



Padgate Academy

Department Directory
Creative Art and Technology

Introduction

Within the **Creative Art and Technology** department lessons are taught holistically across individual subject areas. We strive to provide learning experiences and environments that give students the skills and knowledge that reflect those required in society, who can evolve and respond to future challenges. The departments' core belief is that all subject areas contribute to the development of building pupils creative confidence through challenging and inspiring learning.

Context

In the UK, creative education is the root to our innovative industry which is ever growing. According to the World University rankings produced by Times Higher Education, the UK has three of the world's top 10 universities for creative further education courses and our country was an early leader in developing dedicated digital design and games development courses. We not only aim to prepare pupils for their potential creative career paths and opportunities that are abundant within the locality of the Academy such as Priestley College, Warrington Vale and Cronton College. Whatever pupils desire is to develop into after Padgate Academy our intention is to equip them with an understanding of how Creative Art and Design Technology impacts on daily life and the wider world.

Purpose

Through our curriculum at Padgate we expect quality in all aspects and pupils take pride in their work. The nature of our curriculum content and specific learning experiences will evolve over time because our culture, technology and society around us are continually evolving. With this in mind, pupils will learn how to take risks, become confident in their critical thinking and fundamentally learn how to develop their own personal creativity and imagination. This will embody solving problems, being innovative, producing practical solutions to a range of starting points and learning how to safely use specific tools, equipment, materials and ingredients.

Curriculum at Key stage 3 and Key stage 4

The key concepts that are delivered through our CAT department are integral to all our learning themes and assessment. These are derived from the National Curriculum and outline and form the basis of our learning challenges. In art they stem from assessment objectives at all Key stages, they are: **Develop, Refine, Record and Present**. In Design Technology and Hospitality and Catering they relate to The four main areas of assessment at all Key stages, they are: **Design, Make, Evaluate and Technical Knowledge**.

The sequence of learning for Years 7-9 will build on prior knowledge and all students will experience elements of these subjects; Art, Design Technology and Food/Hospitality. This allows students to build a broad awareness of skills, techniques and processes across the three areas, the main focus of these learning experiences are based on National Curriculum guidelines and aspects of GCSE requirements, allowing teachers to plan challenging lessons within these foundation years of secondary school. The year 9 experience within the Design Technology rotation during the Summer term offers a more bespoke curriculum, so they can gain an understanding of expectations at GCSE and Level 2 qualifications, allowing them to make more informed option choices. In Art students during the summer term of Year 9 start building their GCSE portfolio of skills to enable a smooth transition into Year 10, if selected as an option.

Key stage 3 – Art is taught for 2 lessons over 2 week timetable. Design Technology is taught 3 lessons over 2 weeks and pupils rotate around 3 main subject areas sessions throughout one year (see example below).

Key stage 4 – All option choices cover 5 lessons over 2 weeks. Weekly intervention timetable covers all subjects 2.50-3.50pm.

The **Design Technology** rotation curriculum covers a variety of contexts allowing pupils to cover the four main concepts areas; **Design, Make, Evaluate and Technical knowledge**. Amongst these are clear strands of learning that pupils will follow: **Food and Nutrition/ Product Design/Designing with materials**. These will allow pupils to develop practical and technical skills within a range of disciplines as outlined in the example table below. Pupils will build on prior knowledge and recall key aspects of study throughout each rotation, enabling them to understand the bigger picture and apply learning and understanding to real and relevant design briefs considering their own and other's needs.

Term	Year 7	Year 8	Year 9
1 -2	Food and nutrition: Practical food safety, skills and nutrition	Food and nutrition: Multicultural food and healthy eating	Food and nutrition: Working to a design brief applying principles of nutrition and health
3 - 4	Designing with materials Using CAD CAM and working to a design brief	Designing with materials Developing CAD CAM Materials and emerging technologies	Designing with materials Functional and innovative products. Past and present designers.
5 - 6	Product Design Practical workshop safety, tools and materials, Product design	Product Design Practical workshop Material, components, properties Product design	Chosen area: Design Technology or Hospitality and catering GCSE mini taster option

Key stage 4 – Design Technology GCSE AQA

LP	Year 10	Year 11
1	Exam techniques/ mini project	Exam revision/NEA practical application
2	Exam preparation/ Lighting project design and make	Exam revision/NEA practical application
3	Exam preparation/ Lighting project design and make	Revision skills and knowledge revisit
4	Exam preparation/ Lighting project design and make	Revision skills and knowledge revisit
5	NEA – practical application	Examination
6	NEA – practical application	Examination

