Kingstone High School
Creative Arts Department
2025-2026

Kingstone High School is a non-selective school, and we welcome students of all aptitudes and abilities. Our size allows us to know our students well and we work hard to ensure that every student achieves their maximum academic potential through an individually tailored curriculum.

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Staff		
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1. Intent

The Creative Arts is an exciting, experimental and inspirational faculty and every student is exposed to the innovative and magical world it creates! Drama, Music, Art, DT and Food have the potential to inspire young adults. They can have fun and express themselves in dynamic ways.

- Provides aesthetic experience of the art form
- Helps pupils prepare for life, presenting intellectual, physical, social and emotional challenges
- Encourages group co-operation which prepares the individual for a role in the local community and society in general
- Has links with the teaching of English and other subjects
- Has an affinity with media, dance, the visual arts and music
- Can provide cross-curricular links, especially in terms of personal and social education
- Contains elements of technology and business
- Provides vocational education, both for industry and for other careers which use similar skills
- Develops creativity, imagination, and self-expression through making and performing music.
- Is a unifying force within a school, motivating pupils of different age groups via public performances and community

The department keeps abreast of current developments in the philosophy and practice Creative Arts in education, regularly reviewing the syllabus.

2. Drama Curriculum Map						
	Half term 1	**Half Term 2**	**Half Term 3**	**Half Term 4**	**Half Term 5**	**Half Term 6**
Year 7	**Status/Devised Performance** Pupils explore and investigate Status, through the use of powerhouse/ body language, levels, use of space (proxemics) and voice. Pupils will be introduced to these skills through the use of the 'Chris and Tammy' script. In the second half of the term Students will begin to use their knowledge of characterisation through status to begin to explore the basics of devised storytelling	**Status/Devised Performance Continued**	**Mime/Physical Theatre** This unit explores the different methods of using movement and mime in theatre with a strong focus on precision, control and accuracy of movement. Pupils will be learning how to communicate to their audience using only their movements, body language and facial expressions.	**Mime/Physical Theatre** **Continued**	**Commedia Dell'arte:** This unit will introduce pupils to a new style of theatre consisting of stock characters. The module will focus on the development of characters and their interaction and will teach new skills such as comic timing and exaggeration.	**Commedia Dell'Arte Continued**

Year 8	**Building Character/Devised performance** his unit explores characterisation; students devise/create their own character based on emotion. Pupils will be learning how to communicate to their audience using only their movements, body language and facial expressions. In the second half of the term Students will begin to use their knowledge of characterisation through status to begin to explore the basics of devised storytelling	**Building Character/Devised performance** **Continued**	**The Tempest** This unit will allow pupils to explore the characters, plot and themes of Shakespeare's Tempest. The aim will be for pupils to embrace Shakespeare rather than to shy away from it.	**The Tempest Continued**	**Genre and radio plays** Genre This unit aims to introduce students to explore different performance styles/genre such as horror/soap and sci-fi Module aims • To explore the conventions of each style explored • To develop a secure knowledge of characterisation	**Genre and radio plays Continued**
Year 9	**Mask/Stage Combat** In this unit pupils will be exploring the use of comic mask within performance, this will be done through a	**Mask/Stage combat Continued**	Macbeth This unit will allow pupils to explore the characters, plot and themes of	**Macbeth Continued**	Melodrama Students are introduced to the genre of Melodrama, the stock characters, the	**Melodrama Continued**

	series of improvised activities and character development. Pupils will be able to see the effect the mask has on performance.		Shakespeare's Macbeth. **MODULE AIMS:** • To explore the character and plot as inspiration for generating pieces of drama • To understand and use Shakespeare's Language		plot conventions, the language used. **MODULE AIMS:** • Understand the demands of Melodrama • Appreciate the cultural setting of Melodrama • Be able to identify the stylistic and character features of Melodrama • Be able to perform a piece of Melodrama	
Year 10 GCSE	**Brecht** Looking at the practitioner 'Brecht' as a basis to develop devised technique	**Hillsborough and Artuad** Looking at the practitioner 'Artaud' as a basis to develop a devised exploration of 'The Hillsborough' football disaster.	The Crucible Practically exploring the set text 'The Crucible'	**Segregation** Component one devised drama mock preparation	**Component One- Devised Drama** Students preparing the devised performance for their component one assessment	**Component One- Devised Drama** Students preparing the devised performance for their component one assessment

Year 11 GCSE	Component 2- Scripted performance Students work on the scripted performance in preparation for their practical exam **Plus Component 1 portfolio coursework**	Component 2- Scripted performance Students work on the scripted performance in preparation for their practical exam **Plus Component 1 portfolio coursework**	Component 2- Scripted performance Students work on the scripted performance in preparation for their practical exam	Component Three-Written Exam Students prepare for their written exam based on the set text 'The Crucible'	Component Three- Written Exam Students prepare for their written exam based on the set text 'The Crucible'	

3. Music Curriculum Map						
	Half term 1	**Half Term 2**	**Half Term 3**	**Half Term 4**	**Half Term 5**	**Half Term 6**
Year 7	**The Elements of Music** Introduction to the elements of music Notation of pitch and duration Elements listening assessment. Understanding of the elements of music and how to use them to discuss music Keyboard basic skills	**Keyboard skills** Continuation of keyboard skills	**Singing skills** Experiencing and developing good singing technique individually and as part of a choir Learning what a good performance looks like Performing at the Christmas Concert	**Pulse, Pitch & Rhythm** Identifying the pulse in a piece of music and understanding the connection to the time signature Learning to identify and read basic rhythms Combining reading the pitch and rhythms in a piece of unknown music Keyboard skills developed to include chord notes	**The Classical Period and the Orchestra** Keyboard skills developing to include playing with full chords Reading a score Understanding music from a certain period of music. Linking the Classical period with other art forms Identifying instruments sounds Understanding the families of instruments Life and work of composers such as Mozart and Beethoven	**Music and Emotions** Look at different types of music which represent different objects through their music such as the Planet Suite. Understanding how music can create a certain sound, atmosphere or represent a specific character using the elements of music to describe this. Learn about technology and the media and how it can be used and manipulated to send out a message
Year 8	**Blues Music** Perform the 12 Bar Blues and walking bassline on the keyboard Identify the key features of the Blues style of music Perform a blue scale and the primary chords	**Ukulele skills** Learn the basics of playing the ukulele and the main features of the ukulele Be able to play 4 chords: C, Am, F, and G Learn to play a piece on the ukulele and a basic strumming pattern.	**Rock 'n' Roll** Perform several Rock 'n' Roll songs on keyboard or ukulele. Learn about Rock n Roll artists Learn to read semitones in notation Compose a piece of music using the	**The Beatles** Performance of a Beatles piece on keyboard. Learn how to work out the notes in a major or minor chord Understand the context of the Beatles music both within the history of	**Popular Music 1970s-Present** Perform a piece of Pop Music from 1970-Present on the keyboard. Learn about the development of popular music from The Beatles to Present Day. 1970s – Queen 1980s – Eurythmics 1990s – Brit Pop	**Musicals** Perform pieces of music from a musical Learn about the key features present in a musical and how they have developed since their first invention in the 1920's Look at musical theatre and how that has developed.

