



# Creative Faculty 2022/2023

## Key Stage 4

### Whole School Intent

The Creative faculty consists of the Art and DT departments. Each area has a specialist lead teacher, who oversees the teaching, learning and assessment within each subject. The subject specialists are supported by a key stage two link teacher who is responsible for the implementation in the primary years.

We know that before joining The Observatory School pupils may have gaps in their skills due to barriers to learning or time missed from education. The Creative Faculty's intent is that all pupils will be able to close these gaps through individually targeted classroom teaching.

The creative faculty works closely with all of the other faculties in the school. We aim to provide an inspiring curriculum, nurturing the development of the whole child and in which every child can achieve.

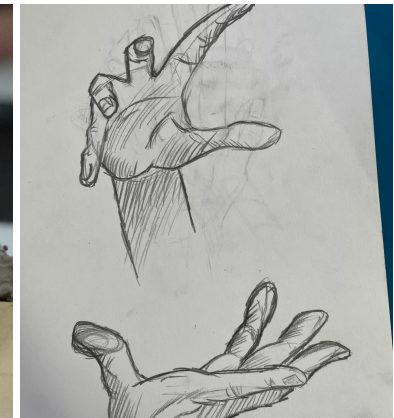
The National Curriculum Framework 2014 is central to our curriculum and every pupil is taught in line with those expectations. However, our distinct curriculum also includes learning opportunities that are designed to support our values and reflect our local and international communities whilst retaining the flexibility to respond to our pupils' changing interests and the developing world around them.

In Year 10 students will be placed into an academic or vocational pathway, which enables them to be working at the right level for their skills and knowledge. All departments within the faculty offer students the opportunity to achieve a range of formal qualifications, at the right level for their abilities and future aspirations.

## Qualifications:

We pride ourselves on our high expectations of what our young people can achieve, this is celebrated through achievements in BTEC, GCSE and ASDAN qualifications and through displaying work and sharing achievements through The Observatory School Website and Newsletters.

Art	DT
GCSE Art and Design Arts Award	ASDAN Foodwise BTEC Food



## **Key Stage 4 Art Curriculum**

### **Key Stage 4**

#### **Pupils in key stage 4 complete a GCSE in Art and Design**

The WJEC GCSE Art and Design is conceived as a two year linear qualification. It consists of two units: Unit 1, the Portfolio (60% of qualification, internally assessed, externally moderated) and Unit 2, the Externally Set Assignment (40% of qualification, internally assessed, externally moderated);

#### **Unit 1: Portfolio**

60% of qualification: 120 marks

- This unit comprises a major practical portfolio and outcome/s to be based on internally set themes and subject matter developed from personal and/or given starting points.
- Work undertaken within the unit will be internally set, internally assessed and externally moderated.
- Work will be selected, evaluated and presented for assessment by the student.
- Evidence is required of how the student has met each of the assessment objectives.
- Pupils complete unit one in year 10 and Autumn 1 in year 11.

#### **Unit 2: Externally Set Assignment 40% of qualification: 80 marks**

The Externally Set Assignment consists of two parts: Part 1: Preparatory study period.

- Externally Set Assignment materials set by WJEC are to be released to the students no earlier than 2 January (in the calendar year in which the assessment is to be taken) and will consist of assignments based on themes, visual stimuli and written briefs, which are to be presented to the student at the start of the preparatory study period.
- One of the assignments is to be selected by the student and used as a starting point from which to elicit a personal, creative response.
- The start of the preparatory study period is defined as the date upon which the externally set assignment materials are presented to the student. The preparatory study period may commence on or after 2 January. The preparatory study period finishes upon commencement of the sustained focus work.
- Start and finish dates of the preparatory study period to be determined by the centre, taking into account the May deadline for the submission of internally assessed marks to WJEC

#### **Part 2: 10 hour period of sustained focus work**

- The resolution of the student's ideas from the preparatory work must be completed during the designated 10 hours of sustained focus work
- The period of sustained focus work must be completed under supervised conditions.

- Work will be selected, evaluated and presented for assessment by the student.
- Both the preparatory work and sustained focus work will be assessed together using the assessment objectives.



## **PROGRESSION**

**Pupils use the skills built through Key Stage 2 and 3 to enable them to work independently to:**

- develop their ideas through investigations informed by selecting and critically analysing sources apply an understanding of relevant practices in the creative and cultural industries to their work
- refine their ideas as work progresses through experimenting with media, materials, techniques and processes record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses
- use visual language critically as appropriate to their own creative intentions and chosen area(s) of study through effective and safe use of: media, materials, techniques, processes and technologies
- use drawing skills for different needs and purposes, appropriate to the context, for example, using drawing as part of the development process within each chosen area of study
- realise personal intentions through the sustained application of the creative process.

