

EXPRESSIVE ARTS (ART) COMPOSITE KNOWLEDGE COVERAGE KEY STAGE 5 (Further Education)

Intent: For learner to develop their employability skills and apply them to a workplace. They will gain new skills in their option group and learn the expectations of a workplace. They will develop a product and sell this at different times of the year.

	Cycle A (23-24)	Cycle B (24-25)	Cycle C (25-26)	Running throughout each cycle		
Autumn	<p><u>MUSIC SUBJECT SKILLS</u> <i>Creating and developing musical ideas (composing)</i> <i>Listening and applying knowledge and understanding.</i></p> <p><u>ART SUBJECT SKILLS</u> <i>Basic techniques and the use of tools</i></p> <p><u>DANCE SUBJECT SKILLS</u> <i>Articulate body parts using gesture and dynamic range of both solo and partner work</i> <i>To develop sensitivity in the group and partner work, exploring the role of leader and follower.</i></p> <p><u>DIGITAL MEDIA SUBJECT SKILLS</u> <i>Camera skills, create an exhibition, photo editing and printing mounting and framing</i></p> <p><u>MAINTENANCE</u> <i>Using basic tools</i></p> <p><u>CATERING</u> <i>To store food correctly and safely. To be able to read sell by and best by dates on food packaging. Identify and solve their own design problems and understand how to reformulate and understand how to reformulate problems given to them.</i></p> <p><u>HORTICULTURE</u></p>	<p><u>MUSIC SUBJECT SKILLS</u> <i>Controlling sounds through singing and playing (performing)</i> <i>Creating and developing musical ideas (composing)</i></p> <p><u>ART SUBJECT SKILLS</u> <i>Basic techniques and the use of tools</i></p> <p><u>DANCE SUBJECT SKILLS</u> <i>To create a range of movement qualities relating to a variety of emotions</i> <i>To extend individual movement vocabulary and dynamic range through the influence of different stimuli</i></p> <p><u>DIGITAL MEDIA SUBJECT SKILLS</u> <i>Still shooting and using photographic software and desktop publishing software</i></p> <p><u>MAINTENANCE</u> <i>Bike Maintenance: changing tyres, pumping tires and oiling</i></p> <p><u>CATERING</u> <i>To learn and follow routines around the kitchen. Begin to contribution to decisions about what they will d and how, for example, showing understanding of the sequence of a process.</i></p> <p><u>HORTICULTURE</u> <i>Bulb Plantation</i></p>	<p><u>MUSIC SUBJECT SKILLS</u> <i>Responding and reviewing (appraising)</i> <i>Controlling sounds through singing and playing (performing)</i></p> <p><u>ART SUBJECT SKILLS</u> <i>Basic techniques and the use of tools</i></p> <p><u>DANCE SUBJECT SKILLS</u> <i>To create a solo which can be repeated with contrasting qualities.</i> <i>To create a solo dance using repetition and variation</i></p> <p><u>DIGITAL MEDIA SUBJECT SKILLS</u> <i>Reaction times, camera settings, shooting without a viewfinder, stylized images with photo software, print mount and display</i></p> <p><u>MAINTENANCE</u> <i>Basic joinery: flat packing, building platers and raised beds</i></p> <p><u>CATERING</u> <i>Temperatures/refrigeration/chilling cold holdings. To test, evaluate and refine their ideas and products against a specification, considering the views of intended users and other interested groups.</i></p> <p><u>HORTICULTURE</u></p>	<p>EMPLOYABILITY: All learners should be developing their employability skills. These include, but not limited to: working with others; basic work-based skills; time keeping and dressing and acting appropriately. These skills should be generalisable.</p>	<p>ENTERPRISE: Learners should produce a product or service within there group and have a chance to perform/market their product. Learners should be involved in all areas of the enterprise producing, including sourcing, pricing and selling.</p>	<p>Producing a product: At the end of every term, learners should have a product or service. They will have chance to sell or perform their product/service and throughout the term, they will learn the basics of marketing, including understanding audiences, wants, the design cycle and all other areas of making a product.</p>