	Identify the links in Blues from its African origins Learn about the Blues and its historical context	Understand the heritage of the instrument Develop the skill of singing and playing an instrument Play as a class ensemble.	Doo-Wop chord sequence Learn about Rock n Roll and its historical context	England and the global community Look at the impact of the Beatles music including Beatlemania, and how it shaped the modern music industry.	2000s – Girl/Boy Bands	Investigate the similarities and differences between film and stage-based musicals Recap the elements of music and their use to describe music in detail.
Year 9	**Film Music** Learn about the development of film music within its context and the key features employed by film composers for certain genres of film A focus on how the elements of music are used in film music Perform a piece of Film Music on the keyboard. Case study some notable composers e.g. John Williams, Hans Zimmer, and Howard Shore.	**Gaming Music** Learn about the development of gaming music within its context and the key features employed by gaming composers for certain genres of games such as the fusion of orchestral music with electronic beats. Case study of some notable composers e.g. Nobuo Uematsu, Martin O'Donnell, and Brian Tyler. Discuss the use of music technology in the creation of film and game music. Perform a piece of Gaming Music	**Baroque Music** Pupils learn to perform Pachelbel's Canon ground bass and variations on the keyboard. Learners understand the music of the Baroque period and typical instruments and features. Development of compositional skills using Pachelbel's ground bass.	**Fusion (World Music)** Performance of pieces from a variety of locations around the world featuring Bossa Nova, Bollywood, and K-Pop. Understand musical traditions and the part music plays in national and global culture.	**Dance Music** Performance of Heaven by DJ Sammy. Learn about the development of Dance Music. Learn about music technology and digital effects and recording techniques. Understand how songs can be remixed and look at how they can be manipulated, created and refined by technology	**Composition** Pupils have the opportunity to use the knowledge and skills learnt across Year 7-9 to compose a piece of music in any of the previously covered styles.

Year 10 GCSE	**Introduction to GCSE Music.** Performance: Baseline solo performance assessment completed. Composition: Learners develop their understanding of a range of compositional devices and how they are used within melodic and harmonic composition. Learners will complete a range of short compositional tasks based on AoS1. Appraising: Learners complete an overview of important musical terminology to prepare them for the AoS' ahead.	**Continued**	**AoS1: Musical Devices and Badinerie setwork** Performance: Learners continue to develop, ensemble skills in pairs or small groups. Composition: Learners continue to develop compositional skills via portfolio and targeted music theory tasks Appraising: Learners develop appraising skills through listening activities based around AoS1. Badinerie - set work 1 for the appraising exam.	**Continued**	**AoS2 Music for Ensemble.** Performance: Learners decide on final GCSE performance pieces in readiness for recording in Year 11. These are developed during practical lessons with regular feedback. Composition: Learners begin free composition based on a brief of their choice. Appraising: Learners develop appraising skills based on Music for Ensemble AoS2.	**Continued**
Year 11 GCSE	**AoS3: Film Music** Performance: Performance refinement and recording. Learners prepare their final	**AOS4: Popular Music** Appraising: Learners progress to AOS4: Popular Music and Africa by Toto (Set work 2)	**Finalisation of Coursework** Performance: All solo and ensemble performances should be recorded	**continued**	**Appraising Exam** Appraising: Learners revise all areas of study and set works.	

	solo and ensemble performances for recording. These recordings can be completed any time in Year 11 and rerecorded where appropriate. <u>Composition:</u> Learners explore the EDUQAS set briefs for their final composition. Compositional work is ongoing. <u>Appraising:</u> Learners revise content from AOS1 and 2 and progress to AOS3 Film Music.		before the Easter break in order that they can be marked according to the EDUQAS criteria. <u>Composition:</u> Learners complete both pieces of composition coursework and the accompanying log before the Easter break. <u>Appraising:</u> Learners revise both set works and practice exam technique.			

4. DT Curriculum Map						
	Half term 1	**Half Term 2**	**Half Term 3**	**Half Term 4**	**Half Term 5**	**Half Term 6**
Year 7	**<u>Introduction to DT Project 1 – Phone Holders</u>** **The phone holder project is an introduction to Design and Technology and is used as an opportunity for the students to learn about health and safety in the workshop and how to use the tools and processes correctly. It is also an opportunity for the pupils to gain hands on experience of working with a range of different materials and understand and evaluate their working properties.** **<u>Make</u>** • **Follow procedures for safety and**	**<u>Project 2 - Design and Make</u> <u>Coat Hook Project</u>** **Through the coat hook project, the pupils will gain an understanding of the design process and how to use it to help them create and improve the quality of their design ideas. They will learn how to design products for a client and how to develop their ideas. Through the practical section of the project the pupils will develop their making skills and work with a selection of different materials. They will also learn quality control processes, such as the use of jigs, formers, and templates to improve**	**Rotation 1**	**Rotation 2**	**Rotation 1**	**Rotation2**

	understand the risk in a workshop. • Make use of specialist equipment to mark out materials. • Select appropriately from specialist tools, techniques, processes, equipment and machinery, including computer – aided manufacture. • Use a broad range of material joining techniques including mechanical fastenings, heat processes and adhesives. • Use CAD/CAM to produce and apply surface finishing techniques <u>Evaluate</u>	the accuracy of their final outcomes. The pupils are also given the opportunity to develop their evaluation skills, checking the quality of making throughout. <u>Design</u> • Develop detailed design specifications to guide my thinking. • Use research including the study of different culture to identify and understand user needs. • Develop and communicate design ideas using annotated sketches. • Use Techsoft 2D Design to model my ideas. <u>Make</u>				

	• Evaluate my products against the original specification and identify ways of improving them. • Actively involve others in the testing of my products. <u>Technical Knowledge</u> • About the physical properties of materials e.g. grain, brittleness, flexibility, elasticity, malleability and thermal.	• Follow procedures for safety and understand the risk in a workshop. • Make use of specialist equipment to mark out materials. • Select appropriately from specialist tools, techniques, processes, equipment and machinery, including computer- aided manufacture. • Use a broad range of material joining techniques, including mechanical fastenings, heat processes and adhesives.				

		• **Use Cad/Cam to produce and apply surface finishing techniques.** **<u>Evaluate</u>** • **Evaluate my products against the original specification and identify ways of improving them.** • **Actively involve others in the testing of my products.** • **Investigate and analyse the positive and negative impact that products have in the wider world.** • **Test, evaluate and refine my ideas and products against a specification,**				

		considering the views of intended users and other interested groups. **<u>Technical Knowledge</u>** • **How to classify materials by structure e.g.' hard woods, soft woods, ferrous and non-ferrous, thermoplastic and thermosetting plastics** • **About the physical properties of materials e.g. grain, brittleness, flexibility, elasticity, malleability and thermal.**				

Year 8	**Project 1** **Design and Make Passive Amp** **The passive amp project allows the pupils to develop their designing skills. Providing them with the opportunity to evaluate the work of others to help them develop a working solution. This project introduces the pupils to 3D CAD, allowing them to model their ideas and test them prior to manufacture.** **Design** • **Consider additional factors such as ergonomics and anthropometrics.** • **Work confidently with a range of relevant domestic, local and industrial contexts, such as home, health,**	**Project 2** **Mechanisms Automata Project** **The mechanisms project helps the pupils to understand the cross curricular nature of design and technology. They will be required to draw on learning from both maths and science to help them understand forces and stresses on materials to help them develop working prototypes that incorporate a range of possible mechanisms, gear trains, linkages and levers.** **Design** • **Use Specifications to inform the design of innovative, functional, appealing products that respond to needs**	**Rotation 1**	**Rotation 2**	**Rotation 1**	**Rotation 2**

	culture, engineering, manufacturing and construction. • Use specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations. • Use a variety of approaches, for example biomimicry and user-centred design, to generate creative ideas and avoid stereotypical responses. • Produce models of my ideas using CAM to test them. <u>Make</u> • Select appropriately from a wider, more complex range of materials and	in a variety of situations. • Produce 3D models to develop and communicate my ideas. • Use mathematical modelling to indicate likely performance before using physical materials and components, for instance when developing gearing systems or mechanisms. <u>Make</u> • Select appropriately from a wider, more complex range of materials and components, considering their properties such as water				

	components, considering their properties such as water resistance and stiffness. • Understand the need for templates, jigs and formers to improve accuracy in making • Exploit the use of CAD/CAM equipment to manufacture products, increasing standards of quality, scale of production and precision. • Apply a range of finishing techniques to a broad range of materials including metals, polymers and woods. <u>Evaluate</u> • Test, evaluate and refine my ideas and products against a	resistance and stiffness. • Understand the need for templates, jigs and formers to improve accuracy in making. • Exploit the use of CAD/CAM equipment to manufacture products, increasing standards of quality, scale of production and precision. • Apply a range of finishing techniques to a broad range of materials including metals, polymers and woods. <u>Evaluate</u> • Test, evaluate and refine my ideas and products against				

