



## Christ the King Catholic High School: Creative Arts – National Curriculum Key Stage 2 expectations - 2023 - 2024

### Design Technology - Key Stage 2

#### Key stage 2

Through a variety of creative and practical activities, students 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 relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

#### Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

#### Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

#### Evaluate

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

#### Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- apply their understanding of computing to program, monitor and control their products.

**Cooking and nutrition** - As part of their work with food, students should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in students 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 students to feed themselves and others affordably and well, now and in later life.

Students generally start Year 7 with some of the skills listed but their understanding is limited due to primary school facilities being limited and varied. It should also be noted that at KS3 & KS4 DT is generally taught by subject specialists.

### Art - Key Stage 2

#### Key Stage 2

Students should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Students should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

On arrival to high school, students experiences of Art & Design are varied, this is due to the confidence or skill levels of the primary school teaching, also the quality of provisions they may have access to. Some students with an interest in Art spend a lot of their own time developing the key skills at home and generally have access to materials. As a result of this they are arriving with far greater skills than other students and are more likely to continue developing at a much greater rate.

### Music - Key Stage 2

#### Key Stage 2

Students should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

**Students should be taught to:**

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the interrelated dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music

Students complete a baseline assessment when they begin to assess their prior learning. Music in primary school is often taught by non-specialists, or outside providers and varies greatly across our catchment area. The majority of our students do not have the prior Key Stage 2 knowledge expected when they arrive in Year 7.



# Christ the King Catholic High School: Creative Arts Key Stage 3 - Curriculum Overview 2023 - 2024

## YEAR 7 – DT/ART (11WK)

**Design, make & evaluate jigsaw puzzle with packaging.**  
Introduction to workshop  
Understanding design brief & target market  
Understanding job roles  
Design ideas – creation and implementation  
Product production - introduction to timbers and basic materials  
Using hand tools with accuracy – measuring, cutting, sanding  
Use of appropriate adhesives & finishes for rendering.  
Using machinery tools – cutting & sanding.  
Graphics – packaging design & production using research and correct equipment.  
**Record of manufacture of product.**  
**Evaluating (writing frame used in a question and answer format)**  
Basic manufacturing skills

**Basic skills course -**  
Introduction to the food room  
Hazards – hygiene & safety, personal hygiene and safety  
Cross contamination & 4'cs  
Key equipment – large and small scale  
Washing up, weighing & measuring  
Reading & following recipes, knife skills  
Oven & hob safety, evaluating outcome & skills  
Key temperatures, food spoilage  
**Practicals:** Melting moments, fruit salad, rock buns, pin wheels  
**End of unit practical: Chicken dippers & potato wedges**  
**Evaluating (writing frame used in a question and answer format)**

**Basic art skills:**  
Mark-making; observational drawing; colour mixing; still life/Cubism and experimenting with media & colour blending.  
**Still-life –**  
Research the work of cubist artists Georges Braque and Pablo Picasso, exploring composition  
**Religious art –**  
Looking at the values of THE CTK WAY, this includes: researching; developing ideas; selection of appropriate media & colour range. The students then create ceramic tiles in response to the task that is set.  
**Assessments:**  
Development of ideas through critical understanding  
Refining work through experimentation of media  
Recording of ideas, with a focus on literacy  
Personal response.

## YEAR 7 – PA

Introduction to drama through the topic of mime. Students to complete ice breaker activities and perform for their peers in small groups.  
Develop subject specific vocabulary.  
Cinderella.  
Scripted drama performance.  
Students will perform short scripts based around Cinderella.  
Homework tasks of learning lines.  
**Knowledge list:** Confidence, tone of voice, mime, scripted drama, learning lines, evaluating performances.  
**Skills covered:** Mime, freeze frame, scripted drama, stage directions.  
**Golden thread:** Drama skills which will be developed at Key Stage 3 and used at Key Stage 4.  
**Baseline assessment task,** The Old Man and his Grandson.  
**Assessment of Cinderella Scripted Performance/ Written evaluation.**

