



Creative Faculty 2022/2023

Key Stage 3

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 3 Art Curriculum

Key Stage 3

Pupils should be taught to develop their creativity and ideas, and increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work.

Pupils should be taught:

- to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas
- to use a range of techniques and media, including painting
- to increase their proficiency in the handling of different materials
- to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work
- about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.

	<u>Autumn</u>		Spring	Summer	
Adams (7)	Formal Elements Pupils will be introduced to and explore, investigate and practise the formal elements in Art and Design. <ul style="list-style-type: none"> • Line • Shape • Form • Colour • Tone • Texture • Pattern 	Fantasy Fish 3D Unit - Colour Recap on the colour wheel (from KS2) Pupils explore colour theory, tonal painting and communicating emotions through colour. They explore cross-curricular combining maths and art, with	Great Artists (Gallery Visit) Pupils explore artists such as Picasson, Mondrian, Van Gogh and Warhol. Pupils visit the Tate Liverpool - Can they find an artist they have learned about? https://www.tate.org.uk/kids/make/paint-draw/create-art-van-gogh https://www.tate.org.uk/kids/make/paint-draw/create-art-van-gogh	Cultures of the World (Museum visit) Pupils explore art in different cultures. They will explore art from Asia, Africa and Australasia. Pupils will use their visit to the Liverpool World Museum as inspiration for their artwork. Pupils are to annotate their work. What has worked	<u>Portraits</u> The portraiture drawing lessons are designed to show the students how they might draw a face incorrectly and why, then show them how to address their mistakes using some basic guides and rules. The outcomes are for students to be able to accurately place all of the features of the face in the correct place,
Watson (7)					
Banksy (7)					

	<ul style="list-style-type: none"> ● TONE (shading) ● SURFACE, ● SPACE ● TEXTURE <p>To work directly from observation to understand space, form, shapes, textures, tones, line and composition using a still life set up as stimulus. (this could be objects such as nature (shells, leaves...) Household objects (cups, bottles...) Shoes, jewellery...</p> <p><u>Artists</u> Henry Moore, David Hockney, Van Gogh, Anselm Kiefer, Andrea Joseph,</p> <p>https://www.youtube.com/watch?v=PZV-EdfJoWs</p>	<p>Blending)</p> <p>Pupils experiment with different materials to blend with. Oil pastels, paints, chalks...</p> <ul style="list-style-type: none"> ● Blending ● Tonal work ● Steady line ● Accuracy <p>Artists: Oscar-Claude Monet John Constable Edvard Munch</p> <p>Pupils are to annotate their work. What has worked well? What could be improved?</p> <p>https://www.youtube.com/wat</p>	<p>Pupils explore the work of Antoni Gaudi and how he was inspired by nature. Pupils look at the architecture in Barcelona created by Gaudi. They make sketches and designs for their own 'Gaudi Tower'.</p> <p>Pupils make their own tower using 3D materials.</p> <p>Annotation: https://teachers.thenational.academy/lessons/introduction-to-art-annotate-work-c5h3ad?from_query=annotation</p> <p>https://www.youtube.com/watch?v=y45tubl7gb8</p> <p>https://drive.google.com/drive/folders/14ELunvbA2lc9SdqYQ4fpUgGB2PubpvB</p>	<p>Pupils will complete a page of 3D shapes using a vanishing point, their name in perspective, a simple one point perspective street scene.</p> <p>https://www.youtube.com/watch?v=qq8SO9tMI8k</p>	<p>Pupils explore African Masks. They look at how symmetry is used and how pattern is used. Pupils make a final 3D mask. This can be from clay, paper sculpture or mixed media.</p> <p>Examples https://www.youtube.com/watch?v=KuZZVAG3yWM https://www.youtube.com/watch?v=l6sbwfxV98 https://www.youtube.com/watch?v=XCrlkAXRrC8 https://www.youtube.com/watch?v=44GqHDQ9bOM</p>	<p>designed to show the students how they might draw a face incorrectly and why, then show them how to address their mistakes using some basic guides and rules.</p> <p>The outcomes are for students to be able to accurately place all of the features of the face in the correct place, understanding proportions, scale and creating some realism in their work through by adding tone.</p>
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	<p>https://www.youtube.com/watch?v=2lZJE9e8hhU</p> <p>https://teachers.tenational.academy/lessons/drawing-still-life-c5h34c</p> <p>https://theartteacher.net/2018/02/16/ks3-art-scheme-of-work-observational-drawing/</p>	<p>ch?v=WgpfnODhkjw</p> <p>https://www.youtube.com/watch?v=dhjWdqgFGal</p> <p>https://www.youtube.com/watch?v=UsRafdmBG5c</p>	E?usp=sharing			
Castner (9)	Formal Elements	Looking at Artists (Gallery Visit)	FACE PAINTING AND MASKS FROM OTHER CULTURES (Museum Visit)	Observational Drawing Sweets Project	<u>Sketchbook Project</u>	
	<p>The Formal Elements: Pattern and Colour.</p> <p>To apply an</p>	<p>Pupils explore different artists from different periods. Pupils</p>	<p>A variety of drawing media will</p>	<p>Developing understanding of observational</p>	<p>Preparation for GCSE Art.</p> <p>This unit is topic based. (Identity, this can be adapted by the class teacher)</p>	