	specification, considering the views of intended users and other related groups. • **Investigate and analyse existing products to help guide my thinking.** • **Know about an increasing range of designers, engineers, technologists and manufacturers and be able to relate their products to my own designing and making.**	**a specification, considering the views of intended users and other interested groups.** **<u>Technical Knowledge</u>** • **Use learning from science to help design and make products that work.** • **Use learning from mathematics to help design and make products that work.** • **Understand the properties of materials, including smart materials and how they can be used to advantage.** • **Understand the performance of structural elements to achieve**				

		functioning solutions. • Understand how more advanced mechanical systems used in their products enable changes in movement and force.				
Year 9	<u>Project 1 Functionality and Aesthetics Lighting Project</u> The functionality and aesthetics unit of work allows the pupils to understand the theory and ethos behind good design. They will learn what good design is and how it can be achieved. They will look at the work of existing and past designers and draw on their learning to design and manufacture a USB light based on a designer of choice. <u>Design</u>	<u>Project 2 Problem Solving Mini NEA</u> The final project of KS3 provides the students with the opportunity to draw on their learning and solve a design problem that they have identified. They will need to develop and present a 3D solution. <u>Design</u> • Research the health and wellbeing, cultural, religious and socio-economic	Rotation 1	Rotation 2	Rotation 1	Rotation 2

	• Research the health and wellbeing, cultural, religious and socio-economic contexts of their intended users. • Use 3D CAD to model, develop and present their ideas. • Use CAD and related software packages to validate their designs in advance of manufacture. <u>Make</u> • Create production schedules that inform their own and others' roles in the manufacturing of products they design. • Make simple use of planning tools, for instance Gant charts.	contexts of their intended users. • Understand how to reformulate design problems given to them. • Use 3D CAD to model, develop and present their ideas. • Use CAD and related software packages to validate their designs in advance of manufacture. <u>Make</u> • Create production schedules that inform their own and others' roles in the manufacturing of products and design • Make simple use of planning tools,				

	• Communicate their plans clearly so that others can implement them. • Match and select suitable materials, considering their fitness for purpose. <u>Evaluate</u> • Select appropriate methods to evaluate their products in use and modify them to improve performance. • Produce short reports, making suggestions for improvements • Investigate and analyse products considering life cycle analysis. • Investigate and analyse the how products can be developed considering the	for instance Gant charts • Communicate their plans clearly so that others can implement them. • Match and select suitable materials considering their fitness for purpose. <u>Evaluate</u> • Select appropriate methods to evaluate their products in use and modify them to improve performance. • Produce short reports, making suggestions for improvements. • Investigate and analyse products that they are familiar with				

	concept of 'cradle to grave'. • Investigate and analyse the concept of circular economy approaches in relation to product development and consumption <u>Technical Knowledge</u> • How to make adjustments to the settings of equipment and machinery such as band facers and drilling machines.	using themselves. • Investigate and analyse products considering life cycle analysis. • Investigate and analyse the how products can be developed considering the concept of 'cradle to grave'. • Investigate and analyse the concept of circular economy approaches in relation to product development and consumption. <u>Technical Knowledge</u> • How to make adjustments to the settings of equipment and machinery such as band facers and drilling machines.				

Year 10 GCSE	**<u>All KS4 students will be following the AQA 9-1 GCSE Design and Technology Syllabus, course code 8552</u>** • Students will be exploring the areas of Core Technical Principles. • Students will be led through Core Technical Principles in order to understand the expectations of the exam board and gain the necessary skills, knowledge and understanding needed to fulfil the needs of the assessment objective. • Students will gain knowledge of the product design and the design process at GCSE and will explore the assessment objectives	• Students will develop their skillsets through experimentation with a range of different materials and processes. They will experience a diverse range of processes across the design and technology genres, equipping them with the knowledge, skill and practice they will need to move forward independently. • Students will gain a greater understanding of the expectations of the exam board. They will have a greater awareness of what constitutes product design and will have developed a	• Students will be exploring the areas of Specialist Technical Principles/ • In addition to the Core Technical Principles, all students should develop an in-depth knowledge and understanding of Specialist Technical Principles. Practical lessons will be given at appropriate times relevant to the theory they have learned.	• Students will be exploring the areas of Specialist Technical Principles/ • In addition to the Core Technical Principles, all students should develop an in-depth knowledge and understanding of Specialist Technical Principles. Practical lessons will be given at appropriate times relevant to the theory they have learned.	• Students will be exploring the areas of designing and making principles. • Students should know and understand that all design and technology activities take place within a wide range of contexts. • They should understand how the prototypes they develop must satisfy wants or needs and be fit for their intended use. For example, the home, school, work or leisure.	• Students will be exploring the areas of designing and making principles. • Students should know and understand that all design and technology activities take place within a wide range of contexts. • They should understand how the prototypes they develop must satisfy wants or needs and be fit for their intended use. For example, the home, school, work or leisure. • They will need to demonstrate and apply knowledge and

	throughout the study. They will gain knowledge of a variety of technologies and how they affect their environment.	greater understanding of their own personal strengths and weaknesses. They will understand how to make real world connections and will use their own areas of interest to inform their outcomes. Practical lessons will be given at appropriate times relevant to the theory they have learned			• They will need to demonstrate and apply knowledge and understanding of designing and making principles in relation to a number of areas. Practical lessons will be given at appropriate times relevant to the theory they have learned.	understanding of designing and making principles in relation to a number of areas. Practical lessons will be given at appropriate times relevant to the theory they have learned
Year 11 GCSE	<u>Non-examination Assessment (NEA- Coursework)</u> The maximum mark for the NEA is 100 marks. The student will – identify, investigate and outline design	Students must show evidence of each step and thought process. This includes: • Initial ideas – using annotated drawings, sketches and	Cutting lists / Material lists Flow chart of processes. Making a final outcome, based on the work already completed and	<u>Preparation for 2 hour written examination</u> Revision of Core Principles, Specialist Techniques and Designing and Making	Ongoing revision using - the AQA revision guide provided BBC Bitesize Seneca etc.	

	possibilities to address needs and wants. Design and make prototypes that are fit for purpose. Analysing and evaluating design decisions and prototypes. • Analysis of the Contextual Challenges • Research and investigation • Investigate the work of others • Client profile Design Brief and Specification	photographs to communicate ideas • At least 3 different ideas • Modelling using a range of materials to communicate ideas • Use appropriate materials to produce models • Development template • Presentation drawing – Final Design Students create development plans to make. Further modelling and drawing – constantly evolving Evaluating and analysing each process Development of ideas using freehand sketches, models and CAD/CAM	meeting the needs of the design specification. Making diary Evaluation and improvements that could be made.	The maximum mark for this paper is 100 There are 20 marks for Section A, 30 marks for Section B and 50 marks for Section C SECTION A Core Principles SECTION B Specialist Technical Principles SECTION C Designing and Making Principles		