Key stage 4 – Hospitality Level 1 - 2

LP	Year 10	Year 11
1	Food Safety and hygiene	Food safety and safety requirements for hospitality industry
2	Environmental risks and causes	Environmental legislation and responsibilities
3	Nutrient groups	Nutrients characteristics and factors
4	Hospitality industry	Hospitality in actions
5	Cooking methods	Examination
6	Cooking processes and techniques	Examination

The Art curriculum has been designed to build on four key concept areas of learning: **Develop, Refine, Record and Present**. Within all learning themes pupils will have the opportunity to engage with and critically evaluate the works of others (including the history of art.) Pupils will increase their proficiency of materials and media as they progress through each year and expand on using a range of techniques to record their observations. The fundamental drive is to build confidence and explore ideas and experiences through practical based lessons, producing high quality outcomes.

The outline below shows how a typical pupil at Padgate will progress into Key Stage 4 covering a range of themes and building on knowledge through recall within each separate scheme of learning.

Term	Year 7	Year 8	Year 9
1	<u>Record</u> Mark making, recording and Colour theory	<u>Record</u> Recording and observational drawing	<u>Present</u> Abstract Art Movement 5
2	<u>Refine</u> Colour theory and mixed media	<u>Record</u> Portraiture	<u>Refine</u> Cultural
3	<u>Refine</u> Textile processes 1	<u>Develop</u> Art Movement 3 1900-1930	<u>Develop</u> Art Movement 6 The figure 1400
4	<u>Develop</u> Art history movement 1 1880	<u>Develop</u> Art Movement 4 1930-1950	<u>Develop</u> Art movement 7 Pop Art
5	<u>Develop</u> Art movement 2 1890	<u>Refine</u> Sculpture - Giacometti	<u>Record, Refine</u> Mini Yr 10 option project
6	<u>Present</u> Landscape and mixed media	<u>Present</u> Textile processes 2	<u>Record, Present</u> Mini Yr 10 option project

Key stage 4: GCSE Art, Craft and Design

LP	Year 10	Year 11
1	Workshop skills range of techniques, processes and foundation studies.	Major project <i>From a selection of starting points</i> Record, Develop
2	Component 1 60% develop and record	Major project Refine, Present,
3	Component 1 Record and refine	Examination Component 2 40%
4	Component 1 Present	Examination Component 2
5	Contextual studies linked to workshop/trip	Assessment and moderation
6	Contextual studies Linked to workshop/trip	Moderation

Assessment

On entry at Year 7 a baseline assessment is carried out, this will assess pupil's prior ability and level of knowledge from Primary School. This then feeds into staff planning to inform how subsequent lessons are taught and delivered. Consistent assessments are planned once every half term to measure progress, this can take the form of a series of questions about prior learning, end of themed tests, literacy tests including spelling and key terminology or a practical based assessment relating to the processes, techniques or systems that have been delivered. All Key stage 3 assessment levels have been designed collaboratively with Year 10 and 11 qualifications in mind allowing pupils to make as most progress as possible. Assessments are identified on yellow paper (where this is not possible a yellow highlight or sticker will identify the assessment).

In Year 10 and 11, examination board assessment criteria and JCQ requirements are followed:

Art – AQA Art, Craft and design GCSE

Design Technology – AQA GCSE

Hospitality and Catering WJEC Level 1 and 2

Marking and Feedback

There are common assessments in each subject area, these are developed by the subject specialist teacher and shared across the department. The expectation is that the teacher will mark the assessments as per the whole school assessment policy and then this may be moderated across subject areas. Pupils are expected to feedback in green pen as per whole school marking policy.

Within practical Key stage 4 courses feedback can be slightly different. In Art, for example feedback is given within an assessment booklet which provides areas for development associated to practical work, this links directly to the assessment objectives of the qualification.

Within the department verbal feedback is at the heart of each lesson, maximising pupil's opportunities to make rapid and sustained progress in terms of practical based learning.

Pedagogical Approach

The following pedagogical aspects covers all aspects of Teaching, Learning and Assessment in our department and fit into the whole school non negotiables policy.

