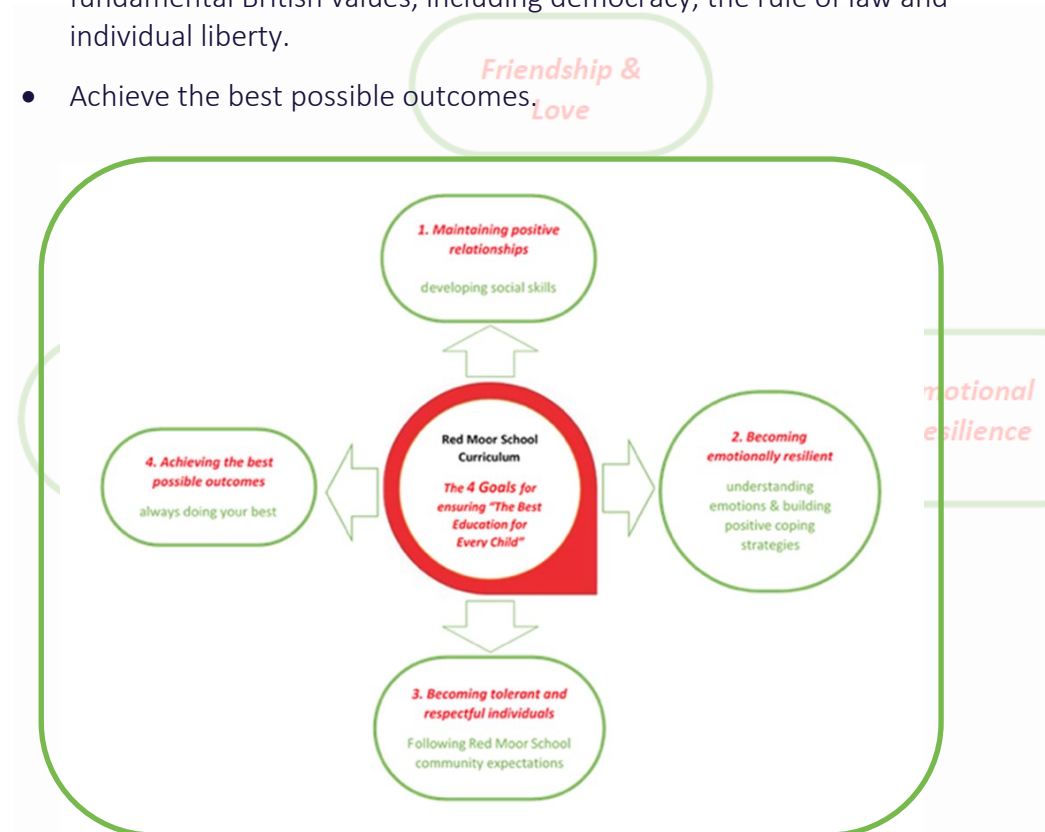
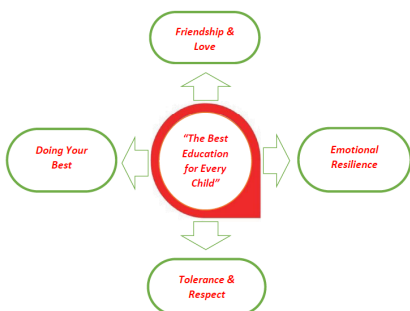


The Redmoor School curriculum has four goals and is designed to help our children to;

- Maintain positive and healthy relationships so they can socialise with others well and experience lifelong friendship and love.
- Become emotionally resilient. Prior to joining us our children have found it difficult to understand and regulate their emotions, often leading to behaviour that has challenged. This has led to them being unsuccessful in previous educational placements. It is our ambition to support and educate our children, so they are able to regulate their emotions and behave in a way that allows them to be successful in the future.
- Become tolerant and respectful individuals who will not undermine fundamental British values, including democracy, the rule of law and individual liberty.
- Achieve the best possible outcomes.





# Placeholder: CONTENTS

## The Arts Curriculum Intent

Red Moor School is committed to raising achievement, enabling pupils to recognise their potential and supporting them through a broad, personalised, engaging curriculum. Our priority is to develop the foundation knowledge and skills required to make a manageable and smooth transition to the next life stage. We aim for pupils to leave here with an awareness of the wider world and its past.

The school's creative curriculum aims to provide students with a broad and balanced diet of art, drama, dance and music through which they will be able to express themselves and develop an interest in creative activities, which will complement their wider studies and experiences. It will also improve positive social interaction and **social skills** between peers in collaborative work.

The arts is a way of communication and is an important aspect of developing children's creative and sensory development. This allows children to make thoughtful judgements about life and helps them to shape the environment as well as understanding how the arts has both reflected and shaped the history of our nation.

We are committed to providing a differentiated, comprehensive and secure programme of creative education that will benefit all pupils and in turn encourage them to develop an enjoyment of these subjects. We would like as many students as possible to be accessing the arts in order to **achieve their personal best**.

Our curriculum provides the right for our students to take part an array of learning experiences including; drama, dance and music performances, visiting local arts venues and taking part in arts based workshops with local practitioners. We liaise with the local community, providing experiences in art based locations- for example the Hall for Cornwall. As a school we support all of our students in completing a variety of Arts Awards, utilising the local arts practitioners and venues to enhance arts experiences.



# Teaching & Learning In The Arts

## What does excellent teaching and learning look like in the Arts?

Students should feel comfortable to express their thoughts and feelings through the arts. Whether this is through improvisation or collective experience. As a department we have the ambition to ensure students feel connected with the arts along with aspirations to develop their skills as part of the wider life chances.

Teachers should facilitate student's expression and nurture a full experience of the arts. The curriculum will reflect personalised learning and collective outcomes that are transferrable to the awards certificates that students gain as they move from key stage to key stage.

## How are the Arts taught in the Foundation Curriculum (KS1, 2 & 3)?

In the arts, students are offered a broad curriculum which focuses on our four main goals, maintaining **positive and healthy relationships** so they can **socialise with others well** and experience lifelong **friendship and love**, becoming emotionally **resilient**, becoming **tolerant and respectful** individuals and also achieve the best possible outcomes.

Topic based lessons which incorporate all the aspects of Art and Performing Arts are key to our curriculum. We offer the 'Discover, Explore and Bronze' Arts Award which prepares the students for future qualifications. The foundation arts curriculum provides visual, tactile and sensory experiences. Pupils are encouraged to experiment with a range of materials and processes to communicate what they see, feel and think.