5. Food & Nutrition Curriculum Map						
	Half term 1 Rotation 1	**Half Term 2 Rotation 1**	**Half Term 3 Rotation 2**	**Half Term 4 Rotation 2**	**Half Term 5 Rotation 3**	**Half Term 6 Rotation 3**
Year 7	• **<u>Hygiene and Food Safety</u>** Students will begin to develop their understanding of food, nutrition, and healthy lifestyles. They will explore the principles of **food hygiene and safety**, learning how to prepare and handle food responsibly. • **<u>Healthy Eating and Food Categories</u>** Using the **Eatwell Guide**, students will examine the importance of a balanced diet and how to make healthier food choices. **Through practical and theoretical lessons, students will begin to develop lifelong skills in**	• **<u>Food Categories</u>** Students will study the roles of **vitamins and minerals**, alongside the main food groups: **fats, protein, carbohydrates, and dairy**, discovering why each is essential for growth, energy, and overall health. • **<u>Where Food Comes From</u>** They will also investigate **where food comes from**, considering both local and global food production, and examine the **factors that affect food choices**, such as, cost, availability, fairtrade and personal preference.	• **<u>Hygiene and Food Safety</u>** Students will begin to develop their understanding of food, nutrition, and healthy lifestyles. They will explore the principles of **food hygiene and safety**, learning how to prepare and handle food responsibly. • **<u>Healthy Eating and Food Categories</u>** Using the **Eatwell Guide**, students will examine the importance of a balanced diet and how to make healthier food choices. **Through practical and theoretical lessons, students**	• **<u>Food Categories</u>** Students will study the roles of **vitamins and minerals**, alongside the main food groups: **fats, protein, carbohydrates, and dairy**, discovering why each is essential for growth, energy, and overall health. • **<u>Where Food Comes From</u>** They will also investigate **where food comes from**, considering both local and global food production, and examine the **factors that affect food choices**, such as, cost, availability, health and personal preference.	• **<u>Hygiene and Food Safety</u>** Students will begin to develop their understanding of food, nutrition, and healthy lifestyles. They will explore the principles of **food hygiene and safety**, learning how to prepare and handle food responsibly. • **<u>Healthy Eating and Food Categories</u>** Using the **Eatwell Guide**, students will examine the importance of a balanced diet and how to make healthier food choices. **Through practical and theoretical lessons, students will begin to develop lifelong skills in healthy eating, informed decision-**	• **<u>Food Categories</u>** Students will study the roles of **vitamins and minerals**, alongside the main food groups: **fats, protein, carbohydrates, and dairy**, discovering why each is essential for growth, energy, and overall health. • **<u>Where Food Comes From</u>** They will also investigate **where food comes from**, considering both local and global food production, and examine the **factors that affect food choices**, such as, cost, availability, health and personal preference.

	healthy eating, informed decision-making, and safe cooking practices.		**will begin to develop lifelong skills in healthy eating, informed decision-making, and safe cooking practices.**		**making, and safe cooking practices.**	
Year 8	• **<u>Nutrients</u>** Students will build on their prior knowledge of food and nutrition with a deeper focus on both practical skills and scientific understanding. They will begin with a **recap of food safety**, ensuring they continue to handle and prepare ingredients with confidence and care. Students will explore the roles of **macronutrients and micronutrients**, understanding how they contribute to health and wellbeing. • **<u>Food Commodities</u>**	• **<u>Food Science</u>** Through **food science**, students will discover how ingredients behave in recipes by studying processes such as **raising agents, gelatinisation, and heat transfer**. • **<u>Factors Affecting Food Choices</u>** Alongside this, they will learn how **factors such as special diets, religion, and food labelling/logos** influence the way people make food choices.	• **<u>Nutrients</u>** Students will build on their prior knowledge of food and nutrition with a deeper focus on both practical skills and scientific understanding. They will begin with a **recap of food safety**, ensuring they continue to handle and prepare ingredients with confidence and care. Students will explore the roles of **macronutrients and micronutrients**, understanding how they contribute to	• **<u>Food Science</u>** Through **food science**, students will discover how ingredients behave in recipes by studying processes such as **raising agents, gelatinisation, and heat transfer**. • **<u>Factors Affecting Food Choices</u>** Alongside this, they will learn how **factors such as special diets, religion, and food labelling/logos** influence the way people make food choices.	• **<u>Nutrients</u>** Students will build on their prior knowledge of food and nutrition with a deeper focus on both practical skills and scientific understanding. They will begin with a **recap of food safety**, ensuring they continue to handle and prepare ingredients with confidence and care. Students will explore the roles of **macronutrients and micronutrients**, understanding how they contribute to health and wellbeing. • **<u>Food Commodities</u>** They will also investigate a range of **food commodities**,	• **<u>Food Science</u>** Through **food science**, students will discover how ingredients behave in recipes by studying processes such as **raising agents, gelatinisation, and heat transfer**. • **<u>Factors Affecting Food Choices</u>** Alongside this, they will learn how **factors such as special diets, religion, and food labelling/logos** influence the way people make food choices.

	They will also investigate a range of **food commodities**, including cereals, fish, sugar, and eggs, examining how these ingredients are produced, used, and valued in different diets and cultures. **This year's curriculum encourages students to apply scientific knowledge, cultural awareness, and practical cooking skills to develop as informed and thoughtful consumers.**		health and wellbeing. • **<u>Food Commodities</u>** They will also investigate a range of **food commodities**, including cereals, fish, sugar, and eggs, examining how these ingredients are produced, used, and valued in different diets and cultures. **This year's curriculum encourages students to apply scientific knowledge, cultural awareness, and practical cooking skills to develop as informed and thoughtful consumers.**		including cereals, fish, sugar, and eggs, examining how these ingredients are produced, used, and valued in different diets and cultures. **This year's curriculum encourages students to apply scientific knowledge, cultural awareness, and practical cooking skills to develop as informed and thoughtful consumers.**	

Year 9	• **<u>Food Provenance</u>** Students will extend their knowledge of food, nutrition, and sustainability, preparing them for more advanced study. They will investigate global issues such as **carbon footprint, food security, and sustainability**, alongside the challenges of **food waste and packaging**. • **<u>Food Choice</u>** Students will explore how **ethical, moral, and environmental factors** influence food choices, developing an awareness of their role as responsible consumers. **This curriculum encourages students to think critically about the impact of food on health, society, and the**	• **<u>Food, Nutrition and Health</u>** Students will broaden their cultural understanding by studying multicultural foods, while also learning how dietary needs change through the life stages, from childhood to later adulthood. They will examine energy balance and practise adapting recipes to meet individual needs. Food Science Through practical work, students will develop advanced skills in dough making and deepen their understanding of the science behind food, including protein complementation and the role of different types of fats.	• **<u>Food Provenance</u>** Students will extend their knowledge of food, nutrition, and sustainability, preparing them for more advanced study. They will investigate global issues such as **carbon footprint, food security, and sustainability**, alongside the challenges of **food waste and packaging**. • **<u>Food Choice</u>** Students will explore how **ethical, moral, and environmental factors** influence food choices, developing an awareness of their role as responsible consumers. **This curriculum encourages students to think**	• **<u>Food, Nutrition and Health</u>** Students will broaden their cultural understanding by studying **multicultural foods**, while also learning how dietary needs change **through the life stages**, from childhood to later adulthood. They will examine **energy balance** and practise **adapting recipes** to meet individual needs. • **<u>Food Science</u>** Through practical work, students will develop advanced skills in **dough making** and deepen their understanding of the science behind food, including **protein complementation** and the role of **different types of fats**.	• **<u>Food Provenance</u>** Students will extend their knowledge of food, nutrition, and sustainability, preparing them for more advanced study. They will investigate global issues such as **carbon footprint, food security, and sustainability**, alongside the challenges of **food waste and packaging**. • **<u>Food Choice</u>** Students will explore how **ethical, moral, and environmental factors** influence food choices, developing an awareness of their role as responsible consumers. **This curriculum encourages students to think critically about the impact of food on health, society, and the planet, while refining their practical cooking and problem-solving skills.**	• **<u>Food, Nutrition and Health</u>** Students will broaden their cultural understanding by studying **multicultural foods**, while also learning how dietary needs change **through the life stages**, from childhood to later adulthood. They will examine **energy balance** and practise **adapting recipes** to meet individual needs. • **<u>Food Science</u>** Through practical work, students will develop advanced skills in **dough making** and deepen their understanding of the science behind food, including **protein complementation** and the role of **different types of fats**.

