Task Take your own photographs of natural forms	-	Termly Homework Theme linked to SoL Task 1 – Mood board Task 2 – Research Artist Task 3 – Detailed pencil study from a primary or secondary source Create a final piece EXT Task Take your own photographs of natural forms	Termly Homework Theme linked to SoL Task 1 – Mood board Task 2 – Research Artist Task 3 – Detailed pencil study from a primary or secondary source Create a final piece EXT Task Take your own photographs	Termly Homework Theme linked to SoL Task 1 – Mood board Task 2 – Research Artist Task 3 – Detailed pencil study from a primary or secondary source Create a final piece EXT Task Take your own photographs
Key Vocabulary/lite racy opportunities	Tone Texture Line Shape Form Technique Proficiency Materials Media Analyse Evaluate		Tone Texture Line Shape Form Technique Proficiency Materials Media Analyse Evaluate	Tone Texture Line Shape Form Technique Proficiency Materials Media Analyse Evaluate Blending Stippling Primary, secondary, complementary, harmonious colours	Tone Texture Line Shape Form Technique Proficiency Materials Media Analyse Evaluate Blending Stippling Primary, secondary, complementary, harmonious colours

•	Cultural respect:	Cultural respect: celebrating what we
	<mark>celebrating what we</mark>	have in common and promoting
	have in common and	respect for the different protected
	promoting respect for the different protected	characteristics as defined in law.
	characteristics as	Diversity: developing
	defined in law.	their understanding and
	Diversity: developing	appreciation of diversity.
	their understanding	Society: equipping them to be
	and appreciation of	responsible, respectful, active
	diversity.	citizens who contribute to society
	British values:	
	developing their	
	understanding of	
	<mark>fundamental British</mark>	
	<u>Values.</u>	
•	The national curriculum	
	states 'students should also know how art	
	design both reflect and	
	shape our history, and	
1	contribute to the	
1	culture, creativity and	
1	wealth of our nation'	
	Students will learn about artists and	
1	designers from	
	different cultures and	
	periods and will	
	express their own	
	opinions.	
•	Links to C&C	
	OVERVIEW -	
	<u>Community</u>	
	<u>lssues</u> .	
	Students are	
	encouraged to	
	consider	
	community	
	issues such as	
	recycling as	
	part of their	
	sculpture	
	•	
	project.	
Termly H	omework	Termly Homework
	ked to SoL	Theme linked to SoL
	Mood board	Task 1 – Mood board
	Research Artist Detailed pencil study	Task 2 – Research Artist Task 3 – Detailed pencil study from a
	imary or secondary	primary or secondary source
source		Create a final piece
	final piece	EXT Task Take your own photographs
	Take your own	
photogra	phs	
Tone		Tone
Texture		Texture
<mark>Line</mark> Shape		Line Shape
Form		Form
Technique		Technique
Proficiency Materials		Proficiency Materials
Media		Media
<mark>Analyse</mark>		Analyse
Evaluate	terior space	Evaluate Interior/exterior space
Folding		Folding
Pleating		Pleating
Spiralling Curling		Spiralling Curling
Connig		Coning
-		

Connected knowledge Connectives to theme/topic/yea r group? Advancement/re petition/'stickabi lity' of these themes by/through	understand the matters, skills and processes specified Examples of common strands are highlighted – key skills	Embeds key skills and techniques needed , these skills are then enhanced and developed at year 8, before being mastered at years 9 onwards By the end of the SoL pupils will know, apply and understand the matters, skills and processes specified Examples of common strands are highlighted – key skills that are built upon		Embeds key skills and techniques needed , these skills are then enhanced and developed at year 8, before being mastered at years 9 onwards By the end of the SoL pupils will know, apply and understand the matters, skills and processes specified Examples of common strands are highlighted – key skills that are built upon		Embeds key skills and techniques needed , these skills are then enhanced and developed at year 8, before being mastered at years 9 onwards By the end of the SoL pupils will know, apply and understand the matters, skills and processes specified Examples of common strands are highlighted – key skills that are built upon	n e 8 y B k r r s I E h	mbeds key skills and techniques eeded , these skills are then inhanced and developed at year b, before being mastered at ears 9 onwards by the end of the SoL pupils will now, apply and understand the natters, skills and processes pecified fixamples of common strands are ighlighted – key skills that are will upon	Embeds key skills and techniques needed , these skills are then enhanced and developed at year 8, before being mastered at years 9 onwards By the end of the SoL pupils will know, apply and understand the matters, skills and processes specified Examples of common strands are highlighted – key skills that are built upon
IMPACT: Students	will be able to measure progress using tracking sheets in sketchboc	oks. As all assessments will use generic criteria, will be modera	ated thre	ough dept meetings it will be possible to measure	e progr	ess over time within and across year groups.			

