



Design Technology - Key Stage 2

Key stage 2

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 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, 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.

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

Pupils 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.

Pupils 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

Pupils 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.

Pupils 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.



YEAR 7 – DT (11WK)

YEAR 7 ART

YEAR 8 – DT (11WK)

YEAR 8 ART

YEAR 9 – DT/ART (11WK)

TERM 1

Resistant Materials
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
 Measuring, hand & machine sawing, finishing, hand & machine sawing

Food Technology
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
Practical's: 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)

Textiles
 Introduction to textiles room
 Hazards – health & safety and expectations
 Design brief for product production
 Introduction Fibres, synthetic & man-made
 Practical skills building – hand sewing techniques
 Introduction to Sewing machine, parts, threading and basic stitching
 Sewing machine licence – pass or fail
 Research for design ideas, mood board
 Generate design ideas – leading to product production
Practical skills: running stitch, overstitch, backstitch, blanket stitch
 French knot, chain stitch, sewing a button, cross stitch,
 Threading and using a sewing machine.
End of unit practical assessment: phone case
Evaluating (writing frame used in a question and answer format)

TERM 2

Basic Art skills:
 Mark-making; observational drawing; colour mixing; experimenting with media & colour.

Still-life –
 Research the work of cubist artists Georges Braque and Pablo Picasso, exploring composition in the style of Michael Craig-Martin

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. Looking at art from other cultures.

Assessments:
 Development of ideas through critical understanding
 Refining work through experimentation of media
 Recording of ideas, with a focus on literacy
 Personal response.

TERM 3

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
Designing (3D software), slicing, printing & finishing.

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
Practical's –
 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)

Textiles – New discipline so the same as year 7 to embed skills & knowledge
 Introduction to textiles room
 Hazards – health & safety and expectations
 Design brief for product production
 Introduction Fibres, synthetic & man-made
 Practical skills building – hand sewing techniques
 Introduction to Sewing machine, parts, threading and basic stitching
 Sewing machine licence – pass or fail
 Research for design ideas, mood board
 Generate design ideas – leading to product production
Practical skills: running stitch, overstitch, backstitch, blanket stitch
 French knot, chain stitch, sewing a button, cross stitch,
 Threading and using a sewing machine.
End of unit practical assessment: phone case
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, exploring their local landscape and architecture and their use of perspective in art

Drawing for purpose -
 Drawing from nature developing skills using a range of media and presentation of ideas.

Assessments:
 Developing ideas through critical understanding
 Refining work through experimenting with media
 Recording ideas with a focus on literacy
 Personal response.

TERM 1

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 & 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 & 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.
Practical's –
 Swiss roll stack, chicken chow mein, 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

TERM 2

TERM 3

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.



Enrichment & personal development

Careers Education

YEAR 7	<p align="center">DT & ART</p> <p>Sustainability, the environment, in house plastic recycling system. Social, moral & cultural issues embedded into ks3 curriculum. Stem club with year 8 & 9 with BAE competition. In addition, regular art clubs held in lunchtimes & after school to enrich curriculum & encourage students to develop creatively.</p>	YEAR 7	<p align="center">DT & ART</p> <p>Research into job roles: DT & Art and Design jobs in industry. Pupils look at different jobs in manufacturing & design industries, understand importance of jobs in stem subjects. Students have the ability to design and make their own products from conception to completion. Regular links made to industry and industry requirements. Exposure to new & emerging technologies that provide future job opportunities.</p>
YEAR 8		YEAR 8	
YEAR 9		YEAR 9	
<p>Literacy & Numeracy</p>	<p>Students are required to read, understand and process information. In all areas of the Creative Arts subjects students are expected to read & understand instructions, process information and carry out basic literacy & numeracy tasks in lessons when required.</p>	<p>Catholic Ethos</p>	<p>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.</p>



By the end of Key Stage 3

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

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 1st 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.

November – 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

Examination Period

Cultural Capital: new & 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 kev knowledæe.



