



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.

Staff		
Name	Role	Email Address
Miss Thomas	Head of Creative Arts	SThomas@kingstoneacademy.co.uk
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Mr Thomas	Teacher of Music	GThomas@kingstoneacademy.co.uk
Mr Hince	Teacher of Drama and Music	MHince@kingstoneacademy.co.uk
Mrs Fox	Teacher of Food	JFox@kingstoneacademy.co.uk

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 series of improvised	Mask/Stage combat Continued	This unit will allow pupils to explore the characters, plot and themes of Willy Russell's Blood Brothers	Blood Brothers Continued	Melodrama Students are introduced to the genre of Melodrama, the stock characters, the plot conventions, the language used.	Melodrama Continued

	activities and character development. Pupils will be able to see the effect the mask has on performance.		MODULE AIMS: - To explore the character and plot as inspiration for generating pieces of drama - To understand and use script analysis in preparation for GCSE		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'	
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Music

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
YEAR 7	The Elements of Music ✓ <i>Listening</i> ✓ <i>Composing</i> ✓ <i>Performing</i> ✓ <i>Singing</i> ✓ <i>Appraising</i>	Vocal Skills 1 (Singing) ✓ <i>Listening</i> ✓ <i>Performing</i> ✓ <i>Singing</i>	China (Keyboard Skills) ✓ <i>Listening</i> ✓ <i>Performing</i> ✓ <i>World Music</i>	Music for Special Occasions (Baroque) ✓ <i>Listening</i> ✓ <i>Composing</i> ✓ <i>Performing</i> ✓ <i>Singing</i> ✓ <i>History</i>	Africa (Pulse, Pitch, Rhythm) ✓ <i>Listening</i> ✓ <i>Composing</i> ✓ <i>Performing</i> ✓ <i>Singing</i> ✓ <i>World Music</i>	Music and Emotions (Exam Prep) ✓ <i>Listening</i> ✓ <i>Performing</i> ✓ <i>Singing</i>
YEAR 8	Jazz (Blues) ✓ <i>Listening</i> ✓ <i>Improvising</i> ✓ <i>Performing</i> ✓ <i>Singing</i> ✓ <i>History</i>	Music and the Media (Ukulele) ✓ <i>Listening</i> ✓ <i>Composing</i> ✓ <i>Performing</i> ✓ <i>Singing</i>	Vocal Skills 2 ✓ <i>Listening</i> ✓ <i>Performing</i> ✓ <i>Singing</i>	Reggae (Rock n Roll) ✓ <i>Listening</i> ✓ <i>Composing</i> ✓ <i>Performing</i> ✓ <i>Singing</i> ✓ <i>World Music</i>	Musicals ✓ <i>Listening</i> ✓ <i>Composing?</i> ✓ <i>Performing</i> ✓ <i>Singing</i> ✓ <i>History</i>	Musicals (Exam Prep) ✓ <i>Listening</i> ✓ <i>Composing?</i> ✓ <i>Performing</i> ✓ <i>Singing</i> ✓ <i>History</i>

YEAR 9	Latin America	Vocal Skills 3	Film Music	Fusion	Song Writing	Song Writing (Exam Prep)
	✓ <i>Listening</i> ✓ <i>Composing</i> ✓ <i>Performing</i> ✓ <i>Singing</i> ✓ <i>World Music</i>	✓ <i>Listening</i> ✓ <i>Performing</i> ✓ <i>Singing</i>	✓ <i>Listening</i> ✓ <i>Composing</i> ✓ <i>Performing</i> ✓ <i>Technology</i>	✓ <i>Listening</i> ✓ <i>Singing</i> ✓ <i>Performing</i> ✓ <i>World Music</i>	✓ <i>Listening</i> ✓ <i>Singing</i> ✓ <i>Composing</i> ✓ <i>Performing</i> ✓ <i>Technology</i> ✓ <i>History</i>	✓ <i>Listening</i> ✓ <i>Singing</i> ✓ <i>Composing</i> ✓ <i>Performing</i> ✓ <i>Technology</i> ✓ <i>History</i>

