

Curriculum Intent Statement



The Curriculum

The curriculum has been developed by using and widening the National Curriculum in order to produce a broad and balanced progressive, sequential long term plan with consideration of the local area and resource. All aspects of which comply with legislation and national guidance, this includes the teaching of Relationship and Sex Education (RSE) with Health and Careers Education, Information, Advice and Guidance (CEIAG) across school.

The aim of this curriculum is to ensure that the skills and knowledge gained in phase 1-3 prepares students for subject specific qualification based learning in phase 4 and 5.

Art and DT

INTENT	<p>To develop happy, confident and independent learners who are prepared for adulthood by:</p> <ul style="list-style-type: none"> ● engaging with the creative design process to develop personal creative skills and their application ● understanding how art and design technology links to our local, national and international cultures and environments. ● experiencing art and design technology as a hobby and exploring themes such as self-image within briefs to support wellbeing. ● improving and developing skills across a wide range of media, including printing, painting, drawing, collage, sculpture, textiles, construction, food and digital media. ● investigating and making creative pieces and products using a range of materials, processes and techniques. ● applying previously taught skills to produce original creative responses to projects in the final term ● being informed of future educational opportunities and career pathways within art and design technology
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Environments

Why this - Our natural and manmade environments provide vast opportunities for both art and design technology to provide a stimulus for creative responses. In a BBC Newsround survey conducted in 2020 with young people aged from 8-16, they found the following statistics. Four out of five of them (80%) said the problem of climate change was important to them, with over a third saying it was very important. Nearly three quarters (73%) said they are worried about the state of the planet right now - including 22% who say they are very worried. By experiencing art and design linked to varying local, national and international environments, students will be able to learn about the changing wider world and explore how creative subjects can be influenced by these.

Why now - Students will be familiar with the environments within these briefs, whether from real-life or second hand experience. By delivering these briefs in the autumn term, they will provide a concrete base for developing skills, drawing upon this awareness that students have.

Builds on - As students move through the SOW it links to previous skills taught and builds on them through a sequenced approach. It supports students to apply taught skills in a different context and encourages them to make their own choices. Briefs provide a wide range of opportunities which have links to our local, national and international environments. Local artists, designers and craftspeople will be used where appropriate to raise awareness of career and hobby opportunities.

Prepares for - The application of materials and skills prepares students to achieve an OCR Entry Level qualification in art and design or NOCN qualifications in art or DT. It also supports students to gain employment in creative industries or further education.

	PHASE 1	PHASE 2 AND PHASE 3	PHASE 4
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KEY knowledge/golden thread – non negotiables for environments	Be able to explore and experience skills , media and materials	Be able to demonstrate development of skills using given media and materials as part of the creative design process.	Be able to apply a wide range of skills , materials through the creative process in purposeful, reflective and technically challenging ways.
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Cultures

Why this - South Tyneside was ranked as 12th for income poverty across the UK in 2019 (<https://www.ons.gov.uk/visualisations/dvc1371/#/E08000023>) . As a result students will be more likely to have less opportunities to experience other countries and cultures. By experiencing art forms and design of different cultures, students will be able to appreciate similarities and differences and develop tolerance towards different cultures. This also develops students understanding of influences on design and product which can be used in adult life.

Why now - Students will likely be less familiar with different cultures (as stated above) and therefore these briefs will provide opportunities for exploratory work around the art and design of different cultures. This will build upon the skill development of the autumn term in a less concrete context.

Builds on - Students will develop skills in different art and design technology areas with briefs that are progressively more complex. Phase two will develop understanding of different worldwide cultures with phase 3 focusing on aspects of British culture (Northeast) within art and design technology. This will enable our phase 3 students to be more prepared for adulthood within our community and provide opportunities to explore careers within art and design technology.

Prepares for - The application of materials and skills prepares students to achieve an OCR Entry Level qualification in art and design or NOCN qualifications in art or DT. It also supports students to gain employment in creative industries or further education.

