

DESIGN Department

Programme of Study: 2020-2021

Discovery - KS3:

Curriculum intent:

Our KS3 curriculum comprises Fine Art, Resistant Materials and Food Technology 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 provide after school clubs for Resistant Materials, Art and ,new for this year- Photography to enable students to continue developing their creative passion. We also lead the 'Festival of Light' in November, which is a fantastic community event showcasing stain-glass window designs by our students and those of local primary schools. The Design dept also lead 2 'criss-cross' days for yr 7 annually where the year group are responsible for producing murals which decorate the school, and students can be proud of all through their time at EPCS. This may be reduced to one mural depending on Covid19 restrictions.

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 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.

We have adjusted our curriculum this year to accommodate Covid 19 safety concerns. KS3 will be based within 'Bubbles' for at least term 1. This will prevent their access to workshops, Art rooms and Food rooms. We have developed a recovery curriculum for this, enabling non-practical classroom learning which will enable students to be theoretically and technically prepared for their re-admission to specialist teaching spaces. Our KS4 and KS5 curriculum has been less affected with students able to access specialist teaching spaces. What has changed is our approach to sanitizing equipment on a lesson-by-lesson basis. Students are encouraged to provide their own materials where possible, and school equipment (including cameras) are cleaned after every lesson. We also require students to sanitize their hands before every lesson and computer keyboards are covered in clingfilm by students before a lesson begins. Our food lesson practicals are set as homework tasks.

Design Dept KS3 SOW overview 2020/2021						
Year & Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
7 Art	<p>The formal elements of Art (Tone, shape, Form, colour, Line, Texture, Pattern) https://www.bbc.co.uk/bitesize/guides/z3pp3k7/revision/1</p>	<p>The formal elements of Art (Tone, shape, Form, colour, Line, Texture, Pattern) https://www.bbc.co.uk/bitesize/guides/z3pp3k7/revision/1</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>
8 Art	<p>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</p>	<p>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</p>	<p>Steam punk 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</p>	<p>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</p>	<p>Stea punk 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</p>	<p>SUMMER UNIT An engaging Group work Oldenberg to be suspended</p>

7 Tech	<p>Graphic design/typography Students learn the principles of Graphic Design and Typography leading to a personalized name tag design based around confectionary Graphic design and Typography.</p>	<p>Health and safety/ wooden keyring 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 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 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>Balancing toy This project enables students the opportunity to work with a different material and tackle basic principles of engineering and design. This is an introduction to working with steel, copper and plastics.</p>	<p>Balancing toy This project enables students the opportunity to work with a different material and tackle basic principles of engineering and design. This is an introduction to working with steel, copper and plastics.</p>
8 Tech	<p>Graphic Design/ Perspective drawing Students learn how to draw objects and ideas using 1 and 2 point perspective. This is an integral design skill that will be developed further with the proceeding projects in the year</p>	<p>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.</p>	<p>Steam punk clock An exciting project where students explore this contemporary style influenced by Victorian Science fiction leading to production of a Syeampunk inspired clock in a variety of different materials https://www.youtube.com/watch?v=QbDvmG3uqK8</p>	<p>Steam punk clock An exciting project where students explore this contemporary style influenced by Victorian Science fiction leading to production of a Syeampunk inspired clock in a variety of different materials https://www.youtube.com/watch?v=QbDvmG3uqK8</p>	<p>Phone Cradle 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>	<p>Phone Cradle 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>

7 Food	<p>Food commodities & Production This scheme of work bridges the gap from KS2 to KS3 to ensure that students have a sound understanding of ingredients, food production and nutritional values. Practical cooking tasks are set as homework.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
8 Food	<p>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 to achieve the desired outcomes.</p>	<p>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 to achieve the desired outcomes.</p>	<p>Pastry A project focussed on the preparation of pastry to produce savoury dishes so that they are able to feed themselves and others a healthy and varied diet.</p>	<p>Pastry A project focussed on the preparation of pastry to produce savoury dishes so that they are able to feed themselves and others a healthy and varied diet.</p>	<p>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.</p>	<p>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.</p>