Year 10 GCSE	Introduction to GCSE Music. <u>Performance:</u> Baseline solo performance assessment completed. <u>Composition:</u> 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. <u>Appraising:</u> Learners complete an overview of important musical terminology to prepare them for the AoS' ahead.	Continued	AoS1: Musical Devices and Badinerie network <u>Performance:</u> Learners continue to develop, ensemble skills in pairs or small groups. <u>Composition:</u> Learners continue to develop compositional skills via portfolio and targeted music theory tasks <u>Appraising:</u> Learners develop appraising skills through listening activities based around AoS1. Badinerie - set work 1 for the appraising exam.	Continued	AoS2 Music for Ensemble. <u>Performance:</u> Learners decide on final GCSE performance pieces in readiness for recording in Year 11. These are developed during practical lessons with regular feedback. <u>Composition:</u> Learners begin free composition based on a brief of their choice. <u>Appraising:</u> Learners develop appraising skills based on Music for Ensemble AoS2.	Continued
Year 11 GCSE	AoS3: Film Music <u>Performance:</u> Performance refinement and recording. Learners prepare their final	AoS4: Popular Music <u>Appraising:</u> Learners progress to AOS4: Popular Music and Africa by Toto (Set work 2)	Finalisation of Coursework <u>Performance:</u> All solo and ensemble performances should be recorded	continued	Appraising Exam <u>Appraising:</u> 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.				
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3. 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</u> <u>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>				
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	• 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.				
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		• 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,				
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		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.				
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Year 8	<u>Project 1</u> Design and Make Passive Amp	<u>Project 2</u> Mechanisms Automata Project	Rotation 1	Rotation 2	Rotation 1	Rotation 2
	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. <u>Design</u> - Consider additional factors such as ergonomics and anthropometrics. - Work confidently with a range of relevant domestic, local and industrial contexts, such as home, health,	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. <u>Design</u> Use Specifications to inform the design of innovative, functional, appealing products that respond to needs				

	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				
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	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				
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	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				
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		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,				
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	- 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				
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	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.				
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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
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	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	Non-examination Assessment (NEA- Coursework) 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	Preparation for 2 hour written examination 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		
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4. 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	• Hygiene and Food Safety 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. • Healthy Eating and Food Categories 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	• Food Categories 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. • Where Food Comes From 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.	• Hygiene and Food Safety 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. • Healthy Eating and Food Categories 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	• Food Categories 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. • Where Food Comes From 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.	• Hygiene and Food Safety 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. • Healthy Eating and Food Categories 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-	• Food Categories 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. • Where Food Comes From 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.	
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Year 9	• Food Provenance 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. • Food Choice 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	• Food, Nutrition and Health 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.	• Food Provenance 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. • Food Choice 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	• Food, Nutrition and Health 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.	• Food Provenance 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. • Food Choice 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.	• Food, Nutrition and Health 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.
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	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 learn 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.				
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5. Art Curriculum Map

	Half term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 7	Project 1: Colour, Pattern & Local Environment Pupils begin by exploring identity through decorated letters, developing their understanding of pattern, shape and visual design. They investigate colour theory, including primary and secondary colours, tints, shades and tones, while experimenting with different painting techniques. Pupils then study the work of Piet Mondrian, exploring his use of line, shape, colour and composition. Using an aerial view of their local environment, pupils simplify	Project 1 continued	Project 2: Identity – Drawing & Clay Portraits Pupils explore identity through portraiture, developing their observational drawing skills. They investigate proportion, shape, line, tone and detail, using the grid method to accurately record an eye before progressing to a self-portrait. Pupils develop their self-portrait into a 3D clay self-portrait, learning how to translate a 2D image into three dimensions. They experiment with modelling techniques such as	Project 2 continued	Project 3: Local Landscape & Photography Pupils explore their local landscape, developing drawing skills through observation and an introduction to perspective and depth. They experiment with photography to record primary sources and investigate how viewpoint, framing and composition can change the way a landscape is represented. Pupils study David Hockney and his use of photography, multiple viewpoints and composition. Using their own landscape	Project 3 continued

