

# Curriculum Intent – Creative Arts

## Curriculum Priorities

Creative Arts Curriculum at Nottingham Girls' Academy is designed to develop subject specific knowledge as well as play its part in developing cross-curricular skills and personal qualities, supporting young women's journeys into STEM pathways.

Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens who are empowered with skills and qualities to enter the next phase of life confidently as young women from diverse backgrounds. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world.

### Knowledge

By the end of Key Stage 4 in **food preparation and nutrition** we want pupils to have:

- Developed their knowledge and understanding of ingredients, healthy eating and food provenance. Demonstrated food preparation and cooking techniques, the principles of food hygiene and safety and applied their knowledge to make informed choices. Developed the creative, technical and practical expertise needed to perform everyday tasks confidently, applying a repertoire of knowledge, understanding and skills in order to create high quality dishes for a wide range of people and test their ideas and the work of others.
- An understanding of the principles of *The Eatwell guide* and the 8 tips for healthy eating, to their own diet, name the key nutrients, sources and functions and adapt and follow recipes using appropriate ingredients and equipment to prepare and cook a range of dishes, increasing in complexity as well as a knowledge of the source, seasonality and characteristics of a range of ingredients.

By the end of Key Stage 4 in **D&T, textiles and graphics** we want pupils to have:

- An ability to innovate and take risks, to be resourceful, to be an enterprising and capable citizen. An ability to conduct primary and secondary research relating: aesthetic, technical, cultural, social, economic, industrial and environmental issues. To understand and apply findings to inform design decisions. An ability to design products that solve real world and relevant problems within a variety of contexts, considering their own and other's needs, wants and values.
- An ability to combine practical and technological skills with creative thinking and problem solving to make products and systems to meet human needs. An ability to apply an understanding of a wide range of materials, being able to choose and justify

their use in relation to their aesthetic, technical, economic, cultural, and physical properties.

By the end of Key Stage 4 in **art & design** we want pupils to have:

- Know methods, materials and techniques relating to Drawing, Painting and Printing. Know the meaning of formal elements. Names of media, materials and tools. Understand **key art movements** including sequence movements in a timeline, highlight key features of movements, discuss historical and cultural events that led to or impacted art movements, know key artists linked to movements, understand the artists intentions and contributions to art movements and know key pieces of art.
- **An ability to develop ideas** by analysing or select a theme to explore to highlight an on-going enquiry, idea or questions, responding to a stimulus, research and source Artists to develop ideas (books, internet, galleries, exhibitions, library, magazines). Produce analytical drawings from initial response and select and highlight an idea, visual element or composition to use in a different ways.
- **An ability to experiment and refine** by making developmental studies to show experimentation with composition, materials, media and techniques (Maquettes). Use visual methods and writing to record artistic intentions (thumbnail sketches, annotations, templates, models). Communicate your process and journey from stimulus to outcome (sketchbook, boards, prep sheets). Produce a range of developmental studies and studio work as well as refined completed studies effects and evaluate work in progress to select and make small changes to an idea to achieve your artistic intention. Know and understand key vocabulary, reference a range of visual elements and principles and understand artistic choices in the composition and form.
- **An ability to discuss** subject matter/themes/issues/narratives/stories/ideas in work of self and others and use written form to evaluate work, making judgements about its effectiveness and successes.

For those who study Art & Design at **Key Stage 5** we want students to have:

- A variety of experiences that employ a range of traditional and new media, processes and techniques appropriate to the chosen areas of study.
- Knowledge of art, craft and design should be developed through research, the development of ideas and making, working from first-hand experience and, where appropriate, secondary source materials.
- **Practical and theoretical knowledge and understanding of:**
  - Relevant materials, processes, technologies and resources
  - How ideas, feelings and meanings can be conveyed and interpreted in images and artefacts
  - How images and artefacts relate to the time and place in which they were made and to their social and cultural contexts
  - Continuity and change in different genres, styles and traditions
  - A working vocabulary and specialist terminology.

- **Pupils will develop the skills to:**
- Record experiences and observations, in a variety of ways using drawing or other appropriate visual forms; undertake research; and gather, select and organise visual and other appropriate information
- Explore relevant resources; analyse, discuss and evaluate images, objects and artefacts; and make and record independent judgements
- Use knowledge and understanding of the work of others to develop and extend thinking and inform own work
- Generate and explore potential lines of enquiry using appropriate media and techniques
- Apply knowledge and understanding in making images and artefacts; review and modify work; and plan and develop ideas in the light of their own and others' evaluations
- Organise, select and communicate ideas, solutions and responses, and present them in a range of visual, tactile and/or sensory forms.
- Pupils can work entirely in digital media or entirely in non-digital media, or in a mixture of both, provided the aims and assessment objectives are met.

