

DESIGN Department

Programme of Study: 2024-2025

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 skillfully 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.	
<i>Assessment</i>	<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	<p>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.</p>		<p>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 series of pinhole camera images.</p>	<p>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 which an image can be manipulated in Photoshop, and how contemporary Pop Art can be recreated with</p>	<p>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 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</p>	

			<p>this tool. Work will be presented via the Google Drive system and a series of final outcomes mounted for presentation.</p>	<p>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.</p>
<p>Assessment</p>	<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. 			
<p>Year 11</p>	<p>Term 1/2</p>	<p>Term 3/4/5</p>		
	<p>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.</p>	<p>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.</p>		

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. https://www.tate.org.uk/search?q=naum+gabo</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>	
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	<p>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 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.</p>		<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> <p>Practicals: Linked to cooking methods and increasing nutritional intake in each dish.</p>	<p>Special diets and technical skills Understanding how to menu plan taking into consideration nutrition and cost. Identifying and understanding the requirements of each dietary need.</p>	<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 conditions of different job roles. across the hospitality industry. Explain factors affecting the success of the hospitality and catering industry</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. Explain the differences between needs, requirements and expectations. Understand what customer rights and equality exist.</p>
Year 11	Students will understand and apply the principles of nutrition and health		LO3 Understand how	LO3 Understand how	LO1-LO5 examination preparation	

	<p>and cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet.</p> <p>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</p>	<p>hospitality and catering provision meets health and safety requirements</p> <p>What causes food related ill health.</p> <p>Understanding microbes.</p> <p>Understanding chemicals, metals and poisonous plants.</p> <p>Understanding food allergies and intolerances.</p> <p>Understanding food safety legislations and regulations in the UK.</p> <p>The role of the Environmental Health Officer (EHO).</p>	<p>hospitality and catering provision meets health and</p> <p>Understanding microbes.</p> <p>Understanding chemicals, metals and poisonous plants.</p> <p>Understanding food allergies and intolerances.</p> <p>Understanding food safety legislations and regulations in the UK. The role of the Environmental Health Officer (EHO).</p>	
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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 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	How immunity to 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.	How to create a safe, child friendly environment. Safety labelling. Common childhood accidents. Social safety.	All student learning from R018 LO1-5 to be revised.	All student learning from R018 LO1-5 to be revised.	