Design Dept KS3 Assessment tasks 2020/2021

Subject	Year	Task	Duration	Term/Date/FP
Art	Yr 7	Tonal Shoe study	60 mins	Term 2/November/ FP1
Art	Yr 7	Glass jar chalk/pen/pencil/tonal paper	60 mins	Term 3/March/ FP2
Art	Yr 7	Observational drawing of a glass vessel	60 mins	Term 6/May/FP3
Art	Yr 8	Crumpled paper observational drawing	60 mins	Term 1/October/FP1
Art	Yr 8	Pop culture still life observational drawing	60 mins	Term 3/January/FP2
Art	Yr 8	Watercolour study of apple	60 mins	Term 6/June/FP3
Tech	Yr 7	Confectionary typography design	60 mins	Term 2/November/ FP1
Tech	Yr 7	Hardwood letter keyring	5 Weeks	Term 3/March/ FP2
Tech	Yr 7	Wooden toy design	60 mins	Term 6/May/FP3
Tech	Yr 8	Perspective drawing	60 mins	Term 1/October/FP1
Tech	Yr 8	Wooden gearing model	6 Weeks	Term 3/January/FP2
Tech	Yr 8	SteamPunk clock	60 mins	Term 6/June/FP3
Food	Yr 7	Commodities assessment (written)	60 mins	Term 2/November/ FP1
Food	Yr 7	Special dietary needs poster	60 mins	Term 3/March/ FP2
Food	Yr 7	Written exam covering Tech/Food knowledge	60 mins	Term 6/May/FP3
Food	Yr 8	Food choices assessment (written)	60 mins	Term 1/October/FP1
Food	Yr 8	Shepherd's pie or lasagne (students choose)	70 mins	Term 3/January/FP2

Food	Yr 8	Written exam covering Tech/Food knowledge	60 mins	Term 6/June/FP3
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Year 9 - Foundation Pathway

Curriculum intent:

The Design Dept offers a broad spectrum of GCSE pathways which expand on our KS3 curriculum. We offer Fine Art, Photography and 3D Design under the AQA Art and Design banner , and a level 2 qualification in Hospitality and catering, which enables students to focus their creativity in a specific direction. We also offer a level 2 certificate in child development enabling students the opportunity to gain a qualification in the foundation skills for the care profession. All these options provide students with an essential grounding in the relative subjects before embarking on their GCSE journey. We feel passionately about our subjects and each of our team are specialists in each of our options choices.

At Easthampstead Park Community School we recognise the vital role of Art and Design and Technology in allowing creativity, curiosity and self –expression to develop alongside resilience, confidence and critical thinking skills. Studying creative and practical subjects encourage our students to become independent, risk taking, confident, inspired and reflective individuals. Our programme of study for all our GCSE subjects builds these necessary transferable skills in our students, in a safe, supportive and exciting environment.

Foundation subjects available within the Design department:

- **Fine art**
- **Photography**
- **3D Design**
- **Hospitality and Catering**
- **Child Development**

Year 9 - Curriculum enhancement:

Students are invited for Art Mastery/Catch up session after school in Art classrooms Mon-thurs every week.

Year 9 Art/Photography/3D design trip to Kew Gardens

Year 9 Hospitality and catering trip to Cadbury world

Year 9 Foundation: Fine Art

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 9	The Natural Coast		Landscape		Landscape	
	<p>A foundation SOW to explore a wide variety of artists approaches to recording the natural world. Students will explore and experiment with different mediums and techniques as their technical skills develop, referencing artists and styles, delving into the contextual side of these different artists. Students will utilise these skills to develop their own personal response to the theme of 'NATURAL COAST'. Work will be displayed on sheets, students will use Google Drive to create research documents linking to the practical work, demonstrating an understanding of the subject specific language. HL tasks will involve both practical work, taking photographs and presenting research using Google Drive.</p>		<p>This project is designed to develop student's painting and mixed media skills via the genre of landscape. Students will explore several different types of landscape, covering different media and techniques, from acrylic to oil and watercolour. Students will then use the skills and knowledge acquired to develop their own personal responses to the artist's work. Students will develop a deeper understanding of the components of a landscape, composition and focus. Students will develop the skills necessary to confidently make choices, discriminate approaches and develop a personal, informed and meaningful response to the theme of LANDSCAPE.</p>			

Year 9 Foundation: Photography

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 9	Genres	Genres	Darkroom	Photoshop Pop Art	Photoshop Pop Art	Photoshop Pop Art
	<p>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>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>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 this tool. Work will be presented via the Google Drive system and a series of final outcomes mounted for presentation.</p>		

Year 9 Foundation: 3D Design

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 9	Naum Gabo	Naum Gabo	Naum Gabo	Chess board design Project	Chess board design Project	Chess board design Project
	<p>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>https://www.tate.org.uk/search?q=naum+gabo</p>			<p>This is a project which enables students to develop their workshop and design practice producing a wood box incorporating a chessboard into a removable lid. Students learn how to create mitre joints and work with softwood, plywood and MDF.</p> <p>Students then progress their ability to design a product by devising a personal response to the chess pieces via the use of wood, metal or plastic as a primary material.</p>		

Year 9 Foundation: Hospitality and Catering

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 9	Commodities					
	<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>LO4 - To know how food can cause ill health. Understanding food safety legislations and regulations in the UK. The role of the Environmental Health Officer (EHO).Practicals: Using commodities to achieve a range of organoleptic outcomes. How to achieve L2 Distinctions.</p>	<p>Nutrition and technical skills. The functions of nutrients in the body. Understanding macro and micronutrients. Understanding fibre and water. The eatwell guide. Understanding unsatisfactory nutritional intake. 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>

Year 9 Foundation: Child Development

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 9	Introduction to child development			Contraception		
	<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>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) 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>		

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. Our foundation year 9 is an invaluable time resource to build confidence, skills and knowledge ready to tackle the GCSE/Level 2 qualification.