**Introduction to music through the Elements of music:** Basic keyboard skills to broaden listening skills and develop use of subject specific vocabulary.  
**The Orchestra:** Students will learn about the Western Classical orchestra and continue to develop subject specific vocabulary.  
Students perform and ensemble piece as a class on the keyboards.  
**Rhythm and Pulse:** Development of music vocabulary and theory. Basic music notation and conducting skills. Practical use of theoretical skills through development of keyboard skills and learning to perform a piece on the keyboard.  
**Knowledge list:** Treble clef, minim, crotchet, quaver, rest, stave, right hand, left hand, notes of the keyboard, pitch, duration, dynamics, tempo, timbre, texture, structure, Western Classical Orchestral families and instruments.  
**Skills covered:** Basic keyboard skills.  
Reading the Treble Clef, time signature; basic notation; listening to and recognising orchestral instruments.  
**Baseline music listening test:** Baseline keyboard skills test; Poker Face- practical keyboard assessment; Written assessment of key terms and the instruments of the orchestra.

**Enrichment:**  
999 what's your emergency.  
Devising, script writing and technical tasks.

## YEAR 8 – DT/ART (11WK)

**Plan, design, make and evaluate a key ring using the 3D software & 3D printer.**  
Introduction to new & emerging technologies  
Different types of manufacturing  
Using 3D software – Onshape to complete tasks  
Introduction to slicing software – Ultimaker Cura  
Design brief & target market  
Polymer research & development  
ACCESS FM – secondary research into existing products  
Generating a range of design ideas – simple to complex  
Design iterations – prototype development (constraints & limitations)  
**Final product 3D printed & rendered using suitable materials.**  
**Evaluating (writing frame used in a question and answer format)**  
Manufacturing skills

**Function of ingredients & recipe adaptation**  
High risk foods & cross contamination  
Importance of good nutrition  
Macro & micro nutrients  
Correct temperatures, danger zone  
Harmful bacteria & food poisoning symptoms  
Shallow frying, knife skills, seasoning & sauce production  
Vitamins & minerals, creaming, kneading,  
Proving & adding methods  
Functions and uses of various ingredients  
Whisking methods and various presentation techniques  
**Practicals –**  
Chicken kebabs, fresh tomato sauce into pasta bake, bread, pizza, scones sweet & savoury.  
**End of unit practical: Vanilla swiss roll with jam.**  
**Evaluating (writing frame used in a question and answer format)**

**Developing art skills:**  
Introduction to one and two-point perspective through use of technical drawing skills and use of vanishing points  
**Architecture –**  
Looking at architecture and the world around us, exploring the work of Lowry and De Chirico and their use of perspective in art  
**Drawing for purpose -**  
Drawing from nature developing skills using a range of media and presentation of ideas. These will lead to a display for the CTK WAY  
**Assessments:**  
Developing ideas through critical understanding  
Refining work through experimenting with media  
Recording ideas with a focus on literacy  
Personal response.

## YEAR 8 - PA

Students will learn a scripted piece of drama and then devise their own ending to the play.  
They will continue to develop their drama vocabulary.  
Homework tasks will be learning lines and can be differentiated for the different ability groups.  
Embed the rehearsal process and produce final performance.  
**Knowledge list:** Devising, character development, imagination, blocking, stage directions.  
**Skills covered:** Devised drama, scripted drama, learning lines, developing characters, how to block a script.  
**Golden thread:** Continuing the development of scripted and devised drama skills introduced in Year 7.  
**Scripted performance of Desmond.**  
**Written evaluation**

**Traditions of African music:** perform as part of a whole class ensemble and then create their own piece of African music. They will learn subject specific vocabulary.  
Homework tasks to develop their use of subject specific vocabulary and broaden their musical listening skills.  
**Development of Keyboard skills:**  
Students will continue developing their keyboard skills through the 4-chord unit. They will add in a left-hand part.  
Students will continue to develop their keyboard skills through performing a piece of Film music.  
A choice of 3 differentiated pieces will be available to the student. One piece is of LCM grade 2 standard.  
**Knowledge list:** Bass clef, chord, polyrhythm, ensemble, round, repetition, call and response, improvisation, chanting.  
**Skills covered:** Adding a left-hand part, building up chords, composing a piece of music in an African style, ensemble performing.  
**Written assessment of key terms and a listening assessment linked to the study of film music.**

**Enrichment:**  
Students will study the opening scene of Macbeth and perform in front of their peers. They will then look at the technical side of stage make up and set design.