Enrichment & Personal development

Careers Education

<p>YEAR 10</p>	<p>Sustainability, the environment, in house plastic recycling system. Social, moral & cultural issues embedded into KS4 curriculum, following on from KS3 curriculum.</p>	<p>YEAR 10</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>YEAR 11</p>	<p>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.</p>	<p>YEAR 11</p>	<p>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.</p>
<p>Literacy & Numeracy</p>	<p>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.</p>	<p>Catholic Ethos</p>	<p>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.</p>



BY THE END OF KEY STAGE 3	YEAR 10	YEAR 11	
<p>As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design.</p> <p>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:</p> <ul style="list-style-type: none"> - produce creative work, exploring their ideas and recording their experiences. <p>Be proficient in drawing, painting, sculpture and other art, craft and design techniques</p> <p>Evaluate and analyse creative works using the language of art, craft and design</p> <p>Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">TERM 1</p>	<p>Introduction to assessment objectives through short projects and drawing tasks</p> <p>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.</p>	<p>Project 2 (continued from year 10) – clay manufacture A range of hand-building techniques will be demonstrated before the students select which is most appropriate for their final piece</p> <ul style="list-style-type: none"> • Ability to present a personal response that realises their intentions (AO4)
		<p style="writing-mode: vertical-rl; transform: rotate(180deg);">TERM 2</p>	<p>Project 1 – personal identity Investigating the work of an artist and developing recorded ideas in a range of media</p> <ul style="list-style-type: none"> • Show an ability to develop ideas through investigation and critical understanding (AO1) • Show an ability to skilfully record ideas and observations and intentions (AO3)
	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">TERM 3</p>		<p>Introducing further artists, designers or craftspeople, continuing to develop their abilities to record ideas in a range of creative ways. Begin to experiment with a range of ideas and techniques allowing the work to organically develop towards a final outcome</p> <ul style="list-style-type: none"> • 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)
<p>Producing a personal outcome based on initial studies, developing contextual awareness and experimenting with a range of media and ideas</p> <ul style="list-style-type: none"> • Ability to present a personal response that realises their intentions (AO4) 		<p>Enrichment phase - Completing, improving, further developing and annotating previous work based on formative assessment to develop weaker areas and core skills</p>	
<p>Project 2 – clay design Students will develop 3 pages of studies exploring a ceramic artist, a selected theme and the development of their own three-dimensional response.</p> <ul style="list-style-type: none"> • (AO1, 2 & 3) 	<p style="text-align: center; font-size: 2em; font-weight: bold;">Examination Period</p>		
<p>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.</p>			
<p>Extra-curricular: Art clubs, during & after school and various trips are organised to extend students' knowledge & inspire future study.</p>			



Enrichment & Personal Development

Careers Education

<p>YEAR 10</p>	<p>Students are given access to the art room and materials to allow them to access learning outside of lesson, their homework tasks are generally set as extensions to work in class to allow them further time to make improvements to on-going projects and develop further skills.</p> <p>They have access to the art room during lunchtimes and after school if it is easier for them to concentrate away from younger family members. When any piece of work is completed it can be logged, then they will be given instructions on how to further improve it.</p>	<p>YEAR 10</p>	<p>Students will look into the work of professional artists during each project, informal conversations then happen regarding the costs of the work and the success required to make a career from it. They will also look at a range of skills and techniques during the course such as ceramics, jewellery design, fashion, graphics, architecture and photography.</p>
<p>YEAR 11</p>	<p>Students are given access to the art room and materials to allow them to access learning outside of lesson, their homework tasks are generally set as extensions to work in class to allow them further time to make improvements to on-going projects and develop further skills. They have access to the art room during lunchtimes and after school if it is easier for them to concentrate away from younger family members. When any piece of work is completed it can be logged, then they will be given instructions on how to further improve it.</p> <p>In the run-up to the year 11 exam and completion of portfolio students are invited in to school during holidays to give extended times to complete and display work.</p>	<p>YEAR 11</p>	<p>Students will look into the work of professional artists during each project, informal conversations then happen regarding the costs of the work and the success required to make a career from it. They will also look at a range of skills and techniques during the course such as ceramics, jewellery design, fashion, graphics, architecture and photography.</p>
<p>Literacy & Numeracy</p>	<p>Annotation is a key element within assessment objective 3, students will lose marks without annotations, and can gain marks if they can analyse their work.</p> <p>Numeracy can be used in art when scaling a drawing or using perspective to show depth.</p>	<p>Catholic Ethos</p>	<p>In key stage 3 we look at do a project which look at Fernando Llorc and his Catholic faith, this teaches students to research an artist's work and style. Students at key stage 4 have access to select artists from around the world to focus on for assessment objective 1.</p>



