



NOTTINGHAM GIRLS' ACADEMY

Curriculum-at-a-Glance: Creative Arts KS3

Questions?

- How will you demonstrate what you want the students to do. How will you be able to support them without standing near them?
- Which retrieval tasks will you do? Quizzes, tests, Seneca, GCSE bitesize? Given tests, copy from board. How do you mark these?
- How will you recap from the previous lesson?
- Will they be making a final product? If so can you show them what it will look like? Can you do an example? Can you grade your examples?
- What and how can you model examples on the board?
- How are you going to give feedback?
- How are you going to share the TBQ?
- How are you going to level/award Steps for the work they complete?
- What are they learning from doing the task?

Recovery Plan: Ks3 working on 3 groups of 28-30. They will do a graphics/RM based project a textiles based project and an art project. They will have 5 weeks in each subject then the teacher will rotate. This will carry on up to Jan. In Jan we either go back to normal or continue blocks adding in food, keeping art and textiles or graphics.

KS5 Art: They may need to do more digital based activities (lap tops) as it is unlikely they will be able to paint.

YEAR 7	Week 1 Date:	Week 2 Date:	Week 3 Date:	Week 4 Date:	Week 5 Date:
	After baseline test. 1 week (P1 Art baseline, P2 Tech b/line)				
Year 7 Textiles HNa Mon 4&5 Room: A57 Time: 13.15 - 15.00pm Thurs 4 & 5 Room: A55 Time: 13.15 - 15.00pm	Introduction to textiles Safety and equipment. Rules True/false worksheet What can I do and what do I know PowerPoint. Sample of line of straight stitch including how to make a knot and finish sewing. Introduction to topic. Technique of cross stitch. Keywords Examples and design examples. Video Homework: collect images for use for cross stitch.	Counted Cross stitch design. Understanding how to make a chart. Worksheet Demo. Keywords Looking at examples. Designing simple chart. Preparing fabric and centring. Getting started video Homework: investigate cross stitch kits.	Practical session. Video on British and Danish technique Making cross stitch on aida. Homework: Spelling revision.	Practical session. Review and reflect. Fact sheet Making cross stitch on aida. Quiz Homework: Analyse vintage cross stitch.	Practical session Complete, evaluate and assess. Worksheet Students will have a ziplock bag with resources in that they keep in a pocket in their exercise book. Demonstrations will be from the front using a web cam/visualiser. HNa needs to be shown how to use these when it arrives. Students struggling can be shown again using a demo/alternative tasks?

<p>Year 7 Graphics ATr</p> <p>Mon 4 & 5 Room: A58 Time: 13.15 - 15.00pm</p> <p>Thurs 4 & 5 Room: A54 Time: 13.15 - 15.00pm</p>	<p>Introduction to project: Novelty Phone Design</p> <p>Introduction to product analysis - Looking at phones through the years including novelty phones of the past. Mind-map what makes a phone, who it is designed for, etc.</p> <p>Drawing techniques:</p> <p>Drawing a phone in 3D.</p> <p>Test: Questions about lesson content to gauge learning and retention. To be written on whiteboard part of planners and</p>	<p>Target Market: What is it? Why are target markets used? How does identifying a target market help to inform design? Etc.</p> <p>Mind map potential target markets.</p> <p>Draw a series of objects/artefacts that appeal to their chosen target market.</p> <p>Test: Questions about lesson content to gauge learning and retention. To be written on whiteboard part of planners and held up for recording.</p> <p>HW: Collect and print pictures of 3 artefacts that MOST appeal to the target market and explain the rationale behind their choices.</p>	<p>Drawing and design techniques: Introduction to orthographic views and the reasons they are used, even nowadays.</p> <p>Analyse: Look at a bad novelty phone design, analyse why it is bad and how it might be altered to make necessary improvements.</p> <p>Draw: 4 ideas in detail for a novelty mobile phone that would appeal directly to their target market, taking in the points they've identified in the analysis.</p> <p>Test: Questions about lesson content to gauge learning and retention. To be written on whiteboard part of planners and held up for recording.</p> <p>HW: Complete drawings with labels explaining</p>	<p>Final design decision:</p> <p>Looking at all four initial designs, one must be chosen to form the final design. Decision to be made on own rationale of previous designs including EBIs.</p> <p>Draw: Work on drawing final designs.</p> <p>Test: Questions about project content from previous weeks to gauge learning and retention. To be written on whiteboard part of planners and held up for recording.</p> <p>HW: Create a physical model of their design using paper, card or other materials.</p>	<p>Final Design Completion:</p> <p>Final drawings to be finished. Re-introduce orthographic design. Students produce a basic orthographic drawing of their design.</p> <p>Evaluate: Students will evaluate their designs with WWW and EBI. Evaluative prompt questions to be projected on the whiteboard.</p> <p>Test: Students will write their WWW and EBI on their planner whiteboards to hold up for recording.</p>
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	<p>held up for recording.</p> <p>HW: Collect/print out pictures of different phones and make a mood board.</p>		<p>why they suit the target market and include EBI for each.</p>		
<p>Year 7 Art Room: A56 / A53 Time: Mon p4-5 / Thurs p4-5</p>	<p>INTRODUCTION TO ART – STEPS / EXPECTATIONS.</p> <p>LEARNING JOURNEY</p> <p>UNDERSTAND THE ‘FORMAL ELEMENTS’.</p> <p>Videos on BBC Bitesize will be used as a starting point.</p> <p>LEARNING CHALLENGE</p> <p>Understand colour theory and create a tonal colour wheel</p> <p>p1) COLOUR</p> <p>Class quiz – (Bitesize) assessment</p>	<p>p3) LINE</p> <p>LEARNING CHALLENGE</p> <p>Explore the quality of line using different media.</p> <p>Create Tonal work, single line drawings, ‘wrong’ hand drawings, pen and ink work etc</p> <p>Explore descriptive vocabulary</p> <p>INTRODUCE WRITING FRAMES/VOCAB SHEETS</p> <p>CONSOLIDATION</p> <p>How many examples?</p> <p>p4) COMPOSITION</p> <p>LEARNING CHALLENGE</p> <p>Look at different art works + plot out the composition (diagonal/asymmetrical,</p>	<p>5) SHAPE</p> <p>Recognising shapes - Geometric / Organic</p> <p>6) TEXTURE Creating texture from pictorial stimulus</p> <p>7) FORM</p> <p>Turning 2D shapes into 3D forms</p> <p>Learning about pencil grades and applying shading techniques (consolidation of previous line work)</p> <p>Students could vary media used (Pencil, Pen, Pencil crayon)</p> <p>LEARNING CHALLENGE</p>	<p>8) PATTERN</p> <p>Learn about creating a Pattern from a Motif. Look at repeat patterns</p> <p>CONSOLIDATION</p> <p>Create a basic or reflected repeat. Using any of the techniques explored – create a final design</p> <p>I.e. in coloured pencil crayon with tones/using colour theory; just with pen/fineliner patterns</p> <p>HW</p> <p>Write about a piece of Art (writing frame and artwork will given to</p>	<p>CONSOLIDATION</p> <p>Using any of the techniques explored – create a final design using patte</p> <p>Final Assessment</p> <p>Design, spellings, test?</p> <p>LEARNING JOURNEY RE-CAP</p> <p>Do students understand the ‘formal elements’?</p>

	<p>(compared with Wk1 test)</p> <p>PowerPoint</p> <p>WebCam Demo – Colour wheel - introduce Tone using pencil crayons</p> <p>p2) TONE</p> <p>Definition of Tone</p> <p>Complete colour wheel with controlled tone</p> <p>HW – Consolidate understanding of Colour and tone – Collage / Paint / digitally present different tones of one colour.</p>	<p>symmetrical, foreground / background</p> <p>Experiment with composition using simple shapes.</p> <p>HW</p> <p>Find examples of TEXTURE & PATTERN</p>	<p>Using shading/texture give 2d objects 3d form.</p> <p>HW – SPELLINGS - Key words?</p>	<p>them - on Teams). Use correct vocabulary and key terms.</p>	
YEAR 8	Week 1	Week 2	Week 3	Week 4	Week 5
Year 8 Textiles	<p>What are samplers?</p> <p>PowerPoint</p> <p>Designing a simple sampler. Using a template.</p> <p>How to make one.</p> <p>What is calico?</p>	<p>Starting to sew</p> <p>Key words</p> <p>Threading needle and 2 methods of securing thread to fabric. Demo.</p> <p>Adding design to fabric Demo.</p>	<p>Practical session</p> <p>Review of learning – worksheet.</p> <p>Stitching pictures or symbols to sampler.</p> <p>Homework – study of an embroidery practitioner.</p>	<p>Practical session</p> <p>Completing additional stitching to design.</p> <p>Signing and dating</p> <p>Homework – My embroidery selection</p>	<p>Completing, assessing and evaluating.</p> <p>Worksheet.</p>

	<p>Using embroidery threads. Splitting strands. Demo. Worksheet. Keywords Stitches – information sheet to support videos. How to make a running stitch, back stitch, chain stitch. Utube/Demo. Evaluate – what have I achieved this lesson? Homework – Study of a sampler.</p>	<p>How to satin stitch and cross stitch. Utube/Demo Quiz – identifying stitches Completing three lines of stitching using guidelines. Homework – research a different stitch to use for a picture/motif for the sampler.</p>			
<p>Year 8 Graphic</p>	<p>Introduction to project: <u>Novelty Phone Design</u> Introduction to product analysis - Looking at phones through the years including novelty phones of the</p>	<p><u>Target Market:</u> What is it? Why are target markets used? How does identifying a target market help to inform design? Etc. <u>Mind map</u> potential target markets. <u>Draw</u> a series of objects/artefacts that</p>	<p><u>Drawing and design techniques:</u> Introduction to orthographic views and the reasons they are used, even nowadays. <u>Analyse:</u> Look at a bad novelty phone design, analyse why it is bad and how it might be altered</p>	<p><u>Final design decision:</u> Looking at all four initial designs, one must be chosen to form the final design. Decision to be made on own rationale of previous designs including EBIs. <u>Draw:</u> Work on drawing final designs.</p>	<p><u>Final Design Completion:</u> Final drawings to be finished. Re-introduce orthographic design. Students produce a basic orthographic drawing of their design. <u>Evaluate:</u> Students will evaluate their designs with WWW and EBI.</p>

