

DESIGN Department

Programme of Study: 2023-2024

Discovery - KS3:

Curriculum intent:



Our KS3 curriculum comprises Fine Art, Resistant Materials, Textiles, Food Technology and Child development beneath the 'Design' banner. Central to our educational ethos is to instill a passion and excitement for creativity whether via a paintbrush, pan or pillar drill. We believe artistic expression and creative, practical problem solving to be an integral tool children need to become successful adults. Art and Technology provide a platform for practical competence, life-skills and confident problem solving much sought after by every employer in the 21st century.

<https://www.theguardian.com/education/2018/dec/20/future-graduates-will-need-creativity-and-empathy-not-just-technical-skills>

As an 'Arts Mark' school we are immensely proud to spearhead a passion for the arts within our students. The Design dept lead a 'criss-cross' day for yr 7 annually where the year group are responsible for producing a mural which decorate the school, and students can be proud of all through their time at EPCS.

We believe that young people must develop independence and practical knowledge which is why our Design curriculum is so important. Art enables un-constrained creative thinking and problem solving, and our food curriculum enable students to share nutritional knowledge and prepare healthy meals for themselves and their family. In an increasingly 'disposable' society we believe practical skills learnt in the Technology workshops can help the next generation engineer a brighter, more sustainable future.

The Design dept feel passionately about students gaining cultural as well as intellectual wealth during their time with us. To this end we would normally provide trips to Tate Modern, the Science Museum and a working organic farm during KS3. These visits feed directly into class-work and enable students the experience of the Arts and Technology in a non-classroom environment.

Design Dept KS3 SOW overview 2023/2024						
Year & Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
7 Art	The formal elements of Art (Tone, shape, Form, colour, Line, Texture, Pattern) https://www.bbc.co.uk/bitesize/guides/z3pp3k7/revision/1	The formal elements of Art (Tone, shape, Form, colour, Line, Texture, Pattern) https://www.bbc.co.uk/bitesize/guides/z3pp3k7/revision/1	Kandinsky and Abstraction. This project links to a visit to Tate modern and an exploration into abstraction and the work of Wassily Kandinsky https://www.tate.org.uk/search?q=kandinsky	Kandinsky and Abstraction. This project links to a visit to Tate modern and an exploration into abstraction and the work of Wassily Kandinsky https://www.tate.org.uk/search?q=kandinsky	Cubism & Picasso This project introduces students to the work of Picasso and culminates in a cubist self-portrait https://www.tate.org.uk/search?q=pablo+picasso	Cubism & Picasso This project introduces students to the work of Picasso and culminates in a cubist self-portrait https://www.tate.org.uk/search?q=pablo+picasso
8 Art	Pop Art This is an expressive project exploring the work of Roy Lichtenstein and Andy Warhol causing students to question the relationship between art and the pop-culture they are surrounded by. https://www.tate.org.uk/search?q=pop+art	Pop Art This is an expressive project exploring the work of Roy Lichtenstein and Andy Warhol causing students to question the relationship between art and the pop-culture they are surrounded by. https://www.tate.org.uk/search?q=pop+art	Steampunk An exciting project where students explore this contemporary style influenced by Victorian Science fiction leading to a Steampunk design of their own. https://www.youtube.com/watch?v=QbDvmG3uqK8	Steampunk An exciting project where students explore this contemporary style influenced by Victorian Science fiction leading to a Steampunk design of their own. https://www.youtube.com/watch?v=QbDvmG3uqK8	Fantastical Food A sculptural unit where students will work in groups/pairs, to design and construct a large scale food sculpture. Work will be inspired by the works of Claes Oldenburg and the writings of Roald Dahl  Willy Wonka &...	Fantastical Food A sculptural unit where students will work in groups/pairs, to design and construct a large scale food sculpture. Work will be inspired by the works of Claes Oldenburg and the writings of Roald Dahl  Claes Oldenb...
9 Art	Maggi Hambling Waves and the Sea In this unit students will be introduced to the energetic works of the contemporary		Architecture In this unit students will explore a range of artworks based on the theme of		Portrait In this unit students will be taught the grid method to accurately draw a portrait from a	