Students have access to outside providers as well as visiting artists. Theatre performances and opportunities to perform are paramount to our school's ethos. The art department are committed to providing a differentiated, broad and balanced programme of creative education.

**Red Moor School**

## How is the Arts taught in the Options Curriculum (KS4)?

Students are encouraged to gain external accreditation for their learning from the earliest opportunity. This can be through a range of awarding bodies, such as the AQA Unit Award Schemes and Entry Level Qualifications.

The aspirational goal is for all students is that they leave with the best result they can achieve and so give them the best start in their next step, be it work or further education. For those with a real interest this could mean a GCSE in their chosen specialism. This could be mainly based on the traditional skills of Drawing, Painting, or Playing an instrument, or it could be much more focused on a specific speciality: Graphic Design, Computer Graphics, Digital music making, model making for stage sets, etc. Each student would be taken as an individual with individual needs and interests, and so we would aim to fit them with the best qualification to suit what they want to do. The faculty have the capacity to also offer GCSE in Music, Photography, Graphics along with BTEC Performing Arts, or indeed with discussion, find a match for whatever creative interest a student may have.

Of course, not all students may wish to work towards a GCSE nor have

the ability for the sustained focus that qualification asks for, but still love making and being creative. For those students who wish to do so, we offer a number of options. We currently offer the Arts Award to level Silver, and a number of nationally recognised Unit Award Schemes for progress and effort in the Arts. All of these count towards further education and are recognised by employers. So definitely worth doing.

KS3 students who choose to access the content for an Arts GCSE will begin their course in the Autumn of Year 10. The primary focus of which would making a portfolio and keeping a record of everything they make or do. This could include photographs, drawings, sketches, writing, or everything together, showing their progress through the GCSE. Typically, this would involve trying out as many skills and quick projects as possible in KS3 before focusing on a main interest and two bigger sustained projects in KS4 ending in a final exam in the Summer of Year 11.

The other award we currently offer, the Art AWARD combines all areas of the arts into a conclusive portfolio. For example, KS4 performing arts students will complete the Arts Award relevant to their age. In addition to this, music students are offered to complete both the Arts Award with a music focus, as well as more traditional music exams through our specialist music teacher. We offer creative studies on a personalised curriculum for each student- matching the individual needs. Teachers in the arts will choose a method most appropriate to ensure that each student is reaching and exceeding our four main goals.

## How is reading promoted in the Arts?

All teacher's of the arts are expected to be aware of each child's current reading age and blank level assessment. This will allow staff to differentiate all learning resources so independent reading can be encouraged every lesson and appropriate questioning of knowledge is utilised so each learner is more able to build upon their artistic knowledge.

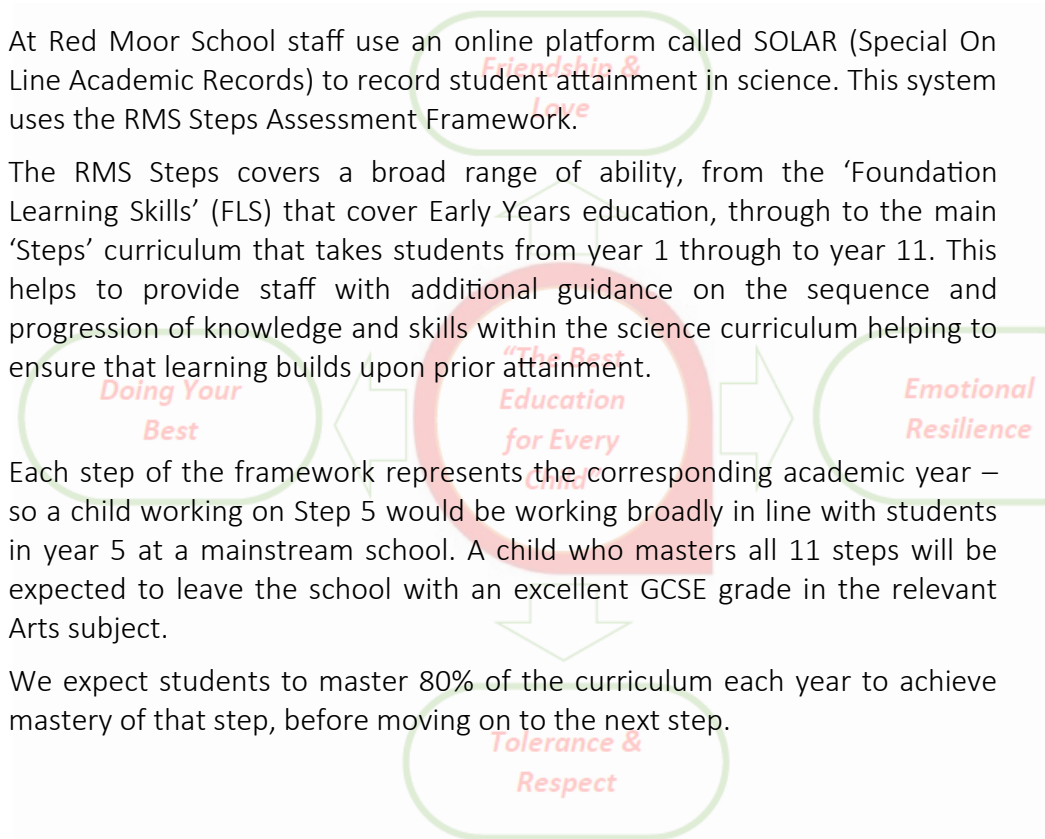
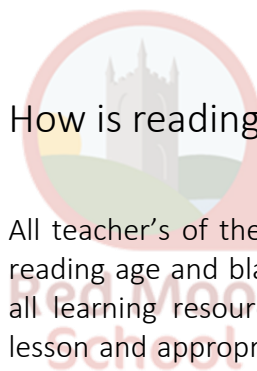
## Measuring impact in the Arts

At Red Moor School staff use an online platform called SOLAR (Special On Line Academic Records) to record student attainment in science. This system uses the RMS Steps Assessment Framework.

The RMS Steps covers a broad range of ability, from the 'Foundation Learning Skills' (FLS) that cover Early Years education, through to the main 'Steps' curriculum that takes students from year 1 through to year 11. This helps to provide staff with additional guidance on the sequence and progression of knowledge and skills within the science curriculum helping to ensure that learning builds upon prior attainment.