	<p>past. Mind-map what makes a phone, who it is designed for, etc.</p> <p>Drawing techniques: Drawing a phone in 3D.</p> <p>Test: Questions about lesson content to gauge learning and retention. To be written on whiteboard part of planners and held up for recording.</p> <p>HW: Collect/print out pictures of different phones and make a mood board.</p>	<p>appeal to their chosen target market.</p> <p>Test: Questions about lesson content to gauge learning and retention. To be written on whiteboard part of planners and held up for recording.</p> <p>HW: Collect and print pictures of 3 artefacts that MOST appeal to the target market and explain the rationale behind their choices.</p>	<p>to make necessary improvements.</p> <p>Draw: 4 ideas in detail for a novelty mobile phone that would appeal directly to their target market, taking in the points they've identified in the analysis.</p> <p>Test: Questions about lesson content to gauge learning and retention. To be written on whiteboard part of planners and held up for recording.</p> <p>HW: Complete drawings with labels explaining why they suit the target market and include EBI for each.</p>	<p>Test: Questions about project content from previous weeks to gauge learning and retention. To be written on whiteboard part of planners and held up for recording.</p> <p>HW: Create a physical model of their design using paper, card or other materials.</p>	<p>Evaluative prompt questions to be projected on the whiteboard.</p> <p>Test: Students will write their WWW and EBI on their planner whiteboards to hold up for recording.</p>
<p>Year 8 Art Room: R10 / R1 Mon 1-2</p>	<p>LEARNING JOURNEY Create a portrait representing an INSPIRATIONAL WOMAN</p>	<p>LEARNING CHALLENGE Create a single line drawing in the correct proportions. Demonstrate sketching.</p>	<p>Check Drawings (hold them up) Establish prior learning. Many of these students would not have done the</p>	<p>LEARNING CHALLENGE Develop a portrait of the chosen 'Inspirational Woman' using the information found, as</p>	<p>LEARNING JOURNEY Portraits need to be completed. CONSOLIDATION -</p>

<p>Wed 1-2</p>	<p>Introduce them to the women from the Rebel Girls Books and quotes around the school.</p> <p>HW (Teams) – choose one from the list of women (or choose your own?).</p> <p>Find out about them and find a picture!</p> <p>LEARNING CHALLENGE</p> <p>Learn how to use correct facial proportion.</p> <p>Demonstrate Scaffolding.</p> <p>Stick help sheets in book.</p> <p>(Formal Elements – Form/Shape)</p>	<p>LEARNING CHALLENGE</p> <p>Learn how to scale-up and draw a portrait.</p> <p>Using the photo of your chosen woman - enlarge it to A4.</p> <p>Do a Demo- Draw a rectangle around the picture and creating a grid</p> <p>Give them a photocopied page with a grid.</p> <p>HW – Finish the line drawing of the face.</p> <p>Teams task - Write a sentence explaining why you admire your chosen person. FIND OUT ABOUT THE JOB THEY DID (or a contemporary equivalent)</p> <p>(Formal Elements – Line/Composition)</p>	<p>YR7 introduction last year - CONSOLIDATION - recap colour theory</p> <p>LEARNING CHALLENGE</p> <p>Learn how to write about an Artist’s work using correct vocabulary.</p> <p>We will compare 2-3 contemporary female artists work in Pencil, Collage, Ink/writing (and Paint). We will use the Formal Elements to talk about them.</p> <p>Look at Bitesize?</p> <p>LEARNING CHALLENGE</p> <p>Drawing Facial Features</p> <p>HW – Finish drawing a facial feature</p> <p>(Formal Elements – Colour / Tone / Composition / Texture</p>	<p>well as the pupil’s opinion of them.</p> <p>The contours of the face will be made up of the writing (maybe in colour?)</p> <p>CONSOLIDATION - Facial Proportion.</p> <p>The outcome could be varied depending on resources available to the class (I.e. Aquarelles, Collage, Graphite sticks?</p> <p>HW - Collect examples of fonts.</p> <p>Collect quotes by the chosen person.</p>	<p>Who did we look at? What were their jobs? How do you plan proportion? Colour theory?</p>
<p>YEAR 9</p>	<p>Week 1 Date: 10th Sept</p>	<p>Week 2 Date: 17th Sept</p>	<p>Week 3 Date: 24th Sept</p>	<p>Week 4 Date: 1st Oct</p>	<p>Week 5 Date: 8th Oct</p>

<p>Year 9 Food RHa</p> <p>Room: A48 P2 A45 P3</p> <p>Time: P2 10 – 10.45am P3 11.15 - 12pm</p>	<p>International Cuisine British Cuisine</p> <p>Ppt Worksheet Keywords ABC of cuisine HWK: presentation (research)</p> <p><i>Start setting Seneca (all need to be able to access this)</i></p> <p>Ppt: Info on different cuisines to help with their own: Mexican Spanish... Hwk: presentation research and complete ppt.</p>	<p>International Cuisine</p> <p>Info on different cuisines to help with their own: Mexican Spanish... Hwk: presentation con..</p> <p>Presentation will be set up as an assignment on teams.</p> <p>Learning Challenge: Presentation on a country of their choice. Research and the ppt completed at home and shared on teams.</p>	<p>Food Choice</p> <p>Ppt Worksheet Quiz Some Illuminate activities W'sheet on factors affecting our family. Hwk: GCSE Pods</p>	<p>Religion and Food Choice</p> <p>Ppt W sheet Factsheet Quiz</p> <p>Hwk: Seneca assignments</p>	<p>Moral and Ethical</p> <p>Ppt W sheet Quiz Illuminate resources.</p> <p>Hwk: Seneca tests</p> <p>Assessment: GCSE Pods Quiz on factors affecting food choice? British & International Cuisine</p>
<p>Year 9 Textiles HNa</p> <p>Room: A46 P2 A47 P3</p> <p>Time:</p>	<p>Historical decorative textiles</p> <p>Cultural focus. PowerPoint Fact sheet.</p> <p>Designing and making a tapestry</p> <p>Key words</p>	<p>Practical</p> <p>Using different stitches. Getting started. Fact sheet -How to... Utube video Homework Investigation worksheet.</p>	<p>Practical</p> <p>Focus –no knot use. Demo Timing and targets short term Homework Definitions multiple choice</p>	<p>Practical</p> <p>How to attach back for neatening . Demo Homework Alternative materials (Plastic)</p>	<p>Completing evaluating and assessing. Powerpoint Generation of points for assessment. Worksheet.</p>

<p>P2 10 – 10.45am P3 11.15 - 12pm</p>	<p>Generating a design using resources utube video Homework Completing a design</p>				
<p>Year 9 Food Science KCa</p> <p>Room: A49 P2 A44 P3</p> <p>Time: P2 10 – 10.45am P3 11.15 - 12pm</p>	<p>Introduction to Food Science – Develop knowledge of conducting a food experiment. Write and explain facts and terms about conducting an experiment. Online video, PowerPoint Keywords Homework Who is a food scientist and what do they do?</p>	<p>Develop knowledge and understanding related to the working characteristics, functional and chemical properties of ingredients to achieve a particular result.</p> <p>The effect of cooking on food - Raising agents Investigation To find out: The differences of Chemical, Biological and Mechanical raising agents. Whether sifting flour introduces air. Whether air expands in the presence of heat. The production of carbon dioxide gas in chemical raising agents. The most effective raising agent to use when making a batch of scones. PowerPoint, Keywords Online video, Virtual experiments, Record results in exercise books.</p>	<p>Develop knowledge and understanding related to the working characteristics, functional and chemical properties of ingredients to achieve a particular result.</p> <p>The effect of cooking on food – Fruits and Vegetables Investigation To find out: The most successful method/s for the prevention or reduction of enzymic browning. How to prevent or reduce enzymic browning. PowerPoint, Keywords Online video, Virtual experiments, Record results in exercise books. Homework- What foods are affected by enzymic browning?</p>	<p>Develop knowledge and understanding related to the working characteristics, functional and chemical properties of ingredients to achieve a particular result.</p> <p>The effect of cooking on food – Eggs Investigation To find out: The coagulation temperature of whole egg, egg yolk and egg white. The effects of temperature, cooking time and the addition of other ingredients when making an egg custard. The stability of egg white foam. PowerPoint, Keywords Online video, Virtual experiments, Record results in exercise books. Homework- Why do eggs foam?</p>	<p>Develop knowledge and understanding related to the working characteristics, functional and chemical properties of ingredients to achieve a particular result.</p> <p>The effect of cooking on food – Flours Investigation To find out: Which different flours can be used as sources of starch for thickening, The effects of other ingredients (sugar, lemon juice) when making a cornflour-based gel What happens when a gelatinized gel is frozen? PowerPoint, Keywords Online video, Virtual experiments, Record results in exercise books. Consolidation Test Homework- Why does flour have a limited shelf life?</p>

		Homework-Why do some recipes use chemical raising agents and how do they work?			
YEAR 9 ART	WEEK 1	WEEK 2&3	WEEK 4&5	WEEK 6	WEEK 7
POP ART	CONSOLIDATION - What can they remember /retrieve from last year? Do Susi's 'Pattern, Line and Colour' exercise - Finish for HW W Also Collect images of contemporary people/objects/ cartoon characters	Introduce Pop Art. Look at style and context. Nikki Farquharson (pen). Using magazine models and patterns from last week, create a Farquharson inspired piece.	Artist study - Roy Lichtenstein. Create a response to this Artist using images from HW. Trace, simplify and add a thought/speech. (People, thoughts, style?)	Artist Study – Kiki Kogelnik – Compare her to Lichtenstein. Create a collage response	Artist Study – Kiki Kogelnik HW – Collect 3-5 'magazine' pages with large pictures
Yr9 Art Cont.	WEEK 8	WEEK 9&10	WEEK 11&12	WEEK 13	WEEK 14
	J Rosenquist Drawing / Aquarelles / Graphics Project				

Curriculum-at-a-Glance: Creative Arts KS4 2020-21

AQA Food, Preparation and Nutrition

Plc's will be started in yr 10. We will use some of the first sessions tracking what they have covered in year 7-9. Which practicals they have completed. How much of the food science they did in yr 9. We will do some retrieval tasks on these.

