



NOTTINGHAM GIRLS' ACADEMY

Creative Arts Curriculum

Purpose of Study

Creative Arts is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Art - Purpose of study

Art, craft and design education provides and inspires personal expression, cultural understanding, creative and practical responses, promoting imaginative risk taking to provide solutions to our material, emotional, social and virtual worlds. A world class, art, craft and design education will engage, inspire and challenge pupils, equipping them with the knowledge and skills to participate in, experiment with, invent and create their own works of art, craft and design. Pupils should be able to think creatively and critically. They should investigate and evaluate a wide range of creative outcomes from the past and present to develop rigorous understanding of the many disciplines within art, craft and design and how they shape our history and future. This will enable pupils to contribute as confident citizens and future professionals to the culture, creativity, economic success, leisure, material and emotional well-being of our society within both national and global contexts.

ART

An art and design education aims to ensure that all pupils:

- produce original, creative work, exploring their ideas and recording their experiences
- become proficient in 'traditional' art, craft and design techniques, such as drawing, painting, sculpture, as well as contemporary/digital techniques.
- learn about, discuss, research and explore relevant and significant artists, craftspeople, architects, film makers and designers to inform their creative thinking and the development of their own creative practice, informing their outcomes and signposting to career and vocational paths
- develop a critical and technical vocabulary relevant to art, craft and design and to creative, media and design industries.

Design & Technology (Textiles, Resistant Materials and Graphics)

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of domestic and local contexts [for example, the home, health, leisure and culture], and industrial contexts [for example, engineering, manufacturing, construction, food, energy, agriculture (including horticulture) and fashion].

When designing and making, pupils should be taught to:

Design

- use research and exploration, such as the study of different cultures, to identify and understand user needs
- identify and solve their own design problems and understand how to reformulate problems given to them
- develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations
- use a variety of approaches [for example, biomimicry and user-centred design], to generate creative ideas and avoid stereotypical responses
- develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations and computer-based tools

Make

- select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture
- select from and use a wider, more complex range of materials, components and ingredients, taking into account their properties

Evaluate

- analyse the work of past and present professionals and others to develop and broaden their understanding
- Investigate new and emerging technologies
- test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups
- understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists, understand and use the properties of materials and the performance of structural elements to achieve functioning solutions
- understand how more advanced mechanical systems used in their products enable changes in movement and force
- understand how more advanced electrical and electronic systems can be powered and used in their products [for example, circuits with heat, light, sound and movement as inputs and outputs]

- apply computing and use electronics to embed intelligence in products that respond to inputs [for example, sensors], and control outputs [for example, actuators], using programmable components [for example, microcontrollers]

Food

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Aims

- **Food**
- understand and apply the principles of nutrition and health
- cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet
- become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]
- understand the source, seasonality and characteristics of a broad range of ingredients

Curriculum-at-a-Glance: Creative Arts KS3

YEAR 7	Weeks 1 & 2	Weeks 3 & 4	Weeks 5 & 6	Weeks 7 & 8	Week 9
Year 7 Food	Baseline Test Demo and Practical: Pasta Salad	Practical: Scones to cover weighing, measuring, new equipment, skills and ingredients	Nutrition, healthy eating, Eatwell guide and 5 nutrient groups. Practical: Fruit Salad	Raising agents, doughs. New skills, equipment and ingredients. Practical: Pizza	Consolidation of learning, quizzes, tests, bingo, games, review of skills, equipment, ingredients used
Year 7 Textiles	Health and safety. Rules and routines. Textiles in society.	Textiles in society. Practical – Sewing machine introduction.	Fabric Construction. Cutting fabric Safe use of the iron. Hand sewing.	Stitch selector use – make a sample.	Making a sample of an open seam. Evaluation.
Year 7 RM	Room safety brief. Introduction to acrylic?	Introduction to Pine wood Make an ergonomic shape out of wood.	Practical: Making shape. Tool: Coping saw.	Practical: Shaping pine using files and belt sander.	Practical: Using the Pillar drill Drill & counter sink holes. Finish shape using sandpaper. QC & evaluation.
Year 7 Graphic	Complete a glossary of Google Sketchup tools.	Create a garden and shed that has an apex roof.	Produce some play-park style garden equipment.	Recreate a chosen room in their house.	Wk9: Finish and evaluate room.

	<p>Create 6 interesting and unusual shapes using and combining tools.</p> <p>Wk2: Finish and evaluate shapes.</p>	<p>Create a piece of garden furniture such as a bird bath.</p>	<p>Wk5: Finish and evaluate Garden</p>	<p>Create a further, more difficult piece of furniture showing a greater difficulty level.</p>	
YEAR 8	Weeks 1 & 2	Weeks 3 & 4	Weeks 5 & 6	Weeks 7 & 8	Week 9
Year 8 Food	<p>Bread & Butter pudding: Functions of ingredients Using leftovers, frugal shopping.</p>	<p>Pasta Bake: coagulation, denaturation, heat transfer Food processing (wheat, flour, pasta)</p>	<p>Food Safety, 4C's, danger zone, temperatures, Food presentation Chicken Skewers</p>	<p>Pastry. Key skill. Types of and uses.</p>	<p>Consolidation of learning, quizzes, tests, bingo, games, review of skills, equipment, ingredients used</p>
Year 8 Textiles	<p>Introduction to topic. Recycling.</p> <p>Patchwork bag.</p> <p>Material: Patchwork. Tie dyeing fabrics.</p>	<p>Developing skills: Cutting out Ironing (attaching vilene) Sewing on a button. Hand sewing.</p>	<p>Using the Sewing Machine. Sewing a seam. Starting Log Cabin patchwork. Hand embroidery sample.</p>	<p>Developing embellishment skills.</p> <p>Completing log cabin.</p>	<p>Completion of bag. Adding fastening.</p> <p>Photographic evidence of product. Peer and self- evaluation.</p>
Year 8 RM	<p>Room safety brief. Vase project: Introduction to project Design brief and Mind map of themes.</p>	<p>Design specification. Draw Initial design ideas.</p>	<p>4 design ideas to be labelled and coloured in stating dimensions, materials and its properties.</p>	<p>Practical: Use of correct tools to complete vase.</p>	<p>QC and Evaluation.</p>

			Material cutting list. Introduction to Acrylic.	Vase assembled and all parts and decoration completed.	
YEAR 9	Weeks 1 & 2	Weeks 3 & 4	Weeks 5 & 6	Weeks 7 & 8	Week 9
Year 9 Food	Influences of food choice 10 main influences Scenarios to try out Practical: Fajitas (week 2)	Cultural, religious, moral food choices (vegetarian..) Practical: Adapted Stir fry/chow mein.	British cuisine What is cuisine? Practical: Pudding (crumble, cobbler or upside-down sponge) Annotate map of the UK with traditional foods, customs, cooking methods and ingredients used...	International Cuisine (rice dish from another country). PPT week before researching cuisines and dishes from other countries.	Consolidation of learning, quizzes, tests, bingo, games, review of skills, equipment, ingredients used Resources from www.illuminate
Year 9 Textiles	Introduction to topic: Cushion. Design brief and specifications Theme: Seasonal Research page Developing ideas for design.	Samples of Fabric pens and crayons Hand embroidery Applique	Samples of Batik Mono printing. Complete final design for cushion. Complete all samples for book. Review and evaluate techniques.	Use own notes to apply techniques to cushion. Stitch product together and complete using sewing machine.	Use of hand sewing for completion. Evaluate product. Complete attaching any outstanding sample to book.
Year 9 RM	Team work to decide on project theme	Write design specification.	Complete between 4 & 6 design ideas that are	Practical:	QC Evaluation.

	Write design brief and generate a mind map of themes.	Draw Initial design ideas based on mind map. Draw design ideas based on initial designs	labelled coloured in stating the dimensions, materials and its properties. Write out a material cutting list.	To use the correct tools and machines to complete group project.	
Year 9 Graphic	Introduction to project 'furniture design'. Research (ergonomics). Research: a furniture design movement.	Introduction to the production of complex shapes on Sketchup. Produce more complex shapes incorporating the use of the 'follow me' tool.	Sketch a partner to show how they sit in the chairs at school. Sketch designs for a chair.	Complete chair design and research ecologically friendly materials for upholstery Use prior learning to design the chair in Sketchup.	Complete chair design and evaluate their own work.
Year 9 Food Science	The Yeast Beast experiment. Conditions needed for yeast fermentation. Raising agents used in cake making.	Emulsification (dressings). Gelatinisation. Sauce making and testing viscosity.	Tests/quizzes/consolidation of learning. Enzymic browning.	Foams. How to make it stable? Pastry. Fats in pastry and resting times and effects.	Caramelisation and dextrinization. Effects of heat on sugars and starches (tests/quiz for 2 groups) Week 10: for two groups (quizzes etc)

Medium Term Plan: Creative Arts (Food Technology)

Year 7 Food Technology

Knowledge, Qualifications and Assessment

What pupils will study during Year 7, our ambition for the knowledge they retain and subject specific skill they will develop and how learning will be assessed formatively and summatively.

Unit Title	Periods	Learning Challenge <i>What will pupils produce at the end of a unit to demonstrate their learning?</i>	Learning Journey <i>What knowledge and subject specific skills will pupils learn in order to complete the Learning Challenge?</i>	Learning Consolidation <i>What prior learning will pupils consolidate using spaced retrieval and spaced practice?</i>
<p>Pasta Salad HWK week 1: Organise ingredients for pasta salad using the a6 recipe sheet.</p> <p>Using the hob sheet. Give out letters, dates, knowledge organisers, log books, grids for photo in ex book.</p> <p>HWK week 2: evaluation</p>	4 2 weeks	<p>TBQ: How will I use the 6 elements of a recipe to make a pasta salad? (week 1)</p> <p>A pasta salad (Str 3 & 4)</p> <p>TBQ: How will my plan help me to make a successful pasta salad? (week 2)</p> <p>An evaluation (Str 5) A detailed evaluation to be completed after the practical.</p> <p>A plan of making (from the demo Str 1) Using their preferred layout from some examples/suggestions.</p>	<p>Demo: use of chopping board, safe use of knife (bridge/claw). Names of vegetables/ingredients/equipment. Routines and organisation of the room/area. Safe storage of ingredients. How to use the hob.</p> <p>Keywords used to describe how food tastes, feels and looks. The difference between senses.</p> <p>Using the hob sheet</p> <p>What are the 6 elements of a recipe. Organise these on their plan. Include key info so that they can cook with more independence using their plan.</p>	<p>Washing up, organisation of self and area. Plan written from the demo lesson with details of what to make, skills, equipment, ingredients.</p> <p>Words used to describe food/likes/dislikes.</p> <p>What a plan is. Flow chart. Key words, boxes, lists.. Observed demo asking questions if needed. Washing-up task ideally completed after washing up (cut & stick steps into the correct order).</p>

		<p>A flowchart of making (cut and stick the steps of making with an image, add arrows/numbers)</p>		
<p>Scones Hwk week 1: equipment used for scones sheet. Say whether an image is equipment/ingredient and answer questions of their use in making scones.</p> <p>Take recipe sheet home and remember container.</p> <p>Hwk week 2: Using the oven sheet.</p>	<p>4 2weeks</p>	<p>TBQ: How will I use the <u>6 elements of a recipe to make scones?</u> (week 1) A batch of scones (Str 3 & 4)</p> <p>TBQ: How will my plan help me to make <u>successful scones?</u> (week 2)</p> <p>A plan of making (from the demo Str 1) Using their preferred layout from some examples/suggestions.</p> <p>Plan: clear, logical, organised, colour, key, measurements, timings</p> <p>Successful: height, size, shape, uniform, cooked (not burnt), few fruit sticking out, glaze, colourful, golden brown, decorated, accurately measured</p> <p>Scones: baked, traditional (British), round, cutters, sweet, savoury, rubbing-in technique.</p> <p>Focused task: using jugs, scales and spoons for the first time have a go in pairs at using them to measure dry and liquids (water and flour). Peer assess each other.</p>	<p>Demo: use of scales and measuring jug/spoons). Names of ingredients/equipment. Safe storage of ingredients (milk, butter). How to use the oven.</p> <p>What are the 6 elements of a recipe. Organise these on their plan. Include key info so that they can cook with more independence using their plan.</p> <p>Scones:</p> <ul style="list-style-type: none"> • ingredients with measurements • Using the scales/jug • Rubbing-in technique (skills) • Sieving • Types of flour • Dried fruits/flavour • Shaping, rolling, using cutter, uniform size/shape/height (skills) • Adding a glaze • Decoration/presentation (whipping cream, strawberry fan) 	<p>Washing up, organisation of self and area. Plan written from the demo lesson with details of what to make, skills, equipment, ingredients.</p> <p>Experience from the previous practical.</p> <p>Mini paired task on using the measuring jug, scales and spoons (peer assessment).</p> <p>What a plan is. Flow chart. Key words, boxes, lists.. Observed demo asking questions if needed.</p> <p>Work through skills section of the log book to tick off/highlight skills done so far that they feel confident in.</p> <p>Using the oven (from demo and hwk task).</p> <p>Layout and routines from previous practical.</p>

				WWW/EBI to be completed in logbooks. Using keywords from the 1 st evaluation.
<p>Fruit Salad</p> <p>Hwk week 1: order of washing up (if not done in previous weeks).</p> <p>Organise ingredients for fruit salad.</p> <p>Can do safety rules poster or healthy eating guidelines poster.</p>	<p>4</p> <p>2 weeks</p>	<p>TBQ: Which elements of a recipe will I use to make a successful fruit salad? (week 1)</p> <p>A fruit salad (Str 3 & 4)</p> <p>TBQ: How will my plan help me to make a successful fruit salad? (week 2)</p> <p>A plan of making (from the demo Str 1) Using their preferred layout from some examples/suggestions.</p> <p>Plan: clear, logical, organised, colour, key, include images/diagrams names of equipment and methods to prepare particular fruits.</p> <p>Successful: colourful, healthy, variety of shapes, sizes, colours, knife skills demonstrated, attractive</p> <p>Fruit Salad: healthy selection of fruits cut and combined. Eaten at breakfast or as a pudding, good way to eat 5-a day, healthy low sugar pudding. Good source of fibre, vitamins and carbohydrates. Good way to</p>	<p>Demo: Safe set up and use of chopping board.</p> <p>Names of ingredients/equipment.</p> <p>How to use the electric tin opener, pineapple corer, apple corer, melon baller, cooks knife.</p> <p>How to prepare a kiwi, apple, orange, pineapple, melon (bowl/basket).</p> <p>Small fruits.</p> <p>Skewers. Blender (smoothie).</p> <p>What are the 6 elements of a recipe. Organise these on their plan. Include key info so that they can cook with more independence using their plan.</p> <p>Fruit Salad:</p> <ul style="list-style-type: none"> • Bridge and claw • Colour and presentation (groups of colour, random arrangement, shapes on the top). • Challenging cuts of fruit (target from the pasta salad) 	<p>Washing up, organisation of self and area. Plan written from the demo lesson with details of what to make, skills, equipment, ingredients.</p> <p>Experience from the previous 2 practicals. Build on knife skills from the pasta salad. Work on targets highlighted here, mostly more challenging shapes/cuts of veg/fruit.</p> <p>What a plan is. Flow chart. Key words, boxes, lists..</p> <p>Observed demo asking questions if needed.</p> <p>Work through skills section of the log book to tick off/highlight skills done so far that they feel confident in.</p> <p>Layout and routines from previous practical.</p> <p>WWW/EBI to be completed in logbooks. Using keywords from the 1st evaluation.</p>

