





<KS2

1. Primary Stage and SATs

Pupils are taught to develop proficiency across a range of practical skills when creating and making safely. Work is increasingly meaningful and personal via the use of an iterative design process. Exploring contextual links and research, investigating and analysing existing creations, and the enjoyment of discovery add to the development of key life skills such as: Critical thinking, Sensory awareness, Curiosity, and Risk management. Limehurst enjoy taster sessions with KS2 pupils regularly.

					
KS3	2. Year 7 (Basics)	Pop Art	Pix-Tiles	Typography / Workshop H&S	Introduction
	3. Year 8 (Celebration)	Day of the Dead	A Piece of Cake	Puzzle / Skill Builder	World Food
	4. Year 9 (Identity)	Portraiture	Stitched Selfie	Clocks / Boardgames	Food Choices
	5. Options (GCSE Taster)	Food	Skin, Fur, Feathers, and Scales	Mastering Skills, Tools, Techniques	International Cuisine
	Choose from: GCSE Fine Art / Textile Design / 3D Design / Food Preparation and Nutrition				
KS4	6. Year 10	Elements - Portfolio	Bodies - Portfolio	Green Planet - Portfolio	Nutrition and Health - Safety - Choice - Science - Provenance - Mock Exam
	7. Year 11	Externally Set Task	Externally Set Task	Externally Set Task	NEA 1 - Mock Exam - NEA 2 - Exam
KS5>					

8. Higher Education

Limehurst enjoy links with local KS5+ providers via workshops, and visits - Examples of local entry requirements for ADT:
Loughborough College and Rawlins - five grade 4 and above (including English and Maths) one to be a directly linked GCSE to your chosen course.
Delisle: Two grade 5 and above plus four grade 4 and above (English and Maths) one to be a directly linked GCSE to your chosen course.
Courses are focused on the personal journey into mastering your chosen specialism, this can be done academically (via A-Levels for example) or vocationally (via BTEC's or apprenticeships for example)

9. Further Opportunities

Loughborough has a world class university for ADT, creative industries are growing, and top ranked skills such as collaboration, adaptability, creativity, and time management are naturally developed when studying ADT. Possible exciting careers include: Film Maker, Tattoo Artist, Book Illustrator, Sportswear Designer, Upholstery Designer, Image Consultant, Game Designer, Carpenter, Inventor, Food Critic, Events Caterer, Restaurant Manager... and SO many more!

ADT: The purpose of study at KS3

At Limehurst we employ a 'thematic' approach across KS3 to improve continuity and cementing of learning, we believe that this also helps pupils to understand that ADT is intertwined. Using creativity and imagination, pupils design and make items that solve and respond to real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. A high-quality ADT education should engage, inspire, and challenge pupils, equipping them with the knowledge and skills to experiment, invent, and create their own outcomes.

Pupils utilise a range of cross-curricular disciplines such as mathematics, science, engineering, and computing, alongside developing a range of desirable personal qualities such as team work, critical thinking, time management, and problem solving.

Through the evaluation of past and present practice, pupils develop a critical understanding the impact of ADT on daily life and the wider world. They also develop an understanding of how ADT both reflects, and shapes our history – contributing positively to the culture, creativity and wealth of our existence.



Design > Make > Evaluate: The Core ADT Curriculum at KS3

- ✦ Develop self-sufficiency, independence, and a keen working knowledge of Health and Safety
- ✦ Use research and exploration creatively to identify and understand the needs / wellbeing of individuals, groups, and wider communities
- ✦ Identify, record, reformulate, and solve problems using an iterative approach
- ✦ Develop specifications to inform the design of innovative, functional, appealing items that respond to needs in a variety of situations
- ✦ Use a variety of approaches and techniques to generate, develop, and communicate creative and original ideas
- ✦ Select from, and become proficient in, using a range of increasingly complex specialist tools, techniques, processes, equipment and machinery including CAD/CAM, painting, and cooking techniques. Confidently understand, explore, and exploit the varying qualities of materials to achieve functioning outcomes.
- ✦ Analyse the work of past and present professionals to develop and broaden understanding, and explore the historical and cultural development of their work. Critically evaluate and analyse a broad spectrum of creative works using specialist language, expressing reasoned judgements that can inform independent work. Commit to gaining inspiration from a broad variety of practitioners – including those from BIPOC and / or marginalised backgrounds
- ✦ Test, analyse, evaluate and refine their ideas and outcomes against a specification, taking into account relevant views
- ✦ Understand developments in ADT, its impact on individuals, society and the environment, and the responsibilities those within industry. Constantly consider sustainability, ethics, local community, and feeding back to the environment
- ✦ Engage with increasingly advanced specialist principles such as the use of perspective, and exploiting colour theory in Fine Art. Free-machine embroidery, and conducting relevant fabric testing in Textile Design. Mechanical structures and intelligent electronic systems in 3D Design. Key principles of nutrition and health, independently cooking a healthy and varied diet, understanding the source, seasonality and characteristics of a broad range of ingredients in Food Preparation and Nutrition

ADT: GCSE Options at KS4

- 1. OCR GCSE Art and Design: Fine Art (see the first table below for breakdown)
- 2. OCR GCSE Art and Design: Textile Design (see the first table below for breakdown)
- 3. OCR GCSE Art and Design: 3D Design (see the first table below for breakdown)
- 4. AQA GCSE Food Preparation and Nutrition (see the second table below for breakdown)

Content Overview	Assessment Overview	
There are seven specification titles available for study. The titles are: <ul style="list-style-type: none">• Art, Craft and Design (J170)• Fine Art (J171)• Graphic Communication (J172)• Photography (J173)• Textile Design (J174)• Three-Dimensional Design (J175)• Critical and Contextual Studies (J176) The GCSE (9–1) has TWO components. Component 01: Portfolio Learners should produce: <ul style="list-style-type: none">• a portfolio of practical work showing their personal response to either a centre- or learner-set starting point, brief, scenario or stimulus. Component 02: Externally set task <ul style="list-style-type: none">• The early release paper will be issued on 2 January each year and will provide learners with five themes, each with a range of written and visual starting points and stimuli.• A response should be based on one of these options.	Portfolio (01) 120 marks non-exam assessment (internally assessed and externally moderated)	60% of total GCSE
	Externally set task (02) 80 marks 10 hours non-exam assessment (internally assessed and externally moderated)	40% of total GCSE

Breakdowns for course assessment structure / exam requirements

Paper 1: Food preparation and nutrition	Non-exam assessment (NEA)
What's assessed Theoretical knowledge of food preparation and nutrition from Sections 1 to 5.	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 3 hours, planning in advance how this will be achieved.
How it's assessed <ul style="list-style-type: none">• Written exam: 1 hour 45 minutes• 100 marks• 50 % of GCSE	How it's assessed <ul style="list-style-type: none">• 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.
Questions <ul style="list-style-type: none">• Multiple choice questions (20 marks)• Five questions, each with a number of sub questions (80 marks)	



Explore > Invent> Analyse: The purpose of study and core ADT Curriculum at KS4

- We encourage learners to take a personal interest in why ADT matters, and aim to inspire, change, and challenge by designing an exciting and stimulating course of study.
- GCSE courses at Limehurst aim to build upon the knowledge, skills and understanding gained during previous study. Whilst simultaneously developing deeper creativity, imagination, specialist competence, and confidence in their chosen subject area.
- Pupils will demonstrate safe working practices when exploring, experimenting, and taking calculated risks to nurture and refine their own personal style of working across technical, and expressive outcomes. Practical skills are honed, and theoretical principles cemented.
- Learners have the opportunity to gain insight into the practices of individuals, organisations and creative and cultural industries from a broad range of sources – including those of marginalised groups. We encourage learners to actively engage in the creative process of ADT in order to develop as effective and independent learners, and as critical, analytical, and reflective thinkers with enquiring minds. Learners will develop their knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures.
- At the heart of our GCSE provision in ADT is the desire to develop confident, passionate, skilled, and unique creatives of the future.

Year 7: 'Tool Box: Pop Art' - Intent

Specialist Subject: Fine Art

Knowledge / Skills / Understanding Acquired:

AO1 – Develop ideas through investigations, demonstrating critical understanding of sources

AO2 – Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes

AO3 – Record ideas, observations and insights relevant to intentions as work progresses

AO4 – Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

Links to Previous Study:

We have found teaching in ADT at KS2 can vary greatly, meaning that pupils arrive at Limehurst with many different experiences and skillsets. We hold taster events in order to get to know pupils before they arrive, and ADT staff across key-stages are encouraged to partner up in order to share ideas. First ADT projects at Limehurst aim to develop confidence, working structures, practical skills, and interest. As we get to know pupils we are ready to provide further stretch and challenge as appropriate.

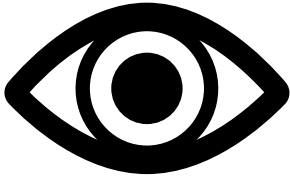
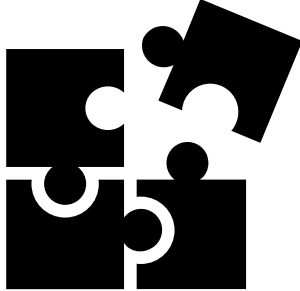


Links to Future Study and the Wider World:

After developing a range of basic Art 'building-blocks' during Y7, pupils will be challenged to develop practical skills by working in 3D during Y8. Key employability / transferable skills include: Resilience, Fine Motor skills, and Time Management. We also study the work of four contemporary ADT professionals during this project and link them to our own practice.

Tool Box: Pop Art: Implementation

Number of Lessons: 30 lessons / 10 weeks (A Band) 39 lessons / 13 weeks (B Band)

Sequence of Lessons

AO1 – Develop	AO2 – Refine	AO3 – Record	AO4 – Present
Artist Research – Peter Blake			
Mood Board			
	<u>Homework Tasks</u> Using Pop Art Colour Drawing a Food Tin (in the style of Andy Warhol) Drawing Iconic Logos Drawing using a Grid		
		Artist Copy (Peter Blake)	
	Comic Speech Bubble		
			Final Piece
			Evaluation

Main Resources:

PowerPoint / Exemplar work (Teacher and Peer – Various levels) / Research Frame / Artist Research Support on Teams


Methods of Assessment:

A3 grey front sheet with grading, feedback, targets, built in DIRT, and re-grades – This is a mixture of Teacher / Self / Peer assessment with plenty of 1:1 opportunities mirroring KS4 / 5 'Critique' style tutor appointments

Use of assessment Results:

Updated on Go4Schools / Recorded on above sheet for pupil use / Added on class RAG tracker to pinpoint areas of most impact / Added to folder which rotates as communication to all ADT areas

Tool Box: Pop Art: Scheme of Learning

AO1 – Develop	AO2 – Refine	AO3 – Record	AO4 – Present
<p>*Artist Research A4 page produced on PowerPoint - includes images / fact-file / description / opinion and theme links / analysis</p> <p>Artists include: Peter Blake Andy Warhol</p>			
<p>Mood Board Visuals/Drawings on A3 Paper Explores the genre of ‘Pop Art’ and enables further understanding to students prior knowledge of the subject. Explores key terminology.</p>			
	<p>Homework Tasks Throughout the rotation, students are given specific homework tasks that each teach a particular skill: Using Pop Art Colour – to check understanding of colour use in Pop Art. Drawing a Food Tin – Ability to draw a number of ellipses and follow the rules of drawing against a curved surface Drawing Iconic Logos – Can be completed in colour, with variations available to appropriately challenge (e.g. extreme close up) Drawing using a grid – Students recreate a famous Pop Art portrait using the grid method to help develop accuracy and confidence in using this vital drawing tool.</p>		
		<p>Artist Copy 2 different key skills taught: Peter Blake 1. Use of a viewfinder 2. Colour theory – to paint their drawings.</p>	
	<p>Final Piece Plan Detailed method / kit list / drawn and labelled plan to aid final outcome</p>		
			<p>Final Piece A3 piece that takes visual elements from our two artists.</p> <p>Evaluation Written account of the project detailing tasks and learning</p>



Year 8: 'Celebration: Mexican Day of the Dead' - Intent

Specialist Subject: Fine Art

Knowledge / Skills / Understanding Acquired:

AO1 – Develop ideas through investigations, demonstrating critical understanding of sources

AO2 – Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes

AO3 – Record ideas, observations and insights relevant to intentions as work progresses

AO4 – Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

Links to Previous Study:

During Y7 pupils will have developed a range of key basic skills within Art; these foundations will support them as they embark into further experimental practice within both 2D and 3D. ADT projects at Limehurst aim to develop confidence, working structures, practical skills, and interest. As we by now know pupils strengths and areas for development a little more, we are able to provide further stretch and challenge with ease, by offering a range of project options at key points in the skill development process.

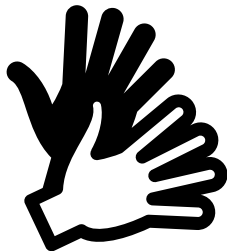
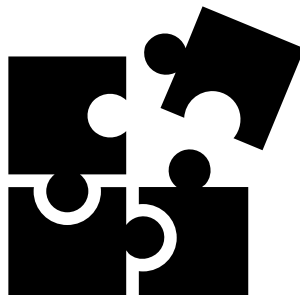

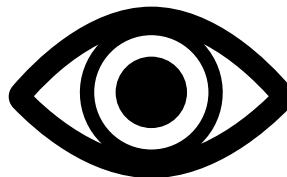
Links to Future Study and the Wider World:

Throughout ADT, Year 8 pupils will be challenged to develop advanced practical skills using a range of more unpredictable media. Pupils will also create a more personal journey towards an independent final piece. Key employability / transferable skills include: Decision Making, Coordinating with others, and Independence. We also study the work of four contemporary ADT professionals during this project and link them to our own practice.