Year 9 food tasks were the British and International Cuisine and Food Choice topics from the GCSE course.

PRACTICAL: See the 'practical safe return checklist' on the Food Teachers site. Share with Jenni.

YEAR 10	Week 1 Date: 8 th Sept	Week 2 Date: 15 th Sept	Week 3 Date: 22 nd Sept	Week 4 Date: 29 th Sept	Week 5 Date: 6 th Oct
Year 10 Food RHa Room: B17 & B14	Nutrition Principles Energy Balance Macro/Micronutrients Commodities: Dough Nutrition ppt Resources:	Double: Group 1 cook bread. Photograph it. Non-cooks Use revision book (own). Make notes on Nutrition (page) Complete illuminate tasks.	Double: Group 2 cook bread. Photograph it. Non-cooks Use revision book (own). Make notes on Nutrition (page) Complete illuminate tasks.	Double: Group 1 cook Swiss Roll. Photograph it. Non-cooks Use revision book (own). Make notes on Nutrition (page) Complete illuminate tasks.	Double: Group 2 cook Swiss Roll. Photograph it. Non-cooks Use revision book (own). Make notes on Carbohydrates (page) Complete illuminate tasks.

	Structure of the course SOW Overview Exercise books Teams: ppts, illuminate tasks all in files.	Single: Calories. GDA's. Resources: Illuminate tasks.	Single: Intro to Seneca and GCSE pod. Use these for home studying/revision and hwk. Commodities: Convenience foods. Watch GCSEPods	Intro to Carbohydrates. Single: Commodities (cakes) 4 cake making methods.	Carbohydrates. Commodities: Flour Non-cooks time can be used on laptops if available (Seneca, GCSE Bitesize).
YEAR 10	Week 6 Date: 13th Oct	Week 7 HT Date: 20th Oct	HT Week 8 Date: 3rd Nov	Week 9 Date: 10th Nov	Week 10 Date: 17th Nov
Year 10 Food RHa Room: B17 & B14	Double: Group 1 cook Pastry (savoury mini tarts) Non-cooks Use revision book (own). Make notes on Carbohydrates (page) Protein	Double: Group 2 cook Pastry (savoury mini tarts) Non-cooks Use revision book (own). Make notes on Carbohydrates (page) Protein Commodities: Cereals	Double: Group 1 cook Flan/ Quiche (building on pastry knowledge). Non-cooks Use revision book (own). Make notes on Proteins (page) Fats	Double: Group 2 cook Flan/ Quiche (building on pastry knowledge). Non-cooks Use revision book (own). Make notes on Proteins (page) Vitamins	Double: Group 1 cook Crumble . Reinforcing the rubbing in method. Intro to stewing fruit. Non-cooks Use revision book (own). Make notes on Fats, Vitamins (page) Minerals, Water and Fibre
YEAR 10	Week 11 Date: 24th Nov	Week 12 Date: 1st Dec	Week 13 Date: 8th Dec	Week 14 Date: 15th Dec	Week 15 Date: Jan?
Year 10 Food RHa Room:	Double: Group 2 cook Crumble . Reinforcing the rubbing in method. Intro to stewing fruit. Non-cooks Use	Double: Group 1 cook Cobbler . Scone based top and stewed fruit. Non-cooks Use revision book (own). Make	Double: Group 2 cook Cobbler . Scone based top and stewed fruit. Non-cooks Use revision book (own). Make notes on	Food Spoilage and Contamination Types of micro-organisms Conditions for growth Germometer	

B17 & B14	revision book (own). Make notes on Fats, Vitamins (page)	notes on minerals, water, fibre (page) Diet and Good Health Special Diets Life Stages	minerals, water, fibre (page) Medical Diets The big Six: Dietary Related Illnesses	The signs of food spoilage Common causes of food spoilage Food poisoning Types of food poisoning Types and sources of contamination	
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All students will have a revision book to keep. Lessons will be taught using the PPTs we paid for. The digital text book with activities, practice questions... Testing will be done using Seneca, all students will need to be able to access this. GCSE bitesize will be used to complete tests too (record these on their PLC's). Start Sept with their PLC and jot their own journey (what they think they have missed, what they covered at home and what they need to revisit (how do I look at this though?). **Needs work on over summer. RHa to do.**

YEAR 11	Week 1 Date: 8 th Sept	Week 2 Date: 15 th Sept	Week 3 Date: 22 nd Sept	Week 4 Date: 29 th Sept	Week 5 Date: 6 th Oct
Year 11 Food RHa Room: C2	Double: Food science (home learning topic). Single: Recap, mindmaps, use revision books.. Share PLC's	Recap home learning topics. Encourage all students to complete Seneca tasks. Use of laptops?	Begin mock NEA2. Use exemplar work to demonstrate. Talk through handouts, headings required and how to research ideas. Show group where to find resources on teams.	Double: coursework Single theory Cooking methods (revisit)	Double: coursework Single theory Food labelling and marketing (new)

	Populate these with tasks completed in yr 10/home learning. I will add seneca scores.		Keep up-to-date with what is required now (post lockdown). Page limit, time for the practical element, % worth..		
YEAR 11	Week 6 Date: 13 th Oct	Week 7 HT Date: 20 th Oct	HT Week 8 Date: 3 rd Nov	Week 9 Date: 10 th Nov	Week 10 Date: 17 th Nov
Year 11 Food RHa Room: C2	Double: Coursework Single: Theory Heat transfer (revisit)	Double: coursework Single theory Food Science (revisit)	Double: coursework Single theory Nutrition labels	Double: coursework Single theory Yr 10 work (revisit)	Double: coursework Single theory Yr 10 work (revisit)
YEAR 11	Week 11 Date: 24 th Nov	Week 12 Date: 1 st Dec	Week 13 Date: 8 th Dec	Week 14 Date: 15 th Dec	Week 15 Date: Jan?
Year 11 Food RHa Room: C2	Double: Coursework Single: Theory Factors affecting food choice (revisit, from yr 9)	Double: coursework Single theory International & British cuisines (revisit from yr 9)	Double: coursework Single theory Environmental impact and sustainability (revisit from home learning)	Double: coursework Single theory Environmental impact and sustainability (revisit from home learning)	Double: coursework Single theory Environmental impact and sustainability (revisit from home learning) NEA 2 practical should be around Feb time.

					Sept – Nov NEA1 should be cancelled. Check updates, theory needs to be covered still.
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Curriculum-at-a-Glance: Art KS4 2020-21

AQA –FINE ART

YEAR 10 ART B17	WEEK 1	Week 2&3	Week 4&5	Week 6	Week 7
KCA - Wed	NATURAL FORM Intro to GCSE Mind Mapping HW – Collect pics	Observation Drawing	Working from Secondary Resources	Exploring collage (Shapiro – see video)	Exploring collage (finish over half term)
SBA - Thurs	PORTRAITS Looking at the work of Artists - Picasso, Freud, Loui Jonvi . Mind maps detailing	Task: Pencil drawing Modelled - step by step			

	comparisons, similarities, opinions Retrieval task: Proportions of face.				
JPY - Fri	ART HISTORY Whistle stop journey through Art History. Neolithic Prehistoric Indigenous	ANCIENT CULTURES Readdress Euro- centric art history! Middle East Mediterranean Africa China	MEDIEVAL ART Religious Art – Christian / Islamic / Buddhist / Pagan Byzantine / Prussia SILK ROUTE?	PATRONAGE Early/High Renaissance Propaganda - (the ‘winners’ write history’)	ARCHITECTURE? Neo-Classical Baroque Art Nouveau
	WEEK 8	WEEK 9&10	WEEK 11&12	WEEK 13	WEEK 14
KCA Natural - Form	Explore Colour Oil Pastel Paint	Explore Colour Oil Pastel Paint	Looking at the work of Artists G O’Keeffe, M Hambling, N Hicks, D Hockney et al	Artist study page	Artist study page
SBA Portraits					
JPY	INDUSTRIAL REVOLUTION Impressionism Urbanisation Technology Film/Photograph Must find non- western examples	CUBISM Reaction to Photography	WW1 / WW2 Expressionism Dada Surrealism	CONSUMERISM + MODERN SOCIETY Pop Art Post Expressionism	CONTEMPORARY ART Street Art Digital Installation Environmental BLM / Statues 4 th Plinth

YEAR 11 ART B5	Half term 1 7 weeks	Half term 2 7 weeks	Half term 3 6 weeks	Half term 4 5 weeks	Half term 5 7 weeks	Half term 6 6 weeks
JPY – Tues x2	Natural Form project to be completed. Establish what work was completed over lockdown. Develop a final design based on work in sketchbooks	This project must be finished by Christmas and marked.	Exam Preparation. It has not been confirmed what is happening with examinations yet.			
KCA – Thurs x1	Portraits project to be completed. Establish what work was completed over lockdown. Develop a final design based on work in sketchbooks.	This project must be finished by Christmas and marked. Some of JPY time could be used if students are struggling to finish.				