	<p><i>Harvesting</i></p>		<p><i>General Maintenance</i></p>			
<p>Spring</p>	<p><u>MUSIC SUBJECT SKILLS</u> <i>Creating and developing musical ideas (composing)</i> <i>Listening and applying knowledge and understanding</i></p> <p><u>ART SUBJECT SKILLS</u> <i>Fine art and the use of kick stands</i></p> <p><u>DANCE SUBJECT SKILLS</u> <i>To explore circling movements an up/down motions</i> <i>To explore different traveling movements</i></p> <p><u>DIGITAL MEDIA SUBJECT SKILLS</u> <i>Macro photography</i></p> <p><u>MAINTENANCE</u> <i>Changing items which are broken, e.g.: plug heads or lightbulbs</i></p>	<p><u>MUSIC SUBJECT SKILLS</u> <i>Controlling sounds through singing and playing (performing)</i> <i>Responding and reviewing (appraising)</i></p> <p><u>ART SUBJECT SKILLS</u> <i>Sculpture</i></p> <p><u>DANCE SUBJECT SKILLS</u> <i>To use isolated movements and whole-body movements</i> <i>To use focus to enhance intention</i></p> <p><u>DIGITAL MEDIA SUBJECT SKILLS</u> <i>Drawing imagination, creatively adding to real world images</i></p> <p><u>MAINTENANCE</u> <i>Maintaining household items hooovers; washing machines and dryers</i></p>	<p><u>MUSIC SUBJECT SKILLS</u> <i>Creating and developing musical ideas (composing)</i> <i>Listening and applying knowledge and understanding</i></p> <p><u>ART SUBJECT SKILLS</u> <i>Creating big visual art</i></p> <p><u>DANCE SUBJECT SKILLS</u> <i>To create a sequence of movement that challenges both the body and the brain.</i> <i>To explore a variety of body and group shapes</i></p> <p><u>DIGITAL MEDIA SUBJECT SKILLS</u> <i>Gradually reliving more detail the close you look, close up with a camera and up to microscopes</i></p> <p><u>MAINTENANCE</u> <i>Basic DIY; hanging pictures, levelling and basic joinery; painting</i></p>			

	<p><u>CATERING</u> To identify areas of a kitchen and safety. To explore a material in increasingly complex ways for example, tearing, squashing, mixing or bending material.</p> <p><u>HORTICULTURE</u> Ground Preparation</p>	<p><u>CATERING</u> To identify areas of kitchen hygiene and safety. Product development/using cookers safely/reheating and heating safely.</p> <p><u>HORTICULTURE</u> Seed Plantation</p>	<p><u>CATERING</u> To identify areas of kitchen hygiene and safely. Food preparation/food storage. To identify rules of working in a kitchen environment, for example knife safety, clothing footwear etc</p> <p><u>HORTICULTURE</u> General Maintenance</p>			
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer</p>	<p><u>MUSIC SUBJECT SKILLS</u> Controlling sounds through singing and playing (performing) Listening and applying knowledge and understanding</p> <p><u>ART SUBJECT SKILLS</u> Using paints and wax to create shades</p> <p><u>DANCE SUBJECT SKILLS</u> To create an original movement sequence reflecting individual characteristics To use a different imagery to determine varying dynamics and intentions</p> <p><u>DIGITAL MEDIA SUBJECT SKILLS</u> Producing a series of images to create a narrative, using story boards</p> <p><u>MAINTENANCE</u> Car Maintenance: valeting, checking oil and basic checks</p> <p><u>CATERING</u></p>	<p><u>MUSIC SUBJECT SKILLS</u> Listening and applying knowledge and understanding Responding and reviewing (appraising)</p> <p><u>ART SUBJECT SKILLS</u> Self-art/Portraits</p> <p><u>DANCE SUBJECT SKILLS</u> To work with unison and contrasting movements To develop contact skills</p> <p><u>DIGITAL MEDIA SUBJECT SKILLS</u> Creating a set of images of an event and create a photo story</p> <p><u>MAINTENANCE</u> Patching walls/basic plastering/poly-filling</p> <p><u>CATERING</u></p>	<p><u>MUSIC SUBJECT SKILLS</u> Responding and reviewing (appraising) Controlling sounds through singing and playing (performing)</p> <p><u>ART SUBJECT SKILLS</u> Cafe art/Wall art</p> <p><u>DANCE SUBJECT SKILLS</u> To create a duet using contrasting work and a narrative structure To create dance sequences which have a degree of risk, contact and support.</p> <p><u>DIGITAL MEDIA SUBJECT SKILLS</u> Micro photography</p> <p><u>MAINTENANCE</u> Tidying and cleaning the grounds</p> <p><u>CATERING</u></p>			

	<p><i>To learn and follow routines around the kitchen. To acquire skills such as slicing, chopping and grating, mixing blending whisking and folding in method.</i></p> <p><u>HORTICULTURE</u> Repotting</p>	<p><i>To be able to grow ingredients/budget money and be aware of environmental issues. To be able to select from and use specialist tools, techniques and equipment</i></p> <p><u>HORTICULTURE</u> Planting and taking care of plants</p>	<p><i>To plan a menu/shopping/budgeting/food labelling/storing food. Environmental issues/world foods/cultural dishes</i></p> <p><u>HORTICULTURE</u> Plant recognition</p>			
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