Mexican Day of the Dead: Implementation

Number of Lessons: 39 lessons / 13 weeks (B Band)

Sequence of Lessons

AO1 – Develop	AO2 – Refine	AO3 – Record	AO4 – Present	
Artist Research				
Moodboard (Homework)		Artist Copy		
		Black and White Pattern Page		
				Observational Drawing – Skull
		Final Piece Plan		
	Final Piece			
			Evaluation	

Main Resources:

PowerPoint / Exemplar work (Teacher and Peer – Various levels) / Research Frame / Artist Research Support on Teams

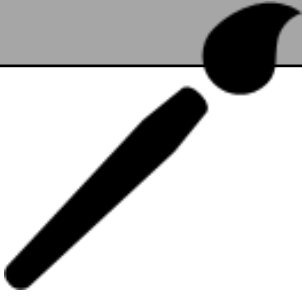
Methods of Assessment:

A3 grey front sheet with grading, feedback, targets, built in DIRT, and re-grades – This is a mixture of Teacher / Self / Peer assessment with plenty of 1:1 opportunities mirroring KS4 / 5 'Critique' style tutor appointments

Use of assessment Results:

Updated on Go4Schools / Recorded on above sheet for pupil use / Added on class RAG tracker to pinpoint areas of most impact / Added to folder which rotates as communication to all ADT areas

Mexican Day of the Dead: Scheme of Learning

AO1 – Develop	AO2 – Refine	AO3 – Record	AO4 – Present
<p>*Artist Research A4 page produced on PowerPoint - includes images / fact-file / description / opinion and theme links / analysis</p> <p>Artists include: David Lozeau, Sylvia Ji, Ian MacArthur and Thaneeya Macardle</p>			
<p>Mood board (Homework) A4 page of secondary images and own drawings in colour. Set as a homework task and rated against MOG.</p>		<p>*Artist Copy Students are to produce an A4 Artist Copy of their chosen artist in colour pencil.</p>	
	<p>Black and White Pattern Page</p> <p>Students explore the visual iconography of the Day of the Dead and its relevant symbols and meanings.</p> <p>From a vast selection of imagery, students learn the importance of composition, the use of focal points, balance and line with this busy and exciting piece.</p>		
		<p>Observational Drawing – Skull</p> <p>The skull, the symbol of death, is prominent in the art created to celebrate Day of the Dead.</p> <p>With reference to the skull itself, students are guided through the process of creating their own drawing of a skull.</p> <p>Appropriate scaffolding is in place through resources and 1:1 support/guidance.</p>	
	<p>Final Piece Plan Detailed method / kit list / drawn and labelled plan to aid final outcome</p>		
			<p>Final Piece Day of the Dead inspired Skull Plushie</p> <p>Evaluation Written account of the project detailing tasks and learning</p>



Year 9: Portraiture - Intent

Specialist Subject: Fine Art

Knowledge / Skills / Understanding Acquired:

- AO1 – Develop ideas through investigations, demonstrating critical understanding of sources
- AO2 – Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes
- AO3 – Record ideas, observations and insights relevant to intentions as work progresses
- AO4 – Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

Links to Previous Study:

During Year 9, students will now be expected to challenge themselves to use more advanced and unpredictable tools in order to develop a confident explorative approach – they will also work towards a more independent outcome. ADT projects at Limehurst aim to develop confidence, working structures, practical skills, and interest. As we by now know pupils strengths and areas for development well, we are able to provide further stretch and challenge with a targeted approach, and offer support for a personal and independent project.


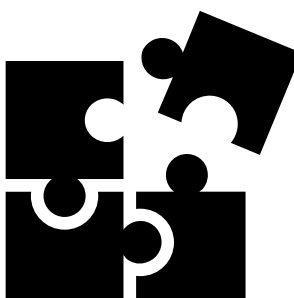

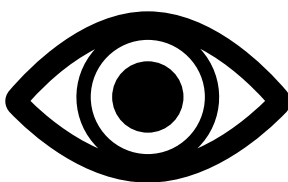
Links to Future Study and the Wider World:

After developing a range of advanced practical skills during Y9, pupils make a choice of specialist area to join for their final KS3 project. They develop key-skills required for GCSE, with a focus on building confident working practices across AO1-3. Key employability / transferable skills include: Critical thinking skills / Cognitive flexibility / Aspiration. We also study a range of ADT professionals during this project and link them to our own practice using in-depth analytical skills.

Portraiture: Implementation

Number of Lessons: 39 lessons / 13 weeks (B Band)

Sequence of Lessons

AO1 – Develop	AO2 – Refine	AO3 – Record	AO4 – Present
Artist Research			
Mood board (Homework or set task)		Artist Copy	
		Tonal Self Portrait	
			
	Final Piece Plan		Final Piece
	Evaluation		

Main Resources:

PowerPoint / Exemplar work (Teacher and Peer – Various levels) / Research Frame / Artist Research Support on Teams

Methods of Assessment:

A3 grey front sheet with grading, feedback, targets, built in DIRT, and re-grades – This is a mixture of Teacher / Self / Peer assessment with plenty of 1:1 opportunities mirroring KS4 / 5 ‘Critique’ style tutor appointments

Use of assessment Results:

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Portraiture: Scheme of Learning

AO1 – Develop	AO2 – Refine	AO3 – Record	AO4 – Present
Silhouette Mind Map Explores identity through the use of a visual mind map of ideas. Artists include: Sandra Chevrier Luke Dixon Pablo Picasso			
Mood board (Homework or set task) A4 (homework) or A3 (set task) page of secondary images and own drawings in colour.			
		*Artist Copy Students are to produce an A4 Artist Copy of their chosen artist in the most appropriate material: Chevrier – Pencil tone and alcohol markers Dixon – Colour and Black Pen Pablo Picasso – Oil Pastel	
		Tonal Self Portrait With reference to their own grayscale self portrait photo, students are guided through the process of using a grid to enlarge and draw out their portrait before adding gentle layers of tone. Appropriate scaffolding is in place through resources and 1:1 support/guidance.	
	Final Piece Plan Detailed method / kit list / drawn and labelled plan to aid final outcome based on the artist of their choosing.		
			Final Piece Final outcome based on the artist of their choosing.
			Evaluation Written account of the project detailing tasks and learning

YEAR 9: Food and Drink Project - Intent

Specialist Subject: Fine Art

Knowledge / Skills / Understanding Acquired:

- AO1 – Develop ideas through investigations, demonstrating critical understanding of sources
- AO2 – Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes
- AO3 – Record ideas, observations and insights relevant to intentions as work progresses
- AO4 – Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

Links to Previous Study:

During Year 9, students will now be expected to challenge themselves to use more advanced and unpredictable tools in order to develop a confident explorative approach – they will also work towards a more independent outcome. ADT projects at Limehurst aim to develop confidence, working structures, practical skills, and interest. As we by now know pupils strengths and areas for development well, we are able to provide further stretch and challenge with a targeted approach, and offer support for a personal and independent project.


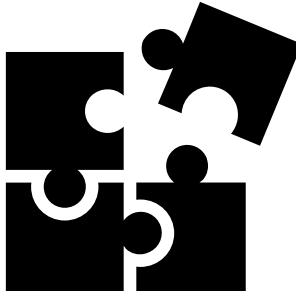

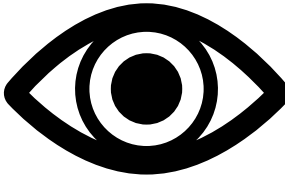
Links to Future Study and the Wider World:

After developing a range of advanced practical skills during Y9, pupils make a choice of specialist area to join for their final KS3 project. They develop key-skills required for GCSE, with a focus on building confident working practices across AO1-3. Key employability / transferable skills include: Critical thinking skills / Cognitive flexibility / Aspiration. We also study a range of ADT professionals during this project and link them to our own practice using in-depth analytical skills.

Food and Drink Project: Implementation

Number of Lessons: 24 lessons / 8 weeks (A Band) 30 lessons / 10 weeks (B Band)

Sequence of Lessons

AO1 – Develop	AO2 – Refine	AO3 – Record	AO4 – Present	
Artist Research				
Mood board (Homework or set task)				
				Artist Copy
				Crushed Can Study
		Primary Sources		
	Experimentation from Primary Source			
			Final Piece	
			Evaluation	

Main Resources:

PowerPoint / Exemplar work (Teacher and Peer – Various levels) / Research Frame / Artist Research Support on Teams

Methods of Assessment:

A3 grey front sheet with grading, feedback, targets, built in DIRT, and re-grades – This is a mixture of Teacher / Self / Peer assessment with plenty of 1:1 opportunities mirroring KS4 / 5 ‘Critique’ style tutor appointments

Use of assessment Results:

Updated on Go4Schools / Recorded on above sheet for pupil use / Added on class RAG tracker to pin-point areas of most impact / Added to folder which rotates as communication to all ADT areas

Food and Drink Project: Scheme of Learning

AO1 – Develop	AO2 – Refine	AO3 – Record	AO4 – Present
<p>*Artist Research A4 page produced on PowerPoint - includes images / fact-file / description / opinion and theme links / analysis</p> <p>Artists include: Joel Penkman, Sarah Graham, Vincent Van Gogh, Cindy Wright, Georgina Luck and many more.</p>			
<p>Mood board (Homework or set task) A4 (homework) or A3 (set task) page of secondary images and own drawings in colour.</p>			
		<p>*Artist Copy Students are to produce an A4 Artist Copy of their chosen artist in the most appropriate material.</p>	
		<p>Crushed Can Study With reference to their own physical crushed can, students are guided through the process of setting up a still life, drawing ellipses accurately and understanding shape, context and distortion.</p> <p>Appropriate scaffolding is in place through resources and 1:1 support/guidance.</p>	
		<p>Primary Sources Students take their own photos of food and drink – to be used within AO2.</p>	
	<p>Experimentation from Primary Sources</p> <p>Self directed experimentation with materials of own choosing</p>		
			<p>Final Piece Final outcome based on the artist of their choosing.</p>
			<p>Evaluation Written account of the project detailing tasks and learning</p>

Year 10 Elements: Intent

Specialist Subject: Fine Art

Knowledge / Skills / Understanding Acquired:

- AO1 – Develop ideas through investigations, demonstrating critical understanding of sources
- AO2 – Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes
- AO3 – Record ideas, observations and insights relevant to intentions as work progresses
- AO4 – Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

Links to Previous Study:

During KS3, pupils will have developed a wide range of specialist ADT skills such as research, analysis, development, experimentation, refinement, planning, and a host of 2D, 3D, traditional, and more current practical skills. They will have developed confidence, independence, interest, and an ability to follow ADT working structures. ADT GCSE projects at Limehurst aim to build accomplished young creatives who are confident in their emerging style, and have a passion for their subject area. This particular project has an emphasis on exploring and responding to the work of professionals, combining numerous art based techniques, and AO3 as areas often noted as needing a boost. As we by now know pupils strengths and areas for development thoroughly, we are able to provide further stretch and challenge with a targeted approach, and offer support for a personal and independent journey through their chosen GCSE specialism.


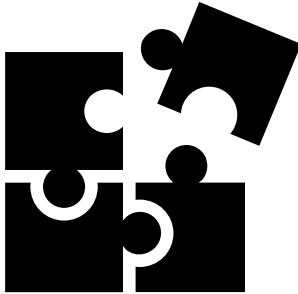

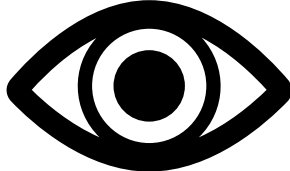
Links to Future Study and the Wider World:

After learning how to work on a sustained project, having furthered their independence and cemented specialist areas of strength, pupils move on to their Portfolio Project (which is worth 60%) of their GCSE grade. They showcase their skillset in response to an independently chosen theme (often using the previous years exam stimulus to aid in transition later on) Key employability / transferable skills include: Emotional awareness, communication, and self-awareness. Pupils will also study a range of independently chosen ADT professionals during this project and link them to their own practice using in-depth analytical skills.

Elements: Implementation

Number of Lessons: 84 lessons / 28 weeks

Sequence of Lessons

AO1 – Develop	AO2 – Refine	AO3 – Record	AO4 – Present	
Mind-Map				
Mood-Board				
Refined Mood Board				
Artist Analysis				
				Charcoal and Chalk – Observational Drawing
		Artist Copy 1 and 2		
		Primary Sources		
				
	Collage			
	Watercolour Fantasy Portrait			
	Monoprint and Oil Pastel			
Independent Experimentation				
Development of Ideas				
			Masterpiece	
			Evaluation	

Main Resources:

PowerPoint / Exemplar work (Teacher and Peer – Various levels) / Analysis Frame / Artist laminates / Observational study laminates / Evaluation support

Methods of Assessment:

A3 grey front sheet with grading, feedback, targets, built in DIRT, and re-grades – This is a mixture of Teacher / Self / Peer assessment with plenty of 1:1 opportunities mirroring KS4 / 5 ‘Critique’ style tutor appointments

Use of assessment Results:

Updated on Go4Schools / Recorded on above sheet for pupil use / Added on class RAG tracker to pin-point areas of most impact / Pin-Pointing key areas of development and strength for future study / Added to folder which rotates as progress record

Elements: Scheme of Learning

AO1 – Develop	AO2 – Refine	AO3 – Record	AO4 – Present
Mind-Map Written / doodles A3 map of theme: ‘Elements’ – consider how this could be interpreted / what is the focus?			
Mood-Board Secondary and Primary source A3 visual map of theme: ‘Elements’. Consider how this could be interpreted – what is the focus? Also add fabric and paint swatches / keywords			
Refined Mood Board In-depth exploration of identified Element – Water, Air, Earth, Fire. Secondary and Primary source A3 visual map of chosen theme. Consider how this could be interpreted – what is the focus? Also add fabric and paint swatches / keywords			
Artist description and analysis A3 page including images / description / opinion and theme links / analysis – focus in on in-depth personal response			
		Charcoal and Chalk – Observational Drawing Focusing on larger scale drawing skills from reference skull based on chosen element.	
		Artist Copy 1 Visual copy of chosen artists work / full or crop. Media and focus of pupil choosing	
		Artist Copy 2 Visual copy of chosen artists work / full or crop. Media and focus of pupil choosing	
		Refined Primary Sources Collection of photographs representing refined angle through project - personal thread	
	Collage Inspired by the artist Deborah Shapiro. Students create animal collage based on chosen element.		
	Watercolour Portrait Inspired by the artist Hieu Nguyen Students use digital software to create new portrait composition based on chosen element. Finished in watercolour.		
	Monoprint and Oil Pastel Workshop explores printing practice and further refinement using oil pastel.		
	Experimentation 1,2,3 Trials of media / techniques / processes with notes of findings – pupil choice reflecting chosen thread through theme		
	Development of Ideas 1 and 2 Refined trials of media that take note of artist research, further refinement of photography and selection of best practice.		
			Final Piece Produced in ‘exam conditions’ to mimic 10 hour exam.
			Evaluation Written account of the project detailing tasks and learning

Year 11 Portfolio: Intent

Specialist Subject: Fine Art

Knowledge / Skills / Understanding Acquired:

- AO1 – Develop ideas through investigations, demonstrating critical understanding of sources
- AO2 – Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes
- AO3 – Record ideas, observations and insights relevant to intentions as work progresses
- AO4 – Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

Links to Previous Study:

During their first GCSE Art project pupils will have built confidence in sustained working practices across a wide range of specialist skills. ADT GCSE projects at Limehurst aim to build accomplished young creatives who are confident in their emerging style, and have a passion for their subject area. They should feel prepared for undertaking their Portfolio Project (which is worth 60%) of their GCSE grade, during which they showcase their skillset in response to an independently chosen theme (often using the previous years exam stimulus to aid in transition later on). As we by now know pupils strengths and areas for development thoroughly, we are able to provide further stretch and challenge with a targeted approach, and offer support for a personal and independent journey through their chosen GCSE specialism.