	<p>artist Maggi Hambling, with specific reference to her wave series. Students will explore her work in two ways, practically using artist materials and theoretically looking at her history, what inspires her and the technical method of her painting. Students will produce a range of artworks using oil pastel, paint and paper relief. Students will also produce a research document including independent research, personal opinion of the artist and analysis of her work using subject specific terminology. Building on their practical skills, research skills and writing skills for the purpose of developing their understanding of Art and narrative, technique and processes.</p> <p>BBC on Maggi Hambling</p>		<p>architecture. They will look at historical references from the 1800's and Jon Sell Cotman and contemporary examples, artists such as Lucy Jones and Sean Briggs. Students will explore their own local area and reference images they have collected in their own work. Students will experiment with printing techniques and collage as well as refining their drawing skills and understanding of shape, value, tone and texture. Students will produce a range of prints using techniques such as mono printing.</p>		<p>source photograph. Students will build up their shading skills and apply this to shading a face, creating texture and shape. Students will look at the photomontages of the artist David Hockney, looking specifically at the portraits. Students will experiment and explore distorting their own portrait drawings through the idea of FRACTURED. Using techniques such as collage, drawing, folding and layering, students will construct a range of self portraits based on the idea of fractured. Students will build on their analytical and critical thinking and writing skills when evidencing their ideas, both in artworks and in annotation as it progresses.</p> <p>Hockney talking about his photographs</p>	
7 Tech	<p>Health and safety/ wooden keyring</p> <p>Students learn how to work safely in a workshop and are introduced to timber production, conservation and identification. This knowledge is then developed into production of a hard wood and soft wood keyring.</p>	<p>Health and safety/ wooden keyring</p> <p>Students learn how to work safely in a workshop and are introduced to timber production, conservation and identification. This knowledge is then developed into production of a hard wood and soft wood keyring.</p>	<p>Wooden toy</p> <p>This gives students an opportunity to further develop and refine their workshop craft in designing and building a wooden toy with moving parts. This project should secure confidence and mastery of woodwork and safe working practices.</p>	<p>Wooden toy</p> <p>This gives students an opportunity to further develop and refine their workshop craft in designing and building a wooden toy with moving parts. This project should secure confidence and mastery of woodwork and safe working practices.</p>	<p>Wooden toy</p> <p>This gives students an opportunity to further develop and refine their workshop craft in designing and building a wooden toy with moving parts. This project should secure confidence and mastery of woodwork and safe working practices</p>	<p>Phone Cradle</p> <p>A practical project enabling students to employ all skills and confidence with different materials learnt over 2 years. Students produce a mobile phone accessory of their own design from materials of their choice.</p>

8 Tech	Mechanical Energy This project is an introduction to mechanical engineering. They will explore the process of mechanical energy transfer, then construct their own working gear-train from plywood, MDF, nuts and bolts.	Mechanical Energy This project is an introduction to mechanical engineering. They will explore the process of mechanical energy transfer, then construct their own working gear-train from plywood, MDF, nuts and bolts.	Steampunk clock An exciting project where students explore this contemporary style influenced by Victorian Science fiction leading to production of a Steampunk inspired clock in a variety of different materials https://www.youtube.com/watch?v=QbDvmG3uqK8	Steampunk clock An exciting project where students explore this contemporary style influenced by Victorian Science fiction leading to production of a Steampunk inspired clock in a variety of different materials https://www.youtube.com/watch?v=QbDvmG3uqK8	Graphic Design Students will refine Graphic design and typography skills developed in year 7 to produce a personalised bookmark design. This design will then be realised in acrylic in term 6 with a working LED light to aid reading	Acrylic/electronic bookmark Students will refine Graphic design and typography skills developed in year 7 to produce a personalised bookmark design. This design will then be realised in acrylic in term 6 with a working LED light to aid reading
9 Tech	Passive, Acoustic phone speaker/charging dock An extremely useful Product Design project where students are invited to explore the use of different materials to design and build a passive phone speaker for use at home (19) How to make a Acoustic iPhone Amplifier - YouTube	Passive, Acoustic phone speaker/charging dock An extremely useful Product Design project where students are invited to explore the use of different materials to design and build a passive phone speaker for use at home (19) How to make a Acoustic iPhone Amplifier - YouTube	Passive, Acoustic phone speaker/charging dock An extremely useful Product Design project where students are invited to explore the use of different materials to design and build a passive phone speaker for use at home (19) How to make a Acoustic iPhone Amplifier - YouTube	Graphic Design Students will refine Graphic design and typography skills developed in year 7 to produce a personalised bookmark design. This design will then be realised in acrylic in term 6 with a working LED light to aid reading	Acrylic/electronic bookmark Students will refine Graphic design and typography skills developed in year 7 to produce a personalised bookmark design. This design will then be realised in acrylic in term 6 with a working LED light to aid reading	Acrylic/electronic bookmark Students will refine Graphic design and typography skills developed in year 7 to produce a personalised bookmark design. This design will then be realised in acrylic in term 6 with a working LED light to aid reading

7 Food	Food commodities & Production This scheme of work bridges the gap from KS2 to KS3 to ensure that students have a sound understanding of ingredients, knife skills, food production and nutritional values. Dishes prepared include cous-cous salad.	Food commodities & technical skills This scheme of work bridges the gap from KS2 to KS3 to ensure that students have a sound understanding of ingredients and safe working practices in the kitchen. Dishes prepared include savory scones.	Local produce/Wheat and dairy This project continues theoretical and practical kitchen knowledge with a range of dishes and lessons about understanding the source, seasonality and characteristics of a broad range of ingredients. Dishes prepared include vegetable soup.	Factors affecting food choice This project continues theoretical and practical kitchen knowledge with a range of dishes and lessons about understanding the source, seasonality and characteristics of a broad range of ingredients. Dishes prepared include savory muffins.	International dishes The ingredients which are explored within theoretical lessons will be utilised in a range of healthy savoury dishes which students will be able to cook confidently, safely and hygienically. Dishes prepared include vegetarian chili.	Healthy eating The ingredients which are explored within theoretical lessons will be utilised in a range of healthy savoury dishes which students will be able to cook confidently, safely and hygienically. Dishes prepared include Chinese Chow-mein.
8 Food	Traditional British dishes and technical skills Through this repertoire of dishes students will learn a range of cooking techniques, be able to use a range of utensils and electrical equipment safely, hygienically and appropriately. Dishes prepared include Toad-in-the-hole.	Traditional dishes and technical skills Through this repertoire of dishes students will learn a range of cooking techniques, be able to use a range of utensils and electrical equipment safely, hygienically and appropriately. Dishes prepared include Sausage rolls.	International dishes Through this repertoire of dishes students will learn a range of cooking techniques, be able to use a range of utensils and electrical equipment safely, hygienically and appropriately. Dishes prepared include Macaroni Cheese.	International dishes Through this repertoire of dishes students will learn a range of cooking techniques, be able to use a range of utensils and electrical equipment safely, hygienically and appropriately. Dishes prepared include Thai Curry.	Healthy Take-aways This project enables students to develop their nutritional understanding to produce healthy versions of classic takeaway meals for themselves and their family. Dishes prepared include Pizza.	Healthy Take-aways This project enables students to develop their nutritional understanding to produce healthy versions of classic takeaway meals for themselves and their family. Dishes prepared include Paella.