## YEAR 9 – DT/ART (11WK)

**Recycled plastic light project**  
**Plan, design, make & evaluate**  
Introduction to potential job opportunities in the construction industry  
Polymers, their issues and effects on the environment & history of production.  
Research into machinery that can recycle and re-use everyday plastics as well as research into machines that cut, finish, bend & polish polymers.  
Design brief & target market  
ACCESS FM – detailed secondary research & analysis into existing products. Big picture – importance of product design. Manufacturing plan and prototype development.  
Constraints and limitations.  
**Final product production and evaluation.**  
**Evaluating (writing frame used in a question and answer format)**  
**Developing manufacturing skills**  
Coping saws, pillar drills, scroll saws, adhesives, accuracy in production.

**Multicultural cuisine**  
Different types of cuisine with a variety of ingredients from different countries.  
Research into food presentation, different techniques and different skills. Organoleptic cooking, eating and evaluating.  
Use and safety of specialist equipment further development of function of ingredients.  
Spices – their use in cooking and medicinal benefits  
Food labelling regulations including production.  
Cultural research – looking into history of different countries, currency, religion, historical importance as well as authentic cuisines. Shortcrust pastry – correct formation and uses.  
Whisking, weighing & measuring, oven safety, knife skills, stir frying, boiling, simmering, forming and shaping, kneading, proving, flavouring, thickening. Further development of presentation skills using colour and a variety of techniques linked to KS4.  
**Practicals –**  
Swiss roll stack, chicken chow main, chicken curry pilau rice, chocolate brownie, greek kofta & pitta bread.  
**End of unit practical: Apple lattice pie with optional custard.** Evaluating (writing frame used in a question and answer format).

**Embedding art skills:**  
Students are required to look and understand:  
**Portraiture –**  
Observational drawing (first and second hand).  
There will also be an investigation into portrait photography & photo editing techniques as well as contextual studies. Students will then develop and create a ceramic response.  
Working through assessment objectives in the same way as the AQA GCSE Art & Design course the rotation is design to prepare those who go on to Key Stage 4.  
**Assessments:**  
Developing ideas through critical understanding refining work through experimenting with media recording ideas with a focus on literacy personal response.

## YEAR 9 - PA

Students will study the opening section Blood Brothers and learn about the conventions of reading a script. They will study how the music fits into the play and how it aids the meaning of the piece. They will then work on a selection of duologues from the play.  
Homework will be to learn their lines from memory. For lower ability students this will be "chunked."  
**Knowledge list:** Scripted drama, history of Liverpool, staging, blocking, accent, props.  
**Skills covered:** Scripted drama, learning lines, developing an accent, staging, use of props within a script.  
**Golden thread:** Continuing the development of performing a piece of scripted drama, which is continued at Key Stage 4.  
**Duologue performance.**  
**Written evaluation of their rehearsal process and final performance.**

**Students will learn about the use of musical themes to represent characters in computer games music:**  
Students will learn to play existing themes on the keyboards. Extension tasks will be available for students who are more musically able to compose their own computer theme on the keyboard.  
Students will continue to develop their music vocabulary.  
Students with access to a keyboard/piano outside of school will be encouraged to take their pieces home to practise.  
Students will continue to develop their keyboard skills from Year 8. Differentiated pieces available and students will be encouraged to add in a left-hand bass part if they have not achieved this in Year 7/8. Students to develop their knowledge of musical genre and continue to develop their music vocabulary.  
Student will then study "The Musicals"  
Students will study a range of musicals and look at the theoretical history behind musical theatre. They will then continue to develop their keyboard skills but choosing from a range of differentiated pieces to play.  
Students will also be introduced to Ukuleles and have the opportunity to develop their skills and perform a piece from a musical on a Ukulele rather than the keyboard.  
**Knowledge list:** Chromatic scale, theme, development, musical theatre, song, overture, ukulele, guitar tablature, strumming.  
**Skills covered:** Keyboard skills, composition on the keyboard, playing the Ukulele.  
**Written evaluation of their rehearsal process and final performance.**

**Enrichment:**  
Students will look at a selection of disaster movie trailers and create their own devised piece of drama with a "Disaster" theme.