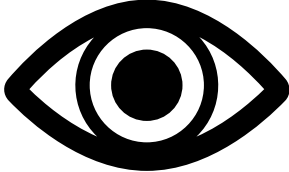
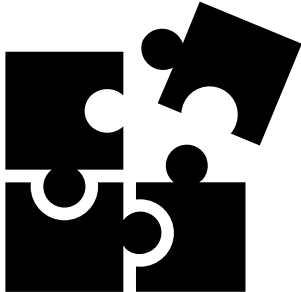

Links to Future Study and the Wider World:

After learning how to work on a sustained project, having furthered their independence and cemented specialist areas of strength, pupils have been well prepared to move on to their Externally Set Task (which is worth 40%) of their GCSE grade, during which they showcase their skillset in response to an independently chosen theme set by OCR. This concludes the GCSE course and ends in preparation, curation, and execution of an exhibition of their work. Key employability / transferable skills include: Self-Promotion, stamina, and advanced fine-motor skill. Pupils will also study a range of independently chosen ADT professionals during this project and link them to their own practice using in-depth analytical skills.

Portfolio: Implementation

Number of Lessons: 81 lessons / 27 weeks

Sequence of Lessons

AO1 – Develop	AO2 – Refine	AO3 – Record	AO4 – Present
Minimum expectations below – Themes and journey are independently chosen and often include additional / variations			
Mind-Map			
Mood-Board			
Initial Primary Sources			
Artist Analysis and Research 1			
Artist Analysis and Research 2			
	Experimentation (Minimum of 3 different pieces)	Artist Copy 1	
	Development of Ideas (Minimum 2 different pieces)	Artist Copy 2	
	Final Piece plan	Annotation of AO2 and AO3	
			Masterpiece
			Evaluation

Main Resources:

PowerPoint / ‘Look Book’ (Teacher and Peer exemplars from a wide range of inspiring stimuli)

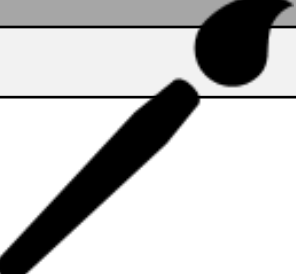
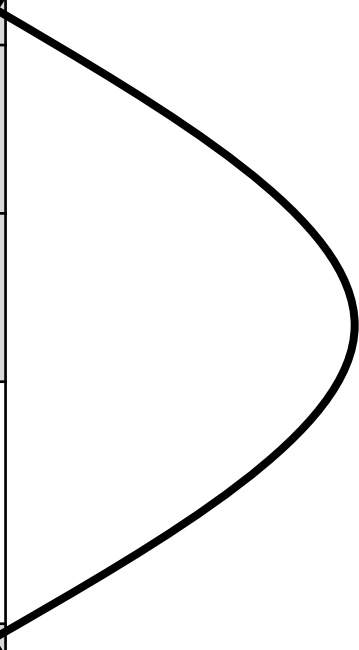
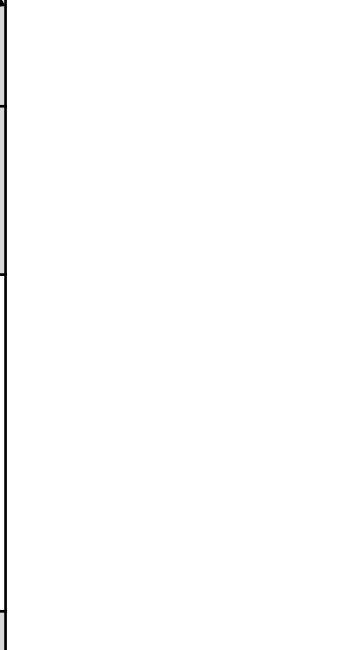
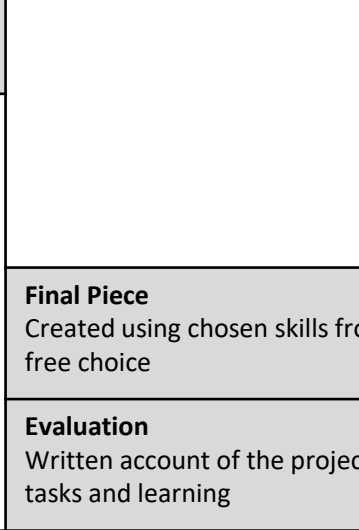
Methods of Assessment:

A3 grey front sheet with generic feedback

Use of assessment Results:

Updated on Go4Schools / Recorded on above sheet / Added on class RAG tracker / Added to folder which rotates as progress record

Portfolio: Scheme of Learning

AO1 – Develop	AO2 – Refine	AO3 – Record	AO4 – Present
Minimum expectations below – Themes and journey are independently chosen and often include additional / variations			
Mind-Map Written / doodles A3 map of chosen theme using previous year exam themes from OCR – consider how this could be interpreted / what is the focus?			
Mood-Board Secondary source A3 visual map of chosen theme using previous year exam themes from OCR – consider how this could be interpreted / what is the focus? Also add fabric and paint swatches / keywords			
Initial Primary Sources Collection of photographs representing initial thoughts			
Artist Analysis and Research 1 A3 page including space for artist study / images / fact-file / description / opinion and theme links / analysis (focus here – worth most marks)			
		Artist Copy 1 Visual copy of chosen artists work / full or crop. Media and focus of pupil choosing	
		Refined Primary Sources Collection of photographs representing refined angle through project - personal thread	
		Observational Study 1 Visual study of chosen item which represents personal independent angle in theme - media of pupil choosing	
Artist Analysis and Research 2 A3 page including space for artist study / images / fact-file / description / opinion and theme links / analysis (focus here – worth most marks)		Artist Copy 2 Visual copy of chosen artists work / full or crop. Media and focus of pupil choosing	
		Observational Study 2 Visual study of chosen item which represents personal independent angle in theme - media of pupil choosing	
	Experimentation 1,2,3 Trials of media / techniques / processes with notes of findings – pupil choice reflecting chosen thread through theme		
	Development of Ideas 1 and 2 Refined trials of media that take note of artist research, further refinement of photography and selection of best practice.		
		Annotation of AO2 and AO3 Notes reflecting learning / links / thoughts on each relevant independent page	
	Final Piece Plan Detailed method / kit list / drawn and labelled plan to aid final outcome		
			Final Piece Created using chosen skills from project – free choice
			Evaluation Written account of the project detailing tasks and learning



Year 11: Externally Set Task: Intent

Specialist Subject: Fine Art

Knowledge / Skills / Understanding Acquired:

- AO1 – Develop ideas through investigations, demonstrating critical understanding of sources
- AO2 – Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes
- AO3 – Record ideas, observations and insights relevant to intentions as work progresses
- AO4 – Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

Links to Previous Study:

During their GCSE Fine Art course so far pupils will have built confidence in studying independently across a wide range of specialist working practices. ADT GCSE projects at Limehurst aim to build accomplished young creatives who are secure in their emerging style, and have a passion for their subject area. They should feel prepared for undertaking their Externally Set Task (which is worth 40%) of their GCSE grade, during which they showcase their skillset in response to an independently chosen theme from a selection released in January by OCR. As we by now know pupils strengths and areas for development thoroughly (and they also increasingly know themselves as young designers) we are able to collaborate to suggest further stretch and challenge, and offer support towards completion of their specialist GCSE.


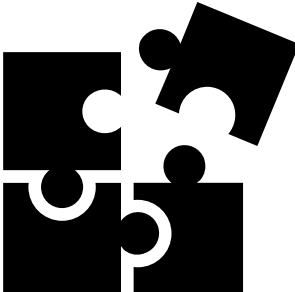


Links to Future Study and the Wider World:

Upon completion of an ADT GCSE at Limehurst, pupils should be well prepared to undertake further study should they wish. They will have developed key skills such as secure working practices, independence, research and analysis, idea generation and development, refinement, advanced specialist practical skills, creation of a personal final outcome, curation of a personal exhibition space, and a love for their own independent creative journey. Key employability / transferable skills include: Accountability, achievement, and initiative. Pupils will also study a range of independently chosen ADT professionals during this project and link them to their own practice using in-depth analytical skills.

Externally Set Task: Implementation

Number of Lessons: 36 lessons / 12 weeks

Sequence of Lessons

AO1 – Develop	AO2 – Refine	AO3 – Record	AO4 – Present
Minimum expectations below – Themes and journey are independently chosen and often include additional / variations			
Combined Mind Map/Moodboard			
Initial Primary Sources			
Artist Analysis and Research 1		Artist Copy 1	
Artist Analysis and Research 2		Artist Copy 2	
	Experimentation (Minimum of 3 different pieces)	Annotation of AO2 and AO3	
	Development of Ideas (Minimum 2 different pieces)		
	Final Piece plan		
			Masterpiece – Part of the 10 hour exam.
			Evaluation

Main Resources:

PowerPoint / ‘Look Book’ (Teacher and Peer exemplars from a wide range of inspiring stimuli)

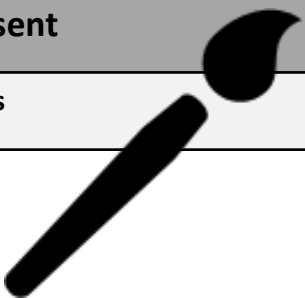
Methods of Assessment:

A3 grey front sheet with generic feedback

Use of assessment Results:

Updated on Go4Schools / Recorded on above sheet / Added on class RAG tracker / Added to folder which rotates as progress record

Externally Set Task: Scheme of Learning

AO1 – Develop	AO2 – Refine	AO3 – Record	AO4 – Present	
Minimum expectations below – Themes and journey are independently chosen and often include additional / variations				
Combined Mind-Map / Moodboard Written / doodles A3 or A2 map of chosen theme from the exam paper. Secondary source images relevant to chosen theme, including paint/digital colour swatches.				
Initial Primary Sources Collection of photographs representing initial thoughts				
Artist Analysis and Research 1 A3 page including space for artist study / images / fact-file / description / opinion and theme links / analysis (focus here – worth most marks)				
		Artist Copy 1 Visual copy of chosen artists work / full or crop. Media and focus of pupil choosing		
		Refined Primary Sources Collection of photographs representing refined angle through project - personal thread		
		Observational Study 1 Visual study of chosen item which represents personal independent angle in theme - media of pupil choosing		
Artist Analysis and Research 2 A3 page including space for artist study / images / fact-file / description / opinion and theme links / analysis (focus here – worth most marks)				
		Artist Copy 2 Visual copy of chosen artists work / full or crop. Media and focus of pupil choosing		
	Observational Study 2 Visual study of chosen item which represents personal independent angle in theme - media of pupil choosing			
	Experimentation 1,2,3 Trials of media / techniques / processes with notes of findings – pupil choice reflecting chosen thread through theme			
	Development of Ideas 1 and 2 Refined trials of media that take note of artist research, further refinement of photography and selection of best practice.			
	Annotation of AO2 and AO3 Notes reflecting learning / links / thoughts on each relevant independent page			
Final Piece Plan Detailed method / kit list / drawn and labelled plan to aid final outcome				
		Final Piece Created using chosen skills from project – free choice		
		Evaluation Written account of the project detailing tasks and learning		

Year 7: Tool Box: Pix-Tiles: Intent

Specialist Subject: Textiles

Knowledge / Skills / Understanding Acquired:

- AO1 – Develop ideas through investigations, demonstrating critical understanding of sources
- AO2 – Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes
- AO3 – Record ideas, observations and insights relevant to intentions as work progresses
- AO4 – Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

Links to Previous Study:

We have found teaching in ADT at KS2 can vary greatly, meaning that pupils arrive at Limehurst with many different experiences and skillsets. We hold taster events in order to get to know pupils before they arrive, and ADT staff across key-stages are encouraged to partner up in order to share ideas. First ADT projects at Limehurst aim to develop confidence, working structures, practical skills, and interest. As we get to know pupils we are ready to provide further stretch and challenge as appropriate.

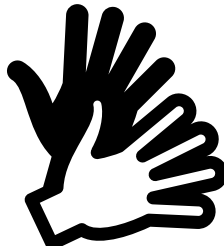
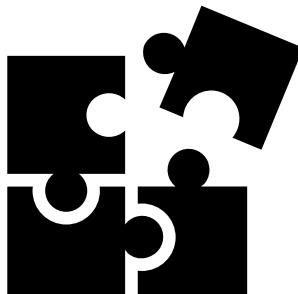

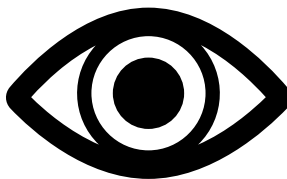
Links to Future Study and the Wider World:

After developing a range of 2D Textiles skills using a variety of hand-tools during Y7, pupils will be challenged to develop practical skills using machines and work in 3D during Y8. Key employability / transferable skills include: Resilience, Fine Motor skills, and Time Management. We also study the work of four contemporary ADT professionals during this project and link them to our own practice.