YEAR 12 C13	Half term 1 7 weeks	Half term 2 7 weeks	Half term 3 6 weeks	Half term 4 5 weeks	Half term 5 7 weeks	Half term 6 6 weeks
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ATR Mon x1	Introduction to Photography. (NB – Might need more laptops) Digital SLR Camera. Mini Tasks to become confident with the camera and composition- Portrait, Still Life, Landscape Macro	Hopefully back in the Art Rooms? TBC			
JPY Thurs x2	Introduction to A Level Art (NB – Not in an Art room. No access to water and is carpeted) - may have chance to swap in Sept? Warm up activities (Most will not have done any Art since March) Mark Making? Drawing (extended arm with graphite? single line, blind) Observation Drawing Project Tiny (personal) object into A1/A2 response in Monochrome	Hopefully back in the Art Rooms? TBC			
JPY Fri x2	Possible Digital Art Project – depending on Room allocation - working from the personal object/a different personal object?	Hopefully back in the Art Rooms? TBC			

Medium Term Plan: Creative Arts (Food Preparation and Nutrition)

Year 10 AQA Food Preparation and Nutrition

Knowledge, Qualifications and Assessment

What pupils will study during Year 10, our ambition for the knowledge they retain and subject specific skill they will develop and how learning will be assessed formatively and summatively.

Unit Title	Periods	Learning Challenge <i>What will pupils produce at the end of a unit to demonstrate their learning?</i>	Learning Journey <i>What knowledge and subject specific skills will pupils learn in order to complete the Learning Challenge?</i>	Learning Consolidation <i>What prior learning will pupils consolidate using spaced retrieval and spaced practice?</i>
<p>Nutrition</p> <p><i>Macro and Micro nutrients: Functions, main sources, deficiencies, excess, related dietary reference values.</i></p> <p><i>How preparation and cooking affects the nutritional properties.</i></p>		<p><i>Tests in BBC Bitesize</i></p> <p><i>Summary practice questions from revision guide. To add specific ones when have access to the book.</i></p> <p><i>Activities from https://www.illuminate.digital/aqafood/</i> These include questions, crosswords, matching activities, short and longer exam questions. The above resource is the digital text book.</p> <p><i>Seneca. Assignments set here.</i></p>	<p>Nutrition Principles (why do we eat food)</p> <p>Energy Balance (how much energy do we get from foods, PAL, diet and exercise, BMR)</p> <p>Macro/Micro (using hand to label the 5 nutrients)</p> <p>Macro nutrients:</p> <ul style="list-style-type: none"> -fats (saturated and unsaturated) -carbohydrate (starch, sugars, fibre) -protein (LBV, HBV, complementation and alternatives) <p>Micro nutrients: Vitamins and Minerals (calcium, iron, phosphorus, iodine, fluoride, sodium)</p> <ul style="list-style-type: none"> -Vitamins (fat soluble, water soluble, antioxidant functions) 	<p>Weekly mixed topic tests going over previous few weeks learning.</p> <p>Use GCSE Pod as hwk to go over topics covered.</p> <p>GCSE Bitesize to see the theory and relevant video clips.</p> <p>These are discussed as part of healthy eating guidelines and the eatwell guide in yr 7.</p>

<p>Deficiencies</p>			<p>Calories/GDA's (recommended intake) Fibre (NSP soluble and insoluble, ways to increase content in recipes). Water (importance of hydration)</p> <p>Deficiencies of nutrients and the illnesses/disease associated.</p>	<p>Fibre is covered in detail in yr 8.</p>
<p>Commodities</p> <p>Food value in the diet</p> <p>Correct storage and prevention of cross-contamination</p> <p>Techniques and Skills used to prepare and cook each commodity and how this affects its characteristics</p> <p>Origins of each commodity</p>		<p>Working in pairs with each commodity to make a final dish/product.</p> <p>Notes in exercise book on each commodity.</p> <p>There are no resource/tests on seneca or bitesize or pod for commodities.</p> <p>Questions will be covered on these in the weekly quiz/test.</p>	<p>Doughs</p> <p>Cakes</p> <p>Convenience foods</p> <p>Eggs</p> <p>Flour</p> <p>Cereals</p> <p>Vegetables</p> <p>Potatoes</p> <p>Fruit</p> <p>Desserts</p> <p>Cheese</p> <p>Milk</p> <p>Meat</p> <p>Fish</p> <p>Seafood</p> <p>Pulses</p> <p>Pasta</p> <p>Rice</p>	<p>A lot of the commodities used have been used in previous practical sessions throughout ks3.</p> <p>There will be a reminder of setting up for a practical. Equipment used. Key skills.</p> <p>The relevant practical skills are reviewed here.</p> <p>Functional and chemical properties are revisited here too.</p> <ul style="list-style-type: none"> -protein denaturation -protein coagulation -gluten formation -foam formation -Gelatinisation

			Pastry Sauces Soups Salads	-Dextrinisation -Caramelisation -Shortening -Aeration -Plasticity -Emulsification -enzymic browning -oxidation
<i>Diet and Good Health</i> Nutritional needs and health		<i>Tests in BBC Bitesize</i> <i>Summary practice questions from revision guide. To add specific ones when have access to the book.</i> <i>Activities from</i> https://www.illuminate.digital/aqafood/ These include questions, crosswords, matching activities, short and longer exam questions. The above resource is the digital text book. <i>Seneca. Assignments set here.</i>	Current HE guidelines Eatwell guide 8 Healthy Eating tips/guidelines Portion size, costing, meal planning Life stages and nutritional needs (teenagers, children, adults and elderly) Specific dietary groups (vegan, coeliac, lactose, allergies)	
Energy Needs			BMR PAL % of energy intake (carbs, fats, protein)	

<p>How to carry out nutritional analysis</p> <p>Diet, nutrition and health</p>		<p>Part of NEA 2</p> <p>PPT to be shared with the group. Can work in pairs (choose 1 in detail or more – 6)</p>	<p>The big 6</p> <ul style="list-style-type: none"> -obesity -CHD -bone health -dental health -anaemia -type 2 diabetes 	
<p><i>Principles of Food Safety</i></p> <p><i>Food spoilage and contamination</i></p> <p>Micro-organisms and enzymes</p>		<p><i>Tests in BBC Bitesize</i></p> <p><i>Summary practice questions from revision guide. To add specific ones when have access to the book.</i></p> <p><i>Activities from https://www.illuminate.digital/aqafood/</i></p> <p>These include questions, crosswords, matching activities, short and longer exam questions.</p> <p>The above resource is the digital text book.</p> <p><i>Seneca. Assignments set here.</i></p>	<p>5 growth conditions</p> <ul style="list-style-type: none"> -time -moisture -food -right PH -temperature <p>Germometer</p> <p>Bacteria, yeasts and moulds</p> <p>High risk foods</p> <p>Control of enzymic browning</p>	<p>Revisited during practicals (in particular those handling raw meat, fish and eggs and other high risk foods).</p>

<p>Signs of food spoilage</p> <p>Bacterial contamination</p> <p>Buying and storing food</p>			<p>-enzymic action -mould growth -yeast action</p> <p>-sources -types of -control methods -symptoms</p> <p>Key temperatures Danger zone Storage Dates Food probes Preparing and cooking food rules 4 C's</p>	<p>Revisiting from year 8. Meat safety.</p> <p>Revisiting from year 8.</p>
<p>Practical Skills</p> <p>A lot of theory is covered or consolidated during these practicals. Putting theory into practice.</p>		<p><i>A dish/product made to consolidate learning of particular commodities and to develop and demonstrate a range of practical skills</i></p> <ul style="list-style-type: none"> • Bread • Swiss roll • Soup (veg cuts) • Salmon, hollandaise sauce, poached egg • Pasta (handmade) • Pastry (shortcrust flan) • Fruit cobbler (scone top) 	<ol style="list-style-type: none"> 1. General practical skills 2. Knife skills 3. Preparing fruit and vegetables 4. Use of the cooker 5. Use of equipment 6. Cooking methods 7. Prepare, combine and shape 8. Sauce making 9. Tenderise and marinate 10. Dough 	<p>These are skills that have been started in KS3 predominantly.</p> <p>We can use ks3 log books to track the practical covered.</p> <p>Additional resource with each practical linked to the practical skills it includes.</p>

		<ul style="list-style-type: none"> • <i>Cheesecake (whisked)</i> • <i>Burgers</i> • <i>Kebabs</i> • <i>Fishcakes</i> • <i>Couscous salad</i> • <i>Mini roast</i> • <i>Rice dish</i> • <i>Pastry</i> • <i>Choux pastry</i> • <i>Vegetable lasagne</i> • <i>Lemon meringue pie</i> • <i>Puff pastry (filo & sc)</i> <p><i>Assignments on Seneca to test knowledge.</i></p>	<p><i>11. Raising agents</i> <i>12. Setting mixtures</i></p>	
YEAR 11				
Unit Title	Periods	Learning Challenge <i>What will pupils produce at the end of a unit to demonstrate their learning?</i>	Learning Journey <i>What knowledge and subject specific skills will pupils learn in order to complete the Learning Challenge?</i>	Learning Consolidation <i>What prior learning will pupils consolidate using spaced retrieval and spaced practice?</i>

