|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Art and Design: Graphics/ Product Design/ Textiles/ Food** | | | | | | | | | |
| **Key Stage 4:**  **Eduqas** | | | | | **Key Stage 5 (Graphics only):**  **Eduqas** | | | | |
| **Year 7** | **Year 8** | | **Year 9** | **Year 10** | | **Year 11** | **Year 12** | | **Year 13** |
| 2 lessons per week | 2 lessons per week | | 2 lessons per week | 3 lessons per week | | 3 lessons per week | 6 lessons per week | | 6 lessons per week |
|  | | | | | | | | | |
| **Staff** | | **Role** | | | **Staff** | | | **Role** | |
| **E. Walter** | | Co-Curriculum Leader: Art/ Design | | | **N. Douglas** | | | Co-Curriculum Leader: Art/ Design | |
| **K. Vas** | | Teacher/ Head of Sixth Form | | | **D. Farr** | | | Teacher | |
| **L. Quinn** | | Teacher | | | **S. Morson** | | | Teacher | |
|  | |  | | | **R. Smith** | | | Teacher | |

**Textiles**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Module 1** | **Module 2** | **Module 3** | **Module 4** | **Module 5** | **Module 6** |
| **Year 7** | **Monster Soft Toy: This module is delivered each module as part of the Tech Carousel Rotation**  Students will design and make a product using  **They will be assessed under the following assessment objectives:**  AO1: Develop ideas through investigations, demonstrating critical understanding of sources.  AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media,  materials, techniques and processes.  AO3: Record ideas, observations and insights relevant to intentions as work progresses.  AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. | | | | | |
| **Year 8** | **This is me! Printed and embroidered cushion : This module is delivered each module as part of the Tech Carousel Rotation**  Students will design and make a product using  **They will be assessed under the following assessment objectives:**  AO1: Develop ideas through investigations, demonstrating critical understanding of sources.  AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media,  materials, techniques and processes.  AO3: Record ideas, observations and insights relevant to intentions as work progresses.  AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. | | | | | |
| **Year 9** | **Graffiti Hats: This module is delivered each module as part of the Tech Carousel Rotation**  Students will design and make a product using  **They will be assessed under the following assessment objectives:**  AO1: Develop ideas through investigations, demonstrating critical understanding of sources.  AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media,  materials, techniques and processes.  AO3: Record ideas, observations and insights relevant to intentions as work progresses.  AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. | | | | | |
| **Year 10** | **Skill building:** | | **Coursework (60% of final grade)**  Students investigate a theme of their choice. Develop ideas through appropriate mediums, taking inspiration from contextual sources to arrive at a final outcome.  Possible areas of study include: • Constructed textiles • Digital textiles • Dyed fabrics • Printed fabrics • Fashion design • Installed textiles • Soft furnishings • Stitched and/or embellished textiles. Work is not limited to one area of study. | | | |
| **Year 11** | **Coursework (60% of final grade)**  Students investigate a theme of their choice. Develop ideas through appropriate mediums, taking inspiration from contextual sources to arrive at a final outcome.  Possible areas of study include: • Constructed textiles • Digital textiles • Dyed fabrics • Printed fabrics • Fashion design • Installed textiles • Soft furnishings • Stitched and/or embellished textiles. Work is not limited to one area of study. | | **Exam (40% final grade)**  Students investigate a theme of their choice from the exam boards list. Develop ideas through appropriate mediums, taking inspiration from contextual sources to arrive at a final outcome.  The Externally Set Assignment materials will consist of a series of fifteen assignment choices, comprising five broad themes, five visual stimuli and five written briefs which are to be presented to the student at the start of the preparatory study period.  The student is required to select one of the fifteen assignments as a starting point from which to elicit their own independent creative response. Responses are to be developed during the preparatory study period. They should take the form of contextual and practical research and supporting studies that inform the resolution of ideas in the 10 hours sustained focus study. Possible areas of study include: • Constructed textiles • Digital textiles • Dyed fabrics • Printed fabrics • Fashion design • Installed textiles • Soft furnishings • Stitched and/or embellished textiles. Work is not limited to one area of study. | | | |
| **As part of their studies for GCSE Textiles, students should aim to present clear evidence of addressing the assessment objectives, as in the following examples.**  **AO1**  • Develop ideas that are informed by investigative, contextual and cultural studies of historical and contemporary textile design in their own and other societies and other sources, for example fine art and crafts such as jewellery.  • Explore a wide variety of work produced by textile designers and understand the differences in their methods, approaches, purposes and intentions, such as ethical, cultural, aesthetic and utilitarian considerations.  • Provide evidence of analytical skills and critical and contextual understanding by appraising, comparing and contrasting the work of relevant textile designers and other historical and contextual sources, using this to inform their own work.  • Increase awareness of the wide variety of textile design processes and outcomes and the differences between these, including relationships between functional, aesthetic, stylistic and technological considerations and how these are applied and adapted to meet particular needs.  **AO2**  • Refine and reflect upon work as it progresses by exploring ideas, selecting and experimenting with appropriate breadth of textile design approaches and processes including, where appropriate, the purposeful manipulation of digital software. Exercise skilful and safe application of these to maximise creative potential and produce quality outcomes.  • Explore a stimulating and rich variety of resources to initiate and develop innovative ideas. Pay due regard to line, tone, colour, shape, texture and other visual elements and, where appropriate, use drawing to explore and communicate ideas.  • Provide evidence of appropriate depth and breadth of study of textile design, including drawing. Employ sensitive control, for example in refining detail, such as the design and production of surface pattern or decorative features.  • Show discrimination in reviewing ideas as work develops. Establish a clear working relationship between working methods and outcomes by documenting significant steps so that final outcomes do not emerge without evidence of the creative process.  **AO3**  • Gather, select, organise and communicate information that is relevant to their personal interests as a consequence of careful research and analysis of a stimulating and rich variety of resources.  • Record ideas, first-hand observations, insights and judgments by any suitable means, such as sketches, illustrations, free-arm embroidered studies, test pieces and written notes that are relevant to personal intentions.  • Critically reflect on work as it progresses in order to review what has been learned, acquire deeper understanding and clarify purposes and meanings.  **AO4**  • Present personal, imaginative final outcomes, together with selective evidence of thinking and production processes, that effectively realise the student’s stated intentions or a design brief and demonstrate critical understanding of visual and, where appropriate, other forms of communication. For example, costume designs for a school performance to be made from recycled materials.  • Make explicit connections, where appropriate, between the different elements of the submission, including contextual, practical and written responses, presenting work that is meaningful, well-informed and in a sequence that can be easily followed and results in quality outcomes.  • Consider different presentational formats and select the most appropriate for the submission. Due regard should be given to the purpose of the work and how it might engage the interest of an audience or potential clients. For example, screen-printed curtains for a small child’s bedroom | | | | | | |
| **Year 12** | **Skill-Building** | | **Coursework: Personal Investigation (60% final grade)**  Students investigate a theme of their choice. Develop ideas through appropriate mediums, taking inspiration from contextual sources to arrive at a final outcome. | | | |
| **Year 13** | **Coursework (as in Year 12, Modules 3-6)** | | **Exam (begins 01 Feb) (40% final grade)**  The Externally Set Assignment consists of a series of visual (including moving image) and written stimuli set by EDUQAS. Learners are required to select one of the stimuli and develop it in the form of:  a personal response or an issue to be addressed or a problem to be considered or a specific design brief or another suitable starting point. Learners will develop their response over a preparatory study period (January until April). Responses must take the form of critical, practical and theoretical preparatory work and/or supporting studies, which will inform the resolution of these ideas. learners will be allocated a period of 15 hours sustained focus study to realise their response unaided and under supervised conditions.  **Students are assessed against the following assessment objectives in both coursework and Externally set assignment. Further marking criteria can be found in the Eduqas GCSE Art and Design specification online.**  Learners must demonstrate their ability to:  **AO1** Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.  **AO2** Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.  **AO3** Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.  **AO4** Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements. | | | **Public Examinations** |