	planet, while refining their practical cooking and problem-solving skills.		**critically about the impact of food on health, society, and the planet, while refining their practical cooking and problem-solving skills.**			
Year 10 GCSE	• **Food safety and Food, Nutrition and Health** Students will recap on food hygiene and kitchen safety, enzymic browning, food poisoning – causes, symptoms, and high-risk foods and bacteria – how it grows and how to store and cook food safely. Students will Learn about the function of protein, understand protein sources (HBV & LBV) and amino acids, the Importance of fish in the diet and the difference between oily and white fish.	• **Food Science and Food Provenance** Students will learn what gluten is and how it forms when flour is mixed with water, explore how kneading affects gluten development, investigate gluten's elasticity and strength, Students will learn about Primary & Secondary Processing – **Flour**, learn how flour is made (milling – primary processing), how flour is turned into food products (e.g. bread, pasta – secondary processing). Students will understand the functions of Carbohydrates in the	• **Food Science and Food Provenance** Students will learn about raising agents and how gases are produced and trapped (air, steam, carbon dioxide), how milk is processed: pasteurisation and homogenisation, the secondary processes like cheese and yoghurt production. Students will learn the role of fat in providing energy and supporting the body, healthy vs unhealthy fats and their sources, how fats affect texture in	• **Food, Nutrition and Health** Students will learn the functions, food sources, and how the body absorbs vitamins, the role of important minerals, deficiency symptoms and main food sources, why water and fibre are essential for good health, sources of fibre and hydration tips, how foams are created in food, the Eatwell Guide and government dietary recommendations, food balance and portion control. • **Food Choice** Students will learn about needs for different life stages, how	• **Food Provenance and Food Science** Students will earn how heat is transferred during cooking (e.g. oven, hob, grill), practice key cooking techniques: boiling, baking, frying, etc and basic knife skills and safety awareness. Students will learn about sensory evaluation and how to conduct a fair sensory test and record results. Students will plan, prepare, and cook a dish using learned skills and evaluate the outcome based on taste, appearance, and method.	• **Preparation for year 11** Students will learn how to break down a practical task into a clear time plan, organising steps and timings for efficiency and safety. Complete a timed practical cooking task, apply planning, hygiene, and technical skills under exam-style conditions. Students will complete a mock written assessment covering food science, nutrition, and skills by practicing answering structured questions and applying knowledge.

	Students will learn how heat, acid, and mechanical action change protein structure and how this affects proteins through learning about denaturing and coagulation.	diet, learn how starch thickens liquids when heated (gelatinisation), explore how sugar changes colour and flavour when heated (caramelisation)and how starch turns brown when dry heated (dextrinisation).	baked goods (shortening), how fat can be shaped and spread (elasticity) and how fats and liquids can be combined using emulsifiers.	nutritional needs vary across age groups, plan meals for different stages of life, learn about dietary needs of specific groups: vegetarians, vegans, coeliacs, people with allergies and learn how to adapt meals to meet these needs safely.	Students will learn how food production affects the environment, including food waste, packaging, and carbon footprint. Students will learn where food comes from: farm to fork, seasonal, local, and imported foods, compare local food systems with global trade, fair trade, sustainability, and global food choices.	Students will learn how new technologies impact food production and storage, including fortification, GM foods, and modern farming methods, the science behind cheese-making. Finally, students will recap food science investigations in preparation for Mock NEA 1-style task: plan a simple investigation, test variables, and record results.
Year 11 GCSE	• **NEA 1** Introduction to NEA 1 Coursework (15% of final grade) • Investigate the functional and chemical properties of ingredients. • Plan and carry out practical investigations (e.g.	• **NEA1 and NEA 2** Finalise NEA1 coursework and submit for marking. Introduction to NEA 2 (35% of final grade) • Research and analyse the given task (released by AQA on 1st November)	• **NEA 2- continued** Finalise and carry out 3-hour practical exam (final dishes) • Complete sensory analysis and evaluate dishes.	• **NEA 2- continued** • Complete written portfolio (research, planning, justification, evaluation) • • Submit NEA 2.	• **Revision** • Recap and revise core content: – Food nutrition and health – Food science – Food safety – Food choice – Food provenance – Exam technique and practice questions	• **Revision- continued** • Mock exams and past paper practice • Knowledge checks and retrieval activities • Timed writing and peer/self-assessment • Final written exam (1 hour 45 minutes – 50% of GCSE)

	gelatinisation, shortening, aeration) • Record results and present findings (write-up in controlled conditions)	• Practice and trial dishes.				

6. Art Curriculum Map						
	Half term 1	**Half Term 2**	**Half Term 3**	**Half Term 4**	**Half Term 5**	**Half Term 6**
Year 7	**Formal Elements of Drawing** Students begin by creating a **drawing baseline** to assess their initial skills and establish a point of reference for future progress. Through **sketching pencil experiments**, they explore a range of grades—from soft to hard pencils—to understand how tonal variation can enhance depth and form. The study of **tone and shading** develops control over light and dark values, allowing for more realistic representation of three-dimensional subjects. Investigating **texture** encourages close observation and sensitivity to surface qualities, enabling students to capture	**Elements of painting and Colour Theory.** Students begin the topic by learning the qualities of watercolour paint by mixing tints and shades. Then they explore the colour wheel and learning to mix secondary and tertiary colours. Students then explore the work of Wassily Kandinsky and create a research page exploring his work. Students then explore mark-making to music and exploring how emotion can be portrayed in art. Students then explore rhythm in art to create different design ideas. Their final design will be used to create into a painting which will be assessed on the	**Elements of painting and Colour Theory continued.**	**Portraiture** Students begin by learning how to draw facial features accurately and in proportion. Students then draw a self-portrait using correct facial proportions. Students will then turn their self-portrait into a clay piece. Here they will have an introduction to key ceramic techniques to create a 3D version of their portrait.	**Portraiture continued**	**Name plate** Students begin by learning different lettering techniques. Students will create different design ideas for a name plate by taking elements of the work they have learnt this year and creating on final piece showcasing the skills they have developed during the year.

	the unique feel of different materials. Learning how to **draw ellipses and transform them into cylinders** builds spatial awareness and accuracy in depicting rounded forms, a crucial skill in still life and object drawing. Finally, applying these techniques in a **modelled drawing of a cola can** integrates all these elements—tone, texture, and form—into a cohesive exercise that strengthens both observational accuracy and technical drawing proficiency.	quality of painting and design.				
Year 8	**Natural Forms** **Developing the formal elements of drawing.** Students begin by creating a **drawing baseline** to assess	**Formal elements of Pattern and Printmaking** Students begin by exploring the question 'Graffiti is it Art or Vandalism? They will	**Words as meaning** Students begin by exploring illustration to transform words to show their meaning.	**Gargoyles** This project is an in-depth ceramic project aimed at developing student's 3D making skills.	**Gargoyles continued**	**Gargoyles continued**

	their initial skills and establish a point of reference for future progress. Students then explore oil pastel techniques and how they can be used to add texture and tonal variations in a drawing. They then experiment with scale by creating enlarging sections of insects to create drawing focused on specific details. Students then recall colour theory and explore creating their own insect drawing design using either hot or cold colours. Students then create a final enlarged insect drawing using oil pastels.	explore the differences between murals and graffiti and look at the work of Portuguese artist 'Add Fuel' and give their opinion of his work. Students will then explore rotational symmetry to create design ideas that can be turned into a poly block tile. Students will create their own printing surfaces before printing their design. Finally, students will create a collaborative collage to design their work in the style of the artist.	Students will then create a collage combining imagery and lettering together. They will then recall painting techniques from year 7 and how they can be used in this new context. Finally, students will create a painting of their chosen collage design showing their painting skills by mixing their own colours and adding tone to their work.	Students will project in depth research on the history of gargoyles and their use in architecture. Students will create their own gargoyle designs based on animals. They will then create a 2D gargoyle design to practise key ceramic skills before creating their final 3D gargoyle.		