	<p>understanding of line and repeated pattern.</p> <p>Pupils explore zentangle patterns and shapes</p> <p>https://www.scienceabc.com/social-science/what-are-zentangles.html</p> <p>https://theartteacher.com/zentangle-art-lessons/</p>	<p>focus on evaluating and analysing art work. Pupils also reproduce famous artworks using different materials (painting, sketching, oil pastels)</p>	<p>be used exploring the three dimensional qualities of African Masks. From your exploratory drawing you will gradually develop a design to be made into a sculpture. You should consider the scale of the work and whether it will be seen in the round or low relief sculpture. You will develop the ability to be selective in your choice of subject matter and making the leap from a 2D drawing to making a piece of work that is constructed and built up in some way.</p>	<p>painting skills through analysing and taking inspiration from the work of Sarah Graham to create large scale watercolour and oil pastel sweet compositions</p>	<p>https://teachers.thenational.academy/lessons/presentation-cgrkcc</p> <p>https://teachers.thenational.academy/unit/s/identity-who-i-am-73f9</p> <p>https://www.youtube.com/watch?v=cfQwlsiAVs</p> <p>https://teachers.thenational.academy/unit/s/experimenting-95a7</p>
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Key Stage 3 DT Curriculum

The national curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday
- tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design
- and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others.
- understand and apply the principles of nutrition and learn how to cook.

	<u>Autumn</u>	<u>Spring</u>		<u>Summer</u>	
Adams (7) Watson (7) Banksy (7)	The DT curriculum in key stage 3 starts during the spring term due to timetabling.	<u>Environmental</u> Pupils will learn skills to design, make and evaluate products that can	<u>Sewing and textiles</u> Pupils will discover ways to recycle old materials.	<u>Horticulture</u> Pupils will develop a basic understanding of horticulture.	<u>Forest School</u> Pupils will learn and develop an understanding of forest school.

		<p>have a positive impact on the environment.</p> <p>Pupils will create a bird feeder out of recycled products.</p> <p>This will create links locally with Tam O'Shanter Urban Farm.</p>	<p>Pupils make puppets out of recycled materials.</p> <p>Pupils will develop cutting work, needlework and embroidery.</p>	<p>Pupils will understand the importance of horticulture.</p> <p>Pupils will partake in an ASDAN course for horticulture, allowing for the opportunity to gain a qualification</p>	<p>Pupils will partake in practical activities and excursions involving forest school principles</p>
<p>Adams (7)</p> <p>Watson (7)</p> <p>Banksy (7)</p> <p>(Food Technology)</p>	<p><u>ASDAN Foodwise</u></p> <p>Identify the importance of the following food groups and their benefits to the body; give five examples of foods in each group:</p> <ul style="list-style-type: none"> • proteins • fats • carbohydrates <p>Create a group display to illustrate food groups, showing how much we need of each and how they benefit the body. Include recipes or dishes that contain these food groups.</p>	<p><u>ASDAN Foodwise</u></p> <p><u>Cooking on a Budget</u></p> <p>Pupils will gain an understanding of the importance of sustainability and cooking on a budget</p>	<p><u>ASDAN Foodwise</u></p> <p><u>Healthy Eating and Wellbeing</u></p> <p>What is meant by healthy eating? What is good wellbeing? How does food contribute to a healthy lifestyle?</p>	<p><u>ASDAN Foodwise</u></p> <p><u>The Food Industry</u></p> <p>During this term students will identify the types of hospitality and catering outlets that make up the industry and outline the different services they offer their customers and users. They will then begin to look at the different types of job roles within the industry, looking at job descriptions, responsibilities, pay etc. They will also look into career opportunities available in Wirral and surrounding areas, they will look at types of contracts, shift patterns etc. They will complete a training leaflet outlining the skills and qualities needed for two comparative roles within the industry.</p>	
<p>Newton (8)</p> <p>Parks (8)</p>	<p><u>Basic Food Safety</u></p> <ul style="list-style-type: none"> • Personal Hygiene • Food Hazards 	<p><u>Sewing and textiles</u></p> <p>Pupils will discover</p>	<p><u>Environmental</u></p> <p>Pupils will learn skills</p>	<p><u>Forest School</u></p> <p>Pupils will learn and</p>	<p><u>Horticulture</u></p> <p>Pupils will develop a</p>