	buildings, roads and spaces into an abstract design inspired by Mondrian. This design is developed into a final painting, allowing pupils to apply and refine the painting techniques developed throughout the project. Key skills: Pattern • Colour theory • Painting • Composition • Abstraction • Line and shape • Visual research		building, joining, smoothing, shaping and adding texture. This project develops pupils' understanding of form, structure and the possibilities of different materials. Key skills: Observational drawing • Proportion • Tone • Grid method • Portraiture • 3D form • Clay modelling		photographs, pupils create a 'Joiners' style artwork by combining and arranging multiple photographs to create a fragmented representation of their local environment. Key skills: Landscape drawing • Perspective • Photography • Composition • Collage • Viewpoint • Primary sources	
Year 8	Project 1: Natural Forms – Drawing & 3D Form Pupils explore a range of natural forms, developing their observational drawing skills through studies of shape, proportion, texture and detail. They are introduced to	Project 1 continued	Project 2: Natural Forms – Food Studies Pupils investigate food as a natural form, developing their drawing and colour-mixing skills through a series of oil pastel experiments. They	Project 2 continued	Project 3: Pattern, Symmetry & Poly-Printing Pupils explore symmetry and pattern through natural and geometric forms. They investigate how repeated shapes, lines and	Project 3 continued

	cross-contour drawing, using lines to communicate the three-dimensional form and surface of natural objects. Pupils research the work of Heather Knight, exploring her use of natural forms, texture and clay. They develop a series of designs for their own clay vessel, translating observations and research into a personal 3D response. Pupils then construct their vessel using a range of clay modelling techniques before applying analogous colours to enhance the form and surface. Key skills: Observational drawing • Cross-contour • Texture • Natural forms • Clay		explore blending, layering, mark-making and colour selection while recording different foods from observation. Pupils experiment with cropping and enlarging sections of their source images to explore shape, texture and detail. They use the techniques developed through their experiments to create an enlarged final food image, demonstrating increased control of oil pastel and a greater understanding of composition. Key skills: Observational drawing • Oil pastel • Blending • Layering • Colour • Cropping •		motifs can be arranged to create balanced and visually engaging designs. Pupils study the work of Portuguese artist Add Fuel, exploring his use of symmetry, repetition, colour and decorative pattern. They develop their own symmetrical pattern designs before translating them into poly-print plates. Through experimentation with printing, pupils explore positive and negative shapes, repetition and layering to create a final patterned artwork. Key skills: Symmetry • Pattern • Repetition • Design • Printmaking • Poly-	
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	modelling • 3D form • Colour theory		Enlargement • Composition		print • Positive/negative space • Colour	
Year 9	Project 1: Pop Culture – From Ideas to Images Pupils explore the theme of Pop Culture, generating ideas through spider diagrams, imagery and personal interests. They develop observational recording skills using the grid method, focusing on proportion, shape, tone and detail. Their drawings are then developed into expressive biro studies, exploring line, mark-making and tonal contrast. Pupils are introduced to acrylic painting and experiment with techniques including	Project 1 continued	Project 2: Pop Art – Image, Design & Print Pupils investigate the Pop Art movement, exploring how artists responded to popular culture, advertising, celebrities and everyday objects. They research Andy Warhol and Roy Lichtenstein, analysing their use of colour, repetition, imagery, line and bold graphic styles. Using their research as inspiration, pupils develop a series of design ideas for a lino print. They learn how to simplify	Project 2 continued	Project 3: Pop Art – Clay Cakes Pupils explore food and popular culture through the creation of a 3D Pop Art-inspired clay cake. They research Pop Art artists and develop design ideas that combine recognisable cake forms with bold, stylised imagery and decorative features. Pupils develop their hand-building clay techniques, learning to construct, join, shape and add surface detail to create a resolved clay cake. They then apply acrylic paint	Project 3 Continued