BY THE END OF KEY STAGE 3	YEAR 10	YEAR 11
<p>Cooking and Nutrition</p> <p>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.</p> <p>Pupils should be taught to:</p> <p>Key Stage 3</p> <p>Understand and apply the principles of nutrition and health</p> <p>Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet</p> <p>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]</p> <p>Understand the source, seasonality and characteristics of a broad range of ingredients.</p>	<p>TERM 1</p> <p>Unit 1: Enables learners to gain & develop comprehensive knowledge & understanding of the hospitality & catering industry including provision, health & safety, and food safety.</p> <p>Unit 2: Enables learners to develop and apply knowledge and understanding of the importance of nutrition and how to plan nutritious menus. They will learn the skills needed to prepare, cook and present dishes. They will also learn how to review their work effectively</p> <p>The course is structured in such a way that Unit 1 & Unit 2 work alongside each other to embed key skills that will allow students to have the knowledge and application to carry their Unit 2 Assessment which is worth 60% of their total grade.</p> <p>Practical tasks will be assessed with a focus on production, efficiency, quality & presentation.</p>	<p>PPE's take place in November, these assist in gauging students technical knowledge & inform future revision planning and gaps in knowledge.</p> <p>Unit 1: enables learners to gain & develop comprehensive knowledge & understanding of the hospitality & catering industry including provision, health & safety, and food safety.</p> <p>Unit 2: enables learners to develop and apply knowledge and understanding of the importance of nutrition and how to plan nutritious menus. They will learn the skills needed to prepare, cook and present dishes. They will also learn how to review their work effectively</p> <p>The course is structured in such a way that Unit 1 & Unit 2 work along side each other to embed key skills that will allow students to have the knowledge and application to carry their unit 2 assessment which is worth 60% of their total grade.</p> <p>Practical tasks will be assessed with a focus on production, efficiency, quality & presentation.</p> <p>Controlled Assessment Task: (120 marks)</p> <p>An assignment brief will be provided by WJEC, which will include a scenario and several tasks. The assignment brief will be set annually by WJEC and issued to centres in an assessment pack via the WJEC secure website.</p> <p>2.1 The importance of nutrition 2.2 Menu planning 2.3 The skills and techniques of preparation, cooking and presentation of dishes 2.4 Evaluating cooking skills</p>
	<p>TERM 3</p> <p>Cultural capital: awareness of different cultures, including social moral & cultural reasons.</p>	<p>Extra-curricular: students have the opportunity to take part in a variety of charity events held in school, promoting the CTK WAY.</p>



Enrichment & Personal Development

Careers Education

<p>YEAR 10</p>	<p>Students are continually encouraged to use those skills developed in lessons to enhance their own personal development. Students take part in a variety of activities in year 10 that promote the CTK WAY.</p>	<p>YEAR 10</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.</p>
<p>YEAR 11</p>	<p>Students focus on charity events such as the Christmas Challenge day that happens at the end of term 1 & look for other opportunities, these promote a positive mind set and a sense of being a team player.</p>	<p>YEAR 11</p>	<p>Continued career guidance & support with college applications for those students wishing to pursue a career within the hospitality & catering industry. Additional support for those students highlighted with potential, aptitude or a desire to progress within the field.</p>
<p>Literacy & Numeracy</p>	<p>Students are required to read, understand and process information. In all areas of Hospitality & Catering students are expected to read & understand instructions, process information and carry out more advanced literacy & numeracy tasks in all aspects of the course.</p>	<p>Catholic Ethos</p>	<p>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.</p>