Each step of the framework represents the corresponding academic year – so a child working on Step 5 would be working broadly in line with students in year 5 at a mainstream school. A child who masters all 11 steps will be expected to leave the school with an excellent GCSE grade in the relevant Arts subject.

We expect students to master 80% of the curriculum each year to achieve mastery of that step, before moving on to the next step.

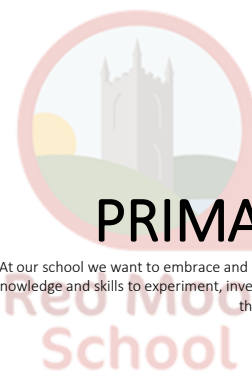




Students are encouraged to gain external accreditation for their learning from the earliest opportunity. This can be through a range of awarding bodies, such as the AQA Unit Award Schemes, Functional Skills, ASDANs and Entry Level Qualifications. The aspirational goal for all students is that they leave with GCSEs, or the highest level of appropriate qualifications they can access, within their areas of interest and ability.

## Skills and progression

All the knowledge and skills that we would like our learners to achieve by the end of year 11 are set out in sequential order on SOLAR. It is our intention to ensure that all children progress at the expected rate so they are able to achieve their personal best.



# PRIMARY CURRICULUM INTENT

At our school we want to embrace and develop our children's creativity. We want to engage, inspire and challenge our children, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As we teach all through the Key stages we start to introduce the key concepts for GCSE early to maintain continuity and develop familiarity.

**The best education for every child.**

	Foundation Stage	KS1	KS2
<b>DEVELOP (AO1)</b> Creativity and developing ideas through artistic investigation, and begin to develop understanding	Children are taught to use their imagination by dismantling, combining, and discarding ideas and materials. Their curiosity is stimulated by the variety of resources and materials they have access to.	During KS1, the children will respond to ideas and starting points with some support. They will be encouraged to explore ideas and different methods and materials as ideas develop.	During Year 2, the children will begin to think critically and respond to ideas and starting points independently. They will be encouraged to explore ideas and different methods and materials as their ideas develop.
<b>REFINE (AO2)</b> Refine skills and techniques. Learning new ones and improving existing skills	Given an exciting starting point the children explore and research ideas, experiment, and develop their own ideas through play and imitation.	The children will mix primary colours to make secondary colours and use thick and thin brushes when they are painting. They will use a combination of materials that are cut, torn and glued. The children will use techniques such as rolling, cutting, moulding and carving.	The children will explore painting on different materials. They will mix materials to create texture. The children will show pattern and texture by adding dots and lines. They will use stencils and explore printing independently.
<b>RECORD (AO3)</b> Record ideas, observations, and insights relevant to intentions as work progresses.	Pupils will become more confident using appropriate vocabulary when discussing their own and others' work. The children will learn about how different paintings and drawings can be used to capture feelings.	In Year 1, the children will be taught appropriate vocabulary to use when discussing their own and others' work.	In Year 2, the children will become confident using appropriate vocabulary when discussing their own and others' work. They will be encouraged to share their likes and dislikes of the art they share and be asked to explain their opinions.
<b>PRESENT (AO4)</b> Artist Knowledge, learn to realise intentions and begin to develop an understanding of visual language.	In Foundation class, the children are introduced to appropriate vocabulary to help them talk about what they have produced, what they like and how they can make it better. This includes colours (mixing, expression); marks (shapes, lines and patterns); texture and media (smooth, rough, shiny; paint, chalk and crayon).	Throughout the year, the children will have the opportunity to enjoy and describe the work of notable artists, artisans and designers. They will use some of the ideas of the artists studied to create their own independent work.	Throughout the year, the children will have the opportunity to enjoy and describe the work of notable artists, artisans and designers. They will use some of the ideas of the artists studied to create their own independent work.

**Tolerance & Respect**

# SECONDARY CURRICULUM INTENT

At our school we want to embrace and develop our children's creativity. We want to engage, inspire and challenge our children, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As we teach all through the Key stages we start to introduce the key concepts for GCSE early to maintain continuity and develop familiarity.

**The best education for every child.**

	KS3	KS4	ART AWARD
<b>DEVELOP (AO1)</b> Creativity and developing ideas through artistic investigation, and begin to develop understanding	Through several lessons based on developing skills and techniques pupils learn actively to engage in the creative process to develop as effective and independent learners.	Demonstrate confidently what their artistic starting point means personally. Showing a clear creative link between the starting point and chosen sources. Pupils will reflect on their understanding of the social and cultural context whilst emphasising links between source on their own work.	
<b>REFINE (AO2)</b> Refine skills and techniques. Learning new ones and improving existing skills	Learn to be resilient and become more confident in taking risks and learning from experience when exploring and experimenting with ideas, processes, media, materials and techniques. Great work evolves.	Pupils will be able to confidently make it clear how and why they selected and used particular materials and working methods. Developing and refine clear links between their own work and other artists, designers.	
<b>RECORD (AO3)</b> Record ideas, observations, and insights relevant to intentions as work progresses.	Pupils will continue to develop their vocabulary when discussing their own and others' work. Using knowledge of skills and Artist work they will develop and refine ideas and proposals, personal outcomes or solutions with increasing independence. They will use a number of media to record their own ideas.	Pupils will confidently collect images, and make use of extensive drawings, sketches, notes, photographs, and experiments with different media to show progression in their ideas. All clearly linked to their original inspiration. They will be able to do so using the correct technical vocabulary.	
<b>PRESENT (AO4)</b> Artist Knowledge, learn to realise intentions and begin to develop an understanding of visual language.	Through quick projects they will acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies, and create work with evidence of purpose and intent	Pupils present a personal, informed, and meaningful creative response, from initial research through development in a portfolio of work, to a clearly linked final piece. Clearly demonstrating analytical and critical understanding of their theme.	