	colour mixing, layering and underpainting. They apply these skills to create a monochromatic tonal painting, developing their understanding of light, dark, highlights, shadows and form. Key skills: Idea development • Grid method • Observational drawing • Biro • Tone • Acrylic painting • Underpainting • Monochromatic colour		imagery and consider positive and negative shapes before transferring their chosen design onto lino. Pupils create a series of prints, experimenting with composition, colour, repetition and registration to refine their final outcome. Key skills: Artist research • Pop Art • Graphic design • Simplification • Positive/negative shape • Lino cutting • Printmaking • Repetition		using bold, contrasting colours, drawing on the visual language of Pop Art to create a striking final piece. Key skills: 3D design • Artist research • Clay construction • Hand-building • Joining • Surface detail • Acrylic painting • Contrasting colour	
Year 10 GCSE	Collections – Objects That Tell a Story Students explore the theme of Collections, generating personal ideas through spider	Collections – Objects That Tell a Story Students explore the work of Wayne Thiebaud, investigating his representations of	Collections – Objects That Tell a Story Students investigate the work of Giorgio		Component 1 Portfolio: Independent topic Students select a topic that is meaningful to them.	Component 1 Portfolio: Independent topic continued

	diagrams, visual research and the work of artist Sarah Graham. They investigate how artists use colour, composition, scale and everyday objects to communicate ideas. Students create their own primary photographic sources of toys using DSLR cameras, developing their understanding of viewpoint, cropping, composition and photography. They use these sources to create grid drawings, developing accuracy, proportion, tone and detail. Students then experiment with acrylic markers and acrylic paint, exploring colour, layering, underpainting and	cakes, sweets and everyday food. They analyse his use of colour, composition, form and mark-making. Students create their own primary photographs and observational drawings of cakes and sweets. They experiment with oil pastel techniques, including blending, layering, colour mixing and mark-making. Students investigate how changing the background paper can alter colour, contrast and visual impact. They select and refine their strongest ideas before creating a resolved oil pastel final piece, evaluating how successfully their material choices communicate the intended outcome.	Morandi, exploring his still-life compositions and use of subtle colour, shape, tone, space and arrangement. Students create their own still-life compositions, experimenting with different arrangements and viewpoints. They record their observations through drawing and photography, developing a range of primary sources from which to work. Students select a composition and develop it into a dry-point print, learning how to transfer imagery, create lines and textures, apply ink, dampen paper and produce prints. They create a series of prints, evaluating		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 and create responses that are personal and meaningful to their chosen topic. Their final piece will be created during a	
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	application techniques. They evaluate their experiments before developing a selected idea into a resolved final piece. Key AO links: AO1 – Sarah Graham and contextual research AO2 – Acrylic marker and painting experiments AO3 – Primary photography, grid drawing and annotation AO4 – Development and presentation of a resolved final piece	Key AO links: AO1 – Research into Wayne Thiebaud and visual analysis AO2 – Oil pastel and surface experiments AO3 – Photography, observational drawing and reflective annotation AO4 – Refined composition and personal final response	the results and refining their approach towards a successful outcome. Key AO links: AO1 – Morandi research and analysis AO2 – Dry-point techniques and print experiments AO3 – Drawing, photography and recording from observation AO4 – Selection, refinement and presentation of a personal print outcome		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.	Component 2: Externally Set Assignment	Component 2: Externally Set Assignment After the 10 hour controlled time, students present their work in preparation for moderation.	

			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 create drawings and photographs to use to develop their work. Students will complete their final piece for 10 hour controlled time which is completed under exam conditions.			
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6. 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.

7. 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

8. DT Curriculum Information

9.1 The 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

9. 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.

10. 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.			
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11. 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.

12. Clubs - Creative Arts Extracurricular Timetable

Creative Arts Extracurricular Timetable

Day	Time/Club
Monday	Lunchtime – Composing Club (Create your own music) GTH (M21) Week A- Cooking and Craft Club with Mrs Fox and Miss Galvin-limited spaces on a first come basis.
Tuesday	Lunchtime - GCSE Art intervention in C1 After school - GCSE Music Intervention GTH (M21) Pre-book After school - GSCE Drama intervention with Miss Thomas in M20 Week B- Cooking and Craft Club with Mrs Fox and Miss Galvin- limited spaces on a first come basis.

	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
Wednesday	Lunchtime - Drama games club in M20 with Miss Thomas Choir GTH (M21)
Thursday	Lunchtime - GCSE Art intervention in C1 Music – Student Bands/Rock/Pop
Friday	Lunchtime – Band/Orchestra GTH (M21)