Year 9	**Still Life** Students begin by creating a **drawing baseline** to assess their initial skills and establish a point of reference for future progress. Students then develop then develop their mark-making skills through timed perspective drawings. Students will practise longer timed perspective drawings to develop accuracy and detail within their drawing. Students will create an A3 final composition drawing showing the skills they have developed during the project.	**Multi-layer lino prints** Students begin by exploring positive and negative space by creating their own Japanses Notan designs. Students will then create their own designs for a three-layer lino print. They will then carve their lino tile and print multiple versions of each layer before selecting their best prints to present.	**Pop Art Clay Cakes** Students will begin by researching Pop Art and exploring how food was used within the art movement. Studnets will then create their own clay cake designs inspired by Pop art. Students will create a small test piece before creating a 3D slab-built clay cake.	**Who am I?** Students will begin the project by exploring their identity and looking at artists who look explore this theme. They will choose one artist to create a research page about. They will then create a self portrait recalling the skills from year 7. Students will then create designs for a 3D piece based around their identity inspired by their chosen artist. Students will then create the base structure of their 3D piece before applying paint and collage to add texture and detail to their work.	**Who am I continued**	**Who am I continued**

Year 10 GCSE	**Component 1: Portfolio Foundation Skills** Students will develop their recording skills through a series of drawing workshops aiming at developing their drawing skills and building on what they have learnt at KS3. They will also record their ideas through photography to create different compositions of objects. Students will also develop their print making skills to develop their design ideas. Students will create an A3 final piece based on their chosen composition and media.	**Component 1: Portfolio: Fantastic and Strange** Students will explore the topic of Fantastic and Strange. Students will explore their own ideas through spider diagrams and mood boards. They will research an artist relevant to the topic analyse, interpret and give their opinion of the artist's work. Then students will create their own design ideas taking inspiration from the artist's work, They will then explore different media such as photography, collage and printmaking to refine their skills and develop their ideas. Students will create a final piece bringing together their most successful subject matter and media techniques.	**Component 1: Portfolio: Fantastic and Strange continued** Students will continue to explore the topic of fantastic and strange and develop their idea through the media of clay. They will develop their ceramic skills and explore adding colour through glazing whilst making a practise piece. Students will research a ceramic artist to gain inspiration explore how the artist created their work. They will then create a final ceramic piece based on their most successful idea and strongest techniques.	**Component 1 Portfolio: Fantastic and Strange Continued**	**Component 1 Portfolio: Independent topic** Students select a topic that is meaningful to them. They will explore their own ideas through spider diagrams and mood boards. They will research two artists that explore their chosen topic. Students will create ideas and media experiments inspired by their chosen artist but in a way that is meaningful to them. They will develop their skills and proficiency with these materials to create high quality imagery. Students will collect a range of first-hand sources through drawing and photography to develop their ideas	**Component 1 Portfolio: Independent topic continued**

					and create responses that are personal and meaningful to their chosen topic. Their final piece will be created during a mock 10-hour controlled time in preparation for their ESA in year 11.	
Year 11 GCSE	**Component 1 Portfolio: Independent topic continued**	**Component 1 Portfolio: Independent topic continued**	**Component 2: Externally Set Assignment** Students will be given a selection of 10 starting points to choose from set by the exam board. Students will select 1 starting point to respond to. Students follow the same structure as in their independent topic to research, explore ideas and experiment and refine different materials. Students will develop their ideas through first-hand sources to	**Component 2: Externally Set Assignment**	**Component 2: Externally Set Assignment** After the 10 hour controlled time, students present their work in preparation for moderation.	

			create drawings and photographs ti use to develop their work. Students will complete their final piece for 10 hour controlled time which is completed under exam conditions.			

7. Drama Curriculum Information

7.1 The KS3 Drama curriculum

The KS3 Drama curriculum has been built on the principles of exposing students to both devised and scripted drama. The students are taught how to approach script work as a performer and director as well as how to devise their own detailed and creative performances. Throughout Years 7-9 the students will also have the opportunity to work on different theatre styles in preparation for GCSE. Most of the Key Assessments are practical, the students will perform in a small group, this mirrors the GCSE course. In the summer term each year will sit an end of year written exam which evaluates the practical work completed in lessons. Feedback overall is verbal given throughout each lesson; at the end of each lesson students record their feedback in their assessment workbook. As mentioned above homework is every 2/3 weeks Students will also be encouraged to rehearse, practise, or prepare outside of lessons in the Drama studio.

7.2 GCSE Drama - Pearson Edexcel GCSE Drama

Assessment Objectives:

- AO1 Create and develop ideas to communicate meaning for theatrical performance.
- AO2 Apply theatrical skills to realise artistic intentions in live performance.
- AO3 Demonstrate knowledge and understanding of how drama and theatre is developed and performed.
- AO4 Analyse and evaluate their own work and the work of others.

Breakdown of course

Component 1: Devising (*Component code: 1DR0/01)
Non-examination assessment ***40% of the qualification – 60 marks***
Content overview • Create and develop **a devised piece from a stimulus** (free choice for centre). • Performance of this devised piece or design realisation for this performance. • Analyse and evaluate the devising process and performance. • Performer or designer routes available.
Assessment overview • AO1, AO2 and AO4 are assessed. • Internally assessed and externally moderated. • There are **two parts** to the assessment: 1) a portfolio covering the creating and developing process and analysis and evaluation of this process (45 marks, 30 marks assessing AO1 and 15 marks assessing AO4). The portfolio submission recommendations are: – can be handwritten/typed evidence between 1500–2000 words or – can be recorded/verbal evidence between 8–10 minutes or – can be a combination of handwritten/typed evidence (between 750–1000 words) and recorded/verbal evidence (between 4–5 minutes) 2) a devised performance/design realisation (15 marks, assessing AO2).

Component 2: Performance from Text (*Component code: 1DR0/02)
Non-examination assessment ***20% of the qualification – 48 marks***
Content overview • Students will either perform in and/or design for **two key extracts** from a performance text. • Centre choice of performance text. • Performer or designer routes available.
Assessment overview • AO2 is assessed. • Externally assessed either by visiting examiner or by examiner assessing the recorded live performance. Centres are free to cover the performance/designing of the two key extracts in any way. This freedom caters for centres with different cohort sizes and allows them to choose group, solo and/or partner-based routes for assessment. • Performance/design realisation covering both key extracts is worth 48 marks. • If two separate performances are done covering two key extracts, then each performance/design realisation is worth 24 marks.

Component 3: Theatre Makers in Practice (*Paper code: 1DR0/3A or 3B)
Written examination: 1 hour 45 minutes ***40% of the qualification – 60 marks***
Content overview • Practical exploration and study of **one complete performance text.** • Choice of 12 performance texts. • Live theatre evaluation.
Assessment overview 3A – covers the List A performance text choices. 3B – covers the List B performance text choices. **Section A: Bringing Texts to Life** • 45 marks, assessing AO3. • This section consists of one question broken into five parts (short and extended responses) based on an **unseen extract** from the chosen performance text. • Performance texts are not allowed in the examination as the extracts will be provided. **Section B: Live Theatre Evaluation** • 15 marks, assessing AO4. • This section consists of two questions requiring students to analyse and evaluate a live theatre performance they have seen. • Students are allowed to bring in theatre evaluation notes of up to a maximum of 500 words.

Feedback overall is verbal given throughout each lesson, for practical assessments feedback is recorded on the class teams page as. For theory written work the whole school making policy is followed by the department. Intervention is run afterschool as well extra practical rehearsals on the lead up to the practical exam. As mentioned above homework is weekly, a variation of tasks from theory written paper revision, students will also be encouraged to rehearse, practise, or prepare outside of lessons in the Drama studio.

8. Music Curriculum Information

8.1 The KS3 Music Curriculum

The KS3 Music curriculum inspires creativity, confidence, and cultural awareness through the three core components of **performing, composing, and listening**. Students explore a wide range of musical styles and traditions—from classical and blues to film, world, and popular music—developing their practical skills on instruments such as the keyboard and ukulele while learning to read notation and use music technology.