Pix-Tiles: Implementation

Number of Lessons: 30 lessons / 10 weeks (A Band) 39 lessons / 13 weeks (B Band)

Sequence of Lessons

AO1 – Develop	AO2 – Refine	AO3 – Record	AO4 – Present
Mind-Map			
Mood-Board (Collage)		Observational Drawing of Cells	
Artist Research		Artist Study	
		Hama bead / Mosaic trial	
	Digital Pixilation		
	Weaving		
	Binka Embroidery		
	Method Notes		
	Final Piece Plan		
	Final Piece		
	Evaluation		

Main Recourses:

PowerPoint / Exemplar work (Teacher and Peer – Various levels) / Research Frame / Artist laminates / Game Controller laminates / Evaluation support / Gaming Controller (primary sources)

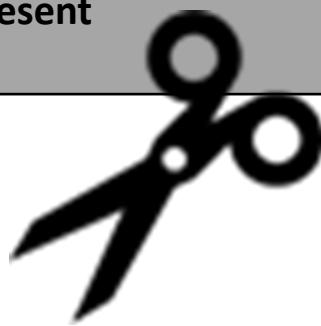
Methods of Assessment:

A3 grey front sheet with grading, feedback, targets, built in DIRT, and re-grades – This is a mixture of Teacher / Self / Peer assessment with plenty of 1:1 opportunities mirroring KS4 / 5 ‘Critique’ style tutor appointments

Use of assessment Results:

Updated on Go4Schools / Recorded on above sheet for pupil use / Added on class RAG tracker to pin-point areas of most impact / Added to folder which rotates as communication to all ADT areas

Pix-Tiles: Scheme of Learning

AO1 – Develop	AO2 – Refine	AO3 – Record	AO4 – Present
Mind-Map Written / doodles A3 map of theme: Gaming			
Mood-Board (Collage) Secondary and Primary source A3 visual map of theme: Gaming			
		Observational Drawing Gaming Controller (secondary / primary) Black biro pen on ink wash copy of controller focusing on drawing fundamentals shape / line / tone / form	
Artist Research A3 page including space for artist study / images / fact-file / description / opinion and theme links / analysis			
		Artist Study Coloured pencil copy of chosen artist work / crop focusing on drawing fundamentals shape / form proportion / tone / form	
		Hama bead / Mosaic trial Using heat fusible beads to copy existing design motifs	
		Digital Pixilation Exploring own environment using digital media to generate design ideas	
	Weaving Workshop exploring glitching and retro game loading patterns – colour palette exploration		
	Binka Embroidery Workshop exploring hand embroidery to develop competence for final piece		
	Method Notes Independent write-up of techniques explored		
	Final Piece Plan Detailed method / kit list / drawn and labelled plan to aid final outcome		
			Final Piece Binka embroidery of individually designed character to fit theme
			Evaluation Written account of the project detailing tasks and learning



Year 8: Celebration: A Piece of Cake: Intent

Specialist Subject: Textiles

Knowledge / Skills / Understanding Acquired:

- AO1 – Develop ideas through investigations, demonstrating critical understanding of sources
- AO2 – Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes
- AO3 – Record ideas, observations and insights relevant to intentions as work progresses
- AO4 – Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

Links to Previous Study:

During Y7 pupils will have developed a range of key specialist practical 2D skills using a variety of hand-tools, they will now be challenged to use machines, and work in 3D. ADT projects at Limehurst aim to develop confidence, working structures, practical skills, and interest. As we by now know pupils strengths and areas for development a little more, we are able to provide further stretch and challenge with ease, by offering a range of project options at key points in the skill development process.


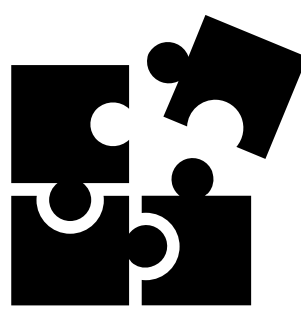

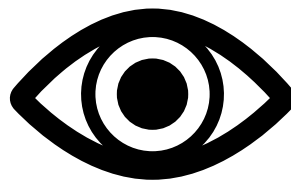
Links to Future Study and the Wider World:

After developing a range of 3D Textiles skills using machinery during Y8, pupils will be challenged to develop advanced practical skills using a range of more unpredictable media during Y9, pupils will also create a more personal journey towards an independent final piece. Key employability / transferable skills include: Decision Making, Coordinating with others, and Independence. We also study the work of four contemporary ADT professionals during this project and link them to our own practice.

A Piece of Cake: Implementation

Number of Lessons: 30 lessons / 10 weeks (A Band) 39 lessons / 13 weeks (B Band)

Sequence of Lessons

AO1 – Develop	AO2 – Refine	AO3 – Record	AO4 – Present
Mind-Map			
Mood-Board (Collage)		Observational Drawing of cake	
Artist Research		Continuous Line Study	
		Applique Cupcake	
	Felting / Ruching		
	Slice Inspo		
	Final Piece Plan		
		Final Piece	
		Evaluation	

Main Recourses:

PowerPoint / Exemplar work (Teacher and Peer – Various levels) / Research Frame / Artist laminates / Wayne Thiebaud Cake laminates / ‘Driving Licence’ sewing machine test circuits / Evaluation support

Methods of Assessment:

A3 grey front sheet with grading, feedback, targets, built in DIRT, and re-grades – This is a mixture of Teacher / Self / Peer assessment with plenty of 1:1 opportunities mirroring KS4 / 5 ‘Critique’ style tutor appointments / ‘Driving Licence’ sewing machine test circuits

Use of assessment Results:

Updated on Go4Schools / Recorded on above sheet for pupil use / Added on class RAG tracker to pin-point areas of most impact / Skills re-cap on sewing machine / Added to folder which rotates as communication to all ADT areas

A Piece of Cake: Scheme of Learning

AO1 – Develop	AO2 – Refine	AO3 – Record	AO4 – Present
Mind-Map Written / doodles A3 map of theme: Cakes / Desserts			
Mood-Board (Collage) Secondary and Primary source A3 visual map of theme: Cakes / Desserts			
		Observational Drawing of Cake / Dessert Oil pastel copy of Wayne Theibaud’s cake / dessert work focusing on drawing fundamentals shape / proportion / colour mixing / blending / tone / form	
Artist Research A3 page including space for artist study / images / fact-file / description / opinion and theme links / analysis			
		Continuous Line Study Drawing of cake / dessert focussing on fundamentals shape / form / proportion / line	
		Applique Cupcake Workshop exploring precision in cutting shapes from felt / machine application using stitch options. Taking sewing machine licence course	
	Felting / Ruching Workshop with notes exploring toppings options for final piece. Needle felting 3D forms, and creating 3D piping effects using gathering		
	Slice Inspo Design generation using personal emotive colours to deepen meaning of final		
	Final Piece Plan Detailed method / kit list / drawn and labelled plan to aid final outcome		
			Final Piece 3D fabric cake slice made using chosen skills from project
			Evaluation Written account of the project detailing tasks and learning

Year 9: Identity: Stitched Selfie: Intent

Specialist Subject: Textiles

Knowledge / Skills / Understanding Acquired:

- AO1 – Develop ideas through investigations, demonstrating critical understanding of sources
- AO2 – Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes
- AO3 – Record ideas, observations and insights relevant to intentions as work progresses
- AO4 – Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

Links to Previous Study:

During Y8 pupils will have developed a range of key specialist practical 3D skills using machinery, they will now be challenged to use more advanced and unpredictable tools in order to develop a confident explorative approach – they will also work towards a more independent outcome. ADT projects at Limehurst aim to develop confidence, working structures, practical skills, and interest. As we by now know pupils strengths and areas for development well, we are able to provide further stretch and challenge with a targeted approach, and offer support for a personal and independent project.


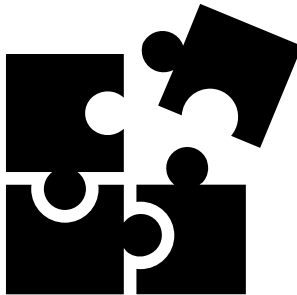

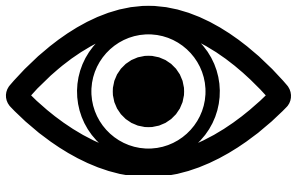
Links to Future Study and the Wider World:

After developing a range of advanced practical skills during Y9, pupils make a choice of specialist area to join for their final KS3 project. They develop key-skills required for GCSE, with a focus on building confident working practices across AO1-3. Key employability / transferable skills include: Critical thinking skills / Cognitive flexibility / Aspiration. We also study a range of ADT professionals during this project and link them to our own practice using in-depth analytical skills.

Stitched Selfie: Implementation

Number of Lessons: 24 lessons / 8 weeks (A Band) 30 lessons / 10 weeks (B Band)

Sequence of Lessons

AO1 – Develop	AO2 – Refine	AO3 – Record	AO4 – Present
Mind-Map			
Mood-Board (Collage)			
		Observational Drawing of Eye	
Artist Research			
			
		Logo	
	Free-Machine Eye		
	Magazine Collection		
	Final Piece Plan		
			Final Piece
			Evaluation

Main Recourses:

PowerPoint / Exemplar work (Teacher and Peer – Various levels) / Analysis Frame / Artist laminates / Facial Feature laminates / Evaluation support / Pattern templates

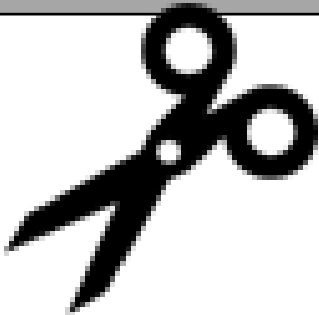
Methods of Assessment:

A3 grey front sheet with grading, feedback, targets, built in DIRT, and re-grades – This is a mixture of Teacher / Self / Peer assessment with plenty of 1:1 opportunities mirroring KS4 / 5 ‘Critique’ style tutor appointments

Use of assessment Results:

Updated on Go4Schools / Recorded on above sheet for pupil use / Added on class RAG tracker to pin-point areas of most impact / Pin-Pointing key areas of development and strength for GCSE study / Added to folder which rotates as communication to all ADT areas

Stitched Selfie: Scheme of Learning

AO1 – Develop	AO2 – Refine	AO3 – Record	AO4 – Present
Mind-Map Written / doodles A3 map of theme: Self Identity			
Mood-Board (Collage) Secondary and Primary source A3 visual map of theme: Self Identity			
		Observational Drawing of an Eye Tonal pencil copy focusing on drawing fundamentals shape / proportion / texture/ blending / tone	
Artist Research A3 page including space for artist study / images / fact-file / description / opinion and theme links / analysis			
	Free-Machine Eye Workshop with technique notes exploring advanced sewing machine drawing technique		
	Magazine Collection Design generation for final piece		
	Final Piece Plan Detailed method / kit list / drawn and labelled plan to aid final outcome		
			Final Piece Selfie made using chosen skills from project
			Evaluation Written account of the project detailing tasks and learning



Year 9 (GCSE Taster Project): Skin, Fur, Feather, Scales: Intent

Specialist Subject: Textiles

Knowledge / Skills / Understanding Acquired:

- AO1 – Develop ideas through investigations, demonstrating critical understanding of sources
- AO2 – Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes
- AO3 – Record ideas, observations and insights relevant to intentions as work progresses
- AO4 – Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

Links to Previous Study:

During the previous Y9 project pupils will have developed skills using more unpredictable specialist tools in order to develop a confident explorative approach – they will use this increased independence to explore a range of targeted workshops. ADT projects at Limehurst aim to develop confidence, working structures, practical skills, and interest. As we by now know pupils strengths and areas for development well, we are able to provide further stretch and challenge with a targeted approach, and offer support for a personal and independent project looking towards in-depth GCSE study.


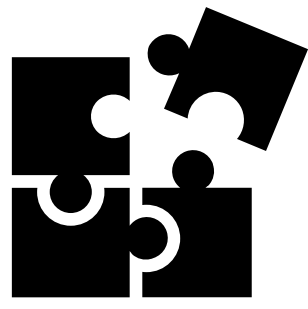

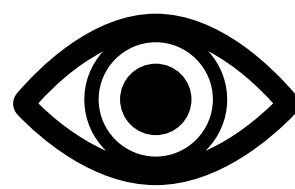
Links to Future Study and the Wider World:

After developing a range of advanced practical skills during Y9, pupils make a choice of specialist area to join for KS4 (or not!) They develop key-skills required for GCSE, with a focus on building confident working practices across AO1-3. Key employability / transferable skills include: Critical thinking skills, Cognitive flexibility, and Aspiration. We also study a range of ADT professionals during this project and link them to our own practice using in-depth analytical skills.