## Skills

The skills we aim to develop are:



Literacy & Numeracy



Communication



Problem Solving



Metacognition



Leadership



Collaboration



Physical,  
Practical &  
Technical



Digital Literacy

For example:

- **Literacy:** writing evaluations, using keywords including sensory analysis and product analysis. Reading and using knowledge organisers and learning journeys and using these to help pupils to become more independent learners. Reading: recipes, methods, instructions and relevant articles.
- **Problem solving:** learning to deal with mistakes, improving and evaluating work as they go. Understanding that there is usually more than one way of solving a design problem or making a product.
- **Leadership:** giving pupils responsibility with classroom organisation tasks. Taking the lead in group tasks. Being an expert or ambassador in each subject area or task. Giving pupils an ambassador badge at the end of the year.
- **Collaboration:** group work, peer assessment, team tasks. Supporting each other in a positive way. Working in groups on tables in most areas and working together to tidy up and put away equipment/resources at the end of the lesson.
- **Numeracy:** measurements, scaling up and down, using accurate measurements, dimensions and why this is key to a successful product.

- **Communication:** Discussing ideas, designs and practical work. Sharing what went well and what could be improved. Showcasing products at the end of the practical tasks.
- **Metacognition:** retrieval of skills, building on these from each year. Remembering skills, equipment, materials, rules and routines from each year.
- **Digital:** 2D design, designing products in Art using tablets. In the past, using the computerised embroidery machine. In future lessons 3D printers and laser cutters.

## Qualities

The qualities we aim to develop are:



For example:

- **Resilience:** adapting when mistakes happen. Learning not to give up and that there are always ways to improve. Starting again if necessary and learning from your mistakes.
- **Respect:** of other pupils' beliefs and cultures, special diets, opinions. Being respectful during peer assessment of their and other peoples work. Being respectful when analysing and exploring the work of other designer, makers, artists, chefs and professionals.
- **Integrity:** believing in their own ideas, abilities and creating their own work which can be influenced by others.
- **Aspiration:** being positive, showing high standards of work, attending clubs and competitions. Showing a keen interest in careers and further education opportunities.
- **Empathy:** when designing products for other people with different needs and wants. Making food products for people with dietary or religious requirements.
- **Positivity:** nurturing a safe and positive environment where mistakes can happen. Encouraging pupils to be positive about tasks set and giving them relevant and purposeful tasks. Encouraging pupils to develop positive and healthy lifestyles.
- **Creativity:** giving pupils the option to design products how they want or being creative within the constraints given (size, shape, time, resources, ability). All products made will be different and should reflect the choices made by individual pupils.

# Curriculum Principles

## Sequencing, Learning and Assessment

Our curriculum has been structured to take into account the cognitive science of how we learn. Key knowledge is covered sequentially and deliberately revisited and built upon. Spaced practice and retrieval are a feature of the curriculum structure.

This is further reinforced by:

- Learning Challenge: a purely formative assessment to help evaluate, and then reshape learning and address misconceptions at the end of each unit.
- Learning Consolidation: a summative assessment, taken at a planned interval from the end of the unit, to help evaluate retention of learning in the long-term memory.

## Cultural Capital

Cultural capital is developed throughout the curriculum with deliberate opportunities for all pupils (but especially disadvantaged pupils) to experience aspects of the taught curriculum through trips, events and activities and broaden their horizons.

For example:

- Attending clubs and competitions (MOBIE, Architecture, Bake Off, Masterchef)
- Previous visits to local restaurants (Jamie's Italian with KS4 food).
- Good food show, Grand Designs and Design, Engineering show. TBA.
- Previous visits to The Clothes Show Live.
- Visiting speakers (vegetarian society, fish workshops, game workshop TBC, Royal Navy TBC).
- Art gallery visit KS4
- Degree show visits KS4 & KS5 art.
- FutureChef. Very ambitious nationwide competition for budding chefs.

## Equality

We want our curriculum to reflect what it means to be a young, British woman today; for our pupils to know about the struggle and sacrifice that has led to the freedom and opportunity they have. We want them to know about their heritage and culture, and that of others in our community, enabling them to celebrate it and contribute to the progress of democracy as global citizens. We therefore regularly review and consult on the equality of our curriculum.

For example:

- Using a broad range of culturally diverse artists, designers, makers, chefs and other professionals.
- Exploring the work of a broad, diverse range of artists, designers, makers, chefs and other professionals.

- Focussing on the success of female artists, designers, makers, chefs and other professionals.
- Ensuring all pupils have access to materials and resources.
- We provide ingredients to all KS4 in food, preparation and nutrition and PP pupils if necessary, in KS3 to ensure all pupils can participate fully.

## Careers and Employability

To support our pupils growing understanding of how our subject might support them with employment, we plan in explicit links between their subject area and possible career pathways. Examples of the careers and sectors we highlight are:

- Careers week (March, annually) sessions on jobs opportunities in Art & Design, Food Industry and Product design during drop down days and have resources that cover a wide range of jobs, careers and professions in the hospitality and catering and Art and Design industries.
- Displays in our rooms on careers in our subject areas.
- BEE moments in lessons.
- Documentaries are regularly used as part of the curriculum, these often have professionals or showcase career opportunities (health visitor, dieticians, and nutritionists in food for example).
- Using real chefs and their team to demonstrate products being made and highlighting the more creative job roles that go into producing the programme including the food technologist, stylist, photographer.
- Sharing our experience as professionals in our subject area and our journeys to get there.
- End of year degree show visits. Nottingham Trent University has a huge range of relevant degrees in Art & Design.
- Outside speakers/visits on a wide range of topics and themes.
- Previous and future visits to NCN/The Hub to see the Hospitality and Catering course in action and college life.