Curriculum-at-a-Glance: Art – 2020-21 - PLEASE SEE CREATIVE ARTS KS3 AT THE TOP OF THIS DOCUMENT

9 weeks rotations	Week 1	Week 2	Week 3	Week 4 + 5	Week 6 + 7	Week 8 + 9
Year 7 Theme – Food	Baseline Tests (Sept, 2 wks)	Intro to Art and Mark scheme. Colour Theory. Painting a colour wheel and tints/shades strips HW – Find pictures of food (fruit and veg)	Wk 3 - Shading & Drawing Shading exercises in Coloured Pencil and pencil. A3 Paper – Draw the outline of a food and divide the page into 5 sections. Use coloured pencil to fill one section HW – Copy and shade a picture of food.	Wk 4 -Paint a section using knowledge from week 1. HW – Find example of Mixed Media work & use the writing frame to write about it. Wk 5 – Collage a section (collect in books).	Wk 6 – Complete unfinished work (painting, shading, collage) HW – Collect examples of patterns. Wk 7 - Fine liner a section (use patterns from HW to help).	Wk 8 - Complete a Mixed Media piece showing skills in the 5 techniques covered. Wk 9 - Extension Task – Chalk and Charcoal drawing of a wrapped toffee. Voting for Peers
Year 8 Inspirational Women	<i>(Goodnight Stories for Rebel Girls</i> PowerPoint).	Using last week's work on Facial Proportion, draw and shade an	Artist study. Transcription from an Illustrators work.	Wk4 - Artist Study Page: information about an Illustrator, a transcription,	Wk6 – Complete the background of the portrait.	Wk 8 + 9 Complete the portrait

	List examples of Inspirational Women. Facial Proportion HW – Find pictures of an Inspirational Woman.	inspirational woman (A4) HW – Finish Drawing	HW – Research an illustrator and give an opinion about their work.	information about them & transcription Wk 5 – Experiment with a photocopy of the IW portrait in the style of the chosen illustrator.	Experiment with the facial features design. HW – A Paragraph about the IW. Wk7 – Work on the Portrait	Evaluation
Year 9 3 terms	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
POP ART PROJECT ACROSS DISCIPLINES (swap groups)						
9 N/G 1	JPY - 2D Art – Pop Art		ATR – Digital Art – Poster Design	NLA – Ceramics Perfume Bottle	After Easter we will ensure that those who have opted for Art will work with JPY or SBA. Other students will be asked to opt for Ceramics or Digital Art. And will produce a final design on a theme of the teacher's choice.	
9 N/G 2	SBA - 2D Art – Pop Art		NLA – Ceramics Perfume Bottle	ATR – Digital Art – Poster Design		
9 N/G 3	ATR - Digital Art – Daniel Craig Martin	ATR -3D Art – Pop Art Shrink Plastic Jewellery	JPY - 2D Art – Pop Art			
9 N/G 4	NLA -3D Art – Pop Art Shrink Plastic Jewellery	NLA Digital Art – Daniel Craig Martin	SBA - 2D Art – Pop Art			
Year 10						
	JPY - Natural Form		Artist Research and Transcriptions.	A Technique-a-Week	Finalise Ideas (4+)	Mock Exam

SBA = 1hr pw	Mind Map, Secondary & Primary Resources, Pencil Drawing, Dry/Wet work, Acrylics.	Primary Resources.	(based on primary resources and artist inspiration).		Complete Final Design
	SBA - Portraiture Facial study pages, Acrylic, Pencil, Artist Transcriptions, Pen & Ink	Exploring Artists work and finalising a personal response.		Work on Final Design - Portrait	
Year 11	Mock Exam Last Year's Exam Paper	GCSE Fine Art Exam. May deadline.			
Year 12	Identity – Drawing / Painting / Mixed Media / Photography / 3D				Mock Exam
Year 13	na				

Medium Term Plan: Creative Arts - Art

Knowledge, Qualifications and Assessment

What pupils will study during the academic year, our ambition for the knowledge they retain and subject specific skill they will develop and how learning will be assessed formatively and summatively.

KS3 – Basic skills will be repeated each year (drawing, painting etc.), but specialist skills and more sophisticated equipment will be introduced through Yr8 and 9.

By KS4 students should have a broad experience and a foundation in skills to build on in KS4 & 5.

Unit Title. YEAR 7: Introduction to Art. Theme - Food	<i>Periods</i>	Learning Challenge <i>What will pupils produce at the end of a unit to demonstrate their learning?</i>	Learning Journey <i>What knowledge and subject specific skills will pupils learn in order to complete the Learning Challenge?</i>	Learning Consolidation <i>What prior learning will pupils consolidate using spaced retrieval and spaced practice?</i>
Baseline tests (2 weeks)	4	Art and Tech baseline assessments	First two weeks only	Assessment to Steps criteria
Theme = Food Project (7 weeks) Summary	<u>(7x2 hrs)</u>	Pupils will produce a sketchbook of work and a final mixed media image . This evidence will show how successfully they have mastered the 2D skills explored. (A different	Over 7 weeks they will do... <ul style="list-style-type: none"> • Painting (Paint mixing, colour wheels and swatches) • Drawing (pencil, graphite, coloured) • An A3 line drawing of a fruit/veg and dividing it into 5 	<ul style="list-style-type: none"> ○ Pupil’s experimental work will be assessed on completion. ○ Pupils will keep a glossary of terms and vocab. ○ TBQ Learning Spaces will be introduced to aid recall.

		<p>technique will be explored each week).</p> <p>The theme followed will be 'Food' (Still Life). Appropriate artists will be referred to throughout the project: reference will also be made to their place in Art History.</p>	<p>sections. Painting one section. Using Coloured Pencil on another section.</p> <ul style="list-style-type: none"> • Oil Pastel techniques / wax resist? • Fineliner / pen & ink • Collage • Writing about art & planning an idea. • They will work safely and understand H&S requirements). 	<ul style="list-style-type: none"> ○ Students will work each week on an accumulative piece of work. ○ The final design will be assessed in line with Steps/Strands. ○ Sketchbooks will be collected in for use in Yr8.
<p>Unit Title. YEAR 8: Illustration and Inspirational Women</p>	<p>periods</p>	<p>Learning Challenge <i>What will pupils produce at the end of a unit to demonstrate their learning?</i></p>	<p>Learning Journey <i>What knowledge and subject specific skills will pupils learn in order to complete the Learning Challenge?</i></p>	<p>Learning Consolidation <i>What prior learning will pupils consolidate using spaced retrieval and spaced practice?</i></p>
<p>Links with Arts / STEM / EBacc / Sports (Inspirational Women)</p>	<p>9 x 2 hr lessons</p>	<p>Pupils will produce illustration of a person of their choice with a paragraph about them. A sketchbook of work will support the development of this project. This evidence will show how successfully they have mastered the 2D skills explored.</p> <p>They will need to put into their own words why they consider someone inspirational.</p>	<p>Literacy – They must research and explain WHY they find someone inspirational.</p> <p>Pupils must plan the style of the illustration they wish to complete.</p> <p>They will work safely and understand H&S requirements). Printmaking may be introduced.</p> <p>1 - Name inspirational women. Correct Facial Proportion. HW research an IW.</p>	<ul style="list-style-type: none"> ○ Pupil's experimental work will be assessed on completion. ○ Pupils must understand painting techniques. ○ Pupils must understand Colour Theory. ○ Pupils will understand Facial Proportion. ○ Pupils will keep a glossary of terms and vocab. ○ TBQ Learning Spaces will be introduced to aid recall.

		Illustrators and Street Artists will be referred to and reference will be made to their place in Art History.	<p>2 - 3 – A4 drawing in proportion of the Inspirational Woman.</p> <p>4 – Artist Study Page – Choose an Illustrator and copy their style. HW write about their IW.</p> <p>– Artist Study Page finished. Photocopy drawing. Use this to experiment in the Artist’s style. IW find out about your chosen Illustrator.</p> <p>– Finalise Experimentation.</p> <p>– Paint the background of the portrait as planned.</p> <p>– Paint the foreground of the portrait and the IW.</p> <p>– Finish Portrait. Evaluation. Photograph work.</p>	<ul style="list-style-type: none"> ○ The final design will be assessed in line with Steps/Strands. <p>Sketchbooks will be collected in for use in Yr9.</p> <p>Skills they should be familiar with would be drawing, oil pastel, fineliner, collage and painting.</p>
<p>YEAR 9: POP ART.</p> <p>This will be a long-term project covering 2 terms with several outcomes, as like a GCSE Project.</p>				
POP ART	periods	<i>Learning Challenge</i> What will pupils produce at the end of a unit to demonstrate their learning?	<i>Learning Journey</i> What knowledge and subject specific skills will pupils learn in order to complete the Learning Challenge?	<i>Learning Consolidation</i> ○ What prior learning will pupils consolidate using spaced retrieval and spaced practice?
2D Art: Painting/Printmaking /Collage (12-15weeks)	12-15 hrs	This project will encourage pupils to reflect on the history of the Pop Art Movement, as well as interpret their own understanding of	<ul style="list-style-type: none"> ● Printmaking, painting with acrylics and digital manipulation may be introduced if required. ● The project will make reference to GCSE 	<ul style="list-style-type: none"> ○ TBQ Learning Spaces will be introduced to aid recall. ○ The final design(s) will be assessed in line with Steps/Strands.