		<p>practice/demonstrate peeling, dicing, coring.</p> <p>Theory: Healthy eating guidelines and the eatwell plate. An annotated eatwell guide. Info around the outside from ppt and the inside filled with examples of the correct foods cut from magazines. A poster of the 8 healthy eating guidelines.</p>	<p>TBQ: how can I use my knowledge of the eatwell plate to create a set of healthy eating guidelines.</p> <p>TBQ: how will my poster reflect the 8 healthy eating guidelines.</p>	<p>Knowledge from primary school regarding healthy eating/nutrition. Reference to eatwell guide in planner.</p> <p>Starchy foods (pasta from the pasta salad). 5 portions a day (fruit salad). 1 portion of fish (encourage this in the pasta salad). Low sugar/salt/fat (low fat dressings, less sugar in the scones).</p>
Pizza	<p>4</p> <p>2 weeks</p>	<p>A pizza (Str 3 & 4)</p> <p>TBQ: How will my plan help me to make a <u>successful</u> pizza? (week 2)</p> <p>A plan of making (from the demo Str 1) Using their preferred layout from some examples/suggestions. safety/hygiene, skills/techniques (kneading), ingredients & measurements, temperatures (water, oven), method, timings</p> <p>Plan: clear, logical, organised, colour, key, measurements, timings sections, boxes, rows, bubbles, colours, highlight, pictures, clear, well organised</p>	<p>Demo: use of scales and measuring jug/spoons). Names of ingredients/equipment. Safe storage of ingredients (cooked meat, cheese, high risk foods). How to use the oven. <i>Kneading and proving (how long for)</i></p> <p>What are the 6 elements of a recipe. Organise these on their plan. Include key info so that they can cook with more independence using their plan.</p> <p>Pizza:</p> <ul style="list-style-type: none"> • Ingredients (measure carefully) • Yeast (what is it, what does it do) • Shaping pizzas 	<p>Washing up, organisation of self and area. Plan written from the demo lesson with details of what to make, skills, equipment, ingredients.</p> <p>Experience from the previous 3 practical.</p> <p>Mini paired task on using the measuring jug, scales and spoons (peer assessment).</p> <p>What a plan is. Flow chart. Key words, boxes, lists.. Observed demo asking questions if needed.</p> <p>Work through skills section of the log book to tick off/highlight skills</p>

		<p>Successful: cooked all the way through (cold oven prove), presented, attractive, colour, shapes, design, well-cooked, check, time,</p> <p>Pizza: tomato sauce, dough, bread, cheese, toppings, strong white bread flour (gluten), yeast,</p> <p>A design: either 4 small designs or 2 bigger ones. Annotated, in colour, pencil drawn, labelled (ingredients, crust)..</p> <p>4 seasons, shapes and sizes of veg, how to arrange toppings attractively.</p>	<ul style="list-style-type: none"> • Traditional shapes • Additions (stuffed crust, cheesy bites – utube clip). • Toppings (healthy, colour, variety) • Cooking time (into cold oven) 	<p>done so far that they feel confident in.</p> <p>Using the oven (from demo and hwk task).</p> <p>Layout and routines from previous practical.</p> <p>WWW/EBI to be completed in logbooks. Using keywords from the 1st evaluation.</p>
Consolidation	2	<p>Wordsearch on equipment names. Equipment used, function and sketch of it.</p> <p>Washing up steps (unless previously done)</p> <p>Bingo: identifying ingredients used to make pizza.</p> <p>Knife skills: questions on safe use and safety rules.</p> <p>Millionaire game</p>	<p>They will have used the majority of the equipment in the food room. They should know the difference between utensil, equipment and machinery. They should recognise each piece and be able to say what its function is.</p> <p>They will have washed up 4 times now, familiar with routines and the order of washing up. Where to store equipment. How and why to dry properly. Basic hygiene rules.</p> <p>Recognise and spell ingredients used to make pizza.</p> <p>How to set up a chopping board. Which knife to use for what. Safety rules.</p> <p>Ability to recall measurements from recipes done. Names of techniques and equipment used. Function of some ingredients, definitions.</p>	

Medium Term Plan: Creative Arts (Textiles)

Year 7 Textiles

Knowledge, Qualifications and Assessment

What pupils will study during Year 7, our ambition for the knowledge they retain and subject specific skill they will develop and how learning will be assessed formatively and summatively.

Unit Title	Periods	Learning Challenge the end of a unit to demonstrate their learning?	Learning Journey What knowledge and subject specific skills will pupils learn in order to complete the Learning Challenge?	Learning Consolidation What prior learning will pupils consolidate using spaced retrieval and spaced practice?
TEXTILES IN SOCIETY	1	TBQ: Why is Textiles important to us and our society? Table of information, eg of layout in book Conclusion of findings.	Video of textiles in our society. What can we learn from this? List textile items from wider society, suggestions for use: religion, culture, identity, protection. Identify technological uses. Feedback from each table following discussion.	Write up six key words from lesson. Consolidate information in a conclusion.
SAFETY, ROUTINES AND RULES	1	TBQ: how can we work safely in the textiles room? (Week 1) Hazards sheet to promote rules. Produce a poster for homework. (ST 4)	Recognise safety issues in the textiles room and develop ten rules from the activity.	Safety question in the evaluation sheet. Use of safety crossword for homework.

			<p>Actions and consequences of unsafe behaviour. To be able to write up an example.</p> <p>Poster – choose three point form the Hazards sheet to illustrate “Safety in the textile room”.</p> <p>Reminders at start of lessons of general safety rules. Q & A’s</p>	
FABRIC CONSTRUCTION	1	<p>TBQ: Why do we use different fabrics for different uses?</p> <p>Chart of examples of different types of construction.</p>	<p>Use printed information sheet on fabric construction for reference.</p> <p>Use samples to identify woven, knitted, felted, bonded fabrics.</p> <p>Make a table from samples and add properties and appropriate uses in everyday textiles.</p> <p>What is a straight of grain in woven fabrics, why is it important to be able to use it and how to recognise it?</p>	<p>Retrieval on straight of grain recognised when cutting out fabrics.</p>
HOMEWORK - DESIGNING AND ANNOTATION	1	<p>Objective: to produce 4 ideas for a coaster design. (ST 2)</p>	<p>Produce 4 ideas for a coaster, prompts for annotation –Why made choices of sizes, materials. What positives and negatives are there about the design?</p>	<p>This will carry forward to Year 8 design work.</p>
SCISSORS AND EQUIPMENT	1	<p>Objective: Introduction to specialist equipment.</p>	<p>Use cut and paste to match up names of equipment and their uses.</p> <p>Add a safety rule to each one.</p> <p>Task to make a safety poster.</p>	
USE OF THE IRON	1	<p>TBQ: why do we need to use an iron and how should we use it safely?</p>	<p>Demo – settings, steam, safe use and placement of iron. Nominate</p>	

			monitor to turn off and unplug iron at end of each lesson.	
HAND SEWING	2	OBJECTIVE: to be able to learn how to prepare to hand sew. To be able to produce a variety of different stitches on a sample for assessment. (ST 4)	Control speed – direction Practice sheets Parts of the machine. Threading up top. Correct use of bobbin and case. Starting and finishing sewing procedures. Read the table of stitch selection process. Produce a sample of stitches.	
BRITISH DESIGN	1	Objective: to produce a study page in book of a British designer. (ST 1)	Three colour image or studies of designer work. Answer questions on the designer and their work. Give opinions and reasons.	
SEWING MACHINE SKILLS AND KNOWLEDGE	7	TBQ: What do we need to learn in order to be able to use a sewing machine? Paper practice on machines. Diagram of machine to fill in machine parts. Produce a sample of straight stitch, zig zag and selection of embroidery stitches. (ST 4)	Safety – 6 rules wrote out in book Speed control – paired practice Control of direction - Demo – machine lines sheets for assessment. Names of machine parts work sheet used each lesson as pupils learn different parts. Upper threading – Demo -paired activity Lower threading with bobbin and case. - paired activities Use of settings for stitches – stitch selector.	Introduction activity each lesson to thread up the machines. Use learning from machines to thread and develop sample over period of seven weeks.

EVAUATION	1	Objective: to reflect their earning and be able to identify their success and areas for improvement. Q & A sheet. (ST 5)	Peer assessment. How did I do?	
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Medium Term Plan: Creative Arts (Resistant Materials)

Year 7 Resistant Materials

Knowledge, Qualifications and Assessment

What pupils will study during Year 7, our ambition for the knowledge they retain and subject specific skill they will develop and how learning will be assessed formatively and summatively.

Unit Title	Weeks	Learning Challenge <i>What will pupils produce at the end of a unit to demonstrate their learning?</i>	Learning Journey <i>What knowledge and subject specific skills will pupils learn in order to complete the Learning Challenge?</i>	Learning Consolidation <i>What prior learning will pupils consolidate using spaced retrieval and spaced practice?</i>
Acrylic twist. Not really mentioned in the at a glance section.	1	The students will produce an acrylic decorative twist and completed an evaluation. WWW, EBI	Students will learn about the properties of acrylic and the correct tools and processes to complete their task.	These will be New skills and it is unlikely that this will involve prior learning. There will be something they can recall. The baseline test they all did or anything from other rotations. What is design? What are these tools called?
Ergonomic shape	2 to 6 Needs to be	Students will have made an ergonomic shape that you can hold in your hand made of pine wood	Students will learn about the properties of pine wood and become familiar with	These will be New skills and it is unlikely that this will involve prior learning.

	broken down into each week	and completed an evaluation. WWW, EBI	woodworking tool and how to use them correctly to complete their task.	Learning from week 1 can be tested.
Penny whistle Not mentioned in the at a glance section.	7 & 9	Students will have made a Penny whistle that will be able to play a tune and completed an evaluation. WWW, EBI	Students will learn about the properties of all materials used in the construction of the Penny whistle and the correct tools and processes to complete their task.	These will be New skills and it is unlikely that this will involve prior learning. Learning from week 1 – 8. Anything they have already covered in these weeks can be tested.

Skills	
<i>During Year 7 in Resistant Materials, pupils will have opportunities to develop the following wider skills:</i>	Where are these skills below documented in your plan above? They are really good and if you can say when, where and how students will document them (have evidence of them in their book) it would make a really strong SOW.
Skill Area	How the Year 7 Creative Arts curriculum contributes to developing this skill area:
Literacy & Numeracy	Using the technical vocabulary (when do they record vocab or get tested on it?) of resistant materials will enhance the student's literacy skills and using numeracy (when do they measure/calculate material amounts?) skills already learnt within the design and make process (these should be in consolidation then) .
Communication	There is a constant dialogue/verbal feedback regarding practical work. Positive dialogue is not only teacher and pupil, but also pupil peer discussion (when does this happen, document it in your scheme).
Problem Solving	Experimenting (when does this happen, add it to your scheme) with different materials, tools and machinery to get the best results.
Leadership	The ability to be an independent thinker and problem solver, as well as be able to work collaboratively (when is the group work in the plan above? Penny whistle?) and communicate well all are qualities that a good leader requires. These can all be used in Resistant materials.
Collaboration	Students will help and support one another, though most work is individual.

Metacognition	Students need to understand what they have done, how they have done it and how it can be improved and then write about it. This will indicate their deeper thinking around a project. (what do they need to write? Is this a challenge? An evaluation? Should be documented above.)
Physical, Practical and Technical	Practical and technical tasks are completed. Pupils will be introduced to techniques that require more technical ability as they progress.
Digital Literacy	Pupils will learn about the expectations regarding online research. (when do they do this in the plan above?)

Medium Term Plan: Creative Arts (Graphics)

Year 7 Graphics

Knowledge, Qualifications and Assessment

What pupils will study during Year 7, our ambition for the knowledge they retain and subject specific skill they will develop and how learning will be assessed formatively and summatively.

Unit Title	Periods	Learning Challenge <i>What will pupils produce at the end of a unit to demonstrate their learning?</i>	Learning Journey <i>What knowledge and subject specific skills will pupils learn in order to complete the Learning Challenge?</i>	Learning Consolidation <i>What prior learning will pupils consolidate using spaced retrieval and spaced practice?</i>
Glossary	2	<p>A glossary of tools. In their book.</p> <p>TBQ: How will my interesting and unusual 3D shapes show that I understand how to use the tools in Sketchup?</p> <p>Create 6 interesting and unusual shapes to get used to using the different tools and combining them to make a compound shape.</p>	<p>Using the glossary and teacher demonstration to learn about the basics of sketch up.</p> <p>Creating shapes.</p>	<p>Some basic use of a computer?</p> <p>Logging on, saving work?</p> <p>Some functions that they may be familiar with.</p> <p>Opening a new programme (sketchup).</p> <p>What is a glossary? Why do we need one? What should it look like?</p>

	2	<p>Draw a view of your/a friend/family member's garden including any equipment/sheds/paths/etc. You can label things if you are not confident in your drawing.</p> <p>Creating a garden that includes a shed with an apex roof, footpath and garden furniture.</p> <p>TBQ: How can I show that I know how to use familiar tools to manipulate shapes differently when making a shed with an apex roof.</p>	<p>How to use the tools on sketch up.</p> <p>How to use proportion.</p> <p>Making notes from teacher demonstrations.</p>	<p>For the garden drawing task.</p> <p>Simple sketching, birds eye view.</p> <p>Proportion/scale. Shading (art skills).</p> <p>Name 6/match up 6 tool icons with their correct name.</p> <p>HWk: Describe three textures you can see outside one window in your house.</p> <p>What do we mean by textures. Can we name some textures that we can see from our window at school first?</p>
	2	<p>Garden design stuck into books and peer assessment. Mini evaluation? Www/EBI by student. What step would it be? Compare to ranked examples.</p> <p>TBQ: Does my evaluation show that I have considered everything and know what was good and what could be improved?</p> <p>A mood board or collection of images of playground equipment.</p> <p>Produce some play-park style play equipment that could be used in a home garden.</p>	<p>Textures. Discuss a variety of textures that we found at home (hwk). How can we add texture to our sketch up designs?</p> <p>New tools/skills will now be introduced. Teacher demo and examples from previous groups printed out to share/evaluate.</p> <p>Criteria (specification) Playground equipment must be: size, colour, material, textures, safety....</p>	<p>Evaluate the garden design. Share these at the front (cast onto teacher's screen?).</p> <p>Discuss/peer assess the tools used. Discuss the design of their gardens.</p> <p>What is normally in a play park (mindstorm equipment)</p> <p>Come up with a group list of ideal equipment using criteria.</p> <p>Use argos catalogues or create a mood board or ppt with ideas to refer to.</p>

		TBQ: How can I make my garden appeal to parents of a specific target market/young children? reword		
	2	<p>HWk: Draw a room in your house from two angles, showing everything including doors and windows.</p> <p>Students will recreate a room from their house. They will have researched and drawn the room they will recreate, and using the skills learned in previous lessons they will make all but one piece of furniture in that room.</p> <p>TBQ: Does the room I am creating closely resemble the room I drew for homework?</p>	<p>Share with student using Sketchup in the professional world. <i>Graphics does not contain a physical element as such but the students are learning technical terminology in a program which is used extensively within the design and architecture industries. Do a session/starter looking at professionals using sketchup in industry. Find some video clips.</i></p>	<p>What do we need to include in a plan drawing. Should it be 'birds eye view'.</p> <p>Proportion/scale. Refer back to when we drew our gardens at home.</p> <p>HW wk6: Name a profession that uses computers to produce drawings and say what that profession actually does?</p>
	2	Repeat previous week. Working on the final big design?		
	2	<p>Wk8 - Design one extra piece of furniture they would like to have in their room if they had the choice. Try to make something more difficult than you already have.</p> <p>TBQ: Does my piece of furniture show that I have used more skills together than other pieces I have made?</p>		
	2			HW: Say what your favourite hobby is and how you could use Sketchup to

				make it even better (for instance; “I like skating and I could use Sketchup to design a new type of ramp or half-pipe to use”).
		Wk9 – Finish previous task and evaluate the room and piece of furniture. Evaluate what new skills they have gained and suggest how they could ensure a better outcome in the future.		