Through this journey, students gain an understanding of how music reflects history, emotion, and identity, and learn to perform and create with expression and accuracy. The curriculum builds the foundations for GCSE Music by fostering musical literacy, collaboration, and independent creativity, enabling all students to appreciate, analyse, and make music with confidence and enjoyment.

8.2 GCSE Music (EDUQAS)

The GCSE Music curriculum deepens students' understanding of how music is created, performed, and appraised. Learners develop advanced performance skills through solo and ensemble work, refining technique and expression across a range of musical styles. Compositional study encourages creativity and originality, with students exploring musical devices, structures, and genres to produce both free and set-brief compositions

Students build their analytical and listening skills through focused study of the EDUQAS set works and wider repertoire, developing the ability to recognise key musical features, contexts, and stylistic conventions. The course balances practical musicianship with theoretical understanding, preparing students for success in their final performances, compositions, and appraising exam

By the end of the GCSE course, students are confident, independent musicians who can perform, compose, and evaluate music with accuracy, creativity, and insight.

8.3 Summary of Assessment

Component 1: Performing
Total duration of performances: 4-6 minutes
Non-exam assessment: internally assessed, externally moderated 30% of qualification
A minimum of two pieces, one of which must be an ensemble performance of at least one minute duration. The other piece(s) may be either solo and/or ensemble. One of the pieces performed must link to an area of study of the learner's choice.

Component 2: Composing
Total duration of compositions: 3-6 minutes
Non-exam assessment: internally assessed, externally moderated 30% of qualification

Two compositions, one of which must be in response to a brief set by WJEC. Learners will choose one brief from a choice of four, each one linked to a different area of study. The briefs will be released during the first week of September in the academic year in which the assessment is to be taken. The second composition is a free composition for which learners set their own brief.

Component 3: Appraising
Written examination: 1 hour 15 minutes (approximately) 40% of qualification
This component is assessed via a listening examination. Eight questions in total, two on each of the four areas of study.
Area of study 1: Musical Forms and Devices
Area of study 2: Music for Ensemble
Area of study 3: Film Music
Area of study 4: Popular Music
Two of the eight questions are based on extracts set by WJEC.

8.4 Aims and Objectives of the GCSE Course

The WJEC Eduqas GCSE in Music offers a broad and coherent course of study which encourages learners to:

• engage actively in the process of music study • develop performing skills individually and in groups to communicate musically with fluency and control of the resources used • develop composing skills to organise musical ideas and make use of appropriate resources • recognise links between the integrated activities of performing, composing and appraising and how this informs the development of music • broaden musical experience and interests, develop imagination and foster creativity • develop knowledge, understanding and skills needed to communicate effectively as musicians • develop awareness of a variety of instruments, styles and approaches to performing and composing • develop awareness of music technologies and their use in the creation and presentation of music • recognise contrasting genres, styles and traditions of music, and develop some awareness of musical chronology • develop as effective and independent learners with enquiring minds • reflect upon and evaluate their own and others' music • engage with and appreciate the diverse heritage of music, in order to promote personal, social, intellectual and cultural development.

The WJEC Eduqas specification encourages an integrated approach to the three distinct disciplines of performing, composing and appraising through four interrelated areas of study. The four areas of study are designed to develop knowledge and understanding of music through the study of a variety of genres and styles in a wider context. The Western Classical Tradition forms the basis of Musical Forms and Devices (area of study 1), and learners should take the opportunity to explore these forms and devices further in the other three areas of study. Music for Ensemble (area of study 2) allows learners to look more closely at texture and sonority. Film Music (area of study 3) and Popular Music (area of study 4) provide an opportunity to look at contrasting styles and genres of music

9. DT Curriculum Information

9.1The KS3 DT Curriculum

Through KS3 students will follow a series of projects, develop their understanding and making, equipping them with the necessary skills to solve real world problems.
In Year 7, students will be introduced to the tools and processes that they need to learn, for them to produce successful products. Year 7 is also an opportunity to introduce the students to, and build on prior learning, of the 'design process'. They will follow the 'design process' allowing them to develop a product suitable for an identified user. During Year 7 pupils are introduced to different working properties of materials and develop the necessary skills and knowledge to work with the materials.

Year 8 is an opportunity for pupils to expand their designing, making and evaluating skills that they learnt in Year 7. They will follow the design process with a focus on improving their ideas through the 'iterative design process'. They will learn to develop their ideas through modelling and continual improvement. During Year 8 pupils also develop their knowledge of mechanisms, mechanical devices, and how mechanical devices can alter and adapt movements. They will explore different inputs, processes, and outputs with a view to using these to enhance their designs.

Year 9 provides students with the ability to enhance and improve their designing skills, drawing on techniques used by designers such as 'biomimicry' and looking at organic and geometric patterns in design. Pupils will also look at the work of others, drawing inspiration from designers and design movements to help them with their own ideas. As the students' progress towards the end of the KS3 curriculum, they will be provided with the opportunity to enhance their problem-solving skills, drawing on prior learning and developing new techniques to encourage them to tackle a design problem that they have identified themselves.

9.2 KS3 Assessment Opportunities

Assessment through KS3 will focus on the four key areas, design, making, evaluation and technical knowledge. As the students progress through KS3 there will be regular formative assessment opportunities to enable them to show that they have developed in the key skill areas. Feedback will be provided in these key skill areas, against the assessment tracker, providing pupils with tools to close the gaps in their learning. Peer assessment opportunities are provided at key points in design and make projects, to allow pupils to evaluate their own progress.

Summative assessment will be an important factor in ensuring that the pupils understand the 'Technical Knowledge' element of Design and Technology. Summative assessment can range from short quiz homework, starters and plenaries, enabling monitoring of pupils understanding and to eradicate any misconceptions prior to an end of topic summative assessment.

GCSE – as described fully in the Design and Technology Curriculum Map above for Years 10 and 11 - KS4

10. Food and Nutrition Curriculum Information

10.1 The KS3 Food and Nutrition Curriculum

The Food & Nutrition curriculum is designed to inspire curiosity, creativity, and responsibility in relation to food. It equips students with the knowledge and practical skills to make informed decisions about nutrition, health, and sustainability while fostering independence and a love of cooking.
Our curriculum intent is to:

- Develop secure knowledge of nutrition, diet, and health, helping students understand how food choices affect physical and mental wellbeing.
- Provide opportunities to master practical cooking skills, from foundational techniques to more complex dishes, building confidence and creativity in the kitchen.
- Encourage problem-solving and critical thinking by challenging students to adapt recipes, consider cultural influences, and plan meals for real-world scenarios.
- Promote sustainability and social responsibility by exploring food provenance, environmental impacts, and ethical considerations.
- Prepare students for future opportunities in education, employment, and life, with transferable skills such as organisation, teamwork, and resilience.

The curriculum is carefully sequenced to ensure progression of knowledge, skills, and understanding from KS3 through to KS4 (and beyond where applicable):

- **At KS3**: Students learn the foundations of healthy eating, nutrition, food safety, and basic practical skills. They explore a range of ingredients and cooking methods, gradually building confidence and independence.
- **Cross-curricular links**: Mathematics (measuring, scaling, timing), Science (food chemistry, nutrition, digestion), Geography (food provenance, global food systems), and PSHE (health, wellbeing, budgeting).
- **Teaching strategies**: Practical lessons, demonstrations, group work, projects, and written assignments combine to give students both hands-on and theoretical knowledge.

By the end of their Food & Nutrition journey, students will:

- Be competent, confident, and independent in planning and preparing a variety of dishes.
- Understand the principles of nutrition and how to apply them to maintain lifelong health and wellbeing.
- Appreciate the cultural, ethical, and environmental factors influencing food choices locally and globally.