		<p>contemporary 'popular culture'.</p> <p>Artists will be studied and reference will be made to their place in Art History i.e. Warhol, Lichtenstein, Britto, P Bake, Rosenquist, Murakami, Koons (all men) and P Boty, R Drexler, E Axell, M Strider, K Kogelnik, R Baghshami (all women).</p> <p>Pupils will produce a series of work, with a sketchbook exploring techniques and planning ideas.</p>	<p>expectations and requirements.</p> <ul style="list-style-type: none"> ● POP ART – what is it? Create a Mood Board. ● Research Contemporary Culture – What would Pop Artists use now? ● Artist Study Page – Research Facts, Find examples, Do Transcription, Write an opinion. ● Using contemporary references and the chosen Artists style – develop ideas for a final design. ● Experiment with colours/techniques. ● Work on Final Design. ● Evaluate work. 	<ul style="list-style-type: none"> ○ Pupils will keep a glossary of terms and vocab. ○ Pupil's experimental work will be assessed on completion. ● Skills they should be familiar with a range of 2D and 3D media, such as drawing, oil pastel, fineliner, collage and painting. ● They will work safely and understand H&S requirements).
<p>Shrink Plastic Jewellery & Graphics (6-7 week projects)</p>	6-8 hrs	<p>Using the same starting point as above and sketchbook for planning, pupils will produce 3D work inspired by the Pop Art Movement (jewellery or sculpture?).</p> <p>Pupils will produce a sketchbook of work exploring techniques and ideas. The sketchbook work will show how successfully they have mastered the 2D skills explored.</p>	<ul style="list-style-type: none"> ● Pupils will explore the concept of Pop Art and plan a contemporary design. ● Pupils will be in the workshop to produce jewellery using appropriate methods for their design, (shrink plastic/papier-mâché/fabric/fimo?) ● They will work safely and understand H&S requirements). 	<ul style="list-style-type: none"> ○ Pupil's experimental work will be assessed on completion. ○ TBQ Learning Spaces will be introduced to aid recall. ○ The final design will be assessed in line with Steps/Strands. ○ Pupils will keep a glossary of terms and vocab.

<p>Graphics (6-7 week project)</p>	<p>6-8 hrs</p>	<p>This project will encourage pupils to reflect on the history of the Pop Art Movement, as well as interpret their own understanding of contemporary ‘popular culture’.</p> <p>They will take inspiration from original 1960’s work as well as interpret motifs inspired from current ‘popular culture’.</p> <p>Artists will be studied and reference will be made to their place in Art History.</p> <p>Taking inspiration from Pop Artists such as Craig-Martin, Opie, Lichtenstein, Riley, Britto, Murakami and other digital artists, pupils will use Pixlr Online software to create their own ‘Pop Art’ inspired images.</p>	<ul style="list-style-type: none"> • They will be unfamiliar with the software and will need to learn basics quickly. • Once the tools have been mastered students will need to interpret their own response to ‘Pop’ culture. 	<ul style="list-style-type: none"> ○ Pupil’s experimental work will be assessed on completion. ○ Pupils will keep a glossary of terms and vocab. ○ TBQ Learning Spaces will be introduced to aid recall. ○ The final design will be assessed in line with Steps/Strands.
<p>Unit Title</p>	<p>Periods</p>	<p>Learning Challenge <i>What will pupils produce at the end of a unit to demonstrate their learning?</i></p>	<p>Learning Journey <ul style="list-style-type: none"> • <i>What knowledge and subject specific skills will pupils learn in order to complete the Learning Challenge?</i> </p>	<p>Learning Consolidation <ul style="list-style-type: none"> ○ <i>What prior learning will pupils consolidate using spaced retrieval and spaced practice?</i> </p>
<p>Perfume/aftershave Bottle advertising – 2D</p>	<p>6 weeks</p>	<p>This project will encourage pupils to explore how perfume companies exploit colour and imagery in adverts</p>	<ul style="list-style-type: none"> • Skills – they will learn and make use of computer-based art packages to create and consolidate the images and 	<ul style="list-style-type: none"> ○ TBQ Learning Spaces will be used to aid recall.

		<p>and the packaging of their products.</p> <p>Students will research perfume advertising, print and critique it.</p> <p>Pupils will produce a series of work, with a sketchbook exploring techniques and planning ideas.</p> <p>Students will produce a successful poster/advert containing all the required artwork and information that would be found on existing commercial perfume advertising.</p>	<p>text required to complete the task.</p> <ul style="list-style-type: none"> • Students will learn to closely view and analyse professionally produced advertising in order to appreciate how colour, imagery and text are used to its best effect. • The project will make reference to GCSE expectations and requirements. • They will work safely and understand H&S requirements). • 	<ul style="list-style-type: none"> ○ The final design(s) will be assessed in line with Steps/Strands. ○ Pupils will keep a glossary of terms and vocab. ○ Pupil's experimental work will be assessed on completion. ○
Ceramics		<p>Students will use their POP ART work as a starting point for a Perfume Bottle Design Project. Pupils will produce a series of work, with a sketchbook exploring techniques and planning ideas.</p> <p>Students will produce a successful poster/advert containing all the required artwork and information that would be found on existing commercial perfume advertising.</p>	<ul style="list-style-type: none"> • Skills – they will learn and make use of computer-based art packages to create and consolidate the images and text required to complete the task. • Students will learn to closely view and analyse professionally produced advertising in order to appreciate how colour, imagery and text are used to its best effect. • The project will make reference to GCSE 	<ul style="list-style-type: none"> ○ TBQ Learning Spaces will be used to aid recall. ○ The final design(s) will be assessed in line with Steps/Strands. ○ Pupils will keep a glossary of terms and vocab. ○ Pupil's experimental work will be assessed on completion.

			expectations and requirements. • They will work safely and understand H&S requirements).	
Term 3 (a b c d)				
<p>Projects TBC. Groups will be altered so all GCSE option students are in the same class. Areas where expertise is lacking could be addressed prior to GCSE?</p> <p>Each teacher will plan and teach a final project, for example Abstract Art (Under the microscope?) / Printmaking (textiles?) / Photography / Ceramics?</p>				

INFORMATION FOR KS3 ROTATIONS

STRAND 1 (AO1)	STRAND 2 (AO2)	STRAND 3 (AO3)	STRAND 4 (AO4)
Research & Develop	Explore & Refine	Observe & Record	Respond and Present
<i>Artist Research & ideas</i>	<i>Experimentation</i>	<i>Drawings & planning</i>	<i>Final Design</i>

	Weeks 1 & 2	Weeks 3 & 4	Weeks 5 & 6	Weeks 7 & 8	Week 9	
Year 7	<p>1. Intro to Art, Strand/Steps. Use TBQ/notes to establish 'good techniques' for each media: Paints, Pencils, Oil Pastel, Fineliner, Collage. Colour Theory: painting the colour wheel, tints and shades. HW – Collect pictures of Food</p> <p>2. Line Drawing - draw an A3 pepper from life. Divide page into 5 sections, (each to</p>	<p>3. Shading in pencil and coloured pencil. (Drawing is usually the weakest skill and they may need to spend longer on this later?) Draw a sweet/food item in coloured pencil, then use shading skills to complete a section of the pepper. Collect books in for marking. HW – Find two still life paintings and</p>	<p>5. Demonstrate collage techniques: tissue, mosaic, magazines. Students must decide which technique to use and collage the fourth section. HW – Use the writing frame and write about the work of Wayne Thiebaud and Nancy Sandler or one of the examples they found (Strand 1)</p>	<p>7. Oil Pastel and Wax Resist experiments. Students can decide which to do) and fill the fifth section.</p> <p>8. Recap Drawing skills. Check consolidation – re mark Strand 3</p> <p>Final piece of work should be finished ready for marking.</p>	<p>9. Chalk and charcoal work. Drawing a toffee?</p> <p>Final assessment – check understanding of basic skills and knowledge.</p> <p>This final design will be assessed in line with Steps/Strands. Strand 1 – Artist research and writing.</p>	

	<p>be filled in with different media) Using colour theory and painting skills paint a section. HW – Draw one of your pictures of food</p>	<p>two illustrations of food</p> <p>4. Fineliner exercise. Creating bold patterns from worksheets. These patterns will be used to fill the third section. HW. Find examples of collages of food.</p>	<p>6. Collage is a time consuming technique – they will probably need this additional session. This could also be used to refine earlier work HW – Find examples of Wax resist and chalk and charcoal work</p>	<p>Voting for Most Improved & Most Creative</p>	<p>Strand 2 – Experimentation in book. Strand 3 – Drawing Strand 4 – Final Design. Sketchbooks will be collected in for use in Yr8.</p>	
	Weeks 1 & 2	Weeks 3 & 4	Weeks 5 & 6	Weeks 7 & 8	Week 9	
Year 8	<p>1. Intro to Illustration Recap Strand/Steps. Use TBQ/notes to establish ‘good techniques’ for each media. Mind map – Inspirational women HW – find pictures of a woman you admire and say why. Facial Proportion.</p>	<p>3. Shading practice. Make sure they shade their drawings and give it real depth and tone.</p> <p>4. ‘ Good Night Stories for Rebel Girls’ Students will be given an illustration from this book. They must use experiments with colour to match the illustration.</p>	<p>5-6. They need to create an Artists Study Page about their illustrator They should include -Examples of the illustrators work -Information about them -a Transcription -their thoughts and opinions about this artist.</p>	<p>7. Students must create an illustration of her ‘chosen woman’. HW – Write a paragraph about your inspirational woman.</p> <p>8. Their final design must be exhibited with their writing.</p> <p>Voting for Most Improved & Most Creative</p>	<p>This final design will be assessed in line with Steps/Strands. Strand 1 – Artist research and writing. Strand 2 – Experimentation in book. Strand 3 – Drawing Strand 4 – Final Design. Sketchbooks will be collected in for use in Yr9.</p>	

	<p>2. Using the rules of facial proportion, draw the woman you researched for HW or a Self Portrait. HW – finish your drawing. Add Tone</p>	<p>Students will create a Transcription. HW – Find out about the ILLUSTRATOR (not the person they have illustrated).</p>	<p>Monoprinting from drawings and photos 'This is Me' HW</p>			
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Year 9 – Teachers are to keep their group for Term 1 (15 or 12 weeks). Groups will swap teachers at Christmas.