Skin, Fur, Feather, Scales: Implementation

Number of Lessons: 24 lessons / 8 weeks (A Band) 30 lessons / 10 weeks (B Band)

Sequence of Lessons

AO1 – Develop	AO2 – Refine	AO3 – Record	AO4 – Present
Mind-Map			
Mood-Board			
Artist Description and Analysis			
			
		Scales Study	
		Shamekh Bluwi Study	
	Fur Experiment		
	Feathers Experiment		
	Digital Image Manipulation		
	Final Piece Plan		
		Final Piece	
		Evaluation	

Main Recourses:

PowerPoint / Exemplar work (Teacher and Peer – Various levels) / Analysis Frame / Artist laminates / Skin, Fur, Feather, Scales laminates / Evaluation support

Methods of Assessment:

A3 grey front sheet with grading, feedback, targets, built in DIRT, and re-grades – This is a mixture of Teacher / Self / Peer assessment with plenty of 1:1 opportunities mirroring KS4 / 5 ‘Critique’ style tutor appointments

Use of assessment Results:

Updated on Go4Schools / Recorded on above sheet for pupil use / Added on class RAG tracker to pin-point areas of most impact / Pin-Pointing key areas of development and strength for GCSE study / Added to folder which rotates as communication to all ADT areas

Skin, Fur, Feather, Scales: Scheme of Learning

AO1 – Develop	AO2 – Refine	AO3 – Record	AO4 – Present
Mind-Map Written / doodles A3 map of theme: Self Identity			
Mood-Board (Collage) Secondary and Primary source A3 visual map of theme: Self Identity			
Artist description and analysis A3 page including images / description / opinion and theme links / analysis – focus in on in-depth personal response			
		Skin Study Layered press-printing experiment focusing on texture	
		Scales Study Repeat screen-printing study using applique with thermoactivated fibre shapes focusing on intricate cutting and hand embroidery skills	
		Shamekh Bluwi Study Environments experiment using the work of Bluwi as inspiration	
	Fur Experiment Stencil printing experiment exploring the use of colour mixing and blending effects. Focus on precision and safe use of a craft knife.		
	Feathers Experiment Batik experiment with dyeing techniques. Focus on specialist batik and dye safet working practices		
	Digital Image Manipulation Design generation and final piece prep with situ boards		
	Final Piece Plan Detailed method / kit list / drawn and labelled plan to aid final outcome		
			Final Piece Surface pattern in situ board using combination of skills and imagery developed across project
			Evaluation Written account of the project detailing tasks and learning

Year 10: Bodies: Intent

Specialist Subject: Textiles

Knowledge / Skills / Understanding Acquired:

- AO1 – Develop ideas through investigations, demonstrating critical understanding of sources
- AO2 – Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes
- AO3 – Record ideas, observations and insights relevant to intentions as work progresses
- AO4 – Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

Links to Previous Study:

During KS3, pupils will have developed a wide range of specialist ADT skills such as research, analysis, development, experimentation, refinement, planning, and a host of 2D, 3D, traditional, and more current practical skills. They will have developed confidence, independence, interest, and an ability to follow ADT working structures. ADT GCSE projects at Limehurst aim to build accomplished young creatives who are confident in their emerging style, and have a passion for their subject area. This particular project has an emphasis on exploring and responding to the work of professionals, combining Textiles techniques, and AO3 as areas often noted as needing a boost. As we by now know pupils strengths and areas for development thoroughly, we are able to provide further stretch and challenge with a targeted approach, and offer support for a personal and independent journey through their chosen GCSE specialism.


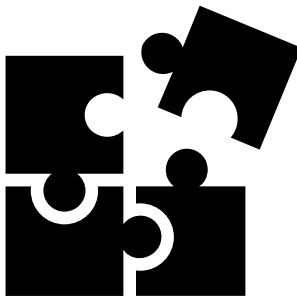

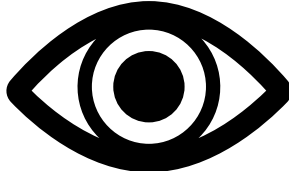
Links to Future Study and the Wider World:

After learning how to work on a sustained project, having furthered their independence and cemented specialist areas of strength, pupils move on to their Portfolio Project (which is worth 60%) of their GCSE grade. They showcase their skillset in response to an independently chosen theme (often using the previous years exam stimulus to aid in transition later on) Key employability / transferable skills include: Emotional awareness, communication, and self-awareness. Pupils will also study a range of independently chosen ADT professionals during this project and link them to their own practice using in-depth analytical skills. We visit the Bodyworlds exhibition in London to provide valuable first-hand visuals for observational accuracy.

Bodies: Implementation

Number of Lessons: 84 lessons / 28 weeks

Sequence of Lessons

AO1 – Develop	AO2 – Refine	AO3 – Record	AO4 – Present		
Mind-Map					
Mood-Board					
Artist Analysis					
				Skin cross-section	
				Osteoporosis	
				Da Vinci bones	
				Trip write-up	
				Muscle fibres	
				Bone structure	
				Veins	
		Juana Gomez			
		Janaini Mello-Llandini			
		Dan Beckmeyer			
	Final Piece plan				
			Masterpiece		
			Evaluation		

Main Recourses:

PowerPoint / Exemplar work (Teacher and Peer – Various levels) / Analysis Frame / Artist laminates / Observational study laminates / Evaluation support / London trip / Bones collection

Methods of Assessment:

A3 grey front sheet with grading, feedback, targets, built in DIRT, and re-grades – This is a mixture of Teacher / Self / Peer assessment with plenty of 1:1 opportunities mirroring KS4 / 5 ‘Critique’ style tutor appointments

Use of assessment Results:

Updated on Go4Schools / Recorded on above sheet for pupil use / Added on class RAG tracker to pin-point areas of most impact / Pin-Pointing key areas of development and strength for future study / Added to folder which rotates as progress record

Bodies: Scheme of Learning

AO1 – Develop	AO2 – Refine	AO3 – Record	AO4 – Present
<div><div>Mind-Map</div><div>Written / doodles A3 map of theme: ‘Bodies’ – consider how this could be interpreted / what is the focus?</div></div> <div><div>Mood-Board</div><div>Secondary and Primary source A3 visual map of theme: ‘Bodies’. Consider how this could be interpreted – what is the focus? Also add fabric and paint swatches / keywords</div></div> <div><div>Artist description and analysis</div><div>A3 page including images / description / opinion and theme links / analysis – focus in on in-depth personal response</div></div>		<div></div> <div><div>Skin cross-section</div><div>Mixed page of observational studies using oil pastel / magazine collage / weaving / online colour swatching. Focusing on drawing fundamentals of colour palate selection / mixing / blending</div></div> <div><div>Osteoporosis</div><div>Observational study using the laser cutter, and a blended paint background. Focussing on use of 2D desig program and paint effects</div></div> <div><div>Da Vinci bones</div><div>Artist inspired black biro pen and washed felt pen study on coffee stained background. Focussing on drawing fundamentals of shape / tone / form / texture</div></div> <div><div>Trip write-up</div><div>Body-worlds London visit findings and images – focus on ‘how will this support your project?’</div></div> <div><div>Muscle fibres</div><div>Mixed page of observational studies using torn paper / pleated fabric / fabric slashing all with brusho powder effects on washes. Focusing on colour</div></div> <div><div>Bone structure</div><div>Observational study using real bones and fabric surface and structural manipulation. Focusing of creating interlocking forms and shape alteration</div></div>	<div><div></div><div></div></div> <div><div></div><div></div></div>
	<div><div>Veins</div><div>Workshop with technique notes exploring thread layering, heat gun / iron manipulation on organza, and plastic encapsulation fusing</div></div> <div><div>Juana Gomez</div><div>Artist inspired workshop with technique notes exploring the use of body part image transfer, with wadding and machine couching to embellish vein networks</div></div> <div><div>Janaini Mello-Llandini</div><div>Artist inspired workshop with technique notes exploring the use of dissolvable fabric (heat / water) and free-motion machine imitation lace effects to create an organ</div></div> <div><div>Dan Beckmeyer</div><div>Artist inspired workshop with technique notes exploring wet and dry (needle) felting techniques to create muscle surfaces</div></div> <div><div>Final Piece Plan</div><div>Detailed method / kit list / drawn and labelled plan to aid final outcome</div></div>		<div></div> <div><div>Final Piece</div><div>Organ made using chosen skills from project</div></div> <div><div>Evaluation</div><div>Written account of the project detailing tasks and learning</div></div>

Year 10/11: Portfolio: Intent

Specialist Subject: Textiles

Knowledge / Skills / Understanding Acquired:

- AO1 – Develop ideas through investigations, demonstrating critical understanding of sources
- AO2 – Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes
- AO3 – Record ideas, observations and insights relevant to intentions as work progresses
- AO4 – Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

Links to Previous Study:

During their first GCSE Textiles project pupils will have built confidence in sustained working practices across a wide range of specialist skills. ADT GCSE projects at Limehurst aim to build accomplished young creatives who are confident in their emerging style, and have a passion for their subject area. They should feel prepared for undertaking their Portfolio Project (which is worth 60%) of their GCSE grade, during which they showcase their skillset in response to an independently chosen theme (often using the previous years exam stimulus to aid in transition later on) As we by now know pupils strengths and areas for development thoroughly, we are able to provide further stretch and challenge with a targeted approach, and offer support for a personal and independent journey through their chosen GCSE specialism.


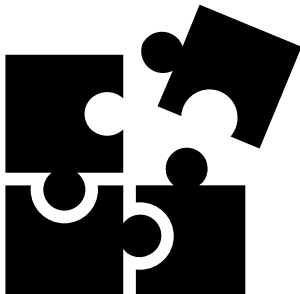

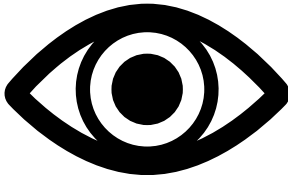
Links to Future Study and the Wider World:

After learning how to work on a sustained project, having furthered their independence and cemented specialist areas of strength, pupils have been well prepared to move on to their Externally Set Task (which is worth 40%) of their GCSE grade, during which they showcase their skillset in response to an independently chosen theme set by OCR. This concludes the GCSE course and ends in preparation, curation, and execution of an exhibition of their work. Key employability / transferable skills include: Self-Promotion, stamina, and advanced fine-motor skill. Pupils will also study a range of independently chosen ADT professionals during this project and link them to their own practice using in-depth analytical skills.

Portfolio: Implementation

Number of Lessons: 81 lessons / 27 weeks

Sequence of Lessons

AO1 – Develop	AO2 – Refine	AO3 – Record	AO4 – Present
Minimum expectations below – Themes and journey are independently chosen and often include additional / variations			
Mind-Map			
Mood-Board			
Initial Primary Sources			
Artist Analysis and Research 1			
		Artist Copy 1	
		Refined Primary Sources	
		Observational Study 1	
Artist Analysis and Research 2		Artist Copy 2	
		Observational Study 2	
	Sample 1		
	Sample 2		
	Sample 3		
	Sample 4		
		Annotation of AO2 and AO3	
	Final Piece plan		
			Masterpiece
			Evaluation

Main Recourses:

PowerPoint / ‘Look Book’ (Teacher and Peer exemplars from a wide range of inspiring stimuli)

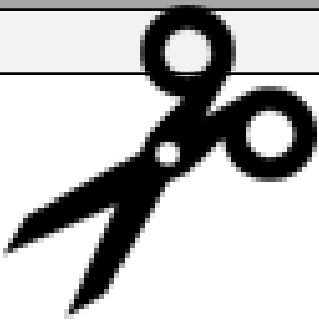
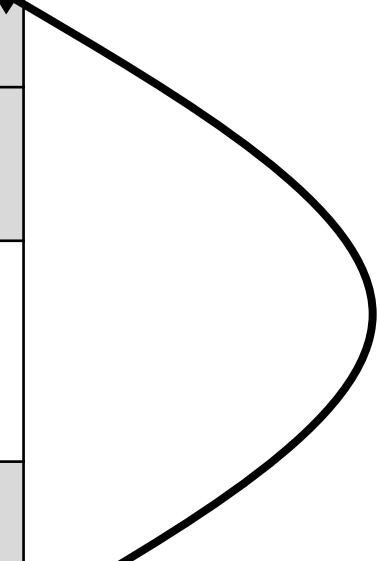
Methods of Assessment:

A3 grey front sheet with generic feedback

Use of assessment Results:

Updated on Go4Schools / Recorded on above sheet / Added on class RAG tracker / Added to folder which rotates as progress record

Portfolio: Scheme of Learning

AO1 – Develop	AO2 – Refine	AO3 – Record	AO4 – Present
Minimum expectations below – Themes and journey are independently chosen and often include additional / variations			
Mind-Map Written / doodles A3 map of chosen theme using previous year exam themes from OCR – consider how this could be interpreted / what is the focus?			
Mood-Board Secondary source A3 visual map of chosen theme using previous year exam themes from OCR – consider how this could be interpreted / what is the focus? Also add fabric and paint swatches / keywords			
Initial Primary Sources Collection of photographs representing initial thoughts			
Artist Analysis and Research 1 A3 page including space for artist study / images / fact-file / description / opinion and theme links / analysis (focus here – worth most marks)			
		Artist Copy 1 Visual copy of chosen artists work / full or crop. Media and focus of pupil choosing	
		Refined Primary Sources Collection of photographs representing refined angle through project - personal thread	
		Observational Study 1 Visual study of chosen item which represents personal independent angle in theme - media of pupil choosing	
Artist Analysis and Research 2 A3 page including space for artist study / images / fact-file / description / opinion and theme links / analysis (focus here – worth most marks)		Artist Copy 2 Visual copy of chosen artists work / full or crop. Media and focus of pupil choosing	
		Observational Study 2 Visual study of chosen item which represents personal independent angle in theme - media of pupil choosing	
	Sample 1 Trials of media / techniques / processes with notes of findings – pupil choice reflecting chosen thread through theme		
	Sample 2 Trials of media / techniques / processes with notes of findings – pupil choice reflecting chosen thread through theme		
	Sample 3 Trials of media / techniques / processes with notes of findings – pupil choice reflecting chosen thread through theme		
	Sample 4 Trials of media / techniques / processes with notes of findings – pupil choice reflecting chosen thread through theme		
		Annotation of AO2 and AO3 Notes reflecting learning / links / thoughts on each relevant independent page	
	Final Piece Plan Detailed method / kit list / drawn and labelled plan to aid final outcome		
			Final Piece Created using chosen skills from project – free choice
			Evaluation Written account of the project detailing tasks and learning



Year 11: Externally Set Task: Intent

Specialist Subject: Textiles

Knowledge / Skills / Understanding Acquired:

- AO1 – Develop ideas through investigations, demonstrating critical understanding of sources
- AO2 – Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes
- AO3 – Record ideas, observations and insights relevant to intentions as work progresses
- AO4 – Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

Links to Previous Study:

During their GCSE Textiles course so far pupils will have built confidence in studying independently across a wide range of specialist working practices. ADT GCSE projects at Limehurst aim to build accomplished young creatives who are secure in their emerging style, and have a passion for their subject area. They should feel prepared for undertaking their Externally Set Task (which is worth 40%) of their GCSE grade, during which they showcase their skillset in response to an independently chosen theme from a selection released in January by OCR. As we by now know pupils strengths and areas for development thoroughly (and they also increasingly know themselves as young designers) we are able to collaborate to suggest further stretch and challenge, and offer support towards completion of their specialist GCSE.


