

# Creative Design

## Subject intent:

*Art/ textiles/ photography: We want students to:*

Be able to express ideas and concepts about themselves, their community, society and the wider world we live in

Develop their visual literacy in an increasingly visual world

Access cultural capital and access artefacts and experiences that inspire and empower them to be successful in expressing themselves now and in the future

Enjoy and be confident using a range of equipment, techniques and materials.

*Design technology, food & catering: We want students to:*

Be confident using a range of kitchen appliances and equipment safely

Be able to prepare and cook independently a range of nutritious and complex dishes and meals

Be able to promote a healthy lifestyle through understanding the key food groups

Learn transferable skills needed within the food/catering industry and the wider world

Learning in Art and Design offers students the opportunity to respond to the world around them through visual means and drives children's intellectual, emotional, moral and physical engagement in the world. The arts can empower young people, giving them the confidence to express, create, challenge and explore. The subject is inclusive, allowing all pupils to create meaningful and personal work that they are proud of. Art at JCA teaches powerful, transferable skills, such as problem solving, collaboration, perseverance & resilience. An excellent art curriculum is broad, innovative, engaging and enjoyable. It is immersive and multi-disciplined, providing space for students to learn, practice and develop a range of skills.

## Brief overview of thinking behind KS3 cumulation and progression of knowledge:

In each year, students are introduced to new skills and knowledge. Previous years skills & knowledge are further embedded in order to retain and extend their progress. It is not expected that skills taught within the rotation will show progress from one project to another but over the three years.

## KS4 specifications:

### AQA GCSE Art and Design

<https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206>

<https://filestore.aqa.org.uk/resources/art-and-design/specifications/AQA-ART-GCSE-SP-2016.PDF>

### Catering and Hospitality

[https://www.eduqas.co.uk/qualifications/level-1-2-vocational-award-in-hospitality-and-catering/#tab\\_overview](https://www.eduqas.co.uk/qualifications/level-1-2-vocational-award-in-hospitality-and-catering/#tab_overview)

### Design Technology

[https://www.eduqas.co.uk/qualifications/design-and-technology-gcse/#tab\\_overview](https://www.eduqas.co.uk/qualifications/design-and-technology-gcse/#tab_overview)

## Curriculum plan

	Y7	Y8	Y9	Y10	Y11
<b>ART</b>	<p><b>Pop Art Self - Portraits</b> Introduction to drawing:-Mark making, use of tone and shade. Colour theory. Materials – chalk &amp; acrylic Proportion and scale of the face. Analysis of Pop Art artists – Warhol/Lichtenstein. Final outcome is a Pop Art inspired self portrait</p>	<p><b>Creatures &amp; Characters</b> Student will further develop their art skills through mark making, tone, shade, scale &amp; proportion as well as how to achieve fore and back ground. A variety of Artists will be studied such as ; John Ken Mortensen and Buff Monster. Their work will develop the students creative sketching techniques using pen and brush work.</p>	<p><b>War, Conflict &amp; Peace (Past &amp; Present)</b> Deepen drawing skills to use scale and composition, Mixing acrylic/poster paints to create shade and tone. Developing paint application through brush choice and mark making. Analysis of Picasso's Guernica and students produce a copy outcome in acrylic. Peace element draws on Magritte's' Dove and symbolism used for peace. Students develop an imaginative outcome using water colours. Extension looks at WW1 images and War horse to create a pen &amp; Ink Wax outcome.</p>	<p><b>Art, Craft &amp; Design (AQA)</b> Skills acquisition through the themes 'FOOD &amp; IDENTITY' The use of acrylics, mono-printing, inks, photography, editing, photoshop, lino cutting. Drawing skills developed and refined through observations. Research and analysis of related artists that link to the themes. Presentation in sketchbooks/boards. T5/6 students select one theme to continue and develop into a comprehensive study with final outcomes</p>	<p>Completion of Coursework Portfolio based on Food or Identity</p> <p>January – Either start exam preparation or continue to develop and create final outcomes to enhance the coursework.</p>

	Y7	Y8	Y9	Y10	Y11
<b>PHOTOGRAPHY</b>	NA	N/A	N/A	<p><b>Photography (AQA)</b> How to use the camera, shutter speed and Photoshop (editing and basic use) Students complete 4 projects – focussing on different aspects of camera, photoshop use &amp; photographic artists. Identity – studio &amp; lighting. Natural Forms – mini shoots &amp; patterns. Destroy – mixed media development. Surrealism – photoshop manipulation</p>	<p>Completion of coursework portfolio through an extended project – selecting from one of themes in Y10</p>