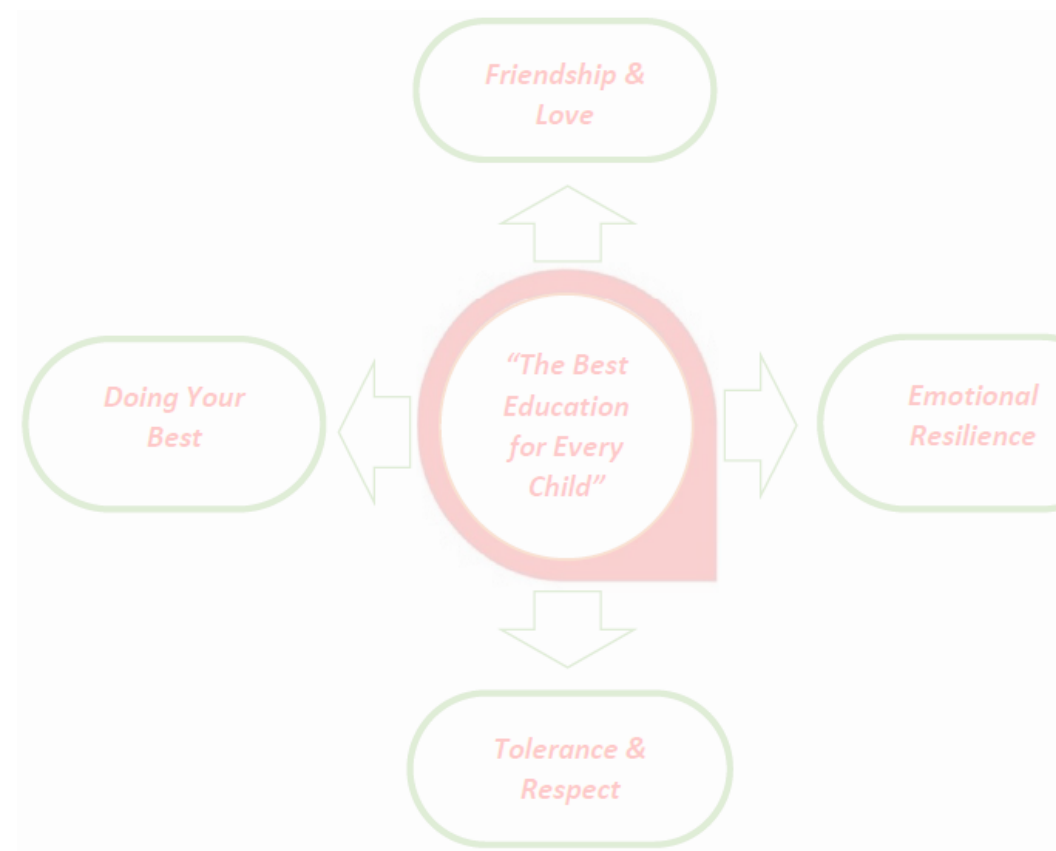
## YEAR 10 CURRICULUM SUMMARY

	Year 10 Content	Year 10 Assessment
AUTUMN	<b>FOUNDATION SKILLS</b> Introduction: Recording skills, including Organic forms, Portraiture, Landscapers and Architecture <ul style="list-style-type: none"> <li>Drawing/Painting/Observation/Imagination</li> <li>Critical Analysis exploring artists methods and techniques</li> <li>Exploring and developing ideas using a range of media</li> </ul>	<ul style="list-style-type: none"> <li>Developing Ideas and context</li> <li>Review and refine ideas.</li> <li>Explore materials and methods.</li> <li>Record observations and insights</li> <li>Present informed and well-intended responses</li> <li>Meet SOLAR targets</li> </ul>
SPRING	Two projects: One each half term <ul style="list-style-type: none"> <li>Combination of starting points revolving around Portraiture, Landscapes and Architecture, or Natural forms</li> <li>Developing of skills that may include drawing, painting, printmaking, 3D design, mixed media and photography</li> </ul>	<ul style="list-style-type: none"> <li>Developing Ideas and context</li> <li>Review and refine ideas.</li> <li>Explore materials and methods.</li> <li>Record observations and insights</li> <li>Present informed and well-intended responses</li> <li>Meet SOLAR targets</li> </ul>
SUMMER	Two projects: One each half term <ul style="list-style-type: none"> <li>Look at and develop links to previous projects in last term</li> <li>Combination of starting points revolving around Portraiture, Landscapes and Architecture, or Natural forms</li> <li>Developing of skills that may include drawing, painting, printmaking, 3D design, mixed media and photography</li> </ul>	<ul style="list-style-type: none"> <li>Developing Ideas and context</li> <li>Review and refine ideas.</li> <li>Explore materials and methods.</li> <li>Record observations and insights</li> <li>Present informed and well-intended responses</li> <li>Meet SOLAR targets</li> </ul>

*Tolerance & Respect*

## YEAR 11 CURRICULUM SUMMARY

	Year 11 Content	Year 11 Assessment
AUTUMN	<b>PROJECT WORK: Internally Set Project</b> <ul style="list-style-type: none"> <li>Personal and independent project</li> <li>Research, develop, and refine final idea</li> <li>Realisation of the first exam outcome</li> <li>Refine final outcome</li> <li>Develop and present a personal portfolio based on project.</li> <li>Component one</li> </ul>	<ul style="list-style-type: none"> <li>Developing Ideas and context</li> <li>Review and refine ideas.</li> <li>Explore materials and methods.</li> <li>Record observations and insights</li> <li>Present informed and well-intended responses</li> <li>Meet SOLAR targets</li> </ul>
SPRING	<b>PROJECT WORK: Externally Set Project</b> <ul style="list-style-type: none"> <li>Theme assigned by Exam Board</li> <li>Full term of preparation and portfolio work</li> <li>Produce preparatory work to support given theme</li> <li>Research, record, develop, review, refine.</li> <li>Create a test piece ready for exam</li> </ul>	<ul style="list-style-type: none"> <li>Developing Ideas and context</li> <li>Review and refine ideas.</li> <li>Explore materials and methods.</li> <li>Record observations and insights</li> <li>Present informed and well-intended responses</li> <li>Meet SOLAR targets</li> </ul>
SUMMER	<b>Presentation of Portfolio and externally set exam</b> <ul style="list-style-type: none"> <li>Finalise and refine portfolio of classwork</li> <li>Produce FINAL outcome in formal exam.</li> </ul> <p>Final work is marked internally to official criteria and presented for moderation</p>	