Skills	
<i>During Year 7 graphics , pupils will have opportunities to develop the following wider skills:</i>	Include the info written below in the scheme above.
Skill Area	How the Year 7 Creative Arts curriculum contributes to developing this skill area:
<i>Literacy & Numeracy</i>	<i>Measuring, working out sizes, (include this in the section above) writing evaluations considering good and better practice</i>
<i>Communication</i>	<i>Students develop their communication skills digitally and vocally through digital representation of ideas and ability to answer specific technical questions requiring deeper thought. (written questions to answer?)</i>
<i>Problem Solving</i>	<i>Students encounter technical problems using some tools when using Sketchup. They are encouraged to work out how and why those problems are occurring and learn to fix them themselves (using their glossary?). Other students are encouraged to assist others in the class but are not allowed to fix the problem for them. They can only advise, thereby helping the other student learn.</i>

<i>Leadership</i>	<i>Those in the class who are achieving the lesson goals are encouraged to assist others, talking them through stages that another might be finding difficult. They verbally discuss the problem, not solving issues themselves.</i>
<i>Collaboration</i>	<i>Where students are inspired by the work of others in the class, they often seek to find out how they have achieved a certain outcome. This often leads to both students discussing further innovations and deciding how to proceed together before doing so in their own work. Do peer assessment somewhere? Plan it in</i>
<i>Metacognition</i>	<i>Students have to consider the methods they've used to create previous objects and apply this to the new objects they are producing. With the garden challenge they must consider what would normally be in a garden and what might be in one for a young child. What are target markets/do a client profile, what do children want out of a playground? Do product analysis of existing play equipment?</i>
<i>Physical, Practical and Technical</i>	<i>Graphics does not contain a physical element as such but the students are learning technical terminology in a program which is used extensively within the design and architecture industries. Do a session/starter looking at professionals using sketchup in industry. Find some video clips.</i>
<i>Digital Literacy</i>	<i>Students are required to produce a glossary as their first task. During this task they learn a number of computer hot keys, how to crop and alter images and 'wrap' them so they can be placed anywhere on the page and how to create and format text boxes. These are things they should already know This should be consolidation then on the first few sessions. but almost without exception do not.</i>

Enrichment		
<i>During Year 7 graphics, the following events, visits, and trips will enrich the Creative Arts curriculum:</i>		
Event, Visit or Trip	Linked unit(s) of study	How the event, visit or trip enriches the curriculum:
<i>Not specific to the classes I teach, but I have some year 7 students in the school design project who have been to UKCW and will be attending other linked trips.</i>	<i>There is the potential to try some designing for the school project and this will enhance the learning that has taken place during their lessons.</i>	<i>The students involved with the build project will see a project from inception through design and finally building and creating the interiors. This will be an opportunity unrivalled in the secondary education experience. With the UKCW visit the girls were</i>

		approaching businesses showcasing technologies that could be utilised in the project, asking mature pertinent questions to which they were getting the answers they were looking for. They also presented their thoughts and ideas related to a challenge set by MOBIE, in front
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Medium Term Plan: Creative Arts (Food)

Year 8 Food Technology

Knowledge, Qualifications and Assessment

What pupils will study during Year 8, our ambition for the knowledge they retain and subject specific skill they will develop and how learning will be assessed formatively and summatively.

Unit Title	Periods	Learning Challenge <i>What will pupils produce at the end of a unit to demonstrate their learning?</i>	Learning Journey <i>What knowledge and subject specific skills will pupils learn in order to complete the Learning Challenge?</i>	Learning Consolidation <i>What prior learning will pupils consolidate using spaced retrieval and spaced practice?</i>
<p>Bread & Butter Pudding</p> <p>HWK week 1: Organise ingredients for pudding using the a6 recipe sheet.</p> <p>Give out letters, dates, knowledge organisers, log books, grids for photo in ex book.</p>	4 2 weeks	<p>Food Waste: Use the ppt, 10 main reasons for food waste and how can we reduce food waste (challenge to design a meal using leftovers – list of foods, images or toy food)</p> <p>TBQ: How will my plan enable me to successfully make a bread & butter pudding? (week 1)</p> <p>A Bread & Butter Pudding (Str 3 & 4)</p>	<p>Demo: types of bread, flavour (dried fruits), arrangement of bread, colour on top, what is an egg custard and bain-marie, frugal shopping, using leftovers (bread, croissants), war time rations, save crusts to make into breadcrumbs for the pasta bake.</p> <p>Functions of ingredients. Safe use of the oven, colour (dextrinisation).</p> <p>Presentation (see examples).</p>	<p>Washing up, organisation of self and area. Plan written from the demo lesson with details of what to make, skills, equipment, ingredients.</p> <p>Use logbooks with photographs of their work from year 7 (recap skills used, equipment, ingredients?).</p> <p>Words used to describe food/likes/dislikes.</p>

<p>HWK week 2: evaluation</p> <p>Clafoutis (French version of our B&B pudding).</p>		<p>A plan of making (from the demo Str 1) Using their preferred layout from some examples/suggestions.</p> <p>Functions of ingredients sheet:</p> <p>Tick of skills covered in their log book.</p> <p>Use 'Sorted' clips too for quick demo or alternatives. The cranberry Christmas pudding from 'Sorted' using leftover Panettone.</p>	<p>Keywords used to describe how food tastes, feels and looks. The difference between senses.</p> <p>What are the 6 elements of a recipe. Organise these on their plan. Include key info so that they can cook with more independence using their plan.</p>	<p>What a plan is. Flow chart. Key words, boxes, lists..</p> <p>Observed demo asking questions if needed.</p> <p>Food waste comes up on the final week (consolidation). Bingo game.</p>
<p>Pasta Bake:</p> <p>gelatinisation, heat transfer (cooking methods)</p> <p>Food processing (wheat, flour, pasta)</p> <p>- ideal but rarely fits in.</p> <p>Fibre</p>	<p>4 2 weeks</p>	<p>TBQ: How will my plan help me to make a <u>successful</u> pasta bake?</p> <ul style="list-style-type: none"> Flavour, texture, not burnt, colourful... see ppt <p>A Pasta Bake (Str 3 & 4)</p> <p>Notes/activity on heat transfer and gelatinisation. Animation/clips and sheets to fill in. Clip shows the roux method and explains the science behind gelatinisation.</p> <p>A plan of making (from the demo Str 1) Using their preferred layout from some examples/suggestions.</p> <p>HWK: How to adapt a pasta bake to get more fibre</p> <p>Fibre Lesson (in lesson 1 if time after/demo). Sheet to complete – types</p>	<p>Demo: types and names of pasta, fibre rich foods, sauce making (gelatinisation), heat transfer methods (conduction/convection/radiation). Use of the hob, using the oven, weighing (spoons, scales and jug). Using breadcrumbs from B&B pudding. Presentation (adding colour to the top – au gratin)</p> <p>Keywords used to describe how food tastes, feels and looks. The difference between senses.</p> <p>What are the 6 elements of a recipe. Organise these on their plan. Include key info so that they can cook with more independence using their plan.</p> <p>Use 'Sorted' clip for how to make a veggie pasta bake if no time to demo.</p>	<p>Washing up, organisation of self and area. Plan written from the demo lesson with details of what to make, skills, equipment, ingredients.</p> <p>Use logbooks with photographs of their work from year 7 (recap skills used, equipment, ingredients?).</p> <p>Revisiting using the hob, boiling water and when to put pasta in from yr 7 pasta salad.</p> <p>Words used to describe food/likes/dislikes.</p> <p>Write a definition of conduction, convection, radiation and gelatinisation.</p> <p>What a plan is. Flow chart. Key words, boxes, lists..</p> <p>Observed demo asking questions if needed.</p>

		of fibre, too little, sources, clip from BBC bitesize.		
Food Safety, 4C's, danger zone, temperatures, Food presentation (rarely fits in, covered a little when designing the plate) Chicken Skewers	4 2 weeks	<p>TBQ: what are the 4'cs in terms of food hygiene and how do I relate them to my practical skills and routines?</p> <p>Sheet/table to complete with each of the 4 C's (cooking, chilling, cross-contamination and cleaning). Problems if not done and rules to implement to prevent FP. Using info from ppt.</p> <p>Demo TBQ: How will I use the 6 elements of a recipe to make chicken skewers?</p> <ul style="list-style-type: none"> • Ingredients, method, skills, equipment, presentation, H&S <p>Practical TBQ: How will my plan enable me to <u>prepare/cook</u> my chicken skewers <u>safely and effectively/successfully</u>?</p> <p>TBQ: How can I use my knowledge of the 4'c and food preparation to spot hygiene mistakes which may cause food poisoning?</p> <ul style="list-style-type: none"> • What not to do in the kitchen clip. Sort mistakes they spot into F, K, P (food hygiene, kitchen safety and personal hygiene). • A table <p>A Plate of Skewers with sides (Str 3 & 4)</p>	<p>Demo: ingredients (types of meat, vegetables for colour, size and shape cutting them, marinade, how many to make, sides to serve with them, use of oven, turning halfway, probe to check temp, skills (cutting meat, chopping into big chunks, peeling, organisation of time). H&S types of food poisoning, how to prevent it, burns, cuts, chopping board/knife safety, temperatures (75c), cross-contamination, washing hands, red board..</p> <p>Keywords used to describe how food tastes, feels and looks. The difference between senses.</p> <p>What are the 6 elements of a recipe. Organise these on their plan. Include key info so that they can cook with more independence using their plan.</p> <p>Use 'Sorted' clip for how to make a marinade and/or the lamb kebabs.</p>	<p>Washing up, organisation of self and area. Plan written from the demo lesson with details of what to make, skills, equipment, ingredients.</p> <p>Use logbooks with photographs of their work from year 7 (recap skills used, equipment, ingredients?).</p> <p>Words used to describe food/likes/dislikes.</p> <p>What a plan is. Flow chart. Key words, boxes, lists..</p> <p>Observed demo asking questions if needed.</p> <p>A design can be created of how they want to plate to look or compare the reality to what they wanted. Presentation skills can come in here (odd numbers, stacks, colour, dips, garnish).</p>

		<p>A plan of making (from the demo Str 1) Using their preferred layout from some examples/suggestions.</p> <p>A design in colour, using pencil and annotated of their plate.</p>		
Pastry. Key skill. Types of and uses.	4 2 weeks	<p>A table (similar to one in yr 10, add 1 example image). TBQ: How will my table of pastry characteristics enable me to recognise different types? Use ppt and examples of pastry products to taste, analyse (rarely time or money).</p> <p>A batch of tarts/pies TBQ: How will my plan enable me to make a <u>successful</u> batch of pastry products?</p>	<p>Demo: ingredients (amounts are key), weighing/measuring, fillings/flavours, tart or pie, skills (rubbing-in, shaping a dough, rolling out, cutting out economically, using the oven, cracking eggs, problems (shrinkage, crumbly pastry, not resting enough, too thick/thin, wrong tin, too hot oven, too much filling). New equipment used (bun tin).</p>	<p>Guessing game (identifying which of the 4 types of pastries the images are). Hold up one of the 4 types on a bit of paper (pre-printed).</p> <p>Rubbing-in skills is repeated from making scones in yr 7. Equipment revisited from scones.</p> <p>H&S: salmonella from eggs (revisiting from chicken lesson).</p> <p>Update skills in log book.</p>
Consolidation lesson.	2 1 week	<p>A review of the practicals done in yr 7 & 8. Key questions to answer on the ppt (which was your most challenging one....)</p> <p>Update log book with skills covered so far (yr 7 & 8).</p> <p>Past paper questions on food safety and personal hygiene (looking for detailed, written answers).</p> <p>Food waste bingo (recapping from lesson 1). Chance to discuss these again as each one is called out. Consider another task showing evidence of knowledge of these.</p> <p>Functions of ingredients (have done this for B&B pudding so they need to do a similar one for the pasta bake).</p> <p>Pastry types guessing game again.</p> <p>Millionaire game (record answers not just A, B, C) includes facts to recall from the last 9 weeks.</p>		

Medium Term Plan: Creative Arts (Resistant Materials)

Year 8 Resistant materials

Knowledge, Qualifications and Assessment

What pupils will study during Year 8, our ambition for the knowledge they retain and subject specific skill they will develop and how learning will be assessed formatively and summative.

Unit Title	Weeks	Learning Challenge <i>What will pupils produce at the end of a unit to demonstrate their learning?</i>	Learning Journey <i>What knowledge and subject specific skills will pupils learn in order to complete the Learning Challenge?</i>	Learning Consolidation <i>What prior learning will pupils consolidate using spaced retrieval and spaced practice?</i>
Vase Project. Strand 1.	1 & 2	<p>Room safety brief. Write down..image of?</p> <p>Vase project: Introduction to project: write design brief and generate a mind map of themes.</p> <p>Write design specification.</p> <p>Draw Initial design ideas based on mind map. Draw design ideas based on initial designs.</p> <p>What will the research challenge look like?</p>	<p>Will learn to work safely within the workshop</p> <ul style="list-style-type: none"> • Tools • Equipment add specifically what this will cover. <p>What is a vase? Show them examples from previous groups? Start research? WAGOLL?</p> <p>Will develop research?? skills to help inform them of their choices.</p>	<p>Q & A on workshop safety learnt in year 7 and reminder of safe working practice. What specifically do you want them to remember?</p> <p>What is a design. What should it include?</p>

Design Strand 2 & 3	3	<p>Complete at least 4 design ideas that are labelled coloured in stating dimensions, materials and its properties.</p> <p>Write out a material cutting list.</p>	<p>Students will learn about the properties of acrylic and the correct tools and processes to complete their task.</p> <p>Will learn to develop their ideas by using research to help inform them of good design practice.</p> <p>Constraints. They will need to make their vase look exactly like their design. Some shapes may be harder to cut than others?</p>	<p>Dimensions. How do we add these to a design? What should they be? Mm/cm?</p> <p>On week three they must recall what they did in week two and why.</p> <p>Week 2 research or design ideas?</p>
Making. Strand 4	4 to 8 Split into different weeks	<p>Students will be able to select and use the correct tool or machine to complete their task and every stage.</p> <p>Are there various stages where students will be? Each stage should have some demo, some recall/consolidation, a new techniques they are learning or a new tool/piece of equipment.</p>	<p>They will learn how to mark out materials, cut, file, wet & dry and polish edges to shape and restore surface finish.</p> <p>Students will learn about the properties of all materials used in the construction of the vase stand and the correct tools and processes to complete their task.</p> <p>What are they learning at each stage of the making process?</p>	<p>Q&A on the previous practical lesson and recall what they did in each lesson.</p>
Evaluation. Strand 5.	9	<p>Students will have made an acrylic vase stand and completed an evaluation. WWW, EBI</p>	<p>How to evaluate. Compare their vase to ranked vases in steps for making strand.</p> <p>Peer assess each others?</p>	<p>Did their final product match their final design? If not, then why not.</p>

				Does it have to? This should be mentioned somewhere during the design stage?
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Medium Term Plan: Creative Arts (Textiles)

Year 8 – Textiles

<i>Knowledge, Qualifications and Assessment</i>
<i>What pupils will study during Year 8, our ambition for the knowledge they retain and subject specific skill they will develop and how learning will be assessed formatively and summatively.</i>

<i>Unit Title</i>	<i>Periods</i>	<i>Learning Challenge the end of a unit to demonstrate their learning?</i>	<i>Learning Journey</i> <i>What knowledge and subject specific skills will pupils learn in order to complete the Learning Challenge?</i>	<i>Learning Consolidation</i> <i>What prior learning will pupils consolidate using spaced retrieval and spaced practice?</i>
RECYCLING, PATCHWORK DESIGN AND CONSTRUCTION.	1	TBQ: What is patchwork? St 1	Looking at different tessellated designs, log cabin, hexagonal etc. H/W Patchwork research page in book - different types of patchwork and their uses.	Draw on knowledge from mathematics. Why is it important to recycle fabrics?
SAFETY, ROUTINES AND RULES	1	TBQ: What equipment will I need for this project and how will I work safely?	List textile items that could use this technique. Verbalise 6 rules for working with suggested equipment.	Review learning on safety from year 7.
CONSTRUCTING LOG CABIN PATCHWORK.	1	TBQ: How will my plan help me to construct a fabric log cabin design.	Exemplar log cabin and bag examples.	Retrieval on straight of grain from Yr 7. Key words list.

		<p>TBQ: How can I use the templates and relate them to the plan.</p> <p>TBQ: what skills do I need to cut out my fabrics?</p> <p>St2</p>	<p>How to use the coloured coded plan. Stick this into book and use it for choosing fabrics.</p> <p>Cut out numbered pattern pieces and place them in sequence.</p> <p>Demo: How to cut out fabric pieces using pattern pieces/templates.</p> <p>How to use pins and shears correctly.</p> <p>Using fabrics economically.</p> <p>What is the purpose of using Vilene.</p> <p>H/W design 4 ideas for a log cabin</p>	<p>Revisiting correct use of pins and shears.</p> <p>What is a straight of grain in woven fabrics?</p> <p>Review skills from yr. 7 and how to make progress?</p> <p>Consolidate – write up in book on lesson including key words.</p>
TIE AND DYE TECHNIQUE	2	<p>TBQ: How can tie and dye technique be used to compliment my design?</p>	<p>Demo of technique.</p> <p>Information sheets on different tying patterns.</p> <p>How to use colour sequencing.</p> <p>Reflective: Write up your experience using technique and equipment.</p> <p>What is the success criteria?</p>	New topic
SEWING ON A BUTTON	1	<p>TBQ: Why do we need to know how to sew on a button?</p>	<p>Write down in book reasons for learning.</p> <p>Exemplar from previous group.</p> <p>Help sheet – choosing style.</p>	Recall on using needle and thread. Hand sewing.