BY THE END OF KEY STAGE 3		YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11
<p>Music: pupils 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.</p> <p>Pupils should be taught to:</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music</p> <p>Drama: is not a Key stage 2 subject area.</p>	TERM 1	<p>Introduction to drama through the topic of mime.</p> <p>Students to complete ice breaker activities and perform for their peers in small groups. Develop subject specific vocabulary. Cinderella.</p> <p>Scripted drama performance.</p> <p>Students will perform short scripts based around Cinderella.</p> <p>Homework tasks of learning lines.</p> <p>Knowledge list: Confidence, tone of voice, mime, scripted drama, learning lines, evaluating performances.</p> <p>Skills covered: Mime, freeze frame, scripted drama, stage directions.</p> <p>Golden thread: Drama skills which will be developed at Key Stage 3 and used at Key Stage 4.</p> <p>Baseline assessment task, The Old Man and his Grandson.</p> <p>Assessment of Cinderella Scripted Performance/ Written evaluation.</p>	<p>Students will learn a scripted piece of drama and then devise their own ending to the play.</p> <p>They will continue to develop their drama vocabulary.</p> <p>Homework tasks will be learning lines and can be differentiated for the different ability groups.</p> <p>Embed the rehearsal process and produce final performance.</p> <p>Knowledge list: Devising, character development, imagination, blocking, stage directions.</p> <p>Skills covered: Devised drama, scripted drama, learning lines, developing characters, how to block a script.</p> <p>Golden thread: Continuing the development of scripted and devised drama skills introduced in year 7.</p> <p>Scripted performance of Desmond. Written evaluation</p>	<p>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.</p> <p>Homework will be to learn their lines from memory. For lower ability students this will be "chunked."</p> <p>Knowledge list: Scripted drama, history of Liverpool, staging, blocking, accent, props.</p> <p>Skills covered: Scripted drama, learning lines, developing an accent, staging, use of props within a script.</p> <p>Golden thread: Continuing the development of performing a piece of scripted drama, which is continued at Key Stage 4.</p> <p>Duologue performance. Written evaluation of their rehearsal process and final performance.</p>	<p>Course content: Unit 1, 2 & 3</p> <p>Skills Development:</p> <p>Introduction to key performing arts skills through practitioner workshops in addition to skills-based workshops (Music, dance and drama)</p> <p>How to put on a performance, this leads directly to participation in the Christmas show.</p> <p>Knowledge list: Stanislavski, Artaud, Lin-Manuel Miranda, Andy Blankenbuhler, choreography, diaphragmatic breathing, warm-up, cool down, muscle stretches, rhythm, rhythm notation, score, vocal warm ups, monologue.</p> <p>Skills covered: Performing a monologue, performing as song as part of an ensemble, basic dance skills.</p> <p>Unit 2 – completed before Unit 1</p> <p>Unit 2 – Creating (Tasks set by the exam board September year 10 – submission end of April year 10)</p> <p>Task 1 - Creative Brief</p> <p>Task 2 - Development Log</p> <p>Task 3 - Presentation</p> <p>Task 4 - Evaluation</p> <p>Homework, task based: rehearse skills (Music/dance/drama)</p> <p>Knowledge list: Research, create, rehearse, present, review and reflect.</p> <p>Development of performing art skill in preparation for Unit 1 in Year 11. Perform in the summer concert.</p> <p>Knowledge list: Solo, ensemble, performance, technical, set design, stage management, sound, lights, costume, rehearsals, dress rehearsal, advertising and marketing.</p> <p>Skills covered: Performance, technical skills, creating, rehearsing, staging.</p> <p>Golden thread: Putting on a performance and the technical skills lead towards Unit 3 in year 11.</p>	<p>Unit 1- The Performance</p> <p>Task 1A- Initial research</p> <p>Task 1B - Influence and impact</p> <p>Task 3 - Reflective journal</p> <p>Task 4 - Performance</p> <p>Task 5- Evaluation</p> <p>Tasks set by the exam board.</p> <p>Knowledge list: Research, rehearse, perform, present, evaluate and reflect.</p> <p>Skills covered: Solo performance, ensemble performance, dance, drama, music, hair and make-up design, presentational skills.</p> <p>Brief and tasks to be set by the Exam board January 2024</p> <p>Knowledge list: Factors considered when creating a performance, research, plan, create, promote, pitch.</p> <p>Skills covered: Planning, preparing, researching, creating, performing, rehearsing, promoting, pitching, presenting, evaluating and reflecting.</p> <p>Tasks completed as a solo activity under controlled assessment conditions, moderated in department & submitted to external board.</p> <p>Submission April year 11.</p> <p>There is no written examination for this course, just 3 Units that are submitted to EDUQAS.</p>