Across Creative Arts at KS3 there is an Enrichment phase at the end of the school year, this is driven by embedding or re-visiting key skills and key knowledge that students may need further instruction in, this also builds into the next school term, in terms of building core skills & the golden thread.

**Cultural Capital:** sustainability, food miles, the environment, social, moral & cultural issues, recycling, industry, cultural influences & awareness. Importance of historical awareness in modern society.  
**Extra-curricular:** Stem club, Art club, dance club & drama clubs as well as the CTK choir.



**Christ the King Catholic High School: Creative Arts Key Stage 3 - Curriculum Overview 2023 - 2024**

**ENRICHMENT & PERSONAL DEVELOPMENT**

**CAREERS EDUCATION**

<b>YEAR 7</b>	<p><b>DT &amp; ART</b></p> <ul style="list-style-type: none"> <li>• Sustainability, the environment, in house plastic recycling system. Social, moral and cultural issues embedded into Key Stage 3 curriculum.</li> </ul>	<p><b>PERFORMING ARTS</b></p> <ul style="list-style-type: none"> <li>• Students can join the school choir, dance club and drama group. Through these activities they are given the opportunity to take part in school performances at Christmas and during the summer term. They have the opportunity to take part in the Advent and Lenton service at St Joseph's church with our feeder primary schools</li> </ul>	<p><b>DT &amp; ART</b></p> <p>Research into job roles:</p> <ul style="list-style-type: none"> <li>• DT &amp; Art and Design jobs in industry.</li> </ul>	<p><b>PERFORMING ARTS</b></p> <ul style="list-style-type: none"> <li>• Job roles within the performing arts as a performer and through a technical role.</li> </ul>
<b>YEAR 8</b>	<ul style="list-style-type: none"> <li>• Stem Club with Year 8 &amp; 9 with BAE competition.</li> </ul>	<ul style="list-style-type: none"> <li>• Trips are arranged to see local and national theatre productions.</li> </ul>	<ul style="list-style-type: none"> <li>• Students look at different jobs in manufacturing and design industries, understand importance of jobs in stem subjects.</li> </ul>	<ul style="list-style-type: none"> <li>• Make-up and costume designer roles.</li> </ul>
<b>YEAR 9</b>	<ul style="list-style-type: none"> <li>• In addition, regular art clubs held in lunchtimes and after school to enrich curriculum and encourage students to develop creatively.</li> </ul>	<ul style="list-style-type: none"> <li>• Performances in school by Runshaw College drama department.</li> </ul>	<ul style="list-style-type: none"> <li>• Students have the ability to design and make their own products from conception to completion.</li> </ul>	<ul style="list-style-type: none"> <li>• Lancashire Music Services offer a session on careers within pa through UCLan for year 9 students.</li> </ul>
<b>LITERACY &amp; NUMERACY</b>	<p>Students are required to read, understand and process information.</p> <p>In all areas of the Creative Arts subjects students are expected to read and understand instructions, process information and carry out basic literacy and numeracy tasks in lessons when required.</p>		<b>CATHOLIC ETHOS</b>	<p>Students are encouraged to display all the different aspects of THE CTK WAY: working hard, being kind &amp; 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.</p>



**BY THE END OF KEY STAGE 3**

Through a variety of creative and practical activities, students 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, students 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

**YEAR 10**

**TERM 1**

**Project 1 – Modelling assignment – Memphis Group**

This project is designed to develop core skills taught at kKS3 and is structured to build skills required for their NEA (Non-Examination Assessment 50%), skills should be more developed to enable students to become more independent learners, problem solvers & critical thinkers. Design brief, research, design ideas, design development. Prototype production using 3D printer and or traditional materials.