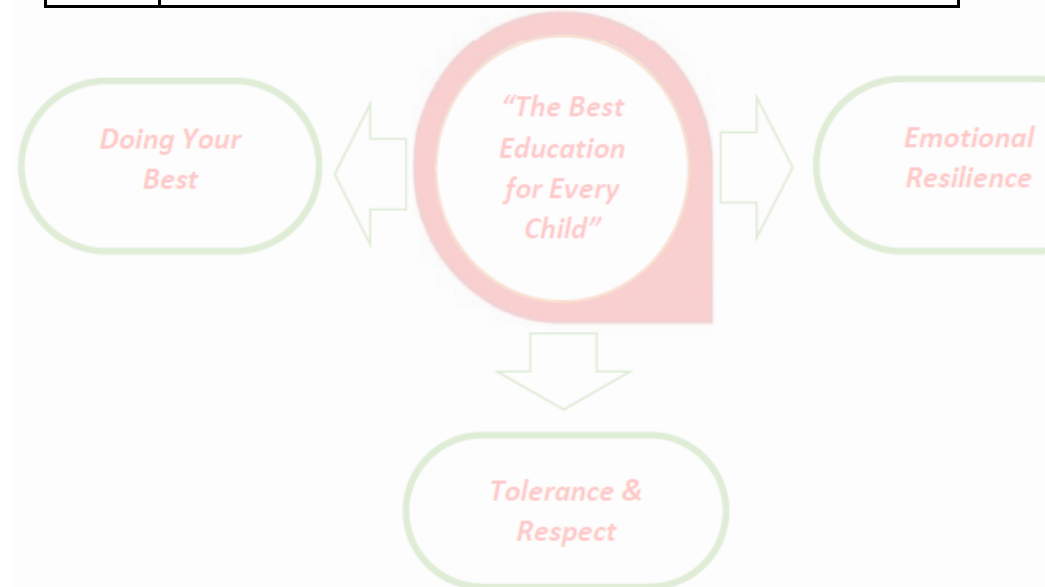
# The Arts Award Skills and Progression

## SOLAR: Arts Award Discover

Step 2	Identify 2 art forms
Step 2	Make a sculpture with a simple human form
Step 2	Explore sculptures with an indoor/outdoor space
Step 2	Create kinetic sculptures that move in the wind
Step 2	Use light, colour and shape to create an interesting effect
Step 2	Experiment with art and design techniques using colour and pattern
Step 2	Experiment with art and design techniques using texture and line
Step 2	Experiment with art and design techniques using shape, form and space
Step 2	Research the work of an artist, craft maker or designer
Step 2	Describe and compare differences and similarities between art practices and disciplines
Step 2	Create a piece of art work in the style of a chosen artist, craft maker or designer
Step 2	Reflect on your arts experience

## SOLAR: Arts Award Explore

Step 7	Identify 3 art forms.
Step 7	Participation in 2 arts activities.
Step 7	Reflect on what you have learnt about your art forms.
Step 7	Research the work of 2 artists.
Step 7	Research the work of 2 art organisations.
Step 7	Create your own artwork to demonstrate your art skills.
Step 7	Record your final art piece.
Step 7	Reflect on your arts experience.
Step 7	Share your response with others.





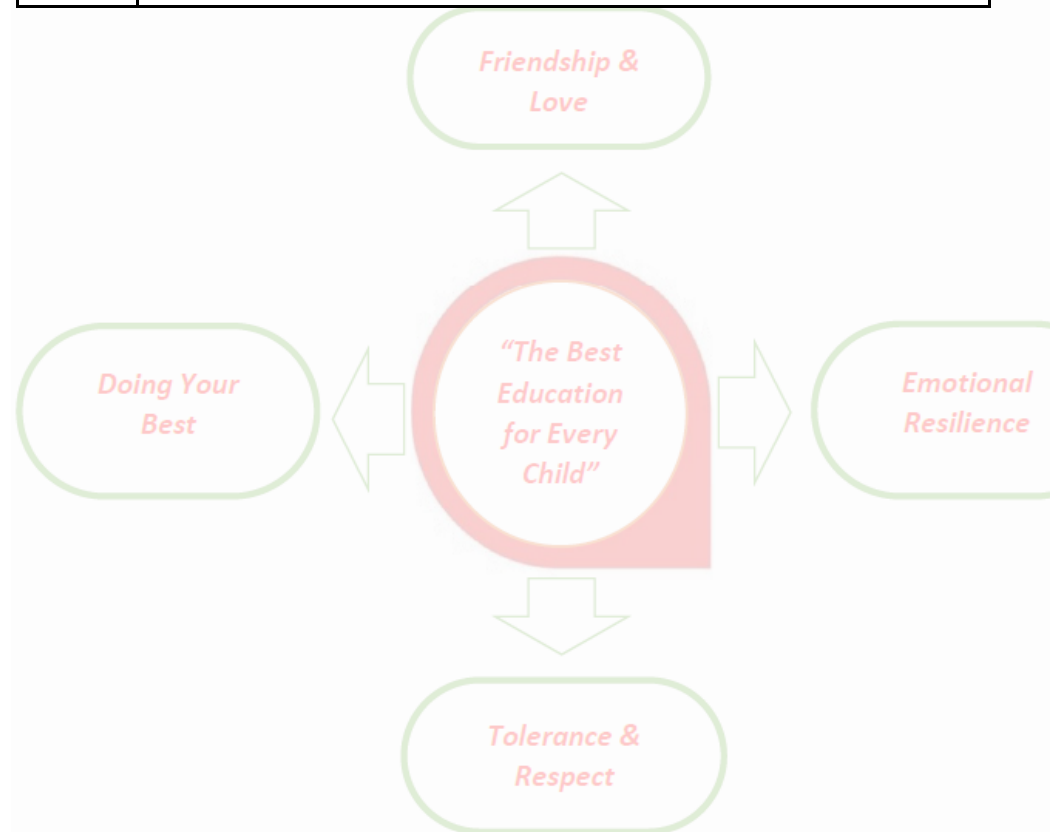
## The Arts Award Skills and Progression

SOLAR: Arts Award Bronze	
Step 8	Participate in any art form.
Step 8	Improvement in your personal arts practice.
Step 8	Summarise what you have learnt and how your interest, knowledge and skills have developed.
Step 8	Experience one or more arts events.
Step 8	Reflect on personal enjoyment and quality of the arts event(s).
Step 8	Participate in discussion about the arts event(s).
Step 8	Simple research into the work of an artist, craftsperson or arts practitioner.
Step 8	Evidence what you have learnt from the research into the person's arts career, life and work.
Step 8	Discuss with your adviser or other arts professional about your plans for sharing your art skills.
Step 8	Explain why you chose the focus for your arts sharing and the plans you've made.
Step 8	Evidence the delivery of your arts skills sharing.
Step 8	Reflect on how well you passed on your skills.