The Design curriculum centres upon students receiving a multitude of skills and creative problem-solving tasks, offering an engaging cognitive challenge.

In KS3 this takes the form of a carousel of disciplines, each with its own technical outcome and expertise.

* **Food Technology** allows students to consider the preparation and nutritional content of what they consume while they work collaboratively and ultimately share and assess their product.
* **Graphic Design** offers learners imaginative design experience, playing with the possibilities of personal aesthetics and connecting those to applied designs after exploring and investigating software.
* **Textiles** enables students to explore a range of approaches present in textiles art and the fashion and textiles industry. Students will approach concepts in soft furnishing and accessory design, suitability of materials and techniques using industry standard equipment and materials.
* In **Product Design,** students will gain a technical approach to the creative curriculum, often working from brief based problem-solving task students will develop techniques honing and improving a product produced to fulfil a purpose.

**Impact: what difference is our curriculum making to pupils?**

**All schemes of learning in Art and Design will:**

* Create lessons in-keeping with The Bacon’s Way; applying Do Nows; making sure to model, demonstrate and scaffold written, creative and verbal responses; assist student progression with clear objectives and provide ample opportunities for learners to receive formative and summative feedback.
* Encourage learners to challenge assumptions.
* Promote crafting and improving.
* Embed knowledge retention of techniques and practices
* Support students in their critical and contextual understanding.
* Provide students with the real world applications for the skills they are gaining.
* Promote collaborative practice.
* Foster an imaginative and inquisitive practice in a safe environment.
* Support persistence and working through difficulty and uncertainty.

**Further Information and Guidance**

**GCSE Subject Information Sheet**

**Sixth Form Information Sheet**