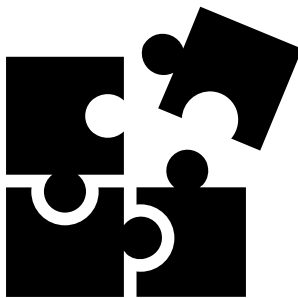

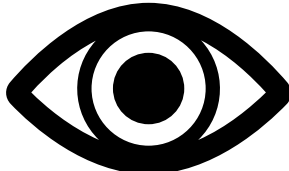
Links to Future Study and the Wider World:

Upon completion of an ADT GCSE at Limehurst, pupils should be well prepared to undertake further study should they wish. They will have developed key skills such as secure working practices, independence, research and analysis, idea generation and development, refinement, advanced specialist practical skills, creation of a personal final outcome, curation of a personal exhibition space, and a love for their own independent creative journey. Key employability / transferable skills include: Accountability, achievement, and initiative. Pupils will also study a range of independently chosen ADT professionals during this project and link them to their own practice using in-depth analytical skills.

Externally Set Task: Implementation

Number of Lessons: 36 lessons / 12 weeks

Source of Lessons

AO1 – Develop	AO2 – Refine	AO3 – Record	AO4 – Present	
Minimum expectations below – Themes and journey are independently chosen and often include additional / variations				
Mind-Map				
Mood-Board				
Primary Sources				
Artist Analysis and Research				
		Artist Copy		
		Observational Study 1		
		Observational Study 2		
	Sample 1			
	Sample 2			
	Sample 3			
	Sample 4			
		Annotation of AO2 and AO3		
Final Piece plan				
			Masterpiece – 10 hour Exam	
			Evaluation	

Main Recourses:

PowerPoint / ‘Look Book’ (Teacher and Peer exemplars from a wide range of inspiring stimuli)

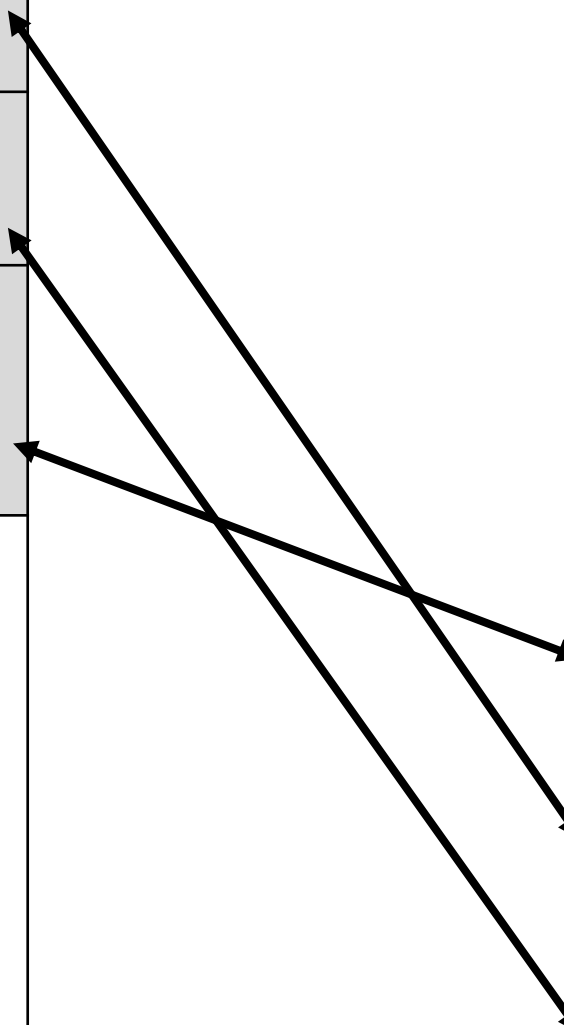

Methods of Assessment:

A3 grey front sheet with generic feedback

Use of assessment Results:

Updated on Go4Schools / Recorded on above sheet / Added on class RAG tracker / Added to folder which rotates as progress record

Externally Set Task: Scheme of Learning

AO1 – Develop	AO2 – Refine	AO3 – Record	AO4 – Present
Minimum expectations below – Themes and journey are independently chosen and often include additional / variations			
Mind-Map Written / doodles A3 map of chosen theme using exam themes from OCR – consider how this could be interpreted / what is the focus?			
Mood-Board Secondary source A3 visual map of chosen theme using exam themes from OCR – consider how this could be interpreted / what is the focus? Also add fabric and paint swatches / keywords			
Primary Sources Collection of photographs representing refined angle through project - personal thread			
Artist Analysis and Research A3 page including space for artist study / images / fact-file / description / opinion and theme links / analysis (focus here – worth most marks)			
		Artist Copy Visual copy of chosen artists work / full or crop. Media and focus of pupil choosing	
		Observational Study 1 Visual study of chosen item which represents personal independent angle in theme - media of pupil choosing	
		Observational Study 2 Visual study of chosen item which represents personal independent angle in theme - media of pupil choosing	
		Sample 1 Trials of media / techniques / processes with notes of findings – pupil choice reflecting chosen thread through theme	
		Sample 2 Trials of media / techniques / processes with notes of findings – pupil choice reflecting chosen thread through theme	
		Sample 3 Trials of media / techniques / processes with notes of findings – pupil choice reflecting chosen thread through theme	
	Sample 4 Trials of media / techniques / processes with notes of findings – pupil choice reflecting chosen thread through theme		
		Annotation of AO2 and AO3 Notes reflecting learning / links / thoughts on each relevant independent page	
Final Piece Plan Detailed method / kit list / drawn and labelled plan to aid final outcome		Final Piece – 10 hour exam Created using chosen skills from project – free choice	
		Evaluation Written account of the project detailing tasks and learning	

Year 7: Typography : Intent

Specialist Subject: 3D Design

Knowledge / Skills / Understanding Acquired:

AO1 – Develop ideas through investigations, demonstrating critical understanding of sources

AO2 – Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. Workshop Health & Safety

Skills – *Teach all students the correct H&S practices employed within the workshop. Teach all students how to safely use a variety of tools and equipment so they can use them independently.*

AO3 – Record ideas, observations and insights relevant to intentions as work progresses. Health & Safety 'Passport'

AO4 – Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

Skills – *Make a variety of small artefacts increasing in complexity.*

Links to Previous Study:

We have found teaching in ADT at KS2 can vary greatly, meaning that pupils arrive at Limehurst with many different experiences and skillsets. We hold taster events in order to get to know pupils before they arrive, and ADT staff across key-stages are encouraged to partner up in order to share ideas. First ADT projects at Limehurst aim to develop Health & Safety awareness, confidence, working structures, practical skills, and interest. As we get to know pupils we are ready to provide further stretch and challenge as appropriate.




Links to Future Study and the Wider World:

After developing a range of 2D & 3D design skills during Y7, pupils will be challenged to further develop their practical skills using different media, tools & machines during Y8. Key employability / transferable skills include: Resilience, Fine Motor skills, and Time Management. We also study the work of four contemporary ADT professionals during this project and link them to our own practice.

Typography : Implementation

Number of Lessons: **A Band** - 30 lessons / 10 weeks **B Band** - 39 lessons / 13 weeks

Sequence of Lessons

AO1 – Develop	AO2 – Refine	AO3 – Record	AO4 – Present	
Mood Board	Skill Building – workshop H&S		Variety of examples using both hand held and machine tools	
Artist Research		Artist Copy		
		Observational Drawing		
		Letter shapes		
		Homework		
		Photography	Final Piece and H &S / Skills Passport	
			Evaluation	

Main Resources:

PowerPoint / Exemplar work (Teacher and Peer – Various levels) / Research Frame / Artist Research / Workshop tools and equipment / PPE / Support on Teams


Methods of Assessment:

A3 grey front sheet with grading, feedback, targets, built in DIRT, and re-grades – This is a mixture of Teacher / Self / Peer assessment with plenty of 1:1 opportunities mirroring KS4 / 5 'Critique' style tutor appointments. Health & Safety/Skills competence 'Passport'.

Use of assessment Results:

Updated on Go4Schools / Recorded on above sheet for pupil use / Added on class RAG tracker to pin-point areas of most impact / Added to folder which rotates as communication to all ADT areas

Typography : Scheme of Learning

AO1 – Develop	AO2 – Refine	AO3 – Record	AO4 – Present
Mood Board Collecting images and arranging them appropriately to reflect understanding of a range of typography styles			
*Artist Research A4 page produced on power point or word- includes images / fact-file / description / opinion and theme links / analysis		Artist Copy 2 different key skills taught: Cecil Touchon/Stuart Davis – Use of collage on foam board letters Oscar Wilson Coloured drawing in the style of Oscar Wilson paying particular attention to the typography used rtist Copy	
		Drawing Simple observational drawing of artefact	
	Classwork Design page of equally sized ideas of typography and simple shapes Health & Safety/Skills Passport Induction course on the safe use of a range of workshop tools and equipment Workshop Independence Choose correct tools to create letters and shapes Onomatopoeia letters imagination - use of colour to create mood Name Tag Consolidating a range of typographical methods Use of colour		
	Homework Tasks Throughout the rotation, students are given specific homework tasks that each teach a particular skill/ extend classwork. Examples include; Produce a mini name tag on the theme of MONSTERS Choose an everyday object and draw it in the style of Oscar Wilson Homework		Skills outcomes – to create a variety of artefacts from practicing the taught skills. <i>Artefacts could include keyrings, nameplates, typographic letters, puzzles, jigsaws etc</i>
		Photos Photographic evidence of their artefacts as part of project work (because work is taken home)	
	Skills - to teach the safe use of: <i>Scroll saw, Sanding Disc, Pillar Drill, Coping saw, Jewellers bench pin, clamps, sanding blocks, glass paper, files large and small, bench vice</i>		Final Pieces Foam Board Collage Letter which draws on inspiration from researched artists. A range of practical skills including cutting and shaping letters and applying collage MDF or wooden keyring size pieces made by choosing the correct tools, equipment and methodology to finish to a high standard Skills Passport Signed record of Health & safety competence with a range of workshop tools, techniques, equipment and machinery
			Evaluation Written account of the project detailing tasks and learning journey



Year 8: Handheld Puzzle : Intent

Specialist Subject: 3D Design

Knowledge / Skills / Understanding Acquired:

AO1 – Develop ideas through investigations, demonstrating critical understanding of sources

AO2 – Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes

AO3 – Record ideas, observations and insights relevant to intentions as work progresses

AO4 – Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

Links to Previous Study:

During Y7 pupils will have developed a range of key specialist 2D and practical skills using a variety of hand-tools and machines to gain a Health & safety Passport. ADT projects at Limehurst aim to develop confidence, working structures, practical skills, and interest. As we by now know pupils strengths and areas for development a little more, we are able to provide further stretch and challenge with ease, by offering a range of project options at key points in the skill development process.


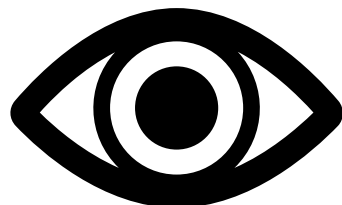

Links to Future Study and the Wider World:

After developing a range of 2D & 3D design skills during Y8, pupils will be challenged to further develop advanced practical skills using a range of more unpredictable media during Y9, pupils will also create a more personal journey towards an independent final piece. The Yr9 Clock project focusses on using CAD/CAM technology linked to industrial and commercial practices. Key employability / transferable skills include: Decision Making, Coordinating with others, and Independence. We also study the work of several contemporary ADT professionals during this project and link them to our own practice.

Handheld Puzzle : Implementation

Number of Lessons: **A Band** - 30 lessons / 10 weeks **B Band** - 39 lessons / 13 weeks

Sequence of Lessons

AO1 – Develop	AO2 – Refine	AO3 – Record	AO4 – Present
Mind-Map	<i>Skills – Reintroduce H&S rules in the workshop. Retrain if necessary</i>		<i>Skills – Variety of artefacts demonstrating safe use of tools and equipment</i>
Mood-Board		Observational Drawing	
Artist / Designer Research		Artist / Designer Study	
		Surface Finish / Sampling	
		Design Ideas	
	Prototyping / Modelling		
	Final Piece Plan		
	Manufacturing & H&S		
	CAD / CAM (extension task)		
			
		Final Piece	
	B Band extension – CAD/CAM		
	Evaluation		

Main Recourses:

PowerPoint / Exemplar work (Teacher and Peer – Various levels) / Research Frame / Artist laminates / Workshop tools and equipment / PPE / Laser cutter / Evaluation support


Methods of Assessment:

A3 front sheet with grading, written and oral feedback, targets, built in DIRT, and re-grades – This is a mixture of Teacher / Self / Peer assessment with plenty of 1:1 opportunities mirroring KS4 / 5 ‘Critique’ style tutor appointments

Use of assessment Results:

Updated on Go4Schools / Recorded on above sheet for pupil use / Added on class RAG tracker to pin-point areas of most impact / Skills re-cap on tools and machines added to folder which rotates as communication to all ADT areas