SOLAR: Arts Award Silver Unit 1	
Step 10	Develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures
Step 10	Identify and reflect on your strengths, weaknesses and aspirations within your chosen art form.
Step 10	Set a challenge that will develop your arts skills.
Step 10	Create and manage an action plan detailing how your challenge will be implemented.
Step 10	Identify what you must do to achieve your challenge through setting specific targets.
Step 10	Identify how to record progress throughout your challenge and maintain a personal portfolio of your development.
Step 10	Consider who will assist you with your challenge and where to find help.
Step 10	Find a way to monitor progress and review targets.
Step 10	Share your work with others, then gather and reflect on feedback.
Step 10	Share your knowledge and understanding of your chosen art form.
Step 10	Show an understanding of the nature and purpose of a review.
Step 10	Review an arts event using language appropriate to the art form.
Step 10	Consider where and how to share your review with others.
Step 10	Show an understanding of the career development of arts practitioners and the way in which they work within your art form.
Step 10	Research what future education, career pathways and opportunities are available in your chosen art form.

SOLAR: Arts Award Silver Unit 2	
Step 11	Show an understanding of leadership skills and qualities and what you want to develop.
Step 11	Identify your leadership role within your chosen arts project.
Step 11	Determine how to establish the project's artistic aims and scope.
Step 11	Show an understanding of how to assess the interest and abilities of participants and/or audience.
Step 11	Research how to develop an appropriate project plan.
Step 11	Plan how to share your arts activities and skills with others.
Step 11	Plan how to promote your project.
Step 11	Plan how to identify and/or develop resources.
Step 11	Identify where to seek advice and support.
Step 11	Plan how you will manage risks including your role in emergency situations.
Step 11	Plan how you will evaluate your own leadership role within the project, based on personal reflection and feedback from others.
Step 11	Show how you are developing and applying your chosen leadership skills.
Step 11	Record how you are following and, where necessary, amending your plans.
Step 11	Show how to offer appropriate help to others, taking account of participants' needs.
Step 11	Consider the limits of your roles and responsibilities.
Step 11	Identify any relevant health and safety issues.
Step 11	Reflect on how you co-operate and work well with others.
Step 11	Reflect on how you communicate in different situations.

SOLAR: Arts Award Silver Unit 2	
Step 11	Evidence how you make and keep commitments to others.
Step 11	Identify how to resolve problems that arise.
Step 11	Understand where to get ongoing advice and support.
Step 11	Reflect on how you assess your development as a leader.
Step 11	Reflect on whether the project plan worked well or not.
Step 11	Evaluate the project in terms of delivery, resources and the outcome.
Step 11	Determine whether the project was appropriate for the participants.
Step 11	Evaluate working relationships within the project.
Step 11	Collect and interpret feedback from your art project.



# Skills and Progression

SOLAR: Art A01 - Develop ideas through investigations, demonstrating critical understanding of sources	
Step 1	Talk about other artist's work and say how I think or feel about it
Step 1	Use a camera to create a photo portrait
Step 1	Make different marks using sketching pencils
Step 1	Explore how colour can be used in art to show feelings and moods
Step 1	Explore with paint and how different colours can be mixed to make new colours
Step 2	Identify 2 art forms.
Step 2	Use light, colour and shape to create an interesting effect
Step 2	Research the work of an artist, craft maker or designer
Step 3	Use a range of materials creatively to design and make products/art pieces
Step 3	Use drawing to explore ideas, experiences and imagination
Step 3	Use painting to explore ideas, experiences and imagination
Step 3	Use sculpture to explore ideas, experiences and imagination
Step 3	Explore the work of 2 artists or designers
Step 3	Observe the art work of different cultures
Step 4	Use a wide range of materials creatively to design and make a range of products/art pieces
Step 4	Use drawing to develop and share ideas, experiences and imagination
Step 4	Use painting to develop and share ideas, experiences and imagination
Step 4	Use sculpture to develop and share ideas, experiences and imagination
Step 4	Explore the work of at least 2 great artists, architects or designers in history
Step 5	Create observational drawings from life (primary sources)
Step 5	Create observational drawings from secondary sources (photographs)