			<p>Use demos for following. Threading a needle, making a knot, tying off.</p> <p>Completed example to go in book for assessment.</p>	
EMBELLISHMENTS AND APPLIQUE	2	<p>TBQ: What is an embellishment and how can we use it?</p>	<p>Make a list of types of embellishment and where they could be used.</p> <p>Practice stitching on a sequin and a bead. Use a help sheet.</p> <p>Use template to make an appliqué sample to put in book. Why use felt for today's method?</p> <p>Hand sewing shape using either running or back stitch.</p> <p>Two samples to go in book for evidence and practice.</p>	Hand embroidery stitches.
REVIEW OF USING THE SEWING MACHINE SUCCESSFULLY.	1	<p>TBQ: What do I need to know when using the sewing machine in order to be successful.</p>	<p>Demo: Threading up the machine and correct use of bobbin case.</p> <p>Help sheet: Starting and finishing stitching a line.</p> <p>Overcoming problems.</p> <p>Practice piece for book.</p>	Review: threading and use of the machine from Yr 7
CONSTRUCTION OF LOG CABIN	2	<p>TBQ: how can I successfully sew a seam.</p> <p>Why is it important to press a seam open?</p> <p>How do I know how to put this all together?</p>	<p>Discuss: What is a seam and where can I find one?</p> <p>Exemplar to show well pressed patchwork.</p> <p>Demo: Revisit my numbered log cabin plan and relate to numbered templates.</p>	<p>Using the settings on the machine.</p> <p>Safety and use of the iron.</p>

		St4	Students to stitch together the pieces using a straight stitch on the machine, emphasis on neatness and using guideline for stitching on. To complete log cabin section of the bag.	
ADDING BACK AND FLAP TO BAG	2	TBQ: how do I give my bag a closing flap?	Pupils will use template to cut out the back. They have a choice of design style for flap closure. Tie dye or matching fabric to be used for this section.	Cutting skills and use of pinning from previous lessons and yr 7.
USING A LINING	1	TBQ: How do I attach my lining and why do I need it? St4	Demo and use of template to attach a lining. H/W uses for different kinds of lining in items.	Use of pins and sewing machine. From previous lessons.
ADDING A FASTENER	1	TBQ: Where do I make a loop for the button and where will I stitch my button? ST 4	Demo and use of example to visualise result. Using ribbon for loop and why it must be stitched inside. Pupils to use flap to estimate position of button. Stitch on button and add ribbon loop.	Sewing on a button previously practiced.
MAKING UP, TURNING, STRENGTHENING.	2	TBQ: How do I complete the bag? How can I strengthen my corners? ST4	Demo and help sheet for making up. PowerPoint slide on corners on front of bag. Pupils wills stitch sides and press. Completed bag.	Turning corners on the sewing machine practised in yr 7.

EVALUATION	1	TBQ: How did I do? ST 5	Evaluation sheet and Peer assessment. Pupils will reflect on their success and learning.	Experience of writing evaluations in previous year and other technology areas.
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Medium Term Plan: Creative Arts (Food)

Year 9 Food Technology

Knowledge, Qualifications and Assessment

What pupils will study during Year 9, our ambition for the knowledge they retain and subject specific skill they will develop and how learning will be assessed formatively and summatively.

Year 9 covers 2 topics from GCSE Food Prep. Chapter 7 Factors affecting Food Choice and Chapter 8 British and International Cuisines.

Unit Title	Periods	Learning Challenge <i>What will pupils produce at the end of a unit to demonstrate their learning?</i>	Learning Journey <i>What knowledge and subject specific skills will pupils learn in order to complete the Learning Challenge?</i>	Learning Consolidation <i>What prior learning will pupils consolidate using spaced retrieval and spaced practice?</i>
Influences of Food Choice Fajitas Dates of practicals, letter, log books, front sheets, knowledge organisers.	2 2 weeks	Make Fajitas (St 3 & 4) Page given of food choice influences (annotated) Adapted meal (fajitas) based on factors (you have lots of money/you are on a budget)	What makes us choose our breakfast task. Ppt and discussion of the 10 influences. Demo: clip to be sourced. Talk through the recipe with examples.	Practical skills, rules, routines from previous practicals. Review practicals from log books from yr's 7 & 8 Revisiting knife skills, presentation of food, using a recipe. Marinade from yr 8 skewers.

				Recap 'what not to do in the kitchen' Jamie Oliver clip.
Food Choices related to religion and culture Adapted Meal stir fry, chow mien (may take out bolognese/meatballs.	2 weeks	Make an adapted savoury dish (stir fry) TBQ: How will my adapted recipe show my knowledge of special dietary requirements? Adapted recipe ready to use for the practical. TBQ: how will I use my adapted recipe to make a meal suitable for a _____?	Collect information on various dietary requirements (at the moment this is via ppt). Anaemic, diabetic, religious diet, obesity, allergy, vegetarian, vegan, lactose intolerant, coeliac. Adapt a recipe to take into account 1 or more requirement. Demo: talk through the recipe and clip to watch. 5 min sorted recipe (part way through).	Hob skills (key with the stir fry – not to burn the pan). Veg prep (thin/julienne). Heat transfer methods from yr 8 pasta bake – quick quiz. Do a GCSE adapting recipe past question (one on fibre or for a vegetarian).
British Cuisine British Dish (was cottage pie will change to fruit crumble or cobbler based on feedback from previous groups). Fruit crumble, cobbler or pie	2 weeks	Make a British pudding TBQ: How will my annotated map show the range of dishes eaten traditionally in Britain? Annotated map with styles of dishes/cooking methods and ingredients used across Britain. TBQ: how will I use a recipe to prepare and cook a British pudding?	Explore what is meant by Cuisine? What is traditional compared to international (migration, why we now eat a wider variety of dishes) Look at map of Britain. Use info from the text book and other given resources to explore British cuisine. Demo: clip of apple crumble, need to find a fruit cobbler one. Add the recipes to the recipe book too to replace the cottage pie.	Crumble (revisiting the rubbing-in method). Cobbler revisits scone making/doughs/batters. Stewing fruit, knife skills, hob skills. Revisit seasonality, fibre from fruits too.
International Cuisine Rice Dish (biryani, paella, risotto, jolaf..)	2 weeks	Make a rice dish (their choice). TBQ: how will my annotated map show the range of dishes eaten internationally?	Repeat of the above task exploring 2 or more cuisines (Italy, Morocco for example). Annotate map with the types of food, ingredients, equipment used. USE text book and resources given.	Annotating maps. Revisit the term Cuisine.

		Geography, climate, economy, availability, traditions.	Explore rice dishes eaten in those countries and pick one to make next week.	
Consolidation	1 week	Activities from www.illuminate (resources, quizzes and longer questions from the GCSE resource). Past-paper questions. Update skills done in log books. Review practicals done over ks3.		

Medium Term Plan: Creative Arts (Food Science)

Year 9 Food Science

Knowledge, Qualifications and Assessment
<i>What pupils will study during Year 9, our ambition for the knowledge they retain and subject specific skill they will develop and how learning will be assessed formatively and summatively.</i>
<i>Year 9 Food Science is an aspect integrated in the Food Preparation and Nutrition GCSE subject. It covers Food Investigation where students' develop an understanding of the working characteristics, functional and chemical properties of ingredients.</i>

Unit Title	Periods	Learning Challenge <i>What will pupils produce at the end of a unit to demonstrate their learning?</i>	Learning Journey <i>What knowledge and subject specific skills will pupils learn in order to complete the Learning Challenge?</i>	Learning Consolidation <i>What prior learning will pupils consolidate using spaced retrieval and spaced practice?</i>
Raising agents: biological (fermentation) <i>What is food science</i> <i>How to conduct an experiment</i>	1.	TBQ: How will my investigation write up show exploration of how a fungus (yeast) can blow up a balloon?	Types of flour suitable for bread making Conditions needed for yeast to grow What is fermentation? What is a biological raising agent?	Analyse the Task Revisit - Mind Map Research

<p>Hypothesis Controls Variable Sample</p>		Investigation write up of the Practical – showing characteristics of ingredients, hypothesis, investigation plan, and evaluations.	<p>How do biological raising agents work? What are the reactive components in the main ingredient? Formulate own predictions with a reason for this – hypothesis. How would this link to an everyday setting?</p>	<p>Revisit – labelled diagram showing working components/characteristic of ingredients Planning the Investigation Revisit – Hypothesis formation Carrying out the Investigation Analysis and Evaluation Revisit – Investigation Write up</p>
<p>Raising agents: chemical Functional properties of food Taste testing - Learn how to be creative in planning, designing and be a problem solver in science.</p>	2.	<p>TBQ: How will my investigation write up of taste testing show which chemical raising agents are best added to cakes? Investigation write up of the Practical – showing characteristics of ingredients, hypothesis, investigation plan, and evaluations.</p>	<p>Why do some recipes use chemical raising agents and how do they work? What are chemical raising agents? Aeration Types of chemical raising agents</p>	<p>Analyse the Task Revisit - Mind Map Research Revisit – labelled diagram showing working components/characteristic of ingredients Planning the Investigation Revisit – Hypothesis formation Carrying out the Investigation Analysis and Evaluation Revisit – Investigation Write up</p>
<p>Fats and oils: emulsification Emulsifier molecules Hydrophilic Hydrophobic</p>	3.	<p>TBQ: How will my investigation write up show which extra ingredient(s) makes the emulsion last longest? Investigation write up of the Practical – showing characteristics of ingredients, hypothesis, investigation plan, and evaluations.</p>	<p>What is an emulsifier? How do you form an emulsion? What are everyday examples of emulsification in food? Natural emulsifiers vs non natural emulsifiers Two types of emulsions – oil based and water based Components of an egg</p>	<p>Analyse the Task Revisit - Mind Map Research Revisit – labelled diagram showing working components/characteristic of ingredients Planning the Investigation Revisit – Hypothesis formation Carrying out the Investigation Analysis and Evaluation Revisit – Investigation Write up</p>
<p>Carbohydrates: gelatinisation Sauce making Starch in flour</p>	4.	<p>TBQ: How will my investigation write up show how quantity of starch affects the viscosity of a sauce?</p>	<p>What causes the sauce to thicken? Starch molecules – the make up The process of gelatinisation</p>	<p>Analyse the Task Revisit - Mind Map Research</p>

Viscosity test		Investigation write up of the Practical – showing characteristics of ingredients, hypothesis, investigation plan, and evaluations.	Temperature control What makes a fair test?	Revisit – labelled diagram showing working components/characteristic of ingredients Planning the Investigation Revisit – Hypothesis formation Carrying out the Investigation Analysis and Evaluation Revisit – Investigation Write up
Caramelisation Cooking process dextrinization	5.	TBQ: How will my investigation write up show what happens to the physical changes and flavour of the sugar when heated? Investigation write up of the Practical – showing characteristics of ingredients, hypothesis, investigation plan, and evaluations.	What is the cooking process that occurs as sugar is heated and the molecules begin to break apart? Chemistry of caramelisation What creates the flavour and colour in caramel? Compare the caramel made to everyday examples of caramel	Analyse the Task Revisit - Mind Map Research Revisit – labelled diagram showing working components/characteristic of ingredients Planning the Investigation Revisit – Hypothesis formation Carrying out the Investigation Analysis and Evaluation Revisit – Investigation Write up
Enzymic Browning Phenolase Enzymes Oxidisation Nutrients Acids	6.	TBQ: How will my investigation write up show exploration of how to prevent enzymic browning in apples? Investigation write up of the Practical – showing characteristics of ingredients, hypothesis, investigation plan, and evaluations.	Why do vegetables and fruit go brown when cut? How do we prevent this? How can enzymic browning be slowed down? Denaturing with heat or acids in everyday examples of food	Analyse the Task Revisit - Mind Map Research Revisit – labelled diagram showing working components/characteristic of ingredients Planning the Investigation Revisit – Hypothesis formation Carrying out the Investigation Analysis and Evaluation Revisit – Investigation Write up
Protein: foam formation Aeration Coagulation	7.	TBQ: How will my investigation write up show exploration of stabilising protein formation when egg whites are whisked?	What is a foam formation? How do we make foam stable?	Analyse the Task Revisit - Mind Map Research

		Investigation write up of the Practical – showing characteristics of ingredients, hypothesis, investigation plan, and evaluations.	What prevents the foam from forming? Why do you think that happens?	Revisit – labelled diagram showing working components/characteristic of ingredients Planning the Investigation Revisit – Hypothesis formation Carrying out the Investigation Analysis and Evaluation Revisit – Investigation Write up
Fats and oils: shortening Resting pastry Rubbing in Gluten formation	8.	TBQ: How will my investigation write up show exploration of the best fat that can be used to give foods a crumbly and crisp texture such as pastry? Investigation write up of the Practical – showing characteristics of ingredients, hypothesis, investigation plan, and evaluations.	How fats and oil can break down gluten Examples of fat used as “shorteners” include butter, margarine, vegetable oils and lard. How types of fat used will also affect the colour of the product.	Analyse the Task Revisit - Mind Map Research Revisit – labelled diagram showing working components/characteristic of ingredients Planning the Investigation Revisit – Hypothesis formation Carrying out the Investigation Analysis and Evaluation Revisit – Investigation Write up
Consolidation/tests/quizes...	9.	Multiple choice quiz on the Functional properties that describes how ingredients behave during preparation and cooking, how they affect the finished food product in terms of how it looks, tastes, and feels. Functional properties include: Dextrinisation Caramelisation Flavour Denaturation Coagulation Gluten formation Shortening Plasticity Aeration Flakiness Sensory attributes		

Medium Term Plan: Creative Arts (Textiles)

Year 9 – Textiles

Knowledge, Qualifications and Assessment

What pupils will study during Year 9, our ambition for the knowledge they retain and subject specific skill they will develop and how learning will be assessed formatively and summatively.

Unit Title	Periods	Learning Challenge the end of a unit to demonstrate their learning?	Learning Journey <i>What knowledge and subject specific skills will pupils learn in order to complete the Learning Challenge?</i>	Learning Consolidation <i>What prior learning will pupils consolidate using spaced retrieval and spaced practice?</i>
DESIGN BRIEF RESEARCH AND IDEAS	1	TBQ: What is a design brief? How do we work out any specifications? St 1	Sharing the brief for the unit of work. Pupils will write 6 or more specifications into their book. Pupils will choose a theme. H/W - Produce research page in their book with annotations.	Gathering images for use as a design source.
DESIGN	1	TBQ: How can I effectively develop designs using images from my research. St 2	Methods of developing design ideas <ul style="list-style-type: none"> • Abstraction • Magnification of section. • Repeat of motif 	Key words list.

			<ul style="list-style-type: none"> • Colour replacement • Originality <p>Pupils will design 4 ideas for a cushion using the methods above. They must be based on one of the themes.</p> <p>Complete for homework.</p>	
TEXTILE TECHNIQUES EMBELLISHMENTS	2	<p>TBQ: What techniques can I use on my cushion?</p> <p>TBQ: What is batik? What are its positives and negatives?</p> <p>TBQ: What embellishments can we use on our cushion to enhance the design?</p> <p>St 4</p>	<p>Share techniques information sheet that will be stuck into their books.</p> <p>Demo of Batik technique.</p> <p>PowerPoint of embellishments used in textiles. Use of samples.</p> <p>H/W Reflective: in their books using the information sheet - answer the question -what techniques am I going to use on my cushion and why?</p>	<p>Some new techniques – Batik use of crayon and fabric felts.</p> <p>Previous experience tie dying fabric, machine and hand embroidery.</p>
FINAL DESIGN	1	<p>TBQ: Why do I need a working plan of my cushion? And how do I make one that is helpful for me.</p> <p>St 3</p>	<p>Pupils will write up in books points made from discussing exemplar materials.</p> <p>H/W draw out a plan of making cushion into their books.</p>	<p>Relate back to planning in year 8 for log cabin patchwork.</p>
REVIEW OF USING THE SEWING MACHINE SUCCESSFULLY. MAKING UP	3	<p>TBQ: How can I organise myself so I can complete my cushion on time?</p>	<p>Pupils to work practically making use of their plan</p> <p>Use variety of chosen techniques to make cushion.</p>	<p>Review: threading and use of the machine from Yr. 7</p>

		<p>TBQ: What do I need to know when using the sewing machine to make my cushion?</p> <p>St 4</p>	<p>Demo: Threading up the machine and correct use of bobbin case. Trouble shooting any possible issues.</p> <p>H/W – Complete any unfinished work in book.</p>	
EVALUATION	1	<p>TBQ: How did I do?</p> <p>St 5</p>	<p>Complete evaluation sheet and Peer assessment to go into their books alongside photo of finished product.</p> <p>Pupils will reflect on their success and learning.</p>	Evaluations completed in previous two years.