- Demonstrate creativity, resilience, and problem-solving when faced with practical and theoretical challenges.
- Be equipped with the knowledge and transferable skills needed for further study, employment, or independent living.

This is measured through practical outcomes, written assessments, student voice, and the ability of students to confidently apply their learning to real-life contexts.

10.2 KS3 Assessment

Students will be assessed in KS3 through a key assessment designed to measure both their practical and theoretical knowledge, ensuring alignment with the curriculum and taught content. In addition, there will be an end-of-topic and practical assessments to evaluate understanding and progress.

At KS3, homework will be set every 2–3 weeks in line with the whole school homework policy. Homework tasks will vary depending on the lesson content.

These may include:

- Revision activities such as quizzes or knowledge recall tasks
- Watching practical demonstrations
- Research activities
- Retrieval and recap exercises to consolidate classroom learning

10.3 The GCSE Food and Nutrition Curriculum

At KS4 students deepen their understanding of nutrition, food science, and the wider impact of food choices. They engage with more complex recipes, investigative tasks, and critical evaluation in preparation for undertaking non-exam assessments (NEA1 and NEA2) and their final written exam. At GCSE, students will complete key assessments that measure both their practical performance and theoretical understanding, ensuring their progress is mapped directly against the GCSE curriculum and taught content. Each unit of work will conclude with an end-of-topic assessment to monitor attainment and identify areas for development.

Homework will be set weekly in line with the whole school homework policy. The type of tasks will vary depending on the subject focus and lesson content.

These may include:

- Revision and retrieval tasks such as quizzes and knowledge checks
- Watching and evaluating live or online videos
- Written or research-based tasks to deepen understanding of key concepts
- Preparation activities to support practical lessons and controlled assessments

In addition, students will be expected to practice, revise, and prepare independently outside of lessons, making use of the food room and other facilities where appropriate. This independent practice is an essential part of ensuring success at GCSE level.

10.4 AQA Food Preparation and Nutrition

Assessment Objectives:

AO1: Demonstrate knowledge and understanding of nutrition, food, cooking and preparation.
AO2: Apply knowledge and understanding of nutrition, food, cooking and preparation.
AO3: Plan, prepare, cook and present dishes, combining appropriate techniques.
AO4: Analyse and evaluate different aspects of nutrition, food, cooking and preparation including food made by themselves and others.

Breakdown of course:

Assessment objectives (AOs)	Component weightings (approx %)		Designed AO weightings (approx %)	Required AO weightings as specified in criteria (approx %)
	Paper 1	NEA		
AO1	20	0	20	20
AO2	20	10	30	30
AO3	0	30	30	30
AO4	10	10	20	20
Overall weighting of components	50	50	100	100

Paper 1: Food preparation and nutrition
What's assessed Theoretical knowledge of food preparation and nutrition from Sections 1 to 5.
How it's assessed • Written exam: 1 hour 45 minutes • 100 marks • 50% of GCSE
Questions • Multiple choice questions (20 marks) • Five questions each with a number of sub questions (80 marks)

Non-exam assessment (NEA)
What's assessed **Task 1:** Food investigation (30 marks) Students' understanding of the working characteristics, functional and chemical properties of ingredients. **Practical investigations are a compulsory element of this NEA task.** **Task 2:** Food preparation assessment (70 marks) Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved.
How it's assessed • **Task 1:** Written or electronic report (1,500–2,000 words) including photographic evidence of the practical investigation. • **Task 2:** Written or electronic portfolio including photographic evidence. Photographic evidence of the three final dishes must be included.

11. Art Curriculum Information

11.1 The KS3 Art Curriculum

Throughout KS3 students will follow create independent responses to different starting points (topics). This will develop their understanding of artist terms, different artists and styles of artwork. They will record their ideas through, drawing, photography, written reflections and evaluations and make their responses using a range of different materials.

In year 7, students focus on the fundamental elements of art exploring line, shape and colour theory. Students have the opportunity to develop on prior knowledge of drawing skills and learn new techniques to develop their skills. Students are introduced to artist research and analysing the work of different artists. Students focus on developing their proficiency with paint, colouring pencils and pencil.

In year 8, students focus on developing skills that they learnt or started to develop in year 7. They extend their understanding of artist research to provide more detailed analysis of artwork. Students develop their drawing skills further by exploring proportion and developing form within their work. They are given the opportunity to develop their painting skills as well as exploring basic print making.

Year 9 provides students with the opportunity to explore their identity and who this can be expressed through art. As part of their artists research students look at the social, historical or political context behind the work of different artists. Students also have the opportunity to explore contemporary art styles and make contextual links to the idea of identity. Students continue to develop their proficiency when working with paint, pencils, oil pastels.

11.2 ART GCSE

The KS4 curriculum is different in that it needs to fit with the exam board (Eduquas) requirements. This does not specify a topic or format for work but Assessment Objectives which allow students to work independently in ways that they are confident with and enjoy. The whole course comprises of 2 projects. Component 1 is internally set and can be any topic of the teachers choosing. This is to be completed over 4 terms and will be marked out of 120 (60% of the overall mark). Component 2 or Exam Project is externally set. The exam board will provide a number of titles of which students must choose one to respond to. They will then create a new project around that title, still achieving all assessment objectives. The final piece of this project will be completed in a 10-hour exam. This will be marked out of 80 (40% of the overall mark). All assessment objectives are equally weighted so should have the same amount of time spent on them.

Assessment Objective	**How it can be reached.**	**Possible support**	**Links to prior learning.**
AO1: Critical Understanding • Develop ideas that are informed by investigative, contextual and cultural studies of historical and contemporary art, craft and design and other sources relevant to their selected areas of study in their own and other societies. • Explore a wide variety of work produced by artists, craftspeople and designers and the differences in their methods, approaches, purposes and intentions. • Provide evidence of analytical skills and critical and contextual understanding by appraising, comparing and contrasting the work of relevant artists,	Demonstrated through analytical artist research. Research should go beyond what can be found on google and include students' own opinions and interpretations of work. Students can further demonstrate this assessment objective by creating a detailed image analysis in which they can break down and apply their understanding of both contextual and technical information.	Use of scaffolding to support students in writing their artist research can be essential to strong written outcome. Providing formative feedback on rough drafts to ensure students know where to improve and how to do so.	Students will have completed artist research throughout KS3 at varying levels of detail.

craftspeople and designers and other historical and contextual sources, using this evidence to inform their own work. • Increase awareness of the wide variety of art, craft and design processes and outcomes and the differences between them, including the more utilitarian applications of art, craft and design forms.			

12. Homework

The faculty will follow the whole-school homework policy. At Key Stage 3, homework will be set every 2–3 weeks, and at Key Stage 4, it will be set weekly.

Homework tasks will vary depending on the subject and lesson content. These may include:

- Revision activities such as quizzes or knowledge recall tasks
- Listening to musical pieces or soundscapes
- Watching practical demonstrations (e.g. food preparation, design processes, or performance techniques)
- Researching artists, chefs, designers, or performers
- Retrieval and recap exercises to consolidate classroom learning

Students will also be encouraged to rehearse, practise, or prepare outside of lessons in the Drama studio, Music practice rooms, Food room, Art studio, or Design and Technology workshop, depending on their subject.

13. Clubs - Creative Arts Extracurricular Timetable

Day	Time/Club
Monday	Lunchtime – GCSE Music Intervention with Mrs. Elliott in M21 (pre-book)
Tuesday	After school - GCSE Music Intervention with Mrs. Elliott in M21 (pre-book) After school - GSCE Drama intervention with Miss Thomas in M20 After School- GCSE Design & Technology with Mr. Major Drama/Musical Theatre club with Mr. Hince in the hall After School GCSE Food and Nutrition Intervention with Mrs. Fox After school - GCSE Art intervention in C1 with Mrs Rees
Wednesday	Lunchtime - Drama games club in M20 with Miss Thomas
Thursday	
Friday	Lunchtime – Choir in M21 with Mrs. Elliott