JPY/SBA are doing a Fine Art Project over a term. NLA/ATR will do two half term projects (Graphics and Jewellery/Ceramics)

**THIS IS TO ENSURE
THAT EVERY YR9
STUDENT HAS HAD
ACCESS TO AN ART
TEACHER THEY
MIGHT HAVE FOR
GCSE.**

**#1 POP ART:
2D Art 15 x 1**

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<p>hr lessons</p> <p>2019/2020</p> <p>Learning Challenge: What will pupils produce at the end of a unit to demonstrate their learning?</p> <p>This project will encourage pupils to develop knowledge and understanding of</p> <p>Learning Consolidation - What prior learning will pupils consolidate using spaced retrieval and spaced practice?</p>				
Lesson	Learning Journey <i>What knowledge and subject specific skills will pupils learn in order to complete the Learning Challenge?</i>	Steps Strand	Homework	TBQ
1	Introduction to Pop Art. Origins, social context, techniques and methods. Group discussion Q and A. Comparison of social context to today. Evaluation and opinions collated	1	Complete mind map – showing creativity or Collect relevant ‘popular’ pictures	How will my mind map show understanding of social context, style and my opinion of POP ART?
2 - 3	Observation drawings of everyday objects, developing knowledge of linear qualities, tone, shape and form Introduce Steps/Writing frames	3	Collect images of everyday objects or People that link to Pop Art	In order to make my observational drawing realistic how will I apply tone and shading techniques effectively?

4 – 5	Development of artists techniques using material experiments inspired by artists research Recall/retrieval task	1&2	Complete artists transcriptions	Which materials will I select to copy a section of my chosen artist? When completing my artists copy what techniques do I need apply?
6	Visual Imagery analysis. Group discussion. Creative presentation with annotation	1&3	Collect images by Pop Artists (eg Warhol)	How will my analysis show how visual imagery can communicate a message?
7 - 8	Recycling analysis – using visual imagery to communicate and promote recycling. Collection/drawings/photos of relevant images OR Create a personal response to 'Contemporary Popular Culture' using 1960's Pop Artists as inspiration.	2	Complete recycling research	What processes will I need go through to select and combine ideas for my Pop art design. How will I justify, artistically, the final idea I have chosen to create?
9 - 10	Composition ideas - using POP ART style , develop at least 4 designs using the idea of visual imagery (no obvious wording)	2	Add colour to selected design and annotate	Through experimentation, how will I choose materials that most effectively convey my idea and explain my choices?
11 - 12	Material experimentation - using style from POP ART research	4	Present work in book	When designing an effective plan how crucial is the organisation of stages to a successful piece?
13 - 15	Complete final piece. Evaluation and assess ideas and how they link with Pop Art	4	Complete evaluation	When evaluating my piece how many elements of pop art have I applied successfully?

TERM 1- Students will have the same teacher for a term, but swap activities and rooms.						
	Week 1 & 2	Week 2	Weeks 3 & 4	Weeks 5 & 6	Weeks 7 & 8	Week 9
<p>Graphics Pixlr Editor (6-8 weeks)</p> <p>Computer based Pop Art</p>	<p>Students are introduced to Pop Art Class discussion to develop their own definition of the elements. Research two or three of the given artists. HW- to choose a favourite picture by each artist and give a short critique.</p> <p>TBQ: How will my research and definition show in understand the conventions of Pop Art?</p>	<p>Class discussion – Common iconic symbols and items in today’s society in relation to what Pop Artists were using. Students mind map modern everyday symbols, items, and objects. Use the computers to find useable pictures from their mindmap.</p> <p>TBQ: How will my mind map and pictures of modern items demonstrate I understand how Pop Art is relevant today?</p>	<p>Introduction to photo editing program Demonstrate – importing pictures, using each tool, how to alter what a tool does, etc. Revisit the work of Michael Craig-Martin to show students what they are working towards. Demonstration - Outlining followed by selection and filling areas.</p> <p>TBQ: How will my practice example show I have understood how Michael Craig-Martin creates his own form of Pop Art?</p>	<p>Students convert the photos they have brought in the style of Michael Craig-Martin. Attention should be paid to his use of colour in denoting areas of specific light and dark in an original photograph.</p> <p>TBQ: Does my choice of modern objects reflect those used by Michael Craig-Martin, and does my computer work demonstrate I understand the</p>	<p>Peer assessment. Students will be able to pass on tips to those who may be finding it more difficult. Demonstration – Making a background canvas for completed items. Bringing across the work they’ve done onto the canvas. End of project evaluation of their work.</p> <p>TBQ: How well does my finished piece show that I was inspired by the work of Michael Craig-Martin and have I</p>	

				techniques I need to use?	been adequately critical in my evaluation of my own work?	
TERM 1 Jewellery Shrink Plastic (6-8 weeks)	Week 1 & 2	Week 2	Weeks 3 & 4	Weeks 5 & 6	Weeks 7 & 8	Week 9
	2D Art – Pop Art	Research and design ideas	Development of ideas	Experimentation with shrink plastic.	Making of all parts and assembly using Findings.	All work completed and Evaluated

TERM 2 – JPY/ATR & SBA/NLA Groups will swap (see above). This term the Graphics and 3D project will be based on Perfume/Aftershave product design and marketing. JPY/SBA will repeat the same project.

		Week 1	Week 2	Weeks 3	Weeks 4	Weeks 5	Week 6
CLAY		2D Art – Pop Art Product analysis of perfume bottles. Design 4 bottles inspired by previous Pop Art work.	Demo Templates and slab bottle construction. Take notes. Cut templates and role and cut slabs HW:	Construction	Consolidation. Complete construction. Biscuit fire	Finishing Glaze. Glaze Fire.	All work completed and Evaluated

		HW: Research perfume bottles and bring in a plastic bag.	Observational drawing of perfume bottles				
	Week 1		Week 2	Weeks 3 & 4		Week 5 - 6	
POSTER	Computer based Art – Perfume/aftersha ve advertising Students will be reminded of perfume/aftersha ve adverts they may have seen on line, on television, in magazines, etc. They will make notes on specific devices used in advertising– colour, shape, blends, etc. The use of music in the adverts may also provide inspiration for design.		Class discussion – Students can show some of the chosen patterns from the previous lesson and discuss what might work well and what might not. They will then search for three on line perfume/aftersha ve adverts that inspire them. They can copy these into Word and critique them for printing out and putting in their books later. These should be annotated with	Students will begin to create the background artwork on the computer, based on the initial designs they have done in week 1. This will involve the use of creative and cutting tools as well as making sure they are using properly identifiable Pop Art colours. They should finish this by the end of week 3 ready to begin putting specific imagery onto layers.		Students will use their chosen font to name their perfume/aftersha ve using a new layer. They will need to consider the size, coverage, colour, angle and legibility of the font used, as well as the specific placement on the advert/poster. They will then add further pertinent information usually associated with advertising posters or online adverts for such items. The posters should be	

	<p>Class discussion will allow them to develop their own definition of the elements and conventions of perfume/aftershave advertising and how they can use the same conventions of design but use Pop Art to inspire their own work. Perform a product analysis of a perfume bottle/package. Students head a new page in their books for the start of the project. The students will then divide their page into six sections, look back at their previous work and choose a part of a piece they've tried/researched to put in each of the boxes.</p>		<p>arrows showing specific areas being discussed Introduction to photo editing program – creating the correct sized canvas, opening photos, using layers, selecting and cutting elements to use, saving so that layers can be preserved. Students MUST make notes on the processes. Students will create a canvas that will print to A3. TBQ: Do my critiques of existing perfume / aftershave advertisements demonstrate my understanding of the devices used by the industry to attract custom?</p>	<p>HW: Make a list of celebrities who have a perfume/aftershave range and/or appear in perfume/aftershave advertisements and which scent they are associated with. TBQ: Does my background accurately represent both my chosen initial design and the original section from the Pop Art piece it was inspired by? Wk4: Using a celebrity from the homework list, find an image of that celebrity in a pose that would fit with their already chosen style. This needs to be carefully cut</p>		<p>completed by the end of the lesson and sent to me via Teams so that I can have them printed out for the next lesson. TBQ: Does the lettering on my advertising piece properly represent the perfume/aftershave style that I wish to portray? Wk6: Students peer assess the finished poster, and then make any highlighted changes from that assessment. They then write an evaluation on their own work including whether or not it stands alongside the professionally produced adverts/poster and why.</p>	
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	<p>TBQ: How will my chosen patterns and parts of other Pop Art works show that I have considered the conventions of perfume advertising design in my choices?</p>		<p>HW – Find three or more fonts that would match the style of packaging they are creating. This can be on computer, from newspapers or from magazines. They will explain the reason for their choice and how each might fit in with the design.</p>	<p>out in Pixlr Editor and added as a layer on top of the background layer already created.</p> <p>TBQ: Is my celebrity layer in a carefully considered pose and cut out accurately so that it looks natural?</p>			
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KS4	<i>Periods</i>	Learning Challenge <i>What will pupils produce at the end of a unit to demonstrate their learning?</i>	Learning Journey <i>What knowledge and subject specific skills will pupils learn in order to complete the Learning Challenge?</i>	Learning Consolidation <i>What prior learning will pupils consolidate using spaced retrieval and spaced practice?</i>
GCSE FINE ART				
Year 10/11 Component 1 39 x 1hr 39 x 2 hrs = 78hrs 45 hrs in Yr11 (4 terms of work = 162 hrs in total)		Yr10 will focus on the extended project as outlined by the syllabus. A sketchbook of work and a final design will be produced.	<ul style="list-style-type: none"> • Pupils will work to a theme. • Initially different techniques will be explored and mastered by students, before they are allowed to plan and execute their own inspired design. • Pupils will build an understanding of the Assessment Objectives and marking criteria. 	<ul style="list-style-type: none"> ○ The GCSE will draw upon their prior knowledge and experience. ○ TBQ Learning Spaces will be introduced to aid recall of skills and build knowledge. ○ Work will be assessed in line with GCSE criteria. ○ Work will be moderated.
Year 11 Component 2		A sketchbook/portfolio of work and a final design inspired by the examination paper	<ul style="list-style-type: none"> • Pupils will use all of their prior knowledge to plan and produce a successful final design that shows originality and skill. 	<ul style="list-style-type: none"> ○ Work will be assessed in line with GCSE criteria. ○ Work will be moderated.