	<ul style="list-style-type: none"> Chilling and freezing foods Preventing cross contamination Serving food Waste <p><u>Food Preparation and Presentation</u> Plan a two-course meal for a special occasion. Look at different ways of presenting the meal, create three different designs and then choose the one that looks the most attractive and state why. Cook your meal and ask for feedback on the presentation. Take a photograph of your finished meal.</p>	<p>ways to recycle old materials.</p> <p>Pupils make puppets out of recycled materials.</p> <p>Pupils will develop cutting work,</p>	<p>to design, make and evaluate products that can have a positive impact on the environment.</p> <p>Pupils will create a bird feeder out of recycled products.</p> <p>This will create links locally with Tam O'Shanter Urban Farm.</p>	<p>develop an understanding of forest school.</p> <p>Pupils will partake in practical activities and excursions involving forest school principles</p>	<p>basic understanding of horticulture.</p> <p>Pupils will understand the importance of horticulture.</p> <p>Pupils will partake in an ASDAN course for horticulture, allowing for the opportunity to gain a qualification</p>
	<p><u>Food technology National Curriculum Assessment areas:</u></p> <ul style="list-style-type: none"> Creative, Technical & Practical Expertise Designing & Making for Users Evaluating & Testing Ideas & Products Principles of Nutrition & Cooking 				
<p>Newton (8) Parks (8)</p> <p>Food Technology</p>	<p><u>ASDAN Foodwise</u> The FoodWise Short Course will enable learners to:</p> <ul style="list-style-type: none"> learn what is meant by healthy eating and wellbeing learn and demonstrate the skills and techniques needed to cook 	<p><u>ASDAN Foodwise</u> <u>Cooking on a Budget</u></p> <p>Pupils will gain an understanding of the importance of sustainability and</p>	<p><u>ASDAN Foodwise</u> <u>Healthy Eating and Wellbeing</u></p> <p>What is meant by healthy eating? What is good wellbeing?</p>	<p><u>ASDAN Foodwise</u> <u>The Food Industry</u></p> <p>Spend a day at an outdoor food production site, (eg smallholding, organic farm, dairy farm). Learn about what is involved, take an active role in one part of the work and talk to the staff about the highs and lows of their job.</p>	

	<ul style="list-style-type: none"> gain an understanding of the importance of sustainability and cooking on a budget learn about aspects of the food industry and how it operates 	cooking on a budget.	How does food contribute to a healthy lifestyle?	Carry out a survey among local residents about food citizenship in your area, (eg high street shopping, local markets, foods with a small carbon footprint, food waste, allotments). Report your findings.
Caster (9) Curie (9) Food Technology	<u>ASDAN Foodwise</u> The FoodWise Short Course will enable learners to: <ul style="list-style-type: none"> learn what is meant by healthy eating and wellbeing learn and demonstrate the skills and techniques needed to cook gain an understanding of the importance of sustainability and cooking on a budget learn about aspects of the food industry and how it operates 	<u>BTEC Level /2 Home Cooking Skills</u> 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		<u>BTEC Level 1/2 Home Cooking Skills</u> 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.