# Skills and Progression

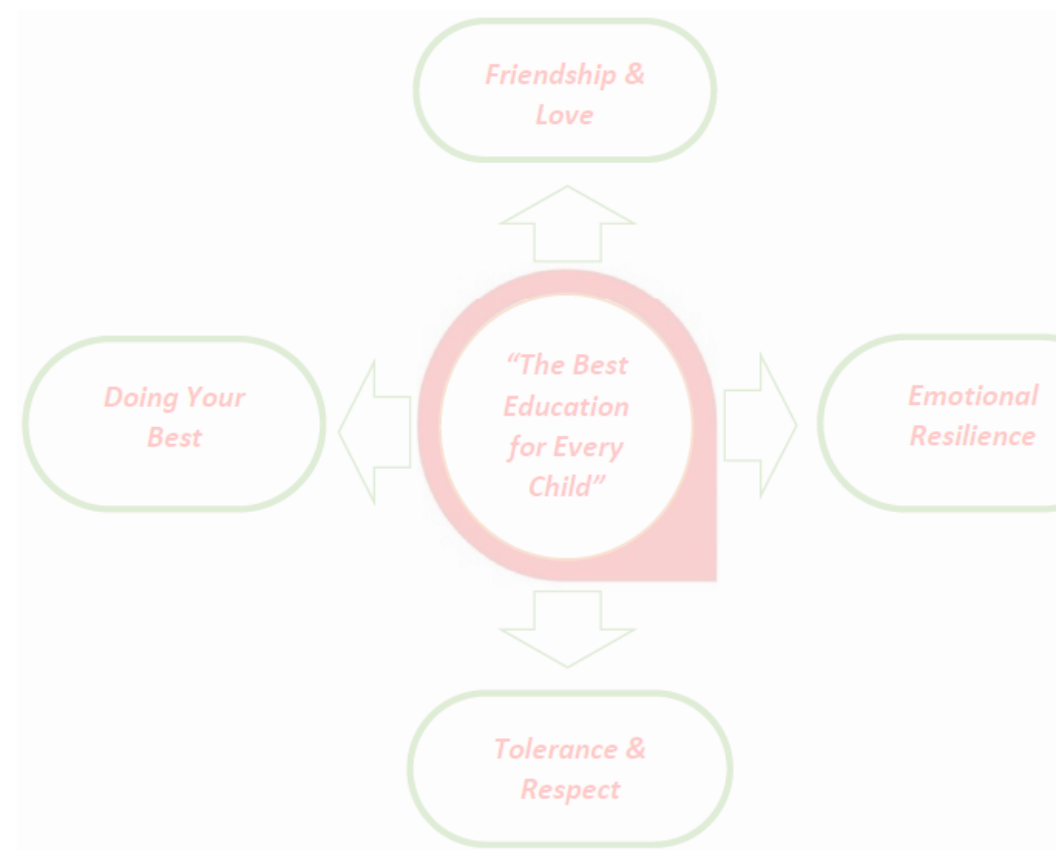
SOLAR: Art A01 - Develop ideas through investigations, demonstrating critical understanding of sources	
Step 5	Explore the work of at least 2 artists, craft makers or designers
Step 6	Develop and refine ideas from a starting point
Step 6	Create at least 2 observational drawings from life (primary sources)
Step 6	Create at least 2 observational drawings from secondary sources (photographs)
Step 6	Develop the art and design skills you possess to explore techniques in drawing
Step 6	Develop the art and design skills you possess to explore techniques in painting
Step 6	Develop the art and design skills you possess to explore techniques in sculpture
Step 6	Research and explore at least 2 artists and an arts organisation
Step 7	Identify 3 art forms
Step 7	Participation in 2 arts activities
Step 7	Research the work of 2 artists
Step 7	Research the work of 2 art organisations
Step 8	Participate in any art form
Step 8	Experience one or more arts events.
Step 8	Simple research into the work of an artist, craftsperson or arts practitioner.
Step 9	Create a collage of your chosen art project topic
Step 9	Develop your ideas by exploring the work of other artists
Step 9	Create links between artists' work and their cultural contexts
Step 9	Collate ideas that you can use in your own art work



# Skills and Progression

**SOLAR: Art & Design GCSE A01 - Develop ideas through investigations, demonstrating critical understanding of sources**

Step 10	Consistent ability to develop work through purposeful investigations and visual explorations into artists work.
Step 10	Consistent ability to demonstrate critical understanding (annotation) of artists work
Step 10	Demonstrated understanding of sources by creating work inspired by/in the style of the artist
Step 10	Use research to explore and develop a wide range of design ideas.
Step 11	Confident and consistent ability to develop work through purposeful investigations and visual explorations into artists work.
Step 11	Consistent ability to demonstrate critical understanding (annotation) of artists work and arts movement it sits within
Step 11	Demonstrated a confident understanding of sources by creating work inspired by/in the style of the artist and show progression in work from this discovery
Step 11	Confidently use research to explore and develop a wide range of design ideas.



# Skills and Progression

**SOLAR: Art A02 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes**

Step 1	Use a mirror to make careful observations to help me draw a self portrait
Step 1	Make self portrait sculptures
Step 1	Research the work of an artist, craft maker or designer
Step 1	Create a piece of art work in the style of your chosen artist, craft maker or designer
Step 2	Make a sculpture with a simple human form
Step 2	Explore sculptures with an indoor/outdoor space
Step 2	Create kinetic sculptures that move in the wind
Step 2	Experiment with art and design techniques using colour and pattern
Step 2	Experiment with art and design techniques using texture and line
Step 2	Experiment with art and design techniques using shape, form and space
Step 2	Create a piece of art work in the style of a chosen artist, craft maker or designer
Step 3	Explore a wide range of art and design techniques in using colour
Step 3	Explore a wide range of art and design techniques in using pattern
Step 3	Explore a wide range of art and design techniques in using texture
Step 3	Explore a wide range of art and design techniques in using line
Step 3	Explore a wide range of art and design techniques in using shape, form and space
Step 3	Mix colour and make adjustments to the colour

# Skills and Progression

**SOLAR: Art A02 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes**

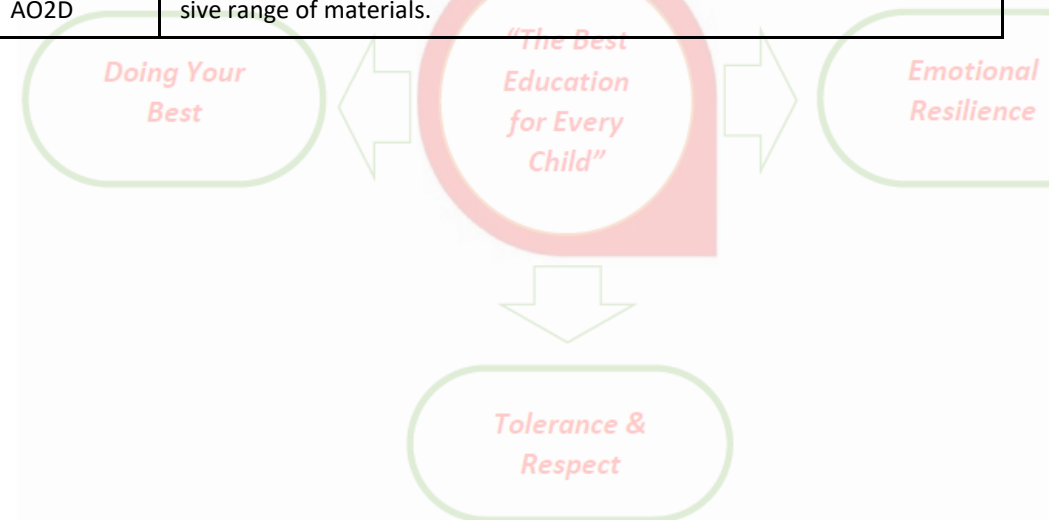
Step 4	Develop and focus on art and design techniques in using colour
Step 4	Develop and focus on art and design techniques in using pattern
Step 4	Develop and focus on art and design techniques in using texture
Step 4	Develop and focus on art and design techniques in using line
Step 4	Develop and focus on art and design techniques in using shape, form and space
Step 4	Create work inspired by an artist making links to your own art work
Step 4	Explore and experiment with the art work of different cultures
Step 5	Experiment with art and design skills, refining techniques in drawing
Step 5	Experiment with art and design skills, refining techniques in painting
Step 5	Experiment with art and design skills, refining techniques in sculpture
Step 5	Work with a range of materials for example: pencil, charcoal, paint, clay, wire, plaster, oil pastels
Step 5	Develop your art and design techniques using pattern and texture to create art work
Step 5	Develop your art and design techniques using line to create art work
Step 5	Develop your art and design techniques using shape, form and space to create art work
Step 5	Create work inspired by an artist making links to your own art work