9 Food	Traditional dishes Students will learn a range of cooking techniques, be able to use a range of utensils and electrical equipment safely, hygienically and appropriately. Dishes prepared include Spaghetti Bolognese.	Traditional dishes and Students will learn a range of cooking techniques, be able to use a range of utensils and electrical equipment safely, hygienically and appropriately. Dishes prepared include Apple Pie	International dishes Students will learn a range of cooking techniques, be able to use a range of utensils and electrical equipment safely, hygienically and appropriately. Dishes prepared include Cinnamon rolls.	International dishes Students will learn a range of cooking techniques, be able to use a range of utensils and electrical equipment safely, hygienically and appropriately. Dishes prepared include Burgers.	The Hospitality and Catering industry This unit introduces students to the Food industry as a career and the laws and protocols which govern the profession. Students produce fish and chips using an industry inspired time-plan.	Designing a Street-food dish This project builds on technical skills, previous knowledge of international cuisine and street-food, to encourage students to create their own street-food dish. Students will design and prepare their dish using a self-determined time-plan.
7 Textiles	Sewing skills This is an introductory unit to textiles and the principles of textile design and production. Students will explore different forms of stitching and be introduced to the use of a sewing machine	School Bunting This project develops student understanding of fabric dyeing techniques including tie-dye and use of brusho inks. Students will design a bunting section and learn how to sew a seam with a sewing machine.	School Bunting This project develops student understanding of fabric dyeing techniques including tie-dye and use of brusho inks. Students will design a bunting section and learn how to sew a seam with a sewing machine.	Stress Buddy This project builds on textile knowledge to design and produce a hand-held 'stress-buddy' in fabric using hand-stitching and machine stitching.	Stress Buddy This project builds on textile knowledge to design and produce a hand-held 'stress-buddy' in fabric using hand-stitching and machine stitching.	Plastic Fantastic This project develops students' understanding of recycling by using recycled plastic as a material in tandem with hand and machine sewing. Inspired by the artist Beatriz Milhazes, students will produce a recycled plastic card wallet.
8 Textiles	Sewing skills This is a unit to develop textiles skills learnt in year 7 with more sophisticated stitching. Students will explore different	School Bunting This project develops student understanding of fabric dyeing techniques including tie-dye	School Bunting This project develops student understanding of fabric dyeing techniques including tie-dye	Pod pouch This project builds on confidence with machine sewing to include sewing in a zip to a purpose designed and	Pod pouch This project builds on confidence with machine sewing to include sewing in a zip to a purpose designed and	Pod pouch This project builds on confidence with machine sewing to include sewing in a zip to a purpose designed and

	forms of dying applique.	and use of brusho inks. Students will design a bunting section and learn how to sew a seam with a sewing machine.	and use of brusho inks. Students will design a bunting section and learn how to sew a seam with a sewing machine.	produced fabric pouch for earphones.	produced fabric pouch for earphones.	produced fabric pouch for earphones.
9 Child Development	<p>Introduction to child development</p> <p>This sow is an introduction to child development and is suited to its learners in year 9, who will not have studied this subject before. This sow provides an overview to the roles and responsibilities of parenthood. All of the learners will have a varied understanding of the concept of family and the factors affecting the decision to have children based on their own experiences and cultures. This sow will focus on students gaining a theoretical understanding of key concepts which will prepare all learners for the GCSE sow for year 10 and 11.</p> <p>This sow will provide learners with the clear definition of what a family is and types of families which exist, alongside their advantages and disadvantages. This will enable learners to analyse and evaluate the structures of family using the correct terminology. Moving forwards students will then explore the five theoretical factors affecting the decision to have children giving opportunities for cross curricular learning to take place (literacy, numeracy, science, ICT and drama). An assessment will take place through the form of an in class test on completion of these two topics. After the test has been teacher assessed, students will have the opportunity to analyse their results to ensure that they understand their strengths and areas for improvement.</p> <p>All students will be introduced to and briefly explore the five primary needs which is a theoretical concept linked to all sow. Learning and understanding of this concept will be demonstrated through self and peer assessed activities.</p>			<p>Contraception</p> <p>This sow provides learners with the opportunity to develop their knowledge and understanding of the range of contraceptive devices available in the UK. The aim of this sow is to give an overall view as to how contraceptives work and why they are essential to prevent pregnancy and STD's. Furthermore, students will be able to evaluate each type of contraception. This sow follows on from the term 1 sow which focuses on the factors that lead to the decision to have children and will prepare students for the third sow in the Spring term, which introduces the reproductive systems.</p> <p>The developmental stages from birth to five years old (R019 and R020)</p> <p>Definitions of physical, social and intellectual development. Development from birth - 12 months. Development from 1 - 5 years old.</p> <p>Introduction to equipment from birth to five years old (R019) Types of travel, sleeping, clothing/footwear and feeding equipment needed from birth to 12 months old</p> <p>Introduction to nutrition The eatwell guide. Macro nutrients (fats, proteins and carbohydrates) Micro nutrients (vitamins and minerals) The importance of water.</p>		