	Y7	Y8	Y9	Y10	Y11
<b>ART TEXTILES</b>	<p><b>'Under the Sea' Tie Dye cushions.</b> Introduction to hand sewing and machine sewing techniques. Students learn about environmental issues regarding the pollution in our oceans. Students study the art of J. Vincent Scarpace to create their own Scarpace fish drawings. They use these drawings to inspire to design their own fish appliqué cushion. They also learn how to tie-dye and understand where fibres come from</p>	<p><b>Quilted Bug Cushions</b> Students learn how to use the sewing machine and make a cushion. The theme extends the environmental impact of global warming, and they look at the demise of insects and bees. Student make drawing studies of insects using pencil and inks. Students learn how to applique and quilt. They design a cushion cover inspired by their insect studies and construct the cushion cover. Theory includes the classification of fibres.</p>	<p><b>Future fashion &amp; Textiles</b> Students complete a number of tasks to develop their visual research skills, presentation skills and textile construction skills. Students experiment with designing fashions for the future, using themes such as electronic motherboards. Techniques studied include designing repeat patterns by hand and CAD. They produce a printed piece of fabric that they construct into a bean bag phone stand. Theory learnt includes the different forms of fabric construction: knitted/woven/non woven</p>	<p><b>Textile Design</b> Textile Skills Acquisition through mini themes – shells, tribal patterns &amp; a Klimt project. Skills learnt – appliqué, machine embroidery, couching, reverse appliqué, tie dye, batik, layering techniques, printing and fabric manipulation to create texture. Metal &amp; stitch techniques Drawing skills developed through – pencil, ink &amp; stitching. Artist studies run alongside the techniques practised. Klimt &amp; Floge project enables students to complete research and artist studies in depth. T4 Garment manufacture with fashion drawing to develop construction skills.</p>	<p>Completion of coursework portfolio through a fashion or textile product based on a theme of their choice</p>

	Y7	Y8	Y9	Y10	Y11
<b>COOKING &amp; NUTRITION</b>	<p><b>Cooking</b> - Introduction to Cooking and Nutrition. Students learn how to work safely and hygienically in a food environment and develop their skills to produce a variety of dishes. Students have the opportunity to make 6 dishes. The main focus in year 7 is food choice and healthy eating, following the guidelines of the 'Eatwell Plate'. Students learn how to: use the cooker safely weigh and measure accurately use basic tools and equipment with confidence</p>	<p><b>Cooking</b> - Embedding Y7 skills - In year 8, students learn about healthy eating. Students develop knowledge and understanding of macronutrients and micronutrients and malnutrition. Students continue to develop their practical skills, to develop their confidence and independence in this area. Students have the opportunity to make 6 dishes that further develop their skills to enable them to: use equipment safely and hygienically to cook a range of mostly savoury use a range of different techniques and methods of cooking.</p>	<p><b>Cooking</b> - Deepening understanding - Demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment. Students have the opportunity to make 6 dishes Topics include: Personal hygiene Food related causes of ill health including bacteria, allergies and intolerances Common types of food poisoning Temperature control Food safety hazards and contamination</p>	<p><b>Hospitality &amp; Catering</b> – Demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment. Topics include: Structure of hospitality and catering industry Job requirements within the industry Working conditions and job roles within the industry How hospitality and catering provision operates - front of house and kitchen operations Health and Safety requirements - responsibilities of employers and employees The impact of catering on the environment - including sustainability; reduce, reuse and recycle; conservation of energy and water</p>	<p><b>Catering</b> - Demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment. Function of nutrients in the human body Comparison of nutritional needs of specific groups including life stages and special diets Factors to consider when menu planning and meeting customer needs Menu production planning Techniques in the preparation of commodities to include poultry, meat, fish, eggs, dairy products, cereals, vegetables, fruit, soya products Food quality assurance Presentation techniques Food safety practices linked to preparation and cooking of commodities and in relation to the use of equipment</p>

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<b>DESIGN TECHNOLOGY</b>	<b>Game of Combinations</b>	<b>Graphic drawing and 3D MUG</b>	<b>Design and make a Bird Box</b>	<b>Design Technology (EDUCAS)</b>	<b>Design Technology</b>
	Students design and make a simple electronic game. They learn the key aspects of the design process, design brief, specification and product analysis. They learn some basic theory of wood and wood types and structure. Using new skills students learn about simple electronics, soldering and wood working skills in the workshops, including health and safety. Students also look at making quality products using assembling and finishing techniques.	An introduction to 3D drawing. Students will learn 3D techniques and practise one-point and two-point perspective drawings, as well as isometric and orthographic drawing. Theory covered will be how paper is made. The students will then design their own mug with graphics. This will be in a theme of 'The City of Bristol' or 'Our local community'. They will research local landmarks and incorporate these into their designs and be taught how to develop concepts into finished ideas and learn about sublimation printing. All students will evaluate their ideas to recognise further development and modifications.	Students will design and make a bird box that includes researching the local environment. Students will follow the complete design process and learn 2D to assist manufacture. Students will learn about the environment – FSC and the manufacture of timbers, manmade boards and their uses. The core of the project will be based around client need with a focus on design brief, design specification, research, product analysis and their creative annotated design ideas. Time will be given in the workshop to cut and make their ideas with an emphasis on workshop health and safety and finishing skills.	Students study: paper & board, energy storage/systems, materials & properties, emerging technologies. Students will also learn theory by completing a mini GCSE project, following the research, design, develop and construction cycle. A mini project will be built around a selected theme and the students will learn how to create ideas around client needs. An emphasis will be on initial research, client profiles, specifications, card model making and building 2D design computer skills.	Students work towards the completion of their individual NEA issued at the end of Year 10. This is a design and make task that students study from July in Y10 until April in Y11. It includes creating a portfolio of work that includes: research, analysis, specifications, design brief, client profile, design ideas and development, model making and manufacturing and finishing techniques.