Medium Term Plan: Creative Arts (Graphics)

Year 9 Graphics

Knowledge, Qualifications and Assessment

What pupils will study during Year 9, our ambition for the knowledge they retain and subject specific skill they will develop and how learning will be assessed formatively and summatively.

Unit Title	Periods	Learning Challenge the end of a unit to demonstrate their learning?	Learning Journey What knowledge and subject specific skills will pupils learn in order to	Learning Consolidation What prior learning will pupils consolidate using spaced retrieval and spaced practice?

			<i>complete the Learning Challenge?</i>	
<p>Ergonomics</p> <p>TBQ: how does my research show my understanding of the term ergonomics?</p>	2	<p>A definition of the term 'ergonomics'. A page of research showing this. To include: furniture design, how ergonomics are decided on and utilised?</p> <p>3 photographs taken at home of 3 different items where ergonomics have been an important factor (a tin opener, chair, mouse). Add comments to these.</p>	<p>Introduction to project – furniture design including concepts of ergonomics.</p>	<p>What does ergonomics mean?</p> <p>Research: where to look, what is relevant, websites?</p> <p>How to take photographs? Composition, light...</p>
<p>Furniture Design</p> <p>TBQ how does my critique of furniture show my understanding of the _____ furniture design movement? TBQ: Does my research adequately describe the design movement I chose for someone who has not heard of it before?</p>	2	<p>Critical evaluation (paragraph) on up to 3 pieces of furniture from a chosen 'furniture design movement'.</p> <p>When you are out an about, see if you can find any examples of 'designer' furniture and write down where it is. (flowery high backed armchair in Cath Kidston for example)</p> <p>Find 1 example of a piece of furniture that you like. Describe it (take a photo of it in a shop, catalogue, website). Include the photograph with your description.</p>	<p>Introduction to furniture design movements?</p> <ul style="list-style-type: none"> • Oriental • Gothic • Modernism • Minimalist <p>Make notes on these? Show a ppt outlining different movements. What do they need to research? (dates, type of material, cost?)</p>	<p>Name 6 different items of furniture?</p> <p>What is a critical evaluation? What 6 things should I be commenting on/critiquing?</p> <p>What should I be looking for when researching?</p> <p>How do I use adjectives to describe an object (without saying nice) Generate some powerful describing words together.</p>
<p>Sketchup shapes</p>	2	<p>Print out of 1 new complex shape (a chair) they have created following practice copying given shapes.</p> <p>What new skills are they learning, to build on skills learnt in yr 7 & 8. New icons/tools? Do they have these on a crib</p>	<p>Demonstration of how to produce complex shapes in google sketch up. Given resources with key info on/icons and help..</p> <p>Practicing creating shapes building on yr 7 & 8 work.</p>	<p>Basics of google sketch up.</p> <p>Reminder of tools/icons..</p> <p>Do a quick test/quiz (not used this since yr 8). Match up the image/tool to the name/function..</p>

		sheet to refer to? How are they more challenging than what they used in Yr 7?		
	2	Do a pencil sketch/technical drawing of a chair including measurements based on your personal measurements. Showing shape and angle.	What measurements need to be taken from someone in order to make a chair to fit them exactly. Have a go at measuring each other.	Ergonomics (what do I need to know? What are the rules?) Measuring. Using a tape measure. Technical/line drawing? Pencil sketch.
TBQ: Does the shape of your chair design show that you have considered how another person actually sits comfortably? Does my chair design have the correct measurements and reflect my knowledge of ergonomics and design movement _____.	4	A completed chair design using Sketchup and your own measurements (or the person you measured). See end weeks.	New skills to be demonstrated and practiced including: rotating, creating components, editing components, exploding components and combining.	Ergonomics Design movement Sketchup tools
Upholstery	2	Create a page/moodboard with a selection of fabrics that could be used to upholster your chair or make a cushion from. They must be: <ul style="list-style-type: none"> • environmentally friendly • Sustainable... • Fair trade Choose one fabric to be used for your chair/cushion (give reasons why). Find an online or magazine or newspaper article about ecologically sound materials. Summarise the article.	Teacher presentation on upholstery. Iconic designs/designers... Typical fabrics... Ecologically friendly materials? Give them a bit of info on these? <ul style="list-style-type: none"> • Organic cotton • Bamboo • Hemp • Recycled polyester • Organic wool 	https://www.contrado.co.uk/blog/environmentally-friendly-fabrics/ Fair trade Sustainable.. They need some info on this. A teacher led lesson. How to write a summary of an article. What key info is needed? How do I do this without repeating the whole article? Sentence starters?

			<ul style="list-style-type: none"> • Linen <p>Their chair may not be the style that requires upholstery. Could they use the fabric for a cushion?</p>	
Exhibition/presentation!	2	Complete and print out their chair design. Mount these up to display/do some peer assessment of.	Print out their design or send to ATr to complete a slideshow of everyone's design. Celebrate finishing this and make it clear at the start that they will have their design 'exhibited' to make it worthwhile doing the task.	
Evaluation	2	<p>A completed evaluation.</p> <p>Find an example of a chair that you would absolutely own if you had the chance and give good reasons. If there would be any bad things about it say about those too. They could do this as a presentation on the final week too. Give them this challenge at the start.</p>		<p>What do I need to include in an evaluation.</p> <p>Revisit the peer assessment feedback from others.</p>

Year 9 Graphics Think all of this has been	TBQ: Have I written a definition for ergonomics that I understand, and do my research examples show this?	TBQ: Does the chair I am creating bear a close resemblance to the one I have been given to copy in order to learn new skills?	Wk6 — Research ecologically friendly materials for the upholstery. Choices could be between natural materials or recycled plastics. They then justify their choice.	Wk8 — Students continue working on design TBQ: Does my Sketchup design closely resemble my initial chair design idea and how can I improve it? HW:
	Wk2 — Research a furniture design movement, find			

<p>included above Drew...</p>	<p>examples of some of their work and give a personal critical evaluation of the pieces.</p>	<p>Wk4 –Students revisit their yr7 starting project of producing interesting and unusual shapes, but doing so producing complex shapes to practice and demonstrate their skills. TBQ: Do the complex shapes I am creating show how much my Sketchup skills have advanced since yr7?</p>	<p>TBQ: Do my research findings show I have considered ecology in my choice of upholstery materials? HW: Wk7 – Students use all prior learning to begin chair design in Sketchup. TBQ: Does my Sketchup design closely resemble my initial chair design idea?</p>	<p>Wk9 – Complete chair design and evaluate their own work. TBQ: Does my completed design fulfil all my design requirements and have I fully evaluated the furniture design experience?</p>
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<p>Skills</p>	<p><i>During Year 9, pupils will have opportunities to develop the following wider skills:</i></p>
<p>Skill Area</p>	<p>How the Year 9 Creative Arts curriculum contributes to developing this skill area:</p>
<p>Literacy & Numeracy</p>	<p><i>Measuring, working out sizes, writing evaluations considering good and better practice</i></p>
<p>Communication</p>	<p><i>Students develop their communication skills digitally and vocally through digital representation of ideas and ability to answer specific technical questions requiring deeper thought.</i></p>
<p>Problem Solving</p>	<p><i>Students encounter technical problems using some tools when using Sketchup. They are encouraged to work out how and why those problems are occurring and learn to fix them themselves. Other students are encouraged to assist others in the class but are not allowed to fix the problem for them. They can only advise, thereby helping the other student learn.</i></p>
<p>Leadership</p>	<p><i>Those in the class who are achieving the lesson goals are encouraged to assist others, talking them through stages that another might be finding difficult. They verbally discuss the problem, not solving issues themselves.</i></p>
<p>Collaboration</p>	<p><i>Where students are inspired by the work of others in the class, they often seek to find out how they have achieved a certain outcome. This often leads to both students discussing further innovations and deciding how to proceed together before doing so in their own work.</i></p>
<p>Metacognition</p>	<p><i>Students have to consider the methods they've used to create previous objects and apply this to the new objects they are producing.</i></p>
<p>Physical, Practical and Technical</p>	<p><i>Graphics does not contain a physical element as such but the students are learning technical terminology in a program which is used extensively within the design and architecture industries. Can you include this somewhere in your lessons...</i></p>
<p>Digital Literacy</p>	<p><i>This course is a constant promotion of digital literacy. Students utilise Sketchup, Word, Powerpoint, etc, to design and show their work.</i></p>

Enrichment	<i>During Year 9, the following events, visits, and trips will enrich the Creative Arts curriculum:</i>	
Event, Visit or Trip	Linked unit(s) of study	How the event, visit or trip enriches the curriculum:
<i>Not specific to the classes I teach, but I have some year 7 students in the school design project who have been to UKCW and will be attending other linked trips.</i>	<i>There is the potential to try some designing for the school project and this will enhance the learning that has taken place during their lessons.</i>	<i>The students involved with the build project will see a project from inception through design and finally building and creating the interiors. This will be an opportunity unrivalled in the secondary education experience. With the UKCW visit the girls were approaching businesses showcasing technologies that could be utilised in the project, asking mature pertinent questions to which they were getting the answers they were looking for. They also presented their thoughts and ideas related to a challenge set by MOBIE, in front</i>


Medium Term Plan: Creative Arts (Resistant Materials)

Year 9 Resistant materials

Knowledge, Qualifications and Assessment
<i>What pupils will study during Year 9, our ambition for the knowledge they retain and subject specific skill they will develop and how learning will be assessed formatively and summative.</i>

Unit Title	Periods	Learning Challenge <i>What will pupils produce at the end of a unit to demonstrate their learning?</i>	Learning Journey <i>What knowledge and subject specific skills will pupils learn in order to complete the Learning Challenge?</i>	Learning Consolidation <i>What prior learning will pupils consolidate using spaced retrieval and spaced practice?</i>
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Team led project introduction.	1	<p>Answers to the following questions in book.</p> <p>What are we going to be doing? Who am I going to work with? How long do I have? What different tasks will I need to complete? What sort of materials can I use? How will finished product be displayed? Do we all make a product? Can we sell our products or keep them? How do we decide what to make? How will my work be assessed? What is the design process? What else do I need to know?</p> <p><i>You will do a presentation on the final week of your design process and the final product to the rest of the group. You will need to spend time putting your design work etc into a suitable format for this (enlarged photocopies of your pages from your book or photograph them to put onto a ppt).</i> maybe stick this into their book at the start as a reminder..</p>	<p>Teacher led introduction.</p> <p>What are they going to be doing in yr 9? Presentation of work by previous groups (to give them a visual idea of what to expect).</p> <p>Go through the answers to the questions.</p>	<p>Rules and routines. Bags, benches, movement around the room etc..</p> <p>Presentation of work in book. DRT's. STRANDS/STEPS sheet...</p> <p>The design process? Brief Analysis Spec Ideas Plan Make Evaluate...</p> <p>Have these on cards with another card with info/what it includes...they have to put them in the correct order and justify this.</p>
Brief and task analysis.	1	<p>The design brief stuck in (if they all have the same one). Or fill in their own product/for target market?</p> <p>Task analysis: what have I been asked to do? A summary of the design brief.</p> <p>A completed mindmap in my book with my group of themes, projects, materials, ideas.</p>	<p>Given design brief which is:</p> <p>You have been asked to design and make a _____ for _____</p> <p>When do they do research?</p>	<p>What is a design brief. How do I complete a task analysis.</p> <p>Refer to questions asked P1.</p>
Specification	1	<p>A written design specification with at least 8 points.</p> <p>Our product should:</p>	<p>What limitations do the groups have? Time</p>	<p>What is a target market? Client profile?</p>

		- - -	Cost Materials?	Specification?
Design ideas	3	1 full page of pencil designs. In initial sketches of what they can make. Based on the groups mind map, spec and brief. If completed together then all should have a photocopy.	What should a page of initial ideas look like? Show them examples. 	How to design/draw. You will be doing a presentation at the end...reminder of what this will include, time...what to show/talk about..
Final Designs	2	4 completed designs. <ul style="list-style-type: none"> • In colour • Dimensions • Materials/properties • Annotated.... Choose one design to have as your final product. Justify your groups reason for this. How does it link to the spec/brief. Why is it the most suitable? Write a paragraph..	Teacher to demonstrate designing. Show examples (stepped).	Design skills Which pencil/pen What info do I need to include? How do I add colour? How do I add dimensions?
Cutting list/planning	1	A completed plan or cutting list for materials.		What is a cutting list and why do we need to do this. Refer back to yr 7 & 8 lists.
Making	6 3 weeks?	A completed product or batch of products that are the same as those designed and meet the specification.	H&S briefing. Space around equipment/machinery. PPE instructions. Demonstrations of each machine. Recap of tools needed and how to use them safely.	Tools and equipment and functions and safety instructions. How to work safely around the workshop. Do's and don'ts.
Evaluation and presentation.	2	A written evaluation of your product.	Make it clear at the start of the year that they will be expected to	How to present clearly. How to listen respectfully.

<p>Make sure time is allowed for this final week.</p>		<p>A group ppt (that you can have a copy of to put into your book).</p>	<p>do a presentation of their final products as a group. Present their design process and the finished products as a group presentation.</p> <p>Ask HOY or SLT to attend? Could do a 'dragons den' style presentation?</p>	<p>How to evaluate? How do I know if my product is a success?</p>
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Curriculum-at-a-Glance: Creative Arts KS4

AQA Food, Preparation and Nutrition

	Term 1 Sept – Oct	Term 2 Oct - Dec	Term 3 Jan - Feb	Term 4 Feb – Apr	Term 5 Apr - June	Term 6 June – July
Year 10	Theory Nutrition Nutrition Principles Energy Balance Macro/Micro GDA's Calories Carbohydrates Proteins Fats Commodities Doughs Cakes Convenience Foods Eggs Flours	Theory Nutrition Vitamins Minerals Fibre Water Food Spoilage and Contamination Types of micro-organisms Conditions for growth Germometer The signs of food spoilage Common causes of food spoilage Food poisoning	Theory Food Spoilage and Contamination The 4 C's EHO's Inspections Principles of Food Safety Buying and storing food Food safety advice What to look for Types of food storage Temperature control 4'cs Personal hygiene	Theory Cooking methods Deficiencies Food Choices (religious diets) Commodities Pulses Practical Fishcakes Mini Roast Cous Cous salad	Theory Food Labelling and Marketing What goes on a label Food Science Heat transfer Commodities Rice & Pasta Pastry Practical Rice/Jambalaya/risotto Puff Pastry Choux Pastry	Theory Gelatinisation Foams Emulsions Dextrinisation Caramelisation Raising Agents Enzymic browning Denaturation Coagulation Nutrition Labels Revision for Mocks Commodities Sauces Soups Salads

	<p>Cereal</p> <p>Practical: Bread Swiss Roll Veg Cuts (Soup) Salmon Hollandaise Pasta Poached Egg</p>	<p>Types of food poisoning Types and sources of contamination</p> <p>Diet and Good Health Special Diets Life Stages Medical Diets The big Six: Dietary Related Illnesses</p> <p>Commodities Vegetables Potatoes Fruit Desserts Cheese Milk</p> <p>Practical: Pastry Roast Veg Flan Fruit Cobbler Custard Cheesecake</p>	<p>Preventing CC Storing food Cooking, cooling</p> <p>Nutrition Fat & Obesity Sugar</p> <p>Diet & Good Health Ethical Diets Allergies</p> <p>Commodities Meat Fish & Seafood</p> <p>Practical: Burgers Skewers</p>			<p>Practical Veg Lasagne Lemon Meringue Pie Puff Pastry</p>
YEAR 11	Term 1 Sept – Nov	Term 2 Nov– Dec	Term 3 Jan - Mar	Term 4 Mar – Apr	Term 5 Apr – June	

	NEA 1 Practice/intro Resources available to help. Practice a few key pages. Complete the final coursework task.	Theory Factors affecting food choice British and international cuisine (started covering this in yr 9) Mock exams	NEA 2 Practice/intro Resources available to help. Practice a few key pages. Complete the final coursework task. Mock exams	Food spoilage and contamination Food safety (now taught in the yr 10 singles). Environmental impact and sustainability.	Processing and production Technological developments Exam 9 th June 2020	
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Medium Term Plan: Creative Arts (Food Preparation and Nutrition)

Year 10 AQA Food Preparation and Nutrition

Knowledge, Qualifications and Assessment

What pupils will study during Year 10, our ambition for the knowledge they retain and subject specific skill they will develop and how learning will be assessed formatively and summatively.