Handheld Puzzle : Scheme of Learning

AO1 – Develop	AO2 – Refine	AO3 – Record	AO4 – Present
Mind Map Exploration of themes, materials, people and their interests. Identifying potential paths for further research.			
Mood Board Collecting images and arranging them appropriately to reflect understanding of a range of typography styles			
		Observational Drawing / Analysis Simple observational sketches of artefact to gain insight into construction	
Artist / Designer Research A3 page including space for artist study / images / fact-file / description / opinion and theme links / analysis			
		Artist / Designer Study Coloured copy of chosen designers work / fundamentals of shape / form / proportion / tone / texture	
		Surface Finish / Sampling Experimenting with materials, tool and techniques to identify qualities, limitations and desired effects	
		Design Ideas A range of ideas to a set overall size. Finish, layout, finish and cutting list of components required. Annotation linking to research	
		Prototyping / Modelling Making a prototype using hand tools, and jigs. Multiple separate components need to be cut , finished and assembled to a good standard in order for the artefact to function	Skills outcomes – to create a variety of artefacts from practicing the taught skills <i>Artefacts could include keyrings, nameplates, typographic letters, puzzles, jigsaws etc</i>
		Final Piece Plan Full size rendered design showing cutting list and manufacturing details. Include annotation making links to research	
		Manufacturing and H & S Complete statements outlining the Task, Tools, Risks and Safety measures to be taken for each stage in the process	
		CAD / CAM Extension 2D Design software is used to design a puzzles component parts to be cut out by a laser. Assembly by the student	
		Skills - to teach the safe use of: <i>Scroll saw, Sanding Disc, Pillar Drill, Coping saw, Jewellers bench pin, clamps, sanding blocks, glass paper, files large and small, bench vice</i>	
			Final Pieces A ‘handmade’ Handheld puzzle
			CAD / CAM – B Band Extension A puzzle cut out and engraved by the laser, assembled by the student
			Evaluation Written account of the project detailing tasks and learning

Year 9: Clocks : Intent

Specialist Subject: 3D Design

Knowledge / Skills / Understanding Acquired:

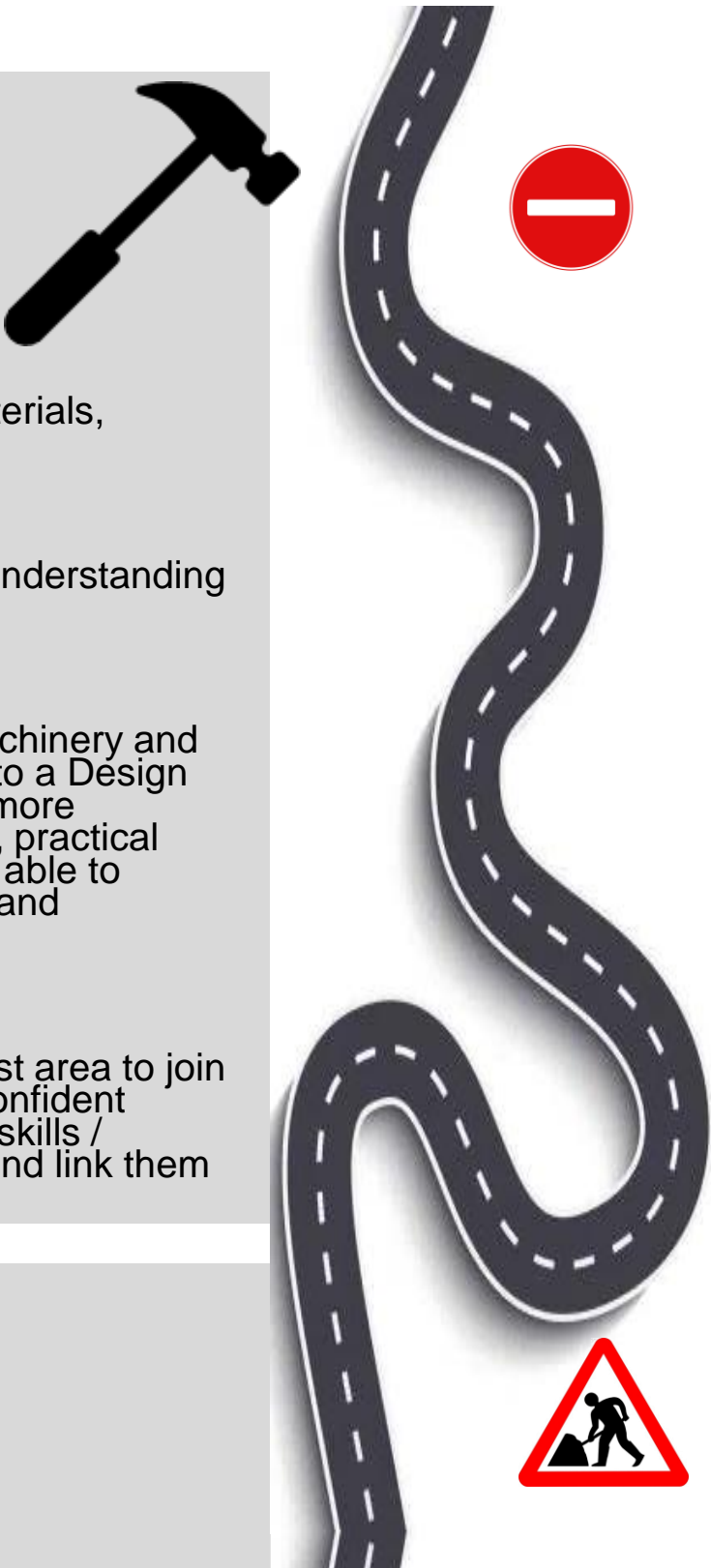
- AO1 – Develop ideas through investigations, demonstrating critical understanding of sources
- AO2 – Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes
- AO3 – Record ideas, observations and insights relevant to intentions as work progresses
- AO4 – Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

Links to Previous Study:

During Y8 pupils will have developed a range of key specialist practical 3D skills using tools, machinery and CAD/CAM. They will now be challenged to develop advanced design and making skills related to a Design Movement in order to develop a confident explorative approach – they will also work towards a more independent outcome. ADT projects at Limehurst aim to develop confidence, working structures, practical skills, and interest. As we by now know pupils strengths and areas for development well, we are able to provide further stretch and challenge with a targeted approach, and offer support for a personal and independent project.

Links to Future Study and the Wider World:


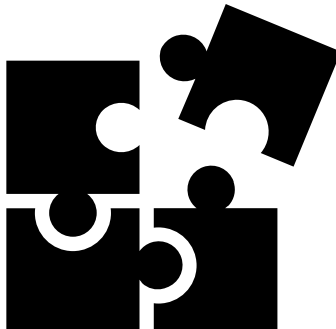
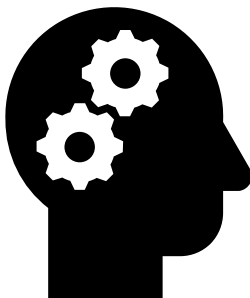
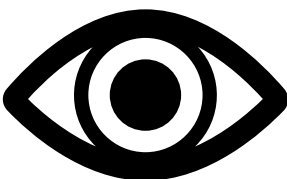
After developing a range of advanced practical skills during Y9, pupils make a choice of specialist area to join for their final KS3 project. They develop key-skills required for GCSE, with a focus on building confident working practices across AO1-3. Key employability / transferable skills include: Critical thinking skills / Cognitive flexibility / Aspiration. We also study a range of ADT professionals during this project and link them to our own practice using in-depth analytical skills.



Clocks : Implementation

Number of Lessons: A Band - 24 lessons / 8 weeks B Band - 27 lessons / 9 weeks

Sequence of Lessons

AO1 – Develop	AO2 – Refine	AO3 – Record	AO4 – Present	
Mind-Map				
Mood-Board				
		Drawing / Analysis		
Artist / Designer Research		Artist / Designer Study		
		Surface Finish / Sampling		
				Design Ideas
		Prototyping / Modelling		
	Final Piece Plan			
			Final Piece	
			Evaluation	

Main Recourses:

PowerPoint / Exemplar work (Teacher and Peer – Various levels) / Research Frame / Artist laminates / Workshop tools and equipment / PPE / ICT Room / Laser cutter / Evaluation support

Methods of Assessment:


A3 grey front sheet with grading, written and oral feedback, targets, built in DIRT, and re-grades – This is a mixture of Teacher / Self / Peer assessment with plenty of 1:1 opportunities mirroring KS4 / 5 ‘Critique’ style tutor appointments

Use of assessment Results:

Updated on Go4Schools / Recorded on above sheet for pupil use / Added on class RAG tracker to pin-point areas of most impact / Pin-Pointing key areas of development and strength for GCSE study / Added to folder which rotates as communication to all ADT areas



Clocks : Scheme of Learning

AO1 – Develop Eva	AO2 – Refine	AO3 – Record	AO4 – Present
Mind Map Exploration of themes, materials, people and their interests. Identifying potential paths for further research.			
Mood Board Collecting images and arranging them appropriately . Identifying strong elements within the designs that could be used later. Word Bank			
		Drawing / Analysis Thumbnail sketches of a variety of designs based on an artist / designer / movement from their research	
Artist / Designer Research A3 page including space for artist study / images / fact-file / description / opinion and theme links / analysis			
		Artist / Designer Study Coloured copy of chosen designers work / fundamentals of shape / form / proportion / tone / texture	
		Surface Finish / Sampling Experimenting with materials, tool and techniques to identify qualities, limitations and desired effects	
		Design Ideas A range of ideas to a set overall size. Finish, layout and cutting list of components required. Annotation linking to research	
	Prototyping / Modelling Making a prototype using recycled materials such as cardboard to test sizes and limitations.		
	Final Piece Plan Full size rendered design showing cutting list and manufacturing details. Include annotation making links to research		
	Final Pieces A ‘handmade’ Handheld puzzle Observational Photos Photographic evidence of their artefacts as part of project work (because work is taken home) CAD / CAM A puzzles component parts cut out and engraved by the laser, assembled by the student nal Piece		
	Evaluation Written account of the project detailing tasks and learning		



Year 9: Boardgames : Intent

Specialist Subject: 3D Design

Knowledge / Skills / Understanding Acquired:

AO1 – Develop ideas through investigations, demonstrating critical understanding of sources

AO2 – Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes

AO3 – Record ideas, observations and insights relevant to intentions as work progresses

AO4 – Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

Links to Previous Study:

During Y8 pupils will have developed a range of key specialist practical 3D skills using tools, machinery and CAD/CAM. They will now be challenged to develop advanced design and making skills related to a Design Movement in order to develop a confident explorative approach – they will also work towards a more independent outcome. ADT projects at Limehurst aim to develop confidence, working structures, practical skills, and interest. As we by now know pupils strengths and areas for development well, we are able to provide further stretch and challenge with a targeted approach, and offer support for a personal and independent project.


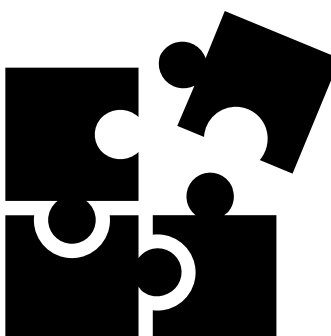

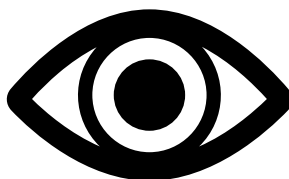
Links to Future Study and the Wider World:

After developing a range of advanced practical skills during Y9, pupils make a choice of specialist area to join for their final KS3 project. They develop key-skills required for GCSE, with a focus on building confident working practices across AO1-3. Key employability / transferable skills include: Critical thinking skills / Cognitive flexibility / Aspiration. We also study a range of ADT professionals during this project and link them to our own practice using in-depth analytical skills.

Boardgames : Implementation

Number of Lessons: **A Band** - 24 lessons / 8 weeks **B Band** - 27 lessons / 9 weeks

Sequence of Lessons

AO1 – Develop	AO2 – Refine	AO3 – Record	AO4 – Present
Mind-Map			
Mood-Board			
		Drawing / Analysis	
Artist / Designer Research		Artist / Designer Study	
		Surface Finish / Sampling	
		Design Ideas	
	Prototyping / Modelling		
	Final Piece Plan		
			Final Piece
			Evaluation

Main Recourses:

PowerPoint / Exemplar work (Teacher and Peer – Various levels) / Research Frame / Artist laminates / Workshop tools and equipment / PPE / ICT Room / Laser cutter / Evaluation support


Methods of Assessment:

A3 grey front sheet with grading, written and oral feedback, targets, built in DIRT, and re-grades – This is a mixture of Teacher / Self / Peer assessment with plenty of 1:1 opportunities mirroring KS4 / 5 'Critique' style tutor appointments

Use of assessment Results:

Updated on Go4Schools / Recorded on above sheet for pupil use / Added on class RAG tracker to pin-point areas of most impact / Pin-Pointing key areas of development and strength for GCSE study / Added to folder which rotates as communication to all ADT areas

Boardgames : Scheme of Learning

AO1 – Develop Eva	AO2 – Refine	AO3 – Record	AO4 – Present
Mind Map Exploration of themes, materials, people and their interests. Identifying potential paths for further research.			
Mood Board Collecting images and arranging them appropriately. Identifying strong elements within the designs that could be used later. Word Bank			
		Drawing / Analysis Thumbnail sketches of a variety of designs based on an artist / designer / movement from their research	
Artist / Designer Research A3 page including space for artist study / images / fact-file / description / opinion and theme links / analysis			
		Artist / Designer Study Coloured copy of chosen designers work / fundamentals of shape / form / proportion / tone / texture	
	Surface Finish / Sampling Experimenting with materials, tool and techniques to identify qualities, limitations and desired effects		
		Design Ideas A range of ideas to a set overall size. Finish, layout and cutting list of components required. Annotation linking to research	
	Prototyping / Modelling Making a prototype using recycled materials such as cardboard to test sizes and limitations.		Final Pieces A ‘handmade’ boardgame. Observational Photos Photographic evidence of their artefacts as part of project work (because work is taken home) CAD / CAM Boardgame parts / components parts cut out and engraved by the laser, assembled by the student Final Piece
	Final Piece Plan Full size rendered design showing cutting list and manufacturing details. Include annotation making links to research		
		Evaluation Written account of the project detailing tasks and learning	

Year 9: Skills, Tools, Techniques : Intent

Specialist Subject: 3D Design

Knowledge / Skills / Understanding Acquired:

- AO1** – Develop ideas through investigations, demonstrating critical understanding of sources
- AO2** – Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes
- AO3** – Record ideas, observations and insights relevant to intentions as work progresses
- AO4** – Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

Links to Previous Study:

During the previous Y9 project pupils will have developed skills using more unpredictable specialist tools in order to develop a confident explorative approach – they will use this increased independence to explore a range of targeted workshops. ADT projects at Limehurst aim to develop confidence, working structures, practical skills, and interest. As we by now know pupils strengths and areas for development well, we are able to provide further stretch and challenge with a targeted approach, and offer support for a personal and independent project looking towards in-depth GCSE study.