Design Dept KS3 Assessment tasks 2023/2024

Subject	Year	Task	Duration	Term/Date/FP
Art	Yr 7	Tonal Shoe study	60 mins	Term 2/FP1
Art	Yr 7	Mini Still Life Tonal Study	4 Lessons	Term 4/FP2
Art	Yr 7	Kandinsky Composition	3 Lessons	Term 6/ FP3
Art	Yr 8	Artist copy Roy Lichtenstein	4 Lessons	Term 2/FP1
Art	Yr 8	Pop Art Relief	5 Lessons	Term 4/FP2
Art	Yr 8	Steampunk Fine Art Mixed Media	5 Lessons	Term 6/ FP3
Art	Yr9	Oil Pastel Wave Maggi Hambling Artist Copy	3 Lessons	Term 2/FP1
Art	Yr9	Architecture Artist Copy Lucy Jones	3 Lessons	Term 4/FP2
Art	Yr9	Portrait Drawing Grid Method	4 Lessons	Term 6/ FP3
Tech	Yr 7	Hard wood keyring	4 lessons	Term 2/FP1
Tech	Yr 7	Wooden toy orthographic design sheet	3 Lessons	Term 4/FP2
Tech	Yr 7	Wooden toy	12 lessons	Term 6/ FP3
Tech	Yr 8	Gearing model	6 lessons	Term 2/FP1
Tech	Yr 8	SteamPunk clock design orthographic	3 lessons	Term 4/FP2
Tech	Yr 8	Steampunk clock	8 lessons	Term 6/ FP3
Tech	Yr9	Desk passive speaker design	2 lessons	Term 2/FP1 Fri 2nd Dec

		orthographic		
Tech	Yr9	Desk passive speaker	8 lessons	Term 4/FP2 Fri 17th March
Tech	Yr9	Bookmark Design	10 lessons	Term 6/ FP3 Fri 7th July
Food	Yr 7	Knife Skills/Couscous salad	1 lesson	Term 2/FP1 Fri 2nd Dec
Food	Yr 7	Scones	1 lesson	Term 4/FP2 Fri 17th March
Food	Yr 7	Vegetable chilli	1 lesson	Term 6/ FP3 Fri 7th July
Food	Yr 8	Minestrone soup	1 lesson	Term 2/FP1 Fri 2nd Dec
Food	Yr 8	Macaroni cheese	1 lesson	Term 4/FP2 Fri 17th March
Food	Yr 8	Paella	1 lesson	Term 6/ FP3 Fri 7th July
Food	Yr9	Bolognese sauce	1 lesson	Term 2/FP1 Fri 2nd Dec
Food	Yr9	Cinnamon rolls	1 lesson	Term 4/FP2 Fri 17th March
Food	Yr9	Own design street food dish	3 lessons	Term 6/ FP3 Fri 7th July
Textiles	Yr 7	Sewing skills	3 lessons	Term 2/FP1 Fri 2nd Dec
Textiles	Yr 7	Bunting	6 lessons	Term 4/FP2 Fri 17th March
Textiles	Yr 7	Stress buster buddy	6 lessons	Term 6/ FP3 Fri 7th July
Textiles	Yr 8	Sewing skills	3 lessons	Term 2/FP1 Fri 2nd Dec
Textiles	Yr 8	Bunting	6 lessons	Term 4/FP2 Fri 17th March
Textiles	Yr 8	Pod pouch	6 lessons	Term 6/ FP3 Fri 7th July
Child Development	Yr 9	COB to confirm		Term 2/FP1 Fri 2nd Dec
Child Development	Yr 9			Term 4/FP2 Fri 17th March
Child Development	Yr 9			Term 6/ FP3 Fri 7th July

Destiny - KS4 GCSE/Level 2 Study

In year 10 students embark on their GCSE/Level 2 journey in preparation for final examinations in year 11.

Fine Art:

We want the students to be able to be creative and learn how to express themselves alongside developing the necessary technical skills to competently paint, draw, plan, evaluate, develop and refine their work as it progresses. We want our students to be independent and to confidently discriminate approaches. We want our students to have a no fear approach to their work, pushing the media and discovering their own creative voice. We want our students to explore techniques, processes, concepts and develop an understanding of culture and how art impacts society. This independence and resilience will enable our students to be successful in building a quality portfolio of coursework. The wide variety of artists selected for study have been specifically chosen to broaden the students' knowledge as well as their confidence using specialist materials and media, to cater for both the confident student and those who have yet to find their individual voice.

Students will, over time, reflect critically upon their creative journey and its effectiveness in relation to their own outcomes, enabling them to confidently make informed choices finding joy and success in the exploration of the creative subjects.