Unit Title	Periods	Learning Challenge <i>What will pupils produce at the end of a unit to demonstrate their learning?</i>	Learning Journey <i>What knowledge and subject specific skills will pupils learn in order to complete the Learning Challenge?</i>	Learning Consolidation <i>What prior learning will pupils consolidate using spaced retrieval and spaced practice?</i>
Nutrition Macro and Micro nutrients:		<i>Tests in BBC Bitesize</i> Summary practice questions from revision guide. To add specific ones when have access to the book.	Nutrition Principles (why do we eat food) Energy Balance (how much energy do we get from foods, PAL, diet and exercise, BMR)	Weekly mixed topic tests going over previous few weeks learning.

<p><i>Functions, main sources, deficiencies, excess, related dietary reference values.</i></p> <p><i>How preparation and cooking affects the nutritional properties.</i></p> <p>Deficiencies</p>		<p><i>Activities from https://www.illuminate.digital/aqafood/</i></p> <p>These include questions, crosswords, matching activities, short and longer exam questions.</p> <p>The above resource is the digital text book.</p> <p><i>Seneca. Assignments set here.</i></p>	<p>Macro/Micro (using hand to label the 5 nutrients)</p> <p>Macro nutrients:</p> <ul style="list-style-type: none"> -fats (saturated and unsaturated) -carbohydrate (starch, sugars, fibre) -protein (LBV, HBV, complementation and alternatives) <p>Micro nutrients: Vitamins and Minerals (calcium, iron, phosphorus, iodine, fluoride, sodium)</p> <ul style="list-style-type: none"> -Vitamins (fat soluble, water soluble, antioxidant functions) <p>Calories/GDA's (recommended intake)</p> <p>Fibre (NSP soluble and insoluble, ways to increase content in recipes).</p> <p>Water (importance of hydration)</p> <p>Deficiencies of nutrients and the illnesses/disease associated.</p>	<p>Use GCSE Pod as hwk to go over topics covered.</p> <p>GCSE Bitesize to see the theory and relevant video clips.</p> <p>These are discussed as part of healthy eating guidelines and the eatwell guide in yr 7.</p> <p>Fibre is covered in detail in yr 8.</p>
<p>Commodities</p>		<p>Working in pairs with each commodity to make a final dish/product.</p>	<p>Doughs Cakes</p>	<p>A lot of the commodities used have been used in previous</p>

<p>Food value in the diet</p> <p>Correct storage and prevention of cross-contamination</p> <p>Techniques and Skills used to prepare and cook each commodity and how this affects its characteristics</p> <p>Origins of each commodity</p>		<p>Notes in exercise book on each commodity.</p> <p>There are no resource/tests on seneca or bitesize or pod for commodities.</p> <p>Questions will be covered on these in the weekly quiz/test.</p>	<p>Convenience foods</p> <p>Eggs</p> <p>Flour</p> <p>Cereals</p> <p>Vegetables</p> <p>Potatoes</p> <p>Fruit</p> <p>Desserts</p> <p>Cheese</p> <p>Milk</p> <p>Meat</p> <p>Fish</p> <p>Seafood</p> <p>Pulses</p> <p>Pasta</p> <p>Rice</p> <p>Pastry</p> <p>Sauces</p> <p>Soups</p> <p>Salads</p>	<p>practical sessions throughout ks3.</p> <p>There will be a reminder of setting up for a practical. Equipment used. Key skills.</p> <p>The relevant practical skills are reviewed here.</p> <p>Functional and chemical properties are revisited here too.</p> <ul style="list-style-type: none"> -protein denaturation -protein coagulation -gluten formation -foam formation -Gelatinisation -Dextrinisation -Caramelisation -Shortening -Aeration -Plasticity -Emulsification -enzymic browning -oxidation
<p>Diet and Good Health</p> <p>Nutritional needs and health</p>		<p><i>Tests in BBC Bitesize</i></p>	<p>Current HE guidelines</p> <p>Eatwell guide</p> <p>8 Healthy Eating tips/guidelines</p>	

<p>Energy Needs</p> <p>How to carry out nutritional analysis</p> <p>Diet, nutrition and health</p>		<p><i>Summary practice questions from revision guide. To add specific ones when have access to the book.</i></p> <p><i>Activities from</i> https://www.illuminate.digital/aqafood/ These include questions, crosswords, matching activities, short and longer exam questions. The above resource is the digital text book.</p> <p><i>Seneca. Assignments set here.</i></p> <p>Part of NEA 2</p> <p>PPT to be shared with the group. Can work in pairs (choose 1 in detail or more – 6)</p>	<p>Portion size, costing, meal planning Life stages and nutritional needs (teenagers, children, adults and elderly) Specific dietary groups (vegan, coeliac, lactose, allergies)</p> <p>BMR PAL % of energy intake (carbs, fats, protein)</p> <p>The big 6 -obesity -CHD -bone health -dental health -anaemia -type 2 diabetes</p>	
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<p>Principles of Food Safety</p> <p>Food spoilage and contamination</p> <p>Micro-organisms and enzymes</p> <p>Signs of food spoilage</p> <p>Bacterial contamination</p>		<p><i>Tests in BBC Bitesize</i></p> <p><i>Summary practice questions from revision guide. To add specific ones when have access to the book.</i></p> <p><i>Activities from</i> https://www.illuminate.digital/aqafood/ These include questions, crosswords, matching activities, short and longer exam questions. The above resource is the digital text book.</p> <p><i>Seneca. Assignments set here.</i></p> <p>NEA1 practice task</p>	<p>5 growth conditions</p> <ul style="list-style-type: none"> -time -moisture -food -right PH -temperature <p>Germometer</p> <p>Bacteria, yeasts and moulds</p> <p>High risk foods</p> <p>Control of enzymic browning</p> <ul style="list-style-type: none"> -enzymic action -mould growth -yeast action <ul style="list-style-type: none"> -sources -types of -control methods -symptoms <p>Key temperatures</p>	<p>Revisited during practicals (in particular those handling raw meat, fish and eggs and other high risk foods).</p> <p>Revisiting from year 8. Meat safety.</p> <p>Revisiting from year 8.</p>
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<p>Buying and storing food</p>			<p>Danger zone Storage Dates Food probes Preparing and cooking food rules 4 C's</p>	
<p>Practical Skills</p> <p>A lot of theory is covered or consolidated during these practicals. Putting theory into practice.</p>		<p><i>A dish/product made to consolidate learning of particular commodities and to develop and demonstrate a range of practical skills</i></p> <ul style="list-style-type: none"> • <i>Bread</i> • <i>Swiss roll</i> • <i>Soup (veg cuts)</i> • <i>Salmon, hollandaise sauce, poached egg</i> • <i>Pasta (handmade)</i> • <i>Pastry (shortcrust flan)</i> • <i>Fruit cobbler (scone top)</i> • <i>Cheesecake (whisked)</i> • <i>Burgers</i> • <i>Kebabs</i> • <i>Fishcakes</i> • <i>Couscous salad</i> • <i>Mini roast</i> • <i>Rice dish</i> • <i>Pastry</i> • <i>Choux pastry</i> • <i>Vegetable lasagne</i> 	<ol style="list-style-type: none"> 1. <i>General practical skills</i> 2. <i>Knife skills</i> 3. <i>Preparing fruit and vegetables</i> 4. <i>Use of the cooker</i> 5. <i>Use of equipment</i> 6. <i>Cooking methods</i> 7. <i>Prepare, combine and shape</i> 8. <i>Sauce making</i> 9. <i>Tenderise and marinate</i> 10. <i>Dough</i> 11. <i>Raising agents</i> 12. <i>Setting mixtures</i> 	<p>These are skills that have been started in KS3 predominantly.</p> <p>We can use ks3 log books to track the practical covered.</p> <p>Additional resource with each practical linked to the practical skills it includes.</p>

		<ul style="list-style-type: none"> • <i>Lemon meringue pie</i> • <i>Puff pastry (filo & sc)</i> <p><i>Assignments on Seneca to test knowledge.</i></p>		
<p>Food Science</p> <p>The scientific principles underlying these processes when preparing and cooking food</p> <p>The working characteristics, functional and chemical properties of...</p> <p>Proteins Carbohydrates Fats & oils Fruits and Vegetables Raising agents</p>		<p><i>Tests in BBC Bitesize</i></p> <p><i>Summary practice questions from revision guide. To add specific ones when have access to the book.</i></p> <p><i>Activities from https://www.illuminate.digital/aqafood/</i> These include questions, crosswords, matching activities, short and longer exam questions. The above resource is the digital text book.</p> <p><i>Seneca. Assignments set here.</i></p> <p><i>Notes in exercise books too.</i></p>	<p>Heat transfer -conduction -convection -radiation</p> <p>Why is food cooked? Effects of preparing and cooking food. Cooking methods -dry based -fat based -water based</p> <p>Functional and chemical properties of proteins -protein denaturation -protein coagulation -gluten formation -foam formation</p> <p>Functional and chemical properties of carbohydrates -Gelatinisation -Dextrinisation -Caramelisation</p> <p>Functional and chemical properties of fats and oils -Shortening</p>	<p>Most of this is covered in year 9 with KCa. You will be revisiting this work, not starting from new.</p> <p>Revisiting work from nutrition on each macronutrient.</p> <p>These are discussed during the relevant practical sessions.</p> <p>Bread from yr 7 Pizza/bread. Gluten formation.</p> <p>Revisiting work from the pasta bake lessons in yr 8 (gelatinisation).</p>

			<ul style="list-style-type: none"> -Aeration -Plasticity -Emulsification Functional and chemical properties of fruits and vegetables -enzymic browning -oxidation Functional and chemical properties of raising agents -chemical -mechanical -steam -biological 	<p>Revisiting fruit salads in yr 7.</p> <p>Yeast in breadmaking, yr 7. Baking powder in scones yr 7.</p>
<p><i>Food labelling and marketing</i></p> <p>How information about food available to the consumer, including labelling and marketing, influences food choice.</p>			<p>mandatory information included on food packaging in accordance with current European Union and Food Standards Agency (FSA) legislation</p> <ul style="list-style-type: none"> -non-mandatory information: provenance, serving suggestions -how to interpret nutritional labelling -how food marketing can influence food choice eg buy one get one free, special offers, meal deals, media influences, advertising, point of sales marketing. 	

YEAR 11				
Unit Title	Periods	Learning Challenge <i>What will pupils produce at the end of a unit to demonstrate their learning?</i>	Learning Journey <i>What knowledge and subject specific skills will pupils learn in order to complete the Learning Challenge?</i>	Learning Consolidation <i>What prior learning will pupils consolidate using spaced retrieval and spaced practice?</i>

Curriculum-at-a-Glance: Art

9 weeks rotations	Week 1	Week 2	Week 3	Week 4 + 5	Week 6 + 7	Week 8 + 9
<p>Year 7</p> <p>Theme – Food</p>	Baseline Tests (Sept, 2 wks)	<p>Intro to Art and Mark scheme.</p> <p>Colour Theory.</p> <p>Painting a colour wheel and tints/shades strips</p> <p>HW – Find pictures of food (fruit and veg)</p>	<p>Wk 3 - Shading & Drawing</p> <p>Shading exercises in Coloured Pencil and pencil.</p> <p>A3 Paper – Draw the outline of a food and divide the page into 5 sections. Use coloured pencil to fill one section</p> <p>HW – Copy and shade a picture of food.</p>	<p>Wk 4 -Paint a section using knowledge from week 1.</p> <p>HW – Find example of Mixed Media work & use the writing frame to write about it.</p> <p>Wk 5 – Collage a section (collect in books).</p>	<p>Wk 6 – Complete unfinished work (painting, shading, collage)</p> <p>HW – Collect examples of patterns.</p> <p>Wk 7 - Fine liner a section (use patterns from HW to help).</p>	<p>Wk 8 - Complete a Mixed Media piece showing skills in the 5 techniques covered.</p> <p>Wk 9 - Extension Task – Chalk and Charcoal drawing of a wrapped toffee. Voting for Peers</p>
<p>Year 8</p> <p>Inspirational Women</p>	<p><i>(Goodnight Stories for Rebel Girls</i> PowerPoint).</p> <p>List examples of</p>	<p>Using last week's work on Facial Proportion, draw and shade an inspirational woman (A4)</p>	<p>Artist study. Transcription from an Illustrators work.</p>	<p>Wk4 - Artist Study Page: information about an Illustrator, a transcription, information about them & transcription</p>	<p>Wk6 – Complete the background of the portrait. Experiment with the facial features design.</p>	<p>Wk 8 + 9 Complete the portrait Evaluation</p>

	Inspirational Women. Facial Proportion HW – Find pictures of an Inspirational Woman.	HW – Finish Drawing	HW – Research an illustrator and give an opinion about their work.	Wk 5 – Experiment with a photocopy of the IW portrait in the style of the chosen illustrator.	HW – A Paragraph about the IW. Wk7 – Work on the Portrait	
Year 9 3 terms	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
POP ART PROJECT ACROSS DISCIPLINES (swap groups)						
9 N/G 1	JPY - 2D Art – Pop Art		ATR – Digital Art – Poster Design	NLA – Ceramics Perfume Bottle	After Easter we will ensure that those who have opted for Art will work with JPY or SBA. Other students will be asked to opt for Ceramics or Digital Art. And will produce a final design on a theme of the teacher's choice.	
9 N/G 2	SBA - 2D Art – Pop Art		NLA – Ceramics Perfume Bottle	ATR – Digital Art – Poster Design		
9 N/G 3	ATR - Digital Art – Daniel Craig Martin	ATR -3D Art – Pop Art Shrink Plastic Jewellery	JPY - 2D Art – Pop Art			
9 N/G 4	NLA -3D Art – Pop Art Shrink Plastic Jewellery	NLA Digital Art – Daniel Craig Martin	SBA - 2D Art – Pop Art			
Year 10 JPY = 2hrs pw	JPY - Natural Form Mind Map, Secondary & Primary Resources, Pencil Drawing, Dry/Wet work, Acrylics.		Artist Research and Transcriptions. Primary Resources.	A Technique-a-Week (based on primary resources and artist inspiration).	Finalise Ideas (4+)	Mock Exam Complete Final Design
SBA = 1hr pw	SBA - Portraiture		Exploring Artists work and finalising a personal response.		Work on Final Design - Portrait	

	Facial study pages, Acrylic, Pencil, Artist Transcriptions, Pen & Ink			
Year 11	Mock Exam Last Year's Exam Paper	GCSE Fine Art Exam. May deadline.		
Year 12	Identity – Drawing / Painting / Mixed Media / Photography / 3D			Mock Exam
Year 13	na			

Medium Term Plan: Creative Arts - Art

Knowledge, Qualifications and Assessment

What pupils will study during the academic year, our ambition for the knowledge they retain and subject specific skill they will develop and how learning will be assessed formatively and summatively.

KS3 – Basic skills will be repeated each year (drawing, painting etc.), but specialist skills and more sophisticated equipment will be introduced through Yr8 and 9.

By KS4 students should have a broad experience and a foundation in skills to build on in KS4 & 5.

Unit Title. YEAR 7: Introduction to Art. Theme - Food	<i>Periods</i>	<i>Learning Challenge</i> <i>What will pupils produce at the end of a unit to demonstrate their learning?</i>	<i>Learning Journey</i> <i>What knowledge and subject specific skills will pupils learn in order to complete the Learning Challenge?</i>	<i>Learning Consolidation</i> <i>What prior learning will pupils consolidate using spaced retrieval and spaced practice?</i>
Baseline tests (2 weeks)	4	Art and Tech baseline assessments	First two weeks only	Assessment to Steps criteria
Theme = Food Project (7 weeks) Summary	<u>(7x2 hrs)</u>	Pupils will produce a sketchbook of work and a final mixed media image . This evidence will show how successfully they have mastered the 2D skills explored. (A different	Over 7 weeks they will do... <ul style="list-style-type: none"> • Painting (Paint mixing, colour wheels and swatches) • Drawing (pencil, graphite, coloured) • An A3 line drawing of a fruit/veg and dividing it into 5 	<ul style="list-style-type: none"> ○ Pupil’s experimental work will be assessed on completion. ○ Pupils will keep a glossary of terms and vocab. ○ TBQ Learning Spaces will be introduced to aid recall.