YEAR 10

This GCSE group is split between JPY (2 hrs) and SBA (1hr) pw.

We will run parallel projects JPY=Natural Form/SBA = Portraits

Learning Challenge: What will pupils produce at the end of a unit to demonstrate their learning?

Students will be guided through completing work, which fulfils the Assessment Criteria. They will complete and respond to Artist Research, Experiments with different techniques and equipment, Observations. The CHALLENGE ultimately is to complete a final piece, ensuring all the Assessment Objectives have been met.

Learning Consolidation - What prior learning will pupils consolidate using spaced retrieval and spaced practice?

Students will maintain a 'Learning Space' journal. Students will be questioned about skills and knowledge throughout the year.

Term 1 =28 lessons	Learning Journey <i>What knowledge and subject specific skills will pupils learn in order to complete the Learning Challenge?</i>	AO	Homework	TBQ
1-4	Introduction to GCSE – Mark scheme/Syllabus/expectations. Mind Map – Present as many words as you can that are associated with 'Natural Form'. Show a broad understanding of the theme and then Present resources	AO3	Do a Title Page for 'Natural Form' Resources based on mind map (AO1)	
5-6	Dry media experiment	AO2/3	Notes about dry media experiment	
7-8	Wet media experiment	AO2/3	Notes about wet media experiment	

9-10	Acrylic Experiment	AO2/3	Notes about your Acrylic Experiment	
11-12	Reflection and refinement of work			
13-16	A3 Pencil Drawing (with a copy of the picture you used?)	AO3	Finish drawing and write thoughts about your work Collage Artist Research – have you used the same style? (AO1)	
17-20	Collage (section) from your pencil drawing	AO2	Artist Research x2- Information, pictures (AO1)	
21-28	Present Artist Research (Information, pictures & your opinion) in your sketchbook. Complete unfinished work.	AO1	More resources (based on the elements of Natural Form you want to focus on); these might also be inspired by your artist(s). Primary Resources based on your chosen theme	
CHRISTMAS BREAK			Make sure sketchbook is up to date	
Term 2 =24	Learning Journey <i>What knowledge and subject specific skills will pupils learn in order to complete the Learning Challenge?</i>	AO	Homework	TBQ
	Pencil drawing from primary resources	AO3		

	Artist #1 Transcription + notes reflecting on the process	AO1		
	Artist #2 Transcription + notes reflecting on the process	AO1		
	Continued experimentation inspired by 1. Artists Previous experimentation to show refinement	AO3		
	Planning a final idea – 4+ designs	AO3		
	Experimentation for idea #1	AO2		
	Experimentation for idea #2	AO2		
	Experimentation for idea #3	AO2		
	Experimentation for idea #4	AO2		
	Final Idea decision – Mock up in book	AO4		
	PRODUCE FINAL IDEA BY EASTER	AO4		

Qualities							
<i>Pupils will have opportunities to develop the following BUILD qualities:</i>							
BUILD Quality	<i>Creative Arts curriculum contributes to developing this quality:</i>						All Years
<i>Respect</i>	<i>Pupils will learn about the expectations regarding online research. Sensitive topics may arise, especially when discussing contemporary or personal opinions. They must respect other opinions</i>						✓
<i>Kindness</i>	<i>There is always an opportunity for people to help each other.</i>						✓

<i>Tolerance</i>	<i>(See Respect)</i>						✓
<i>Resilience</i>	<i>Techniques will not always work first time. Trying ideas until they are happy with the results show resilience.</i>						✓
<i>Creativity</i>	<i>All work needs to rely on some creativity, intellectually as well as technically.</i>						✓
<i>Positivity</i>	<i>(See Resilience)</i>						✓
<i>Integrity</i>							✓
<i>Aspiration</i>	<i>Expectations will be high. Careers will be promoted.</i>						✓
<i>Empathy</i>							✓

<i>Skills</i>	
<i>During Year 7 in Resistant Materials, pupils will have opportunities to develop the following wider skills:</i>	
<i>Skill Area</i>	<i>How the Year 7 Creative Arts curriculum contributes to developing this skill area:</i>

<i>Literacy & Numeracy</i>	<i>Using the technical vocabulary of resistant materials will enhance the student's literacy skills and using numeracy skills already learnt within the design and make process.</i>
<i>Communication</i>	<i>There is a constant dialogue/verbal feedback regarding practical work. Positive dialogue is not only teacher and pupil, but also pupil peer discussion.</i>
<i>Problem Solving</i>	<i>Experimenting with different materials, tools and machinery to get the best results.</i>
<i>Leadership</i>	<i>The ability to be an independent thinker and problem solver, as well as be able to work collaboratively and communicate well all are qualities that a good leader requires. These can all be used in Resistant materials.</i>
<i>Collaboration</i>	<i>Students will help and support one another, though most work is individual.</i>
<i>Metacognition</i>	<i>Students need to understand what they have done, how they have done it and how it can be improved and then write about it. This will indicate their deeper thinking around a project.</i>
<i>Physical, Practical and Technical</i>	<i>Practical and technical tasks are completed. Pupils will be introduced to techniques that require more technical ability as they progress.</i>
<i>Digital Literacy</i>	<i>Pupils will learn about the expectations regarding online research.</i>

Skills			
<i>Pupils will have opportunities to develop the following wider skills:</i>			
Skill Area		How the Creative Arts curriculum contributes to developing this skill area:	
<i>Literacy & Numeracy</i>		<i>Note taking, formal written evaluations, critical reflections, creative writing.</i>	

		<i>Measuring, ratios/enlargements, quantities, proportions, patterns,</i>	
<i>Communication</i>		<i>There is a constant dialogue/verbal feedback regarding practical work. Positive dialogue is not only teacher and pupil, but also pupil peer discussion.</i>	
<i>Problem Solving</i>		<i>Experimenting with media to get the best results.</i>	
<i>Leadership</i>		<i>The ability to be an independent thinker and problem solver, as well as be able to work collaboratively and communicate well all are qualities that a good leader requires. These can all be used in Art.</i>	
<i>Collaboration</i>		<i>Students will help and support one another, though most work is individual.</i>	
<i>Metacognition</i>		<i>Students need to understand what they have done, how they have done it and how it can be improved and then write about it. This will indicate their deeper thinking around a project.</i>	
<i>Physical, Practical and Technical</i>		<i>Practical and technical tasks are completed. Pupils will be introduced to techniques that require more technical ability as they progress through KS3,4 and 5.</i>	
<i>Digital Literacy</i>		<i>Pupils will learn about the expectations regarding online research. They will learn about pixel size and sourcing good quality images. Photo-manipulation will be introduced as a tool for creativity. (Film and Photography can be pursued as an outcome)</i>	

Enrichment			
<i>The following events, visits, and trips will enrich the Creative Arts curriculum:</i>			
Event, Visit or Trip	Linked unit(s) of study	How the event, visit or trip enriches the curriculum:	
<i>UK Young Artists project</i>	<i>Cattertide Celebration</i>	<i>The project, ending in a public exhibition, will give 25 Yr8 students the opportunity to work with professional artists with a project around the Lace industry. 25th Nov is St Catherine's Day (the patron saint of lace makers) and the deadline for the exhibition at Backlit/NTU. This will be linked to the History Department as the cover the Industrial Revolution in Yr8</i>	
<i>YSP</i>	<i>GCSE research</i>	<i>GCSE students should all have the opportunity to enrich their experience of Art in the environment. This visit would be the starting point for a project.</i>	
<i>Multicultural Street Party</i>	<i>Yr9 Cultural & Personal Identity project</i>	<i>It would be nice to exhibit work produced by students as a celebration of diversity at the Street Party.</i>	
<i>New Art Exchange</i>	<i>Creating Connections</i>	<i>This Arts Council funded project links together 6 school across Nottinghamshire by pairing a Multicultural-Inner City School (NGA) with a less culturally diverse partner school (Bruns Academy in Mansfield). Through the programme, students will explore diversity though P4C led by NTU and a workshop at NAE. The Link-Artist will then work individually within our school as students develop their own response to the 'Creating Connections' work. <i>The work (by 180 students across Nottinghamshire) will be exhibited at the NAE in June at a public exhibition.</i></i>	