Photography:

Students with any inclination towards creativity, digital expression and cultural awareness will thrive studying Photography at GCSE. It provides an integral basis for any further study in the Arts, and a gateway into the creative industries. Fine Artist, Architect, Graphic designer, Illustrator, Fashion Photographer, Advertising Photographer, Documentary Photographer, Film-maker, Director, Computer game designer, Comic artist, Art Director, Fashion designer, Set designer, Conceptual artist..... the list of lucrative and successful professions which begin with a GCSE in Photography is endless. As the world changes, media is at the heart of how we interact with it. Understanding and utilising the historical, technical, and artistic importance of photography, and its influence on the 21st century is at the root of this course. EPCS offers an extremely well equipped Photography department, and teaching staff with a passion for the subject and desire to see students succeed in their classroom and beyond.

3D Design:

Our 3D design course at EPCS is unique in its scope, ethos and delivery. We have a strong belief in the need for a practical education that bridges the gap between traditional engineering and Art courses. Where the majority of current Technology and Engineering GCSE courses are predominantly weighted towards written exams- 3D design bridges the gap between art studio and workshop by providing a practical syllabus in an arts context. This course will suit students with a creative impulse to realise intentions away from the traditional 2D canvas, paper, pencil and paintbrush. Operating within the security of the Design department, students will have the opportunity to further develop 3D construction skills explored through KS3 in both Art and Technology lessons. Students will work in a variety of materials from wood, metal and clay to produce Artworks linked to revered 3D artists and designers. This course provides a practical avenue for students who wish to pursue a career within the trades, engineering or design professions.

Our Destiny Fine Art, Photography and 3D design curriculum develops from our foundation year with students now ready to produce the 60% coursework and 40% exam that will produce their final grade. We strongly believe in the necessity for students to develop cultural and contextual wealth of knowledge and provide gallery visits in both yr10 and yr11. These gallery visits are invariably in London and location is dependent on which exhibitions are being curated at the time.

Exam board and Specification details for Fine Art/Photography/3D design: AQA

Assessment objectives:

- **AO1: Develop** ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.
- **AO2: Refine** 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.

Hospitality and Catering:

Our Destiny Hospitality and catering course builds on yr9 with students developing nutritional understanding, confidence in the kitchen, and knowledge of the Hospitality industry and the career opportunities within this field. Students will develop their own menus leading to a practical and written assessment in year 11. The course is a Level 2 qualification from the WJEC exam board and provides students with a fantastic spring-board to a level 3 course or apprenticeship in the Hospitality and Catering industry.

The ingredients which are explored within theoretical lessons will be utilised in a range of healthy savoury dishes which students will be able to cook confidently, safely and hygienically. Through this repertoire of dishes students will learn a range of cooking techniques, be able to use a range of utensils and electrical equipment safely, hygienically and appropriately to achieve the desired outcomes.

Child Development:

Our Child Development course provides students the opportunity to gain a level 2 OCR Cambridge National qualification. This course will provide learners with the clear definition of what a family is and types of families which exist, alongside their advantages and disadvantages. This will enable learners to analyse and evaluate the structures of family using the correct terminology. Moving forwards students will then explore the five theoretical factors affecting the decision to have children giving opportunities for cross curricular learning to take place (literacy, numeracy, science, ICT and drama). An assessment will take place through the form of an in class test on completion of these two topics. After the test has been teacher assessed, students will have the opportunity to analyse their results to ensure that they understand their strengths and areas for improvement.

Y10-11 Scheme of Work: Fine Art

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10	Landscape		Natural Form		Structures	
	<p>Students will creatively develop and explore ideas through investigations based on the theme of Landscape. Students will sensitively and skilfully record ideas and interpret observations and experiences using a wide range of media, pencil, paint, charcoal, pastels and photography, looking at a variety of sources such as landscapes. Students will thoughtfully develop and refine their ideas through experimentation, confidently manipulating and exploiting a range of relevant resources, media, materials, techniques and processes to develop a colourful response to the theme landscape. Students will be supported through the evaluation, planning and modification of their work as it progresses. Students will finally present imaginative and personal responses, communicating the results of thorough research and enquiry in appropriate forms that clearly relate to and facilitate the realisation of intentions.</p>		<p>Students will explore the distinct style of Dutch Still Life and evolve their ideas into a contemporary form. To use what they observe and learn in looking at artists such as Juan Sanchez Cotan and develop a personal response looking at lighting and composition as well as colour and texture. Students will thoughtfully develop and refine their ideas through experimentation, confidently manipulating and exploiting a wide range of relevant resources, media, materials, techniques and processes to develop an individual response on the theme of natural form. Students will develop their analytical and critical thinking communicating their ideas through drawing, writing and photography.</p>		<p>Structures is a broad theme, students will look at a variety of examples, found in nature and man-made as stimulus. Students will specifically look at architecture exploring its qualities via the mixed media work of Ian Murphy. Drawing inspiration from the local buildings, South hill Park, Easthampstead Park Manor House and St Michaels church. Students will look at natural form structures such as animal skulls and plants, producing a range of artworks, paintings and drawings. Students will experiment with mono printing and develop drawing skills including the use of perspective and working with mixed media on specially prepared surfaces developing their collage skills. Portrait will be explored using drawing and painting, looking at contemporary artists such as Jimmy Law and making links to the past. Students will build on their written skills and present work in a sketchbook format. Students will have the opportunity to develop their own ideas based on the theme of structures, producing a resolution on their chosen focus.</p>	
Year 11	Structures		Exam Preparation		Exam	

		From January, students develop a response to an exam paper provided by AQA. There is a choice of 6 possible questions from which students choose 1, and develop a 'personal and meaningful response' over the course of 3 months leading to their final 10 hour practical exam in April.	
Assessment	<ul style="list-style-type: none"> • A01 - Develop their ideas through investigations informed by contextual and other sources demonstrating analytical and cultural understanding. • A02 - Refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes. • A03 - Record ideas, observations and insights relevant to their intentions in visual and / or other forms. • A04 - Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and where appropriate, making connections between visual, written, oral or other elements. 		