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 discover 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 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 curriculum also builds on yr9 with students developing nutritional understanding and confidence in the kitchen. We enter KS4 students into the 'Young Chef' competition annually and have had winners in the previous 2 years. Students will develop their own menus leading to a practical and written assessment in year 11. The schemes of work bridge the gap between Foundation and GCSE 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.

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	Natural Forms				Structures	
	<p>Students will creatively develop and explore ideas through investigations based on the theme of Natural Form. 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 forms such as plants, fruits and still life. 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 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>Man-made built structures will be explored via the mixed media work of Ian Murphy. Students will explore colour, block painting and printing looking at the works of Paul Catherall. Students will look at natural form structures producing a range of textures, collages and clay work referencing the cellular structures of Mary Button Durell. 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.</p>	
Year 11	Structures		Exam Preparation		Exam	
	(See above)		<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' to 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: Photography

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10	<p>Distortion and Mixed media</p> <p>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.</p> <p>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 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>					
<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. 					
	Term 1	Term 2	Term 3	Term 4	Term 5	
Year 11	Term 1/2		Term 3/4/5			
	<p>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</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' to over the course of 3 months leading to their final 10 hour practical exam in April.</p>			

	accumulation of skills learnt through workshops and homework based experiments.	
<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: 3D Design

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10	Natural Forms				Structures	
	<p>Students will creatively develop and explore ideas through investigations based on the theme of Natural Form. 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. 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 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>Man-made and natural structures will be explored via the sculptural and design work of a number of artists and architects . Students will explore form, function and contextual depth in order to influence their own individual response. This is an opportunity to reflect on skills developed over the previous 2 years and determine a material preference they will specialize in for this sustained project, which will provide approximately 45% of their 60% portfolio (coursework) mark.</p>	
Year 11	Structures		Exam Preparation		Exam	
	(See above)		<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</p>			

		meaningful response' to over the course of 3 months leading to their final 10 hour practical exam in April.	
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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	Poultry		Controlled assessment completion	LO1 - Understand the environment in which hospitality and catering providers operate	LO1 - Understand the environment in which hospitality and catering providers operate	LO2 - Understand how hospitality and catering provision operates
	This project enables students to develop an understanding of poultry production, preparation and presentation.			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	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.
Year 11	Students will understand and apply the		LO3	LO3	LO1-LO5	

	<p>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.</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>Understand how 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. The role of the Environmental Health Officer (EHO).</p>	<p>Understand how hospitality and catering provision meets health and safety requirements</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>	<p>examination preparation</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	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.	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.	

	development	Diet related illness. Preparing for a hospital stay.				
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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. New this year we will be taking 6th form Art and photography students to Paris for 2 days which will provide a fantastic experience and exposure to Parisian landmarks and Art galleries.

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	Self	Self	Self	Self	Self	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 own work.	Students will develop observational drawing and other drawing techniques. To confidently experimenting with new techniques. Recording ideas using drawing/photography etc. Students will develop the effective use of Sketchbooks/Journals/boards	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 into their own journey. Using digital media to record, make and manipulate. See separate SOW for details of activities and contextual links.	Mini project. This project will support students 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 is on using contextual influences to inspire practical work. Theme linked to SHADOWS	Gallery visit response. Students can use own ideas gathered from the visit to develop a short project brief that reflects their own areas of interest. The project should be short and focussed. Their initial ideas should be resolved in a final outcome. They should ensure that they reference sources and evaluate own work and progress. Students will participate in a group or peer assessment of the work produced.	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 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	Gallery visit work, including artist copies, relevant photographs, written response and resolution	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 final outcomes/resolution of ideas	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 record of research, observations and investigations into chosen theme and chosen materials/techniques. Experiment with media and materials.	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 preparatory work that has been produced.	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 preparatory work that has been produced.		

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>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. This year our gallery visit may need to be postponed due to Covid restrictions affecting school trips and galleries.</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>'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>Specification from AQA for the 'Personal Investigation' <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</p>

		<p>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>
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