Key pedagogical point	Purpose
Key concepts:	At the core of each lesson the key concepts will underpin all learning themes. These are: DT: Design/Make/Evaluate/Technical Knowledge Art: Develop/Record/Refine/Present
Planning and delivery	Collaborative planning where appropriate is utilised to make use of teacher subject knowledge. Pupil starting points and targets are used to inform planning Teachers use prior learning and assessments as a way to develop and plan content delivered. All staff plan engaging recall starters that focuses on knowledge retrieval of previous content taught, ensuring consistency across the department and whole school.
Presenting content Informing/Modelling	Outlining and sharing objective of lesson, highlighting high expectations. Outcomes that are increasing in challenge, and how this fits into the bigger picture of the subject. Key learning challenge question is presented as the learning objective. Where new learning is taking place or needs consolidating teachers use modelling strategies to inspire students and using their subject knowledge to present quality content.
Provide guidance, feedback, homework and assessment	Modelling of the key concepts to ensure students can be supported and challenged. Timely assessment points planned at baseline, mid-point and end of learning units. The assessment is highlighted on yellow, feedback given in purple and student's feedback in green. Pupil work is celebrated and used regularly for display and as exemplar material. Homework is developed so it is integral to the learning theme. Often this can be presented as knowledge organisers in Yr7,8,9. In Year 10 and 11 a more personalised approach to homework where practical subjects are concerned. Revision is set routinely in Yr 10 and 11 for Hospitality, Design and Technology (SENECA used where it fits) and in class tests/exam papers used to measure progress.
Questioning	Questioning is a key focus to ensure pupils can demonstrate knowledge and skills that have been taught. Timely planned questioning will take place after each lesson recall starter and form part of the lesson where appropriate. A range of questioning strategies will be deployed so teacher can further stretch and consolidate understanding.

Units of Work linked to Assessment

The long term plan outlines all areas of teaching and is a comprehensive guide to what will be taught within the lesson. Within Technology the codes that are used link directly to area of the Curriculum and can be found as a directory with the long term plan. All units of work are based on an intended outcome that derive from either a skill, process, technique or method. The outline of all units will build on knowledge taught throughout each year group, utilising key memory and retrieval elements from each learning theme. In class tests, assessments and end of year tests will inform teachers of subsequent planning. Therefore although units of work will have a time frame they may develop further and teachers may adapt as they see fit. As most classes in our department are mixed ability, teacher will plan accordingly to ensure all pupils will be challenged and supported where appropriate.

Individual Lessons and delivery

Each lesson should be themed around a **learning challenge or key learning question** linked to the learning theme, teachers will engage in purposeful planning ensuring the needs are met for all learners.

There will be an engaging starter that focuses on knowledge retrieval of previous content taught or to promote critical thinking. This will be reviewed the using a range of appropriate questioning strategy's (department use of IDEA may be applied here.) The teacher will outline the learning challenge/ key question, emphasising high expectations and ensure outcomes are increasing in challenge, and may go onto explain how it fits into the bigger picture of the subject. The whole school behaviour and expectations of FOCUS are used widely to promote quality in all aspects. Teachers aim to expose new leaning, key concepts, techniques, skills and knowledge through use of modelling approaches, ensuring pupils have timely opportunities to practise and embed practical skills, methods and techniques.

In year's 10 and 11 lessons have the same focus unless a NEA or Controlled assessment is taking place, if this is the case this will be highlighted in the classroom.

Cultural capital

Within the CAT department we believe that learning goes beyond the classroom and can support the development of pupils understanding across the curriculum breadth. We endeavour to utilise many opportunities that are local to the community, that maybe utilising staff expertise in after school clubs or providing trips and workshops that support our CAT curriculum. Often our trips can link in with other departments and co-planning may take place for example STEM/STEAM.

Primary	Year 7	Year 8	Year 9	Year 10	Year 11
Healthy eating and graphics	Postcard design competition	Postcard design competition	Postcard design competition	Art gallery trips Yr10 and Yr 11	Annual Art exhibition July
Systems and controls	Annual Christmas card/OAP Invite competition		Easter cake competition	Photography/artists workshop	University workshops
Saturday cooking club with the community CWE			Warrington Arts festival October	Warrington Vale college young artist of the year	Warrington Vale college young artist of the year
	STEM club Tue – M.Day		STEM Big bang event	JNR Masterchef competition	
	Cooking club – G Wakefield/M day				
	Remembrance day collaboration	Remembrance day collaboration	Remembrance day collaboration	Remembrance day collaboration	Remembrance day collaboration