Y10-11 Scheme of Work: Photography

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10	Genres An introductory SOW to present photography in a cultural context. Students are to explore different genres of photography to gain technical skills pertaining to different photographic genres. Students to look at 'Documentary', 'Still life', 'Portraiture' and 'Landscape' photography. Progress will be facilitated via lesson based workshops and HL tasks to cement learning. Work will be presented via the Google Drive system and a series of final outcomes mounted for presentation.		Darkroom A SOW to introduce the use of traditional photography techniques in the darkroom. Students will explore the traditional method producing images using chemicals, and build their own pinhole camera. Outcomes from this SOW will be 2 examples of a photogram, and a	Photoshop A workshop based unit, leading towards an outcome which shows the accumulation of skills learnt through workshops. Unit to focus on the use of Photoshop as a creative tool. The unit will culminate in a timed exam where students will produce a personal response using the skills they have learnt. This unit should clearly address the ways in	Distortion and Mixed Media This SOW is broad and covers a multitude of photographic practises encompassing digital, analogue and mixed-media processes of creative expression with photography as a platform. This is an integral element to the GCSE as it provides students the opportunity to produce pieces of work for their 'Portfolio' which comprises 60% of their final grade. A workshop based unit, leading towards an outcome which shows the accumulation of skills learnt through workshops. Unit to focus on the theme of 'Distortion and mixed	

		series of pinhole camera images.	which an image can be manipulated in Photoshop, and how contemporary Pop Art can be recreated with this tool. Work will be presented via the Google Drive system and a series of final outcomes mounted for presentation.	media, with sub themes of Portraiture and cultural reflection. This unit should clearly address the ways in which an image can be distorted and constructed, to include Photoshop techniques, the layering of image and text, printing techniques and the mixture of traditional and modern image production. Work will be presented via the Google Drive system and a series of final outcomes mounted for presentation.
Assessment	<ul style="list-style-type: none"> • A01 - Develop their ideas through investigations informed by contextual and other sources demonstrating analytical and cultural understanding. • A02 - Refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes. • A03 - Record ideas, observations and insights relevant to their intentions in visual and / or other forms. • A04 - Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and where appropriate, making connections between visual, written, oral or other elements. 			
Year 11	Term 1/2	Term 3/4/5		
	Atmosphere In Yr 11, Photography students complete their 'Sustained project' as laid out by AQA. This is the significant element to their 'Portfolio' which provides 60% of their final mark/grade. This 'Sustained' project will provide approximately 45% of their final mark. 'Atmospheres' is a workshop and independent learning based unit, leading towards an outcome which shows the accumulation of skills learnt through workshops and homework based experiments.	From January, students develop a response to an exam paper provided by AQA. There is a choice of 6 possible questions from which students choose 1, and develop a 'personal and meaningful response' over the course of 3 months leading to their final 10 hour practical exam in April.		

Assessment	<ul style="list-style-type: none"> • A01 - Develop their ideas through investigations informed by contextual and other sources demonstrating analytical and cultural understanding. • A02 - Refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes. • A03 - Record ideas, observations and insights relevant to their intentions in visual and / or other forms. • A04 - Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and where appropriate, making connections between visual, written, oral or other elements.
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Y10-11 Scheme of Work: 3D Design

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10	<p>Naum Gabo- human structures A project to introduce students to the course and refine Art and Technology skills developed at KS3. This project is designed to enable students to make the link between Art and Technology via sculptural works.</p> <p>The contextual reference for this SOW is the work of Russian Constructivist Naum Gabo. Drawing inspiration from his head sculptures, Students will investigate the use of using paper, then cardboard and finally plywood to produce a series of 3D outcomes.</p>		<p>Unnatural forms Students will creatively develop and explore ideas through investigations based on the theme of Natural and unnatural forms. Students will sensitively and skilfully record ideas and interpret observations and experiences using a wide range of sculptural mediums including Clay, mod-roc, wire, wood and recycled materials. They will explore the work of Brian Froud and Phil Tippet and how the movie industry creates fantasy creatures from designs through to an armature and finished sculpture.</p>		<p>Bauhaus Students will explore the influential work of the German Design school from 1919-1933 where the principles of modern functional furniture design originated. Students will produce research leading to designs and prototypes for their own furniture designs in a range of materials.</p>	

	https://www.tate.org.uk/search?q=n aum+gabo		
Year 11	Structures	Exam Preparation	Exam
	(See above)	From January, students develop a response to an exam paper provided by AQA. There is a choice of 6 possible questions from which students choose 1, and develop a 'personal and meaningful response' to over the course of 3 months leading to their final 10 hour practical exam in April.	

