



BY THE END OF KEY STAGE 3

As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design.

They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. Aims the national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences.

Be proficient in drawing, painting, sculpture and other art, craft and design techniques

- Evaluate and analyse creative works using the language of art, craft and design

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

Attainment targets

By the end of key stage 3, pupils are expected to know, apply and understand the matters, skills and processes specified in the programme of study.

Subject content

Key Stage 3: pupils should be taught to develop their creativity and ideas and increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work.

Pupils should be taught:

To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas & to use a range of techniques and media, including painting.

To increase their proficiency in the handling of different materials

To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work

About the History of Art, Craft, Design and Architecture, including periods, styles and major movements from ancient times up to the present day.

TERM 1

YEAR 10

Introduction to assessment objectives through short projects, comprising of designing & developing tasks

Going through the process of a short project and drawing tasks so students gain understanding about what is required at GCSE and how the marking process works.

Project 1 – Memphis Group

Researching the work of designers and developing ideas in a range of materials and styles, building and developing new skills. Furniture focussed outcome.

- Show an ability to develop ideas through investigation and critical understanding (AO1)
- Refine ideas convincingly through experimenting with appropriate media, materials, techniques and processes (AO2)
- Show an ability to skilfully record ideas and observations and intentions (AO3)
- Ability to present a personal response that realises their intentions (AO4)

TERM 2

Project 2 – Part 1 -Frank Lloyd wright

Researching the work of FLW and Mies Van de Rohe how nature and the environment inspired their work. A project with a focus on site planning, landscapes and structures.

- Show an ability to develop ideas through investigation and critical understanding (AO1)
- Refine ideas convincingly through experimenting with appropriate media, materials, techniques and processes (AO2)
- Show an ability to skilfully record ideas and observations and intentions (AO3)
- Ability to present a personal response that realises their intentions (AO4)

TERM 3

Project 2 – Part 2 – Container home development

Students begin to develop their own ideas for interior and exterior elements of their container homes and use a range of different approaches, incorporating 3D design software and interior production packages.

- Show an ability to develop ideas through investigation and critical understanding (AO1)
- Refine ideas convincingly through experimenting with appropriate media, materials, techniques and processes (AO2)
- Show an ability to skilfully record ideas and observations and intentions (AO3)
- Ability to present a personal response that realises their intentions (AO4)

YEAR 11

Internally set assignment

Students will be given a practice question like their externally set assignment; this is designed to ensure they know the best approach to their next phase when it arrives.

This project will also build and develop new practical skills and styles that will assist them in their 40% ESA.

- Show an ability to develop ideas through investigation and critical understanding (AO1)
- Refine ideas convincingly through experimenting with appropriate media, materials, techniques and processes
- Show an ability to skilfully record ideas and observations and intentions (AO3)
- Ability to present a personal response that realises their intentions (AO4) – this is their final piece.

Externally set assignment

Students will receive their question paper at the beginning of January and work through assessment objectives 1-3 leading to final piece AO4

- Show an ability to develop ideas through investigation and critical understanding (AO1)
- Refine ideas convincingly through experimenting with appropriate media, materials, techniques and processes
- Show an ability to skilfully record ideas and observations and intentions (AO3)
- Ability to present a personal response that realises their intentions (AO4) – this is their final piece (10 hour exam)

Enrichment phase -

Completing, improving, further developing and annotating previous work based on formative assessment to develop weaker areas and core skills

Study Leave

Cultural capital: The essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said, and helping to engender an appreciation of human creativity and achievement.

Extra-curricular: Art clubs, during & after school and various trips are organised to extend students' knowledge & inspire future study.



Enrichment & Personal Development

Careers Education

YEAR 10	Sustainability, the environment, in house plastic recycling system. Social, moral & cultural issues embedded into KS4 curriculum, following on from KS3 curriculum.	YEAR 10	Students are encouraged to research careers within the industry, trips to local colleges are made available to look at industry opportunities, strong career guidance given in year 10 to help inform future choices, access to careers fair to see the wealth of opportunities available and variety of career paths for practical subjects in addition to A-Levels.
YEAR 11	Assistance with Stem club with year 8 & 9 with BAE competition & Rotary Technology Tournament. Access to specialised equipment as & when required to embed and develop knowledge and skills.	YEAR 11	Continued career guidance & support with college applications for those students wishing to pursue a career within the design industry particularly focussed on STEM related careers. Additional support for those students highlighted with potential, aptitude or a desire to progress within the field
Literacy & Numeracy	Students are required to read, understand and process information. In all areas of Design Technology, students are expected to read & understand instructions, process information and carry out more advanced literacy & numeracy tasks, the Unit 2 written exam comprises 20% numeracy related questions.	Catholic Ethos	Students are encouraged to display all the different aspects of the CTK WAY, working hard, being kind & conscious, following instructions in a respectful way, carrying out tasks to the best of their ability and encouraged to be the best person they can be, assisting others & always displaying kindness.