		<p>technique will be explored each week).</p> <p>The theme followed will be 'Food' (Still Life). Appropriate artists will be referred to throughout the project: reference will also be made to their place in Art History.</p>	<p>sections. Painting one section. Using Coloured Pencil on another section.</p> <ul style="list-style-type: none"> • Oil Pastel techniques / wax resist? • Fineliner / pen & ink • Collage • Writing about art & planning an idea. • They will work safely and understand H&S requirements). 	<ul style="list-style-type: none"> ○ Students will work each week on an accumulative piece of work. ○ The final design will be assessed in line with Steps/Strands. ○ Sketchbooks will be collected in for use in Yr8.
<p>Unit Title. YEAR 8: Illustration and Inspirational Women</p>	<p>periods</p>	<p>Learning Challenge <i>What will pupils produce at the end of a unit to demonstrate their learning?</i></p>	<p>Learning Journey <i>What knowledge and subject specific skills will pupils learn in order to complete the Learning Challenge?</i></p>	<p>Learning Consolidation <i>What prior learning will pupils consolidate using spaced retrieval and spaced practice?</i></p>
<p>Links with Arts / STEM / EBacc / Sports (Inspirational Women)</p>	<p>9 x 2 hr lessons</p>	<p>Pupils will produce illustration of a person of their choice with a paragraph about them. A sketchbook of work will support the development of this project. This evidence will show how successfully they have mastered the 2D skills explored.</p> <p>They will need to put into their own words why they consider someone inspirational.</p>	<p>Literacy – They must research and explain WHY they find someone inspirational.</p> <p>Pupils must plan the style of the illustration they wish to complete.</p> <p>They will work safely and understand H&S requirements). Printmaking may be introduced.</p> <p>1 - Name inspirational women. Correct Facial Proportion. HW research an IW.</p>	<ul style="list-style-type: none"> ○ Pupil's experimental work will be assessed on completion. ○ Pupils must understand painting techniques. ○ Pupils must understand Colour Theory. ○ Pupils will understand Facial Proportion. ○ Pupils will keep a glossary of terms and vocab. ○ TBQ Learning Spaces will be introduced to aid recall.

		Illustrators and Street Artists will be referred to and reference will be made to their place in Art History.	<p>2 - 3 – A4 drawing in proportion of the Inspirational Woman.</p> <p>4 – Artist Study Page – Choose an Illustrator and copy their style. HW write about their IW.</p> <p>– Artist Study Page finished.</p> <p>Photocopy drawing. Use this to experiment in the Artist's style.</p> <p>IW find out about your chosen Illustrator.</p> <p>– Finalise Experimentation.</p> <p>– Paint the background of the portrait as planned.</p> <p>– Paint the foreground of the portrait and the IW.</p> <p>– Finish Portrait. Evaluation.</p> <p>Photograph work.</p>	<ul style="list-style-type: none"> ○ The final design will be assessed in line with Steps/Strands. <p>Sketchbooks will be collected in for use in Yr9.</p> <p>Skills they should be familiar with would be drawing, oil pastel, fineliner, collage and painting.</p>
<p>YEAR 9: POP ART.</p> <p>This will be a long-term project covering 2 terms with several outcomes, as like a GCSE Project.</p>				
POP ART	periods	<i>Learning Challenge</i> What will pupils produce at the end of a unit to demonstrate their learning?	<i>Learning Journey</i> What knowledge and subject specific skills will pupils learn in order to complete the Learning Challenge?	<i>Learning Consolidation</i> <ul style="list-style-type: none"> ○ What prior learning will pupils consolidate using spaced retrieval and spaced practice?
2D Art: Painting/Printmaking /Collage (12-15weeks)	12-15 hrs	This project will encourage pupils to reflect on the history of the Pop Art Movement, as well as interpret their own understanding of	<ul style="list-style-type: none"> ● Printmaking, painting with acrylics and digital manipulation may be introduced if required. ● The project will make reference to GCSE 	<ul style="list-style-type: none"> ○ TBQ Learning Spaces will be introduced to aid recall. ○ The final design(s) will be assessed in line with Steps/Strands.

		<p>contemporary 'popular culture'.</p> <p>Artists will be studied and reference will be made to their place in Art History i.e. Warhol, Lichtenstein, Britto, P Bake, Rosenquist, Murakami, Koons (all men) and P Boty, R Drexler, E Axell, M Strider, K Kogelnik, R Baghshami (all women).</p> <p>Pupils will produce a series of work, with a sketchbook exploring techniques and planning ideas.</p>	<p>expectations and requirements.</p> <ul style="list-style-type: none"> ● POP ART – what is it? Create a Mood Board. ● Research Contemporary Culture – What would Pop Artists use now? ● Artist Study Page – Research Facts, Find examples, Do Transcription, Write an opinion. ● Using contemporary references and the chosen Artists style – develop ideas for a final design. ● Experiment with colours/techniques. ● Work on Final Design. ● Evaluate work. 	<ul style="list-style-type: none"> ○ Pupils will keep a glossary of terms and vocab. ○ Pupil's experimental work will be assessed on completion. ● Skills they should be familiar with a range of 2D and 3D media, such as drawing, oil pastel, fineliner, collage and painting. ● They will work safely and understand H&S requirements).
<p>Shrink Plastic Jewellery & Graphics (6-7 week projects)</p>	6-8 hrs	<p>Using the same starting point as above and sketchbook for planning, pupils will produce 3D work inspired by the Pop Art Movement (jewellery or sculpture?).</p> <p>Pupils will produce a sketchbook of work exploring techniques and ideas. The sketchbook work will show how successfully they have mastered the 2D skills explored.</p>	<ul style="list-style-type: none"> ● Pupils will explore the concept of Pop Art and plan a contemporary design. ● Pupils will be in the workshop to produce jewellery using appropriate methods for their design, (shrink plastic/papier-mâché/fabric/fimo?) ● They will work safely and understand H&S requirements). 	<ul style="list-style-type: none"> ○ Pupil's experimental work will be assessed on completion. ○ TBQ Learning Spaces will be introduced to aid recall. ○ The final design will be assessed in line with Steps/Strands. ○ Pupils will keep a glossary of terms and vocab.

<p>Graphics (6-7 week project)</p>	<p>6-8 hrs</p>	<p>This project will encourage pupils to reflect on the history of the Pop Art Movement, as well as interpret their own understanding of contemporary 'popular culture'.</p> <p>They will take inspiration from original 1960's work as well as interpret motifs inspired from current 'popular culture'. Artists will be studied and reference will be made to their place in Art History.</p> <p>Taking inspiration from Pop Artists such as Craig-Martin, Opie, Lichtenstein, Riley, Britto, Murakami and other digital artists, pupils will use Pixlr Online software to create their own 'Pop Art' inspired images.</p>	<ul style="list-style-type: none"> • They will be unfamiliar with the software and will need to learn basics quickly. • Once the tools have been mastered students will need to interpret their own response to 'Pop' culture. 	<ul style="list-style-type: none"> ○ Pupil's experimental work will be assessed on completion. ○ Pupils will keep a glossary of terms and vocab. ○ TBQ Learning Spaces will be introduced to aid recall. ○ The final design will be assessed in line with Steps/Strands.
<p>Unit Title</p>	<p>Periods</p>	<p>Learning Challenge <i>What will pupils produce at the end of a unit to demonstrate their learning?</i></p>	<p>Learning Journey <ul style="list-style-type: none"> • <i>What knowledge and subject specific skills will pupils learn in order to complete the Learning Challenge?</i> </p>	<p>Learning Consolidation <ul style="list-style-type: none"> ○ <i>What prior learning will pupils consolidate using spaced retrieval and spaced practice?</i> </p>
<p>Perfume/aftershave Bottle advertising – 2D</p>	<p>6 weeks</p>	<p>This project will encourage pupils to explore how perfume companies exploit colour and imagery in adverts</p>	<ul style="list-style-type: none"> • Skills – they will learn and make use of computer-based art packages to create and consolidate the images and 	<ul style="list-style-type: none"> ○ TBQ Learning Spaces will be used to aid recall.

		<p>and the packaging of their products.</p> <p>Students will research perfume advertising, print and critique it.</p> <p>Pupils will produce a series of work, with a sketchbook exploring techniques and planning ideas.</p> <p>Students will produce a successful poster/advert containing all the required artwork and information that would be found on existing commercial perfume advertising.</p>	<p>text required to complete the task.</p> <ul style="list-style-type: none"> • Students will learn to closely view and analyse professionally produced advertising in order to appreciate how colour, imagery and text are used to its best effect. • The project will make reference to GCSE expectations and requirements. • They will work safely and understand H&S requirements). • 	<ul style="list-style-type: none"> ○ The final design(s) will be assessed in line with Steps/Strands. ○ Pupils will keep a glossary of terms and vocab. ○ Pupil's experimental work will be assessed on completion. ○
Ceramics		<p>Students will use their POP ART work as a starting point for a Perfume Bottle Design Project. Pupils will produce a series of work, with a sketchbook exploring techniques and planning ideas.</p> <p>Students will produce a successful poster/advert containing all the required artwork and information that would be found on existing commercial perfume advertising.</p>	<ul style="list-style-type: none"> • Skills – they will learn and make use of computer-based art packages to create and consolidate the images and text required to complete the task. • Students will learn to closely view and analyse professionally produced advertising in order to appreciate how colour, imagery and text are used to its best effect. • The project will make reference to GCSE 	<ul style="list-style-type: none"> ○ TBQ Learning Spaces will be used to aid recall. ○ The final design(s) will be assessed in line with Steps/Strands. ○ Pupils will keep a glossary of terms and vocab. ○ Pupil's experimental work will be assessed on completion.

			expectations and requirements. • They will work safely and understand H&S requirements).	
Term 3 (a b c d)				
<p>Projects TBC. Groups will be altered so all GCSE option students are in the same class. Areas where expertise is lacking could be addressed prior to GCSE?</p> <p>Each teacher will plan and teach a final project, for example Abstract Art (Under the microscope?) / Printmaking (textiles?) / Photography / Ceramics?</p>				

INFORMATION FOR KS3 ROTATIONS

STRAND 1 (AO1)	STRAND 2 (AO2)	STRAND 3 (AO3)	STRAND 4 (AO4)
Research & Develop	Explore & Refine	Observe & Record	Respond and Present
<i>Artist Research & ideas</i>	<i>Experimentation</i>	<i>Drawings & planning</i>	<i>Final Design</i>

	Weeks 1 & 2	Weeks 3 & 4	Weeks 5 & 6	Weeks 7 & 8	Week 9	
Year 7	<p>1. Intro to Art, Strand/Steps. Use TBQ/notes to establish 'good techniques' for each media: Paints, Pencils, Oil Pastel, Fineliner, Collage. Colour Theory: painting the colour wheel, tints and shades. HW – Collect pictures of Food</p> <p>2. Line Drawing - draw an A3 pepper from life. Divide page into 5 sections, (each to</p>	<p>3. Shading in pencil and coloured pencil. (Drawing is usually the weakest skill and they may need to spend longer on this later?) Draw a sweet/food item in coloured pencil, then use shading skills to complete a section of the pepper. Collect books in for marking. HW – Find two still life paintings and</p>	<p>5. Demonstrate collage techniques: tissue, mosaic, magazines. Students must decide which technique to use and collage the fourth section. HW – Use the writing frame and write about the work of Wayne Thiebaud and Nancy Sandler or one of the examples they found (Strand 1)</p>	<p>7. Oil Pastel and Wax Resist experiments. Students can decide which to do) and fill the fifth section.</p> <p>8. Recap Drawing skills. Check consolidation – re mark Strand 3</p> <p>Final piece of work should be finished ready for marking.</p>	<p>9. Chalk and charcoal work. Drawing a toffee?</p> <p>Final assessment – check understanding of basic skills and knowledge.</p> <p>This final design will be assessed in line with Steps/Strands. Strand 1 – Artist research and writing.</p>	

	<p>be filled in with different media) Using colour theory and painting skills paint a section. HW – Draw one of your pictures of food</p>	<p>two illustrations of food</p> <p>4. Fineliner exercise. Creating bold patterns from worksheets. These patterns will be used to fill the third section. HW. Find examples of collages of food.</p>	<p>6. Collage is a time consuming technique – they will probably need this additional session. This could also be used to refine earlier work HW – Find examples of Wax resist and chalk and charcoal work</p>	<p>Voting for Most Improved & Most Creative</p>	<p>Strand 2 – Experimentation in book. Strand 3 – Drawing Strand 4 – Final Design. Sketchbooks will be collected in for use in Yr8.</p>	
	Weeks 1 & 2	Weeks 3 & 4	Weeks 5 & 6	Weeks 7 & 8	Week 9	
Year 8	<p>1. Intro to Illustration Recap Strand/Steps. Use TBQ/notes to establish ‘good techniques’ for each media. Mind map – Inspirational women HW – find pictures of a woman you admire and say why. Facial Proportion.</p>	<p>3. Shading practice. Make sure they shade their drawings and give it real depth and tone.</p> <p>4. ‘ Good Night Stories for Rebel Girls’ Students will be given an illustration from this book. They must use experiments with colour to match the illustration.</p>	<p>5-6. They need to create an Artists Study Page about their illustrator They should include -Examples of the illustrators work -Information about them -a Transcription -their thoughts and opinions about this artist.</p>	<p>7. Students must create an illustration of her ‘chosen woman’. HW – Write a paragraph about your inspirational woman.</p> <p>8. Their final design must be exhibited with their writing.</p> <p>Voting for Most Improved & Most Creative</p>	<p>This final design will be assessed in line with Steps/Strands. Strand 1 – Artist research and writing. Strand 2 – Experimentation in book. Strand 3 – Drawing Strand 4 – Final Design. Sketchbooks will be collected in for use in Yr9.</p>	

	<p>2. Using the rules of facial proportion, draw the woman you researched for HW or a Self Portrait. HW – finish your drawing. Add Tone</p>	<p>Students will create a Transcription. HW – Find out about the ILLUSTRATOR (not the person they have illustrated).</p>	<p>Monoprinting from drawings and photos 'This is Me' HW</p>			
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Year 9 – Teachers are to keep their group for Term 1 (15 or 12 weeks). Groups will swap teachers at Christmas.

JPY/SBA are doing a Fine Art Project over a term. NLA/ATR will do two half term projects (Graphics and Jewellery/Ceramics)

THIS IS TO ENSURE
THAT EVERY YR9
STUDENT HAS HAD
ACCESS TO AN ART
TEACHER THEY
MIGHT HAVE FOR
GCSE.

#1 POP ART:
2D Art 15 x 1

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<p>hr lessons</p> <p>2019/2020</p> <p><i>Learning Challenge: What will pupils produce at the end of a unit to demonstrate their learning?</i></p> <p>This project will encourage pupils to develop knowledge and understanding of</p> <p><i>Learning Consolidation - What prior learning will pupils consolidate using spaced retrieval and spaced practice?</i></p>				
Lesson	Learning Journey <i>What knowledge and subject specific skills will pupils learn in order to complete the Learning Challenge?</i>	Steps Strand	Homework	TBQ
1	Introduction to Pop Art. Origins, social context, techniques and methods. Group discussion Q and A. Comparison of social context to today. Evaluation and opinions collated	1	Complete mind map – showing creativity or Collect relevant ‘popular’ pictures	How will my mind map show understanding of social context, style and my opinion of POP ART?
2 - 3	Observation drawings of everyday objects, developing knowledge of linear qualities, tone, shape and form Introduce Steps/Writing frames	3	Collect images of everyday objects or People that link to Pop Art	In order to make my observational drawing realistic how will I apply tone and shading techniques effectively?