# Skills and Progression

SOLAR: Art A02 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes	
Step 6	Develop and refine ideas from a starting point
Step 6	Choose an art material to focus your skill development: pencil, charcoal, paint, clay, wire, plaster, oil pastels
Step 6	Create a piece of work using your knowledge of primary colours on a colour wheel
Step 6	Create a piece of work using your knowledge of secondary colours on a colour wheel
Step 6	Refine your art and design techniques using pattern and texture to create art work
Step 6	Refine your art and design techniques using line to create art work
Step 6	Refine your art and design techniques using shape, form and space to create art work
Step 7	Create your own artwork to demonstrate your art skills.
Step 8	Improvement in your personal arts practice.
Step 9	Refine ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes
Step 9	Create your final art piece demonstrating the skills that you have learnt

# Skills and Progression

SOLAR: Art & Design GCSE A02 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes	
Step 10 AO2A	Consistently develop and refine ideas through experimentation.
Step 10 AO2B	Consistently refine ideas by reflecting on their own work (annotation) and selecting areas to develop
Step 10 AO2C	Consistently demonstrate confident understanding and use of materials by selecting appropriate media and materials.
Step 10 AO2D	Consistently exploring different techniques and processes using an expansive range of materials.
Step 11 AO1A	Consistently develop and refine ideas through experimentation with an expansive range of materials understanding the qualities of each.
Step 11 AO2B	Consistently refine ideas by reflecting on their own work (annotation) and selecting areas to develop, showing a connection throughout
Step 11 AO2C	Consistently demonstrate confident understanding and use of materials by selecting appropriate media and materials and innovative approaches.
Step 11 AO2D	Consistently exploring different techniques and processes using an expansive range of materials.





## Skills and Progression

<b>SOLAR: Art A03 - Record ideas, observations and insights relevant to intentions as work progresses</b>	
Step 1	Compare and describe different self portraits
Step 2	Describe and compare differences and similarities between art practices and disciplines
Step 2	Reflect on your arts experience
Step 3	Talk about your own art work
Step 3	Use comparative language: long/short, thick/thin, large/small, light/dark
Step 4	Describe and compare differences and similarities between art practices and disciplines
Step 4	Talk about what you think of your own art work
Step 5	Create sketch books to record observations and use them to review and revisit ideas
Step 5	Name the primary colours and place them on a colour wheel
Step 5	Name the secondary colours and place them on a colour wheel
Step 5	Describe and compare differences and similarities between art practices and disciplines
Step 6	Create sketch books to extensively record observations and use them to review and revisit ideas
Step 6	Describe and compare art practices and disciplines in detail
Step 7	Reflect on what you have learnt about your art forms.
Step 7	Record your final art piece.
Step 8	Summarise what you have learnt and how your interest, knowledge and skills have developed.
Step 8	Reflect on personal enjoyment and quality of the arts event(s).
Step 8	Participate in discussion about the arts event(s).
Step 8	Evidence what you have learnt from the research into the person's arts career, life and work.

## Skills and Progression

<b>SOLAR: Art A03 - Record ideas, observations and insights relevant to intentions as work progresses</b>	
Step 8	Discuss with your adviser or other arts professional about your plans for sharing your art skills
Step 8	Explain why you chose the focus for your arts sharing and the plans you've made
Step 9	Record ideas, observations and insights in visual and/or other forms
Step 9	Create an annotated plan for your final art piece

<b>SOLAR: Art &amp; Design GCSE A03 - Record ideas, observations and insights relevant to intentions as work progresses</b>	
Step 10	Consistently drawn from observation primary/secondary sources to communicate ideas
Step 10	Consistently annotated any drawn observations and recorded ideas to further communicate intentions
Step 10	Creatively develop ideas and explore through visual investigation (drawing/photography/3d Marquette's).
Step 10	Confidently reflecting critically on progress and next steps consistently
Step 11	Consistently drawn from observation primary/secondary sources to communicate ideas through use of the formal elements
Step 11	Consistently annotated and drawn observations and recorded ideas to further communicate intentions with a clear route to completion
Step 11	Creatively develop ideas and explore through multiple visual investigation (drawing/photography/3d Marquette's).
Step 11	Confidently reflecting critically on progress and next steps consistently

# Skills and Progression

**SOLAR: Art A04 - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language**

Step 1	Create a piece of art work in the style of your chosen artist, craft maker or designer
Step 2	Create a piece of art work in the style of a chosen artist, craft maker or designer
Step 3	Create work inspired by an artist or designer
Step 4	Complete a sustained project on a topic of your choice
Step 4	Create a final piece of art/product
Step 5	Complete a sustained project on a topic of your choice
Step 5	Create a final piece of art/product
Step 6	Complete a sustained project on a topic of your choice investigating artists work and showing progression
Step 6	Create a final piece of art/product
Step 7	Reflect on your arts experience
Step 7	Share your response with others
Step 8	Evidence the delivery of your arts skills sharing
Step 8	Reflect on how well you passed on your skills
Step 9	Plan how you will exhibit and share your artwork with others
Step 9	Present and share your art work practically through an exhibition

# Skills and Progression

**SOLAR: Art & Design GCSE A04 - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language**

Step 10	Consistently present imaginative, meaningful and personal responses, communicating their results through research and enquiry.
Step 10	Consistently demonstrate an understanding of their own creative journey through annotations and work progression
Step 10	Consistently shown a clear connection and journey throughout the project with discussions and development
Step 10	Confidently realised intentions in a final piece or series of work that is confidently resolved and presented appropriately
Step 11	Consistently present imaginative, meaningful and personal responses, communicating their results through research and enquiry.
Step 11	Consistently demonstrate an understanding of their own creative journey through annotations and work progression and material understanding
Step 11	Consistently shown a clear connection and journey throughout the project with critical discussions and development
Step 11	Confidently realised intentions in a final piece or series of work that is confidently resolved and presented appropriately