	<b><u>Autumn</u></b>		<b><u>Spring</u></b>		<b><u>Summer</u></b>	
Anderson (10)	<b>GCSE Portfolio</b> Pop Art - Research phase. AO1	<b>GCSE Portfolio</b> Pop Art - Research phase. AO1 (Gallery Visit)	<b>GCSE Portfolio</b> Development of ideas and drawing skills. AO2	<b>GCSE Portfolio</b> Development of ideas and drawing skills. AO2	<b>GCSE Portfolio</b> Development of ideas and drawing skills. AO3	<b>GCSE Portfolio</b> Finalising ideas and working on the presentation of final outcomes. AO3
Turing (10)	<b>GCSE Portfolio</b> Pop Art - Research phase. AO1	<b>GCSE Portfolio</b> Pop Art - Research phase. AO1 (Gallery Visit)	<b>GCSE Portfolio</b> Development of ideas and drawing skills. AO2	<b>GCSE Portfolio</b> Development of ideas and drawing skills. AO2	<b>GCSE Portfolio</b> Development of ideas and drawing skills. AO3	<b>GCSE Portfolio</b> Finalising ideas and working on the presentation of final outcomes.

						AO3
Hamilton (11)	<b>GCSE Portfolio</b> Observational Drawing. Improving drawing skills AO1,2,3,4	<b>GCSE Portfolio</b> Finalising ideas and working on the presentation of final outcomes. AO1,2,3,4 (Gallery Visit)	<b>GCSE Exam Prep</b> Research phase AO1,2,3,4	<b>GCSE Exam Prep</b> Research phase AO1,2,3,4	<b>GCSE Exam</b> Exam - the final piece AO1,2,3,4	Course Completed
Storey (11)	<b>GCSE Portfolio</b> Observational Drawing. Improving drawing skills  AO1,2,3,4	<b>GCSE Portfolio</b> Finalising ideas and working on the presentation of final outcomes. AO1,2,3,4 (Gallery Visit)	<b>GCSE Exam Prep</b> Research phase AO1,2,3,4	<b>GCSE Exam Prep</b> Research phase AO1,2,3,4	<b>GCSE Exam</b> Exam - the final piece AO1,2,3,4	Course Completed

## Key Stage DT Curriculum

In key stage 4 the main focus for DT is Food Technology. Pupils on the academic pathway focus towards a BTEC Level 1/2 in Home COoking. The vocational pathway focus on achieving the Asdan award.

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Anderson (10) Academic	<p><b><u>ASDAN Foodwise</u></b> The FoodWise Short Course will enable learners to:</p> <ul style="list-style-type: none"> <li>• learn what is meant by healthy eating and wellbeing</li> <li>• learn and demonstrate the skills and techniques needed to cook</li> <li>• gain an understanding of the importance of sustainability and cooking on a budget</li> <li>• learn about aspects of the food industry and how it operates</li> </ul>	<p><b><u>BTEC Level /2 Home Cooking Skills</u></b></p> <p>Individual needs will be assessed first. There will be continuous assessment, observations, evaluation and feedback, on the units for the BTEC level 1 certificate. They will be reviewed periodically with the team and the learners. The learners will learn by repetition and practice of skills and theory to develop lifelong learning. Any theory not done may need to be carried with them. Workbooks will be completed and marked. Photographic evidence and witness statements will be added to the books</p>	<p><b><u>BTEC Level 1/2 Home Cooking Skills</u></b></p> <p>The BTEC level /2 qualification requires a two course meal to be produced. This further builds up the confidence of the learners in the skills and knowledge they have gained for lifelong learning.</p>
Turing (10) Vocational	<p><b><u>ASDAN Foodwise</u></b> The FoodWise Short Course will enable learners to:</p> <ul style="list-style-type: none"> <li>• learn what is meant by healthy eating and wellbeing</li> <li>• learn and demonstrate the skills and techniques needed to cook</li> <li>• gain an understanding of the importance of sustainability and cooking on a budget</li> <li>• learn about aspects of the food industry and how it operates</li> </ul>		
Hamilton (11) Vocational	<p><b><u>ASDAN Foodwise</u></b> The FoodWise Short Course will enable learners to:</p>		

	<ul style="list-style-type: none"> <li>• learn what is meant by healthy eating and wellbeing</li> <li>• learn and demonstrate the skills and techniques needed to cook</li> <li>• gain an understanding of the importance of sustainability and cooking on a budget</li> <li>• learn about aspects of the food industry and how it operates</li> </ul>		
Storey (11) Academic	<p><b><u>ASDAN Foodwise</u></b> The FoodWise Short Course will enable learners to:</p> <ul style="list-style-type: none"> <li>• learn what is meant by healthy eating and wellbeing</li> <li>• learn and demonstrate the skills and techniques needed to cook</li> <li>• gain an understanding of the importance of sustainability and cooking on a budget</li> <li>• learn about aspects of the food industry and how it operates</li> </ul>	<p><b><u>BTEC Level /2 Home Cooking Skills</u></b></p> <p>Individual needs will be assessed first. There will be continuous assessment, observations, evaluation and feedback, on the units for the BTEC level 1 certificate. They will be reviewed periodically with the team and the learners. The learners will learn by repetition and practice of skills and theory to develop lifelong learning. Any theory not done may need to be carried with them. Workbooks will be completed and marked. Photographic evidence and witness statements will be added to the books</p>	<p><b><u>BTEC Level 1/2 Home Cooking Skills</u></b></p> <p>The BTEC level /2 qualification requires a two course meal to be produced. This further builds up the confidence of the learners in the skills and knowledge they have gained for lifelong learning.</p>

## **PROGRESSION**

Pupils use the skills built through Key Stage 2 and 3 to enable them to work independently towards the level 1/2 qualifications