4 – 5	Development of artists techniques using material experiments inspired by artists research Recall/retrieval task	1&2	Complete artists transcriptions	Which materials will I select to copy a section of my chosen artist? When completing my artists copy what techniques do I need apply?
6	Visual Imagery analysis. Group discussion. Creative presentation with annotation	1&3	Collect images by Pop Artists (eg Warhol)	How will my analysis show how visual imagery can communicate a message?
7 - 8	Recycling analysis – using visual imagery to communicate and promote recycling. Collection/drawings/photos of relevant images OR Create a personal response to 'Contemporary Popular Culture' using 1960's Pop Artists as inspiration.	2	Complete recycling research	What processes will I need go through to select and combine ideas for my Pop art design. How will I justify, artistically, the final idea I have chosen to create?
9 - 10	Composition ideas - using POP ART style , develop at least 4 designs using the idea of visual imagery (no obvious wording)	2	Add colour to selected design and annotate	Through experimentation, how will I choose materials that most effectively convey my idea and explain my choices?
11 - 12	Material experimentation - using style from POP ART research	4	Present work in book	When designing an effective plan how crucial is the organisation of stages to a successful piece?
13 - 15	Complete final piece. Evaluation and assess ideas and how they link with Pop Art	4	Complete evaluation	When evaluating my piece how many elements of pop art have I applied successfully?

TERM 1- Students will have the same teacher for a term, but swap activities and rooms.						
	Week 1 & 2	Week 2	Weeks 3 & 4	Weeks 5 & 6	Weeks 7 & 8	Week 9
<p>Graphics Pixlr Editor (6-8 weeks)</p>	<p>Students are introduced to Pop Art Class discussion to develop their own definition of the elements. Research two or three of the given artists. HW- to choose a favourite picture by each artist and give a short critique.</p> <p>TBQ: How will my research and definition show in understand the conventions of Pop Art?</p>	<p>Class discussion – Common iconic symbols and items in today’s society in relation to what Pop Artists were using. Students mind map modern everyday symbols, items, and objects. Use the computers to find useable pictures from their mindmap.</p> <p>TBQ: How will my mind map and pictures of modern items demonstrate I understand how Pop Art is relevant today?</p>	<p>Introduction to photo editing program Demonstrate – importing pictures, using each tool, how to alter what a tool does, etc. Revisit the work of Michael Craig-Martin to show students what they are working towards. Demonstration - Outlining followed by selection and filling areas.</p> <p>TBQ: How will my practice example show I have understood how Michael Craig-Martin creates his own form of Pop Art?</p>	<p>Students convert the photos they have brought in the style of Michael Craig-Martin. Attention should be paid to his use of colour in denoting areas of specific light and dark in an original photograph.</p> <p>TBQ: Does my choice of modern objects reflect those used by Michael Craig-Martin, and does my computer work demonstrate I understand the</p>	<p>Peer assessment. Students will be able to pass on tips to those who may be finding it more difficult. Demonstration – Making a background canvas for completed items. Bringing across the work they’ve done onto the canvas. End of project evaluation of their work.</p> <p>TBQ: How well does my finished piece show that I was inspired by the work of Michael Craig-Martin and have I</p>	

				techniques I need to use?	been adequately critical in my evaluation of my own work?	
TERM 1 Jewellery Shrink Plastic (6-8 weeks)	Week 1 & 2	Week 2	Weeks 3 & 4	Weeks 5 & 6	Weeks 7 & 8	Week 9
	2D Art – Pop Art	Research and design ideas	Development of ideas	Experimentation with shrink plastic.	Making of all parts and assembly using Findings.	All work completed and Evaluated

TERM 2 – JPY/ATR & SBA/NLA Groups will swap (see above). This term the Graphics and 3D project will be based on Perfume/Aftershave product design and marketing. JPY/SBA will repeat the same project.

		Week 1	Week 2	Weeks 3	Weeks 4	Weeks 5	Week 6
CLAY		2D Art – Pop Art Product analysis of perfume bottles. Design 4 bottles inspired by previous Pop Art work.	Demo Templates and slab bottle construction. Take notes. Cut templates and role and cut slabs HW:	Construction	Consolidation. Complete construction. Biscuit fire	Finishing Glaze. Glaze Fire.	All work completed and Evaluated

		HW: Research perfume bottles and bring in a plastic bag.	Observational drawing of perfume bottles				
	Week 1		Week 2	Weeks 3 & 4		Week 5 - 6	
POSTER	Computer based Art – Perfume/aftersha ve advertising Students will be reminded of perfume/aftersha ve adverts they may have seen on line, on television, in magazines, etc. They will make notes on specific devices used in advertising– colour, shape, blends, etc. The use of music in the adverts may also provide inspiration for design.		Class discussion – Students can show some of the chosen patterns from the previous lesson and discuss what might work well and what might not. They will then search for three on line perfume/aftersha ve adverts that inspire them. They can copy these into Word and critique them for printing out and putting in their books later. These should be annotated with	Students will begin to create the background artwork on the computer, based on the initial designs they have done in week 1. This will involve the use of creative and cutting tools as well as making sure they are using properly identifiable Pop Art colours. They should finish this by the end of week 3 ready to begin putting specific imagery onto layers.		Students will use their chosen font to name their perfume/aftersha ve using a new layer. They will need to consider the size, coverage, colour, angle and legibility of the font used, as well as the specific placement on the advert/poster. They will then add further pertinent information usually associated with advertising posters or online adverts for such items. The posters should be	

	<p>Class discussion will allow them to develop their own definition of the elements and conventions of perfume/aftershave advertising and how they can use the same conventions of design but use Pop Art to inspire their own work. Perform a product analysis of a perfume bottle/package. Students head a new page in their books for the start of the project. The students will then divide their page into six sections, look back at their previous work and choose a part of a piece they've tried/researched to put in each of the boxes.</p>		<p>arrows showing specific areas being discussed Introduction to photo editing program – creating the correct sized canvas, opening photos, using layers, selecting and cutting elements to use, saving so that layers can be preserved. Students MUST make notes on the processes. Students will create a canvas that will print to A3. TBQ: Do my critiques of existing perfume / aftershave advertisements demonstrate my understanding of the devices used by the industry to attract custom?</p>	<p>HW: Make a list of celebrities who have a perfume/aftershave range and/or appear in perfume/aftershave advertisements and which scent they are associated with. TBQ: Does my background accurately represent both my chosen initial design and the original section from the Pop Art piece it was inspired by? Wk4: Using a celebrity from the homework list, find an image of that celebrity in a pose that would fit with their already chosen style. This needs to be carefully cut</p>		<p>completed by the end of the lesson and sent to me via Teams so that I can have them printed out for the next lesson. TBQ: Does the lettering on my advertising piece properly represent the perfume/aftershave style that I wish to portray? Wk6: Students peer assess the finished poster, and then make any highlighted changes from that assessment. They then write an evaluation on their own work including whether or not it stands alongside the professionally produced adverts/poster and why.</p>	
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	<p>TBQ: How will my chosen patterns and parts of other Pop Art works show that I have considered the conventions of perfume advertising design in my choices?</p>		<p>HW – Find three or more fonts that would match the style of packaging they are creating. This can be on computer, from newspapers or from magazines. They will explain the reason for their choice and how each might fit in with the design.</p>	<p>out in Pixlr Editor and added as a layer on top of the background layer already created.</p> <p>TBQ: Is my celebrity layer in a carefully considered pose and cut out accurately so that it looks natural?</p>			
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KS4	<i>Periods</i>	Learning Challenge <i>What will pupils produce at the end of a unit to demonstrate their learning?</i>	Learning Journey <i>What knowledge and subject specific skills will pupils learn in order to complete the Learning Challenge?</i>	Learning Consolidation <i>What prior learning will pupils consolidate using spaced retrieval and spaced practice?</i>
GCSE FINE ART				
Year 10/11 Component 1 39 x 1hr 39 x 2 hrs = 78hrs 45 hrs in Yr11 (4 terms of work = 162 hrs in total)		Yr10 will focus on the extended project as outlined by the syllabus. A sketchbook of work and a final design will be produced.	<ul style="list-style-type: none"> • Pupils will work to a theme. • Initially different techniques will be explored and mastered by students, before they are allowed to plan and execute their own inspired design. • Pupils will build an understanding of the Assessment Objectives and marking criteria. 	<ul style="list-style-type: none"> ○ The GCSE will draw upon their prior knowledge and experience. ○ TBQ Learning Spaces will be introduced to aid recall of skills and build knowledge. ○ Work will be assessed in line with GCSE criteria. ○ Work will be moderated.
Year 11 Component 2		A sketchbook/portfolio of work and a final design inspired by the examination paper	<ul style="list-style-type: none"> • Pupils will use all of their prior knowledge to plan and produce a successful final design that shows originality and skill. 	<ul style="list-style-type: none"> ○ Work will be assessed in line with GCSE criteria. ○ Work will be moderated.

YEAR 10

This GCSE group is split between JPY (2 hrs) and SBA (1hr) pw.

We will run parallel projects JPY=Natural Form/SBA = Portraits

Learning Challenge: What will pupils produce at the end of a unit to demonstrate their learning?

Students will be guided through completing work, which fulfils the Assessment Criteria. They will complete and respond to Artist Research, Experiments with different techniques and equipment, Observations. The CHALLENGE ultimately is to complete a final piece, ensuring all the Assessment Objectives have been met.

Learning Consolidation - What prior learning will pupils consolidate using spaced retrieval and spaced practice?

Students will maintain a 'Learning Space' journal. Students will be questioned about skills and knowledge throughout the year.

Term 1 =28 lessons	Learning Journey <i>What knowledge and subject specific skills will pupils learn in order to complete the Learning Challenge?</i>	AO	Homework	TBQ
1-4	Introduction to GCSE – Mark scheme/Syllabus/expectations. Mind Map – Present as many words as you can that are associated with 'Natural Form'. Show a broad understanding of the theme and then Present resources	AO3	Do a Title Page for 'Natural Form' Resources based on mind map (AO1)	
5-6	Dry media experiment	AO2/3	Notes about dry media experiment	
7-8	Wet media experiment	AO2/3	Notes about wet media experiment	

9-10	Acrylic Experiment	AO2/3	Notes about your Acrylic Experiment	
11-12	Reflection and refinement of work			
13-16	A3 Pencil Drawing (with a copy of the picture you used?)	AO3	Finish drawing and write thoughts about your work Collage Artist Research – have you used the same style? (AO1)	
17-20	Collage (section) from your pencil drawing	AO2	Artist Research x2- Information, pictures (AO1)	
21-28	Present Artist Research (Information, pictures & your opinion) in your sketchbook. Complete unfinished work.	AO1	More resources (based on the elements of Natural Form you want to focus on); these might also be inspired by your artist(s). Primary Resources based on your chosen theme	
CHRISTMAS BREAK			Make sure sketchbook is up to date	
Term 2 =24	Learning Journey <i>What knowledge and subject specific skills will pupils learn in order to complete the Learning Challenge?</i>	AO	Homework	TBQ
	Pencil drawing from primary resources	AO3		

	Artist #1 Transcription + notes reflecting on the process	AO1		
	Artist #2 Transcription + notes reflecting on the process	AO1		
	Continued experimentation inspired by 1. Artists Previous experimentation to show refinement	AO3		
	Planning a final idea – 4+ designs	AO3		
	Experimentation for idea #1	AO2		
	Experimentation for idea #2	AO2		
	Experimentation for idea #3	AO2		
	Experimentation for idea #4	AO2		
	Final Idea decision – Mock up in book	AO4		
	PRODUCE FINAL IDEA BY EASTER	AO4		

Qualities							
<i>Pupils will have opportunities to develop the following BUILD qualities:</i>							
BUILD Quality	<i>Creative Arts curriculum contributes to developing this quality:</i>						All Years
<i>Respect</i>	<i>Pupils will learn about the expectations regarding online research. Sensitive topics may arise, especially when discussing contemporary or personal opinions. They must respect other opinions</i>						✓
<i>Kindness</i>	<i>There is always an opportunity for people to help each other.</i>						✓

<i>Tolerance</i>	<i>(See Respect)</i>						✓
<i>Resilience</i>	<i>Techniques will not always work first time. Trying ideas until they are happy with the results show resilience.</i>						✓
<i>Creativity</i>	<i>All work needs to rely on some creativity, intellectually as well as technically.</i>						✓
<i>Positivity</i>	<i>(See Resilience)</i>						✓
<i>Integrity</i>							✓
<i>Aspiration</i>	<i>Expectations will be high. Careers will be promoted.</i>						✓
<i>Empathy</i>							✓

<i>Skills</i>	
<i>During Year 7 in Resistant Materials, pupils will have opportunities to develop the following wider skills:</i>	
<i>Skill Area</i>	<i>How the Year 7 Creative Arts curriculum contributes to developing this skill area:</i>

<i>Literacy & Numeracy</i>	<i>Using the technical vocabulary of resistant materials will enhance the student's literacy skills and using numeracy skills already learnt within the design and make process.</i>
<i>Communication</i>	<i>There is a constant dialogue/verbal feedback regarding practical work. Positive dialogue is not only teacher and pupil, but also pupil peer discussion.</i>
<i>Problem Solving</i>	<i>Experimenting with different materials, tools and machinery to get the best results.</i>
<i>Leadership</i>	<i>The ability to be an independent thinker and problem solver, as well as be able to work collaboratively and communicate well all are qualities that a good leader requires. These can all be used in Resistant materials.</i>
<i>Collaboration</i>	<i>Students will help and support one another, though most work is individual.</i>
<i>Metacognition</i>	<i>Students need to understand what they have done, how they have done it and how it can be improved and then write about it. This will indicate their deeper thinking around a project.</i>
<i>Physical, Practical and Technical</i>	<i>Practical and technical tasks are completed. Pupils will be introduced to techniques that require more technical ability as they progress.</i>
<i>Digital Literacy</i>	<i>Pupils will learn about the expectations regarding online research.</i>

Skills			
<i>Pupils will have opportunities to develop the following wider skills:</i>			
Skill Area		How the Creative Arts curriculum contributes to developing this skill area:	
<i>Literacy & Numeracy</i>		<i>Note taking, formal written evaluations, critical reflections, creative writing.</i>	

		<i>Measuring, ratios/enlargements, quantities, proportions, patterns,</i>	
<i>Communication</i>		<i>There is a constant dialogue/verbal feedback regarding practical work. Positive dialogue is not only teacher and pupil, but also pupil peer discussion.</i>	
<i>Problem Solving</i>		<i>Experimenting with media to get the best results.</i>	
<i>Leadership</i>		<i>The ability to be an independent thinker and problem solver, as well as be able to work collaboratively and communicate well all are qualities that a good leader requires. These can all be used in Art.</i>	
<i>Collaboration</i>		<i>Students will help and support one another, though most work is individual.</i>	
<i>Metacognition</i>		<i>Students need to understand what they have done, how they have done it and how it can be improved and then write about it. This will indicate their deeper thinking around a project.</i>	
<i>Physical, Practical and Technical</i>		<i>Practical and technical tasks are completed. Pupils will be introduced to techniques that require more technical ability as they progress through KS3,4 and 5.</i>	
<i>Digital Literacy</i>		<i>Pupils will learn about the expectations regarding online research. They will learn about pixel size and sourcing good quality images. Photo-manipulation will be introduced as a tool for creativity. (Film and Photography can be pursued as an outcome)</i>	

Enrichment			
<i>The following events, visits, and trips will enrich the Creative Arts curriculum:</i>			
Event, Visit or Trip	Linked unit(s) of study	How the event, visit or trip enriches the curriculum:	
<i>UK Young Artists project</i>	<i>Cattertide Celebration</i>	<i>The project, ending in a public exhibition, will give 25 Yr8 students the opportunity to work with professional artists with a project around the Lace industry. 25th Nov is St Catherine's Day (the patron saint of lace makers) and the deadline for the exhibition at Backlit/NTU. This will be linked to the History Department as the cover the Industrial Revolution in Yr8</i>	
<i>YSP</i>	<i>GCSE research</i>	<i>GCSE students should all have the opportunity to enrich their experience of Art in the environment. This visit would be the starting point for a project.</i>	
<i>Multicultural Street Party</i>	<i>Yr9 Cultural & Personal Identity project</i>	<i>It would be nice to exhibit work produced by students as a celebration of diversity at the Street Party.</i>	
<i>New Art Exchange</i>	<i>Creating Connections</i>	<i>This Arts Council funded project links together 6 school across Nottinghamshire by pairing a Multicultural-Inner City School (NGA) with a less culturally diverse partner school (Bruns Academy in Mansfield). Through the programme, students will explore diversity though P4C led by NTU and a workshop at NAE. The Link-Artist will then work individually within our school as students develop their own response to the 'Creating Connections' work. The work (by 180 students across Nottinghamshire) will be exhibited at the NAE in June at a public exhibition.</i>	