KEY knowledge/ golden thread – non negotiables for cultures	Phase 1	Phase 2 AND 3	Phase 4
	Be able to explore and experience skills, media and materials when making creative pieces.	Be able to develop and refine original creative ideas in response to a brief.	Be able to develop personal responses which are purposeful and technically challenging through the creative design process.

Human Form

Why this - In Autumn 2021 18.8% of students referred to healthy minds. We have found that our students often have a poor self-image and low self-esteem. Just under a quarter of Reception pupils in South Tyneside are overweight or obese, rising to 38.6 per cent in Year 6. This unit aims to provide a more positive body experience that supports physical and mental health. It helps students to identify that we are all unique and what we see on social media and magazines isn't necessarily real life.

Why now - The summer term is an opportunity to apply taught skills and techniques and make more design choices. The autumn term will provide a concrete basis for knowledge and skill development with the spring term providing opportunities to explore creativity in less familiar contexts. The intent of the summer term is to combine these practical skills and knowledge with exploration and innovation.

Builds on - As students move through the SOW it links to previous skills taught and builds on them through a sequenced approach. It supports students to apply taught skills in a different context and encourages them to make their own choices.

Prepares for – The application of materials and skills prepares students to achieve an OCR Entry Level qualification in art and design or NOCN qualifications in art or DT. It also supports students to gain employment in creative industries or further education.

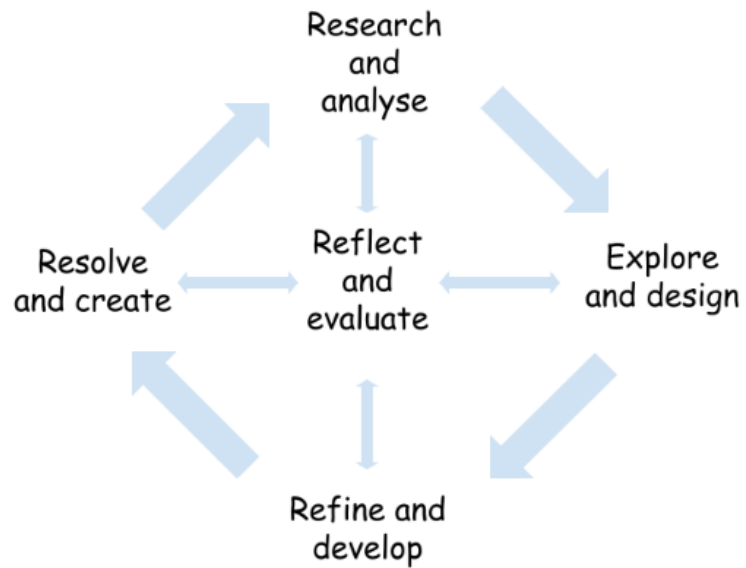
KEY knowledge/ golden thread – non negotiables for human body	Phase 1	Phase 2 and 3	Phase 4
	Be able to apply skills, media and materials choices when making original creative pieces.	Be able to apply appropriate technical knowledge and skills within an original creative response to a brief.	Be able to apply relevant technical knowledge and skills to reflect and refine a personal response.

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From the long term plan a scheme of work has been produced and **implemented** which has high and equal aspirations for all learners and incorporates:

- PFA links
- Cultural Capital links
- Reading opportunities
- Key Vocabulary

Art and Design Technology creative design process:



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DT Pathway

PHASE 1
Completion of EYFS set objectives

PHASE 2
Study of 3 key topics per year. Complete skills and knowledge objectives.

PHASE 3
Study of 3 key topics per year. Through the medium of food. Complete skills and knowledge objectives. Start to consider option choices and career pathways.

PHASE 4
Pathway will reflect cohort/ individual students

NOCN Entry Level .
Introduction to building and construction

Level 1/ home cooking skills

GCSE Food Technology

OCR Entry Level in Art and Design: Textile Design

Vocational placement school caf NVQ Units

PHASE 5
Pathway will reflect cohort/ individual students

Training providers in construction.

Apprenticeship hospitality, catering construction and textile design

Voluntary work national and international

Work placement - local cafes, restaurants, schools

College to study higher level qualification e.g 'A' level

DESTINATION

Paid employment, voluntary/charity sector or further training

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