Theory lessons run along-side practical lessons and cover three core areas:

- Section A – Core Technical Principles
- Section B – Specialist Technical Principles
- Section C – Designing & Making Principles

Homework: On-line learning platforms that develop core theory knowledge that run alongside practical projects.

**TERM 2**

**Project 2 – Plastics (polymers) project – Charles Rennie Mackintosh**

This project is designed to develop those skills taught at KS3 and is structured to build skills needed for their NEA, with a particular focus on the use of polymers. Design brief, designer research, product research using ACCESS FM, design ideas, design development showing a number of iterations using 3D software to embed core skills. Final product, produced in the workshop using a range of hand and machinery tools.

Theory lessons run along-side practical lessons and cover three core areas:

- Section A – Core Technical Principles
- Section B – Specialist Technical Principles
- Section C – Designing & Making Principles

Homework: On-line learning platforms to develop core theory knowledge that run alongside practical projects.

**TERM 3**

Enrichment phase – core skill building, repetition of use of hand tools, use of machinery tools, techniques of fixing & finishing of a variety of different materials. Use of 3D software as and when appropriate.

Theory lessons run along-side practical lessons and cover three core areas:

- Section A – Core Technical Principles
- Section B – Specialist Technical Principles
- Section C – Designing & Making Principles

Non- Examination Assessment – issued on June 1<sup>st</sup> each year is the focus for the last half term of year 10.

NEA is marked out of 100 and forms 50% of overall GCSE grade.  
AO1 – identify, investigate & outline design possibilities (Section A)  
Revision sessions built into lesson time for:  
EOYE – covering Unit 1 8552 w Section A, B & C (written paper 2hrs)

**YEAR 11**

Non-Examination Assessment – continued from last term of Year 10.  
NEA is marked out of 100 and forms 50% of overall grade.

AO1 – Identify, investigate & outline design possibilities (section A&B)

AO2 – Design & make a prototype that are fit for purpose (section C, D&E)

AO3 – Analyse & evaluate (Section F)

Intended to be an iterative process so learning activities that are directed by the student with limited teacher guidance & input.

Coursework submission is in May so work completed by end of term 2 to allow for moderation and submission.

*Autumn Term – PPE's take place in preparation for GCSE summer exams. Revision sessions incorporated into lesson times, revision strategies, techniques & exam preparation.*

Targeted revision sessions for unit 1 written examination 8552/w  
2-hour paper 20% Mathematics content.

- Section A – Core Technical Principles
- Section B – Specialist Technical Principles
- Section C – Designing & Making Principles

**STUDY LEAVE**

**Cultural Capital:** New and emerging technologies, social, cultural & moral issues. Enrichment through exposure to multi-national business', visits to well-known successful multi-national companies such as Ikea.

**Extra-curricular:** Students given opportunity to assist ks3 with stem club & competitions. Also have access to facilities as & when required to embed core skills and key knowledge.

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**ENRICHMENT & PERSONAL DEVELOPMENT**

**CAREERS EDUCATION**

<p><b>YEAR 10</b></p>	<p>Sustainability, the environment, in house plastic recycling system. Social, moral &amp; cultural issues embedded into KS4 curriculum, following on from KS3 curriculum.</p>	<p>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.</p> <p>Continued career guidance &amp; 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.</p>
<p><b>YEAR 11</b></p>	<p>Assistance with Stem club with Year 8 &amp; 9 with BAE competition &amp; Rotary Technology Tournament. Access to specialised equipment as &amp; when required to embed and develop knowledge and skills.</p>	
<p><b>LITERACY &amp; NUMERACY</b></p>	<p>Students are required to read, understand and process information. In all areas of Design Technology, students are expected to read &amp; understand instructions, process information and carry out more advanced literacy &amp; numeracy tasks, the Unit 2 written exam comprises 20% numeracy related questions.</p>	<p><b>CATHOLIC ETHOS</b></p> <p>Students are encouraged to display all the different aspects of THE CTK WAY: working hard, being kind &amp; 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 and always displaying kindness.</p>