Assessment	<ul style="list-style-type: none"> • A01 - Develop their ideas through investigations informed by contextual and other sources demonstrating analytical and cultural understanding. • A02 - Refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes. • A03 - Record ideas, observations and insights relevant to their intentions in visual and / or other forms. • A04 - Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and where appropriate, making connections between visual, written, oral or other elements.
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Year 10/11 Scheme of Work: Hospitality and Catering

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10	The scheme of work bridges the gap from year 8 to year 9 to ensure that students have a sound understanding of the source and characteristics of a broad range of ingredients. The ingredients which are explored within theoretical lessons will be utilised in a range of healthy savoury dishes which students will be able to cook confidently, safely and hygienically. Through this		<p>Nutrition and technical skills. The functions of nutrients in the body. Understanding macro and micronutrients.</p> <p>Understanding fibre and water.</p> <p>The eatwell guide.</p> <p>Understanding unsatisfactory nutritional intake.</p>	Special diets and technical skills Understanding how to menu plan taking into consideration nutrition and cost. Identifying and understanding the requirements	<p>LO1 - Understand the environment in which hospitality and catering providers operate Be able to describe the structure of the hospitality and catering industry Analyse job requirements within the hospitality and catering industry. Describe working</p>	<p>LO2 - Understand how hospitality and catering provision operates Understand what operational activities take place in the kitchen and front of house. Describe what equipment is required. Discuss the dress code that exists within the kitchen and front of house.</p>

	repertoire of dishes students will learn a range of cooking techniques, be able to use a range of utensils and electrical equipment safely, hygienically and appropriately to achieve the desired outcomes.	Practicals: Linked to cooking methods and increasing nutritional intake in each dish.	of each dietary need.	conditions of different job roles. across the hospitality industry. Explain factors affecting the success of the hospitality and catering industry	Explain the differences between needs, requirements and expectations. Understand what customer rights and equality exist.
Year 11	Students will understand and apply the principles of nutrition and health and cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet. They will become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes] understand the source, seasonality and characteristics of a broad range of ingredients	LO3 Understand how hospitality and catering provision meets health and safety requirements What causes food related ill health. Understanding microbes. Understanding chemicals, metals and poisonous plants. Understanding food allergies and intolerances. Understanding food safety legislations and regulations in the UK. The role of the Environmental Health Officer (EHO).	LO3 Understand how hospitality and catering provision meets health and Understanding microbes. Understanding chemicals, metals and poisonous plants. Understanding food allergies and intolerances. Understanding food safety legislations and regulations in the UK. The role of the Environmental Health Officer (EHO).	LO1-LO5 examination preparation	

Year 10/11 Scheme of Work: Child Development

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10	Travel	The Eatwell guide	Birth- 5 years	Learning through play	Learning through play	Healthcare professions
	Types of travel, clothing/footwear, sleeping and feeding equipment suitable from birth to five years.	The eatwell guide. Macronutrients (fats, proteins and carbohydrates) Micro nutrients (vitamins and minerals) The importance of water. Foods suitable for development from birth to five years	How to understand the physical, intellectual and social development norms from birth to five years.	How to understand the physical, intellectual and social development norms from birth to five years. Understand the benefits of learning through play.	Evaluate different play activities for a chosen developmental area with a child from birth to five years.	The roles of healthcare professionals. The importance of antenatal and parenting classes. Diagnostic testing.
Year 11	Postnatal (R018 LO3)	Childhood illnesses (R018 LO4)	Child safety (R018 LO5)	R018 LO1-LO5 revision	R018 LO1-LO5 revision	
	The postnatal	How immunity to	How to create a	All student	All student	

	checks that take place on a new born baby. Pre-term checks. The postnatal provision for mother and baby as well as the family. Conditions for development	disease and infection can be acquired. How to recognise and treat common childhood ailments and diseases. When to seek treatment for illness. Diet related illness. Preparing for a hospital stay.	safe, child friendly environment. Safety labelling. Common childhood accidents. Social safety.	learning from R018 LO1-5 to be revised.	learning from R018 LO1-5 to be revised.	
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EPCS 6:

At EPCS6 we offer 2 A level endorsements under the AQA Art and Design specification: **Fine Art and Photography**. Both these form a bridge between GCSE and Degree level study in either discipline or any other Arts-based degree. We are committed to our students developing their own creative voice and provide several opportunities for London gallery visits each year.

Exam board(s) and Specification(s) details: AQA

Students will be introduced to a variety of experiences that explore a range of fine art media, processes and techniques. They will be made aware of both traditional and new media. Students will explore the use of drawing for different purposes, using a variety of methods and media on a variety of scales. Students may use sketchbooks/workbooks/journals to underpin their work where appropriate. Students will explore relevant images, artefacts and resources relating to a range of art examples. This journey will be integral to the investigating and making processes. Students' responses to these examples will be shown through practical and critical activities that demonstrate their understanding of different styles, genres and traditions.

Students will show evidence of the four assessment objectives to be demonstrated in the context of the content and skills presented.

We encourage our students to develop their individual creative voice through experimenting with media and processes, in order to enable our students to discover their individual direction we provide the students with experimentation opportunities, media specific workshops and access to a wide variety of media and technology:

- drawing and painting
- mixed-media, including collage and assemblage

- sculpture
- ceramics
- installation
- printmaking
- moving image and photography.