nd Points:	By the end of the drawing SoL students will be able to:	By the end of the drawing SoL students will be able to:	By the end of the painting SoL students will be able to:	By the end of the painting SoL students will be able to:	By the end of the sculpture SoL students will be able to:	By the end of the sculpture SoL students will be able to:
	produce creative work, exploring their ideas and	produce creative work, exploring their ideas and				
	recording their experiences	recording their experiences	produce creative work, exploring their	produce creative work, exploring their	produce creative work.	produce creative work, exploring their
	······································		ideas and recording their experiences	ideas and recording their experiences	exploring their ideas and	ideas and recording their experiences
	Develop their proficiency in drawing	Develop their proficiency in drawing	·····	······	recording their experiences	······································
	the provide states and the states of the sta	and the second sec	Develop their proficiency in painting	Develop their proficiency in painting		Develop their proficiency in sculpture/a
	Evaluate and analyse creative works using the language	Evaluate and analyse creative works using the language	·····		Develop their proficiency in	and craft techniques
	of art, craft and desian	of art. craft and design	Evaluate and analyse creative works using	Evaluate and analyse creative works	sculpture/art and craft	
	,		the language of art, craft and design	using the language of art, craft and	techniques	Evaluate and analyse creative works
	know about some great artists and understand some of	know about some great artists and understand some of		design		using the language of art, craft and
	the historical and cultural development of their art forms.	the historical and cultural development of their art forms.	know about some great artists and		Evaluate and analyse creative	design
		· · · · · · · · · · · · · · · · · · ·	understand some of the historical and	know about some great artists and	works using the language of art,	
	They will be able to do this by:		cultural development of their art forms.	understand some of the historical and	craft and design	know about some great artists and
		They will be able to do this by:		cultural development of their art forms.	Ű	understand some of the historical and
	using a range of techniques to record their observations		They will be able to do this by:		know about some great artists	cultural development of their art forms.
	in sketchbooks	using a range of techniques to record their observations		They will be able to do this by:	and understand some of the	
		in sketchbooks	using a range of techniques to record their		historical and cultural	They will be able to do this by:
	use a range of techniques and media		observations in sketchbooks	using a range of techniques to record	development of their art forms.	
		use a range of techniques and media		their observations in sketchbooks		using a range of 3D techniques and
	analysing and evaluate their own work, and that of		use a range of painting techniques		They will be able to do this by:	recording relevant observations in their
	others, in order to strengthen the visual impact or	analysing and evaluate their own work, and that of		use a range of painting techniques		sketchbooks
	applications of their work	others, in order to strengthen the visual impact or	analysing and evaluate their own work,		using a range of 3D techniques	
		applications of their work	and that of others, in order to strengthen	analysing and evaluate their own	and recording relevant	analysing and evaluate their own work
	analyse artists and specific periods		the visual impact or applications of their	work, and that of others, in order to	observations in their sketchbooks	and that of others, in order to strengthe
		analyse artists and specific periods	work	strengthen the visual impact or		the visual impact or applications of the
				applications of their work	analysing and evaluate their	work
			analyse artists and specific periods		own work, and that of others, in	
				analyse artists and specific periods	order to strengthen the visual	analyse artists and specific periods
					impact or applications of their	
					work	
					analyse artists and specific	
					periods	