	TERM 2	<p>Introduction to music through the Elements of music: Basic keyboard skills to broaden listening skills and develop use of subject specific vocabulary.</p> <p>The Orchestra: Students will learn about the Western Classical orchestra and continue to develop subject specific vocabulary.</p> <p>Students perform and ensemble piece as a class on the keyboards.</p> <p>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.</p> <p>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.</p> <p>Skills covered: Basic keyboard skills.</p> <p>Reading the Treble Clef; time signature; basic notation; listening to & recognising orchestral instruments.</p> <p>Baseline music listening test; Baseline keyboard skills test; Poker Face- practical keyboard assessment; Written assessment of key terms and the instruments of the orchestra.</p>	<p>Traditions of African music: perform as part of a whole class ensemble and then create their own piece of African music.</p> <p>They will learn subject specific vocabulary.</p> <p>Homework tasks to develop their use of subject specific vocabulary and broaden their musical listening skills.</p> <p>Development of Keyboard skills:</p> <p>Students will continue developing their keyboard skills through the 4-chord unit. They will add in a left-hand part.</p> <p>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.</p> <p>Knowledge list: Bass clef, chord, polyrhythm, ensemble, round, repetition, call and response, improvisation, chanting.</p> <p>Skills covered: Adding a left-hand part, building up chords, composing a piece of music in an African style, ensemble performing.</p> <p>Written assessment of key terms and a listening assessment linked to the study of film music.</p>	<p>Students will learn about the use of musical themes to represent characters in computer games music.</p> <p>Students will learn to play existing themes on the keyboards.</p> <p>Students will continue to develop their music vocabulary.</p> <p>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.</p> <p>Student will then study "The Musicals"</p> <p>Students will study a range of musicals and look at the theoretical history behind musical theatre.</p> <p>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.</p> <p>Knowledge list: Chromatic scale, theme, development, musical theatre, song, overture, ukulele, guitar tablature, strumming.</p> <p>Skills covered: Keyboard skills, composition on the keyboard, playing the Ukulele.</p> <p>Written evaluation of their rehearsal process and final performance.</p>		
	TERM 3	<p>Enrichment: 999 what's your emergency. Devising, script writing and technical tasks.</p>	<p>Enrichment: Macbeth. Short scripted scene from Macbeth followed by stage make up designs.</p>	<p>Enrichment: Disaster. Creating an idea for a performance and designing the advertising and marketing, scripts, props and costumes for a show.</p>		
<p>Cultural capital: To take part in a live performance. To watch live performances. Visits to careers events at UCLan with Lancashire Music Services.</p>						
<p>Extra-curricular: choir, dance club, drama club. Opportunities to take part in school performances and performances with our link primary schools at St Joseph's</p>						



ENRICHMENT & PERSONAL DEVELOPMENT

CAREERS EDUCATION

YEAR 7	<p>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</p> <p>Trips are arranged to see local and national theatre productions.</p> <p>Performances in school by Runshaw College drama department.</p>	YEAR 7	Job roles within the performing arts as a performer and through a technical role
YEAR 8		YEAR 8	Make-up and costume designer roles.
YEAR 9		YEAR 9	Lancashire Music Services offer a session on careers within Performing Arts through UCLan for year 9 students.
YEAR 10		YEAR 10	Development of careers within the arts, through technical and practical roles.
YEAR 11		YEAR 11	Development of careers within the arts, through technical and practical roles.
LITERACY & NUMERACY	<p>Students read texts throughout drama and learn to read music notation.</p> <p>Some of the texts are extended texts and they learn the conventions of interpreting a script, rather than a book.</p> <p>Both subject areas allow for Oracy opportunities and verbal discussion take place during each lesson.</p> <p>In music students study numeracy to understand rhythm and notation. This is evident in the music the students perform and compose.</p>	CATHOLIC ETHOS	<p>Choir and drama club take part in religious services and provide music and readings/drama at the services.</p>