ASSESSMENT OBJECTIVES

- **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.**

Curriculum map: A-Level Fine Art

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 12	Emotion	Emotion	Emotion	Emotion	Personal Investigation	Personal Investigation
<i>Students learn how to:</i>	Develop core skills. During this period students will develop generic skills such as drawing, experimenting, sampling, research skills and how to contextualise their own work.	Students will develop observational drawing and other drawing techniques. To confidently experimenting with new techniques. Recording ideas using drawing/photography	Further develop sketchbook skills. Develop deeper contextual and critical research skills, understanding the relevance of the information and how to use it to feed appropriately	Students should begin to identify their own areas of interests, develop individual skills, identify and experiment with relevant media and techniques and identify areas to develop. The focus	Introduction to Personal Investigation: Portfolio and Related Study The work produced during this period will be selected for assessment. Students will learn how to build on their	Introduction to Personal Investigation: Portfolio and Related Study The work produced during this period will be selected for assessment. Students will learn how to build on their

		etc. Students will develop the effective use of Sketchbooks/Journals/boards	into their own journey. Using digital media to record, make and manipulate. See separate SOW for details of activities and contextual links.	is on using contextual influences to inspire practical work. At this point, students' work will begin to diversify and show individual ideas and inspirations.	foundation skills to master a type of media and develop a specific themed unit. Students will learn how to construct a statement of intent, using subject specific vocab, demonstrating a deeper contextual understanding of the chosen theme.	foundation skills to master a type of media and develop a specific themed unit. Students will learn how to construct a statement of intent, using subject specific vocab, demonstrating a deeper contextual understanding of the chosen theme.
<i>Assessment</i>	Self portrait drawing	Artist style self portrait	Annotation, analysis and critique	Canvas painting in artist style with supporting development and written justification	Outcome based on the theme Emotion	Statement of intent, artist research
Year 13	Personal Investigation. Portfolio. Related study.	External set task (from Feb 1st) early release paper. Developmental and preparatory work.	External set task. Final outcomes.	External set task. Final outcomes.		
<i>Assessment</i>	Start creating a body of work for Portfolio for Personal Investigation. Produce: Developmental pieces Experimental work Sketchbook work On-going critical evaluation of own work Critical exploration of others work. Refine and develop ideas for	Choose a theme from the starting points in the early release paper. Visit relevant museum/gallery or exhibition to extend and enrich research and ideas. Source other areas for relevant contextualisation of ideas. Initial exploration of ideas/materials/techniques/processes.. Create an ongoing	Complete all preparatory work prior to the controlled hours sessions. Decide on what will be produced during the controlled hours sessions and prepare all materials/equipment etc. needed. 15 hour controlled assessment – produce work that is a final resolution	Complete all preparatory work prior to the controlled hours sessions. Decide on what will be produced during the controlled hours sessions and prepare all materials/equipment etc. needed. 15 hour controlled session – produce work that is a final resolution of the		

	final outcomes/resolution of ideas	record of research, observations and investigations into chosen theme and chosen materials/techniques. Experiment with media and materials.	of the preparatory work submitted.	preparatory work that has been produced.		
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Curriculum map: A-Level Photography

	Term 1 Term 2 Term 3	Term 4 Term 5 Term 6
Year 12	<p>‘Deconstruction’ This initial project for yr12 students is designed to refine a students contextual and technical understanding of Photography from GCSE, and prepare them for the format and expectations for their ‘Personal Investigation’ which becomes 60% of their final mark/grade.</p> <p>Students will look at the work of Richard Sweeney and Harry Borden to master the principles of exposure, bracketing and metering for a successful composition. Students will then look at the work of Tish Murtha and Gavin Watson to develop confidence in documentary and street reportage photography.</p>	<p>‘Personal Investigation’</p> <p>From term 4 students embark on their own self-determined contextual and creative investigation which becomes their 60% coursework submission. This investigation could take any form and explore any artistic genre, using lens-based production at it’s core. This unit will be refined over 8 months and be completed just after Christmas in yr13. After this point, students are given their exam papers from AQA from which they choose 1 starting point and develop a response over 4 months culminating in a 15 hour practical exam.</p>

	<p>After October half term the course is determined by a specific exhibition we visit in London at the end of October, which is adapted every year and enabled students to develop contextual understanding and produce work in direct response to primary source experiences. Over the last few years students have produced work linked with Don McCullin, Gregory Crewdson, Alex Prager and William Eggleston. It provides a far better basis for creative choice and development than looking at websites or in books.</p> <p>'Deconstruction' concludes with an analogue project based in our darkroom where students explore the more experimental elements of chemical photography, and understand the origins of the 'instant image' culture we now populate.</p>	<p>Specification from AQA for the 'Personal Investigation'</p> <p><i>'In Component 1, students develop work based on an idea, issue, concept or theme leading to a finished outcome or a series of related finished outcomes. Practical elements should make connections with some aspect of contemporary or past practice of artist(s), designer(s), photographers or craftspeople and include written work of no less than 1000 and no more than 3000 words which supports the practical work.'</i></p>
Year 13	<p>'Personal Investigation'</p> <p>Students continue to develop, refine and present their personal investigation until January when unit 1 is complete.</p>	<p>'Exam'</p> <p>From February students embark on a 3 month period of investigation based around an exam question supplied by AQA. There are a choice of 5 questions from which students choose 1 to develop a personal response, leading to a 15 hr (over 3 days) practical exam.</p> <p><i>'Separate question papers will be provided for each title. Each question paper will consist of a choice of eight questions to be used as starting points. Students are required to select one.'</i></p>