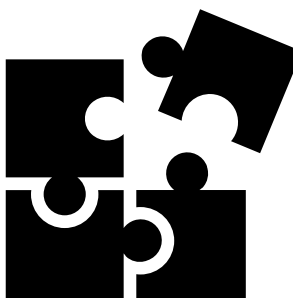

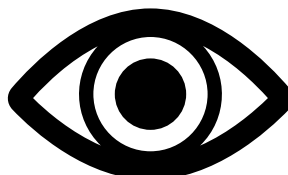
Links to Future Study and the Wider World:

After developing a range of advanced practical skills during Y9, pupils make a choice of specialist area to join for their final KS3 project. They develop key-skills required for GCSE, with a focus on building confident working practices across AO1-3. Key employability / transferable skills include: Critical thinking skills, Cognitive flexibility, and Aspiration. We also study a range of ADT professionals during this project and link them to our own practice using in-depth analytical skills.

Skills, Tools, Techniques : Implementation

Number of Lessons : **A Band** - 24 lessons / 8 weeks **B Band** - 27 lessons / 9 weeks

Sequence of Lessons

AO1 – Develop	AO2 – Refine	AO3 – Record	AO4 – Present	
Mind-Map & Mood-Board				
		Drawing / Analysis		
Artist / Designer Research		Artist / Designer Study		
		Skill Building		
				Design Ideas
		Prototyping / Modelling		
		Final Piece Plan		
		Final Piece		
		Evaluation		

PowerPoint / Exemplar work (Teacher and Peer – Various levels) / Analysis Frame / Artist laminates / Tools, Machine, Equipment and Materials / PPE / ICT Room / Evaluation support

Methods of Assessment:


A3 grey front sheet with grading, feedback, targets, built in DIRT, and re-grades – This is a mixture of Teacher / Self / Peer assessment with plenty of 1:1 opportunities mirroring KS4 / 5 ‘Critique’ style tutor appointments

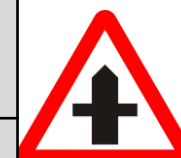
Use of assessment Results:

Updated on Go4Schools / Recorded on above sheet for pupil use / Added on class RAG tracker to pin-point areas of most impact / Pin-Pointing key areas of development and strength for GCSE study / Added to folder which rotates as communication to all ADT areas

Skills, Tools, Techniques : Scheme of Learning

***Project Choices - Dice & Box, Mobile Phone Holder, Walking Hedgehog...'**

AO1 – Develop	AO2 – Refine	AO3 – Record	AO4 – Present
Mind Map & Mood Board Exploration of themes, materials, people and their interests. Identifying potential paths for further research. Collecting images and arranging them appropriately . Identifying strong elements within the designs that could be used later. Word Bank			
		Drawing / Analysis Thumbnail sketches of a variety of designs based on an artist / designer / movement from their research	
Artist / Designer Research A3 page including space for artist study / images / fact-file / description / opinion and theme links / analysis			
		Artist / Designer Study Coloured copy of chosen designers work / fundamentals of shape / form / proportion / tone / texture	
	Skill Building By using several projects as a base, students can learn and experiment with new materials, tool and techniques to identify qualities, limitations and desired effects		
		Design Ideas A range of ideas to a set overall size. Finish, layout and cutting list of components required. Annotation linking to research	
	Prototyping / Modelling Making a prototype using recycled materials such as cardboard to test sizes and limitations. Model making with more resistant materials		
	Final Piece Plan Full size rendered design showing cutting list and manufacturing details. Include annotation making links to research		
			Final Pieces A range of artefacts are made from a variety of different materials using old and new techniques take photo of final piece CAD / CAM Freedom to explore ideas and modelling with CAD / CAM Evaluation Written account of the project detailing tasks and learning



Year 10: Green Planet : Intent

Specialist Subject: 3D Design

Knowledge / Skills / Understanding Acquired:

AO1 – Develop ideas through investigations, demonstrating critical understanding of sources

AO2 – Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes

AO3 – Record ideas, observations and insights relevant to intentions as work progresses

AO4 – Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

Links to Previous Study:

During KS3, pupils will have developed a wide range of specialist ADT skills such as research, analysis, development, experimentation, refinement, planning, and a host of 2D, 3D, traditional, and more current practical skills. They will have developed confidence, independence, interest, and an ability to follow ADT working structures. ADT GCSE projects at Limehurst aim to build accomplished young creatives who are confident in their emerging style, and have a passion for their subject area. This particular project has an emphasis on exploring a variety of new skills, tools, techniques and processes. Responding to the work of professionals and combining techniques to help boost AO3. As we by now know pupils strengths and areas for development thoroughly, we are able to provide further stretch and challenge with a targeted approach, and offer support for a personal and independent journey through their chosen GCSE specialism.


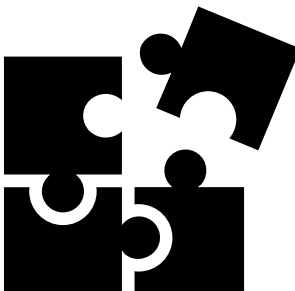

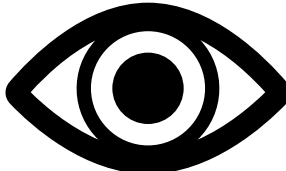
Links to Future Study and the Wider World:

After learning how to work on a sustained project, having furthered their independence and cemented specialist areas of strength, pupils move on to their Portfolio Project (which is worth 60%) of their GCSE grade. They showcase their skillset in response to an independently chosen theme (often using the previous years exam stimulus to aid in transition later on) Key employability / transferable skills include: Emotional awareness, communication, and self-awareness. Pupils will also study a range of independently chosen ADT professionals during this project and link them to their own practice using in-depth analytical skills. Opportunities to visit Design exhibitions and the University degree show at the end of Year 10.

Green Planet : Implementation

Number of Lessons: 84 lessons / 28 weeks

Sequence of Lessons

AO1 – Develop 01	AO2 – Refine	AO3 – Record	AO4 – Present
Mind-Map			
Mood-Board		Drawing / Analysis	
Artist / Designer Research		Artist / Designer Study	
	Sampling Workshops Heating Colouring Laser Cutting Layering Joining		
		Design Ideas	
	Prototyping / Modelling		
	Final Piece Plan		
		Final Piece	
		Evaluation	

Main Recourses :

PowerPoint / Exemplar work (Teacher and Peer – Various levels) / Analysis Frame / Artist laminates / Observational study laminates / Workshop / Materials / ICT Room / PPE / Evaluation support


Methods of Assessment :

A3 grey front sheet with grading, feedback, targets, built in DIRT, and re-grades – This is a mixture of Teacher / Self / Peer assessment with plenty of 1:1 opportunities mirroring KS4 / 5 'Critique' style tutor appointments

Use of assessment Results :

Updated on Go4Schools / Recorded on above sheet for pupil use / Added on class RAG tracker to pin-point areas of most impact / Pin-Pointing key areas of development and strength for future study / Added to folder which rotates as progress record

Green Planet : Scheme of Learning

AO1 – Develop 01	AO2 – Refine	AO3 – Record	AO4 – Present
Mind Map Exploration of themes, materials, people and their interests. Identifying potential paths for further research			
Mood Board Collecting Primary and Secondary images and arranging them appropriately . Identifying strong elements within the designs that could be used later. Word Bank			
		Drawing / Analysis Thumbnail sketches of a variety of designs based on an artist / designer / movement from their research	
Artist / Designer Research A3 page including space for artist study / images / fact-file / description / opinion and theme links / analysis			
		Artist / Designer Study Coloured copy of chosen designers work / fundamentals of shape / form / proportion / tone / texture	
	Sampling Workshops Focussing on re-cycling materials, we will look at a variety of different skill, tools, machinery and techniques within the following: <i>Heating</i> <i>Colouring</i> <i>Laser Cutting</i> <i>Layering</i> <i>Joining</i>		
		Design Ideas A range of ideas to a set overall size. Finish, layout and cutting list of components required. Annotation linking to research	
	Prototyping / Modelling Making a prototype using recycled materials such as cardboard to test sizes and limitations. Model making with more resistant materials CAD / CAM Freedom to explore ideas and modelling with CAD / CAM		
	Final Piece Plan Full size rendered design showing cutting list and manufacturing details. Include annotation making links to research		
		Final Pieces and photographic diary Artefacts are made from recycling materials using old and new techniques	
		Evaluation Written account of the project detailing tasks and learning	

Year 10/11: Portfolio : Intent

Specialist Subject: 3D Design

Knowledge / Skills / Understanding Acquired:

- AO1 – Develop ideas through investigations, demonstrating critical understanding of sources
- AO2 – Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes
- AO3 – Record ideas, observations and insights relevant to intentions as work progresses
- AO4 – Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

Links to Previous Study:

During their first GCSE 3D project pupils will have built confidence in sustained working practices across a wide range of specialist skills. ADT GCSE projects at Limehurst aim to build accomplished young creatives who are confident in their emerging style, and have a passion for their subject area. They should feel prepared for undertaking their Portfolio Project (which is worth 60%) of their GCSE grade, during which they showcase their skillset in response to an independently chosen theme (often using the previous years exam stimulus to aid in transition later on) As we by now know pupils strengths and areas for development thoroughly, we are able to provide further stretch and challenge with a targeted approach, and offer support for a personal and independent journey through their chosen GCSE specialism.


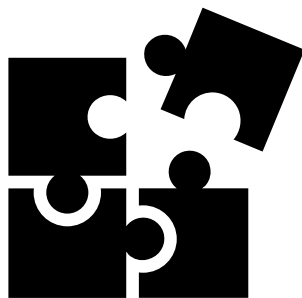

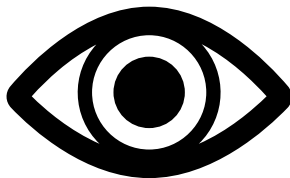
Links to Future Study and the Wider World:

After learning how to work on a sustained project, having furthered their independence and cemented specialist areas of strength, pupils have been well prepared to move on to their Externally Set Task (which is worth 40%) of their GCSE grade, during which they showcase their skillset in response to an independently chosen theme set by OCR. This concludes the GCSE course and ends in preparation, curation, and execution of an exhibition of their work. Key employability / transferable skills include: Self-Promotion, stamina, and advanced fine-motor skill. Pupils will also study a range of independently chosen ADT professionals during this project and link them to their own practice using in-depth analytical skills.

Portfolio : Implementation

Number of Lessons: 81 lessons / 27 weeks

Sequence of Lessons

AO1 – Develop	AO2 – Refine	AO3 – Record	AO4 – Present
Minimum expectations below – Themes and journey are independently chosen and often include additional / variations			
Mind-Map			
Mood-Board			
Initial Primary Sources			
Artist Analysis and Research 1			
		Artist Copy 1	
	Refined Primary Sources		
	Observational Study 1		
Artist Analysis and Research 2	Artist Copy 2		
	Observational Study 2		
	Sample 1		
	Sample 2		
	Sample 3		
	Sample 4		
		Annotation of AO2 and AO3	
	Final Piece plan		Masterpiece
			Evaluation

Main Recourses:

PowerPoint / 'Look Book' (Teacher and Peer exemplars from a wide range of inspiring stimuli) Other resources will depend on the direction the student takes the project.


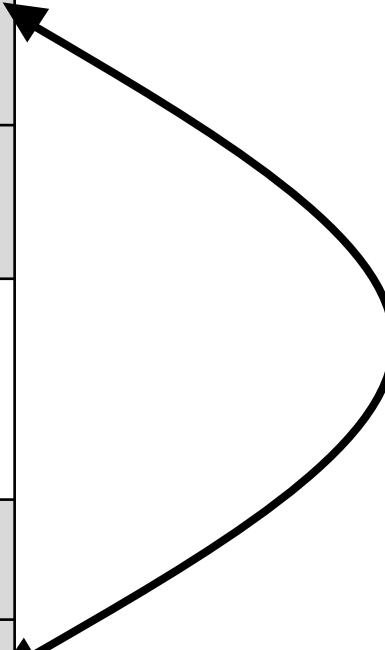
Methods of Assessment:

A3 grey front sheet with generic feedback

Use of assessment Results:

Updated on Go4Schools / Recorded on above sheet / Added on class RAG tracker / Added to folder which rotates as progress record

Portfolio : Scheme of Learning

AO1 – Develop	AO2 – Refine	AO3 – Record	AO4 – Present
Minimum expectations below – Themes and journey are independently chosen and often include additional / variations			
Mind-Map Written / doodles A3 map of chosen theme using previous year exam themes from OCR – consider how this could be interpreted / what is the focus?			
Mood-Board Secondary source A3 visual map of chosen theme using previous year exam themes from OCR – consider how this could be interpreted / what is the focus? Also add fabric and paint swatches / keywords			
Initial Primary Sources Collection of photographs representing initial thoughts			
Artist Analysis and Research 1 A3 page including space for artist study / images / fact-file / description / opinion and theme links / analysis (focus here – worth most marks)			
		Artist Copy 1 Visual copy of chosen artists work / full or crop. Media and focus of pupil choosing	
		Refined Primary Sources Collection of photographs representing refined angle through project - personal thread	
		Observational Study 1 Visual study of chosen item which represents personal independent angle in theme - media of pupil choosing	
Artist Analysis and Research 2 A3 page including space for artist study / images / fact-file / description / opinion and theme links / analysis (focus here – worth most marks)			
		Artist Copy 2 Visual copy of chosen artists work / full or crop. Media and focus of pupil choosing	
		Observational Study 2 Visual study of chosen item which represents personal independent angle in theme - media of pupil choosing	
	Sample 1 Trials of media / techniques / processes with notes of findings – pupil choice reflecting chosen thread through theme		
	Sample 2 Trials of media / techniques / processes with notes of findings – pupil choice reflecting chosen thread through theme		
	Sample 3 Trials of media / techniques / processes with notes of findings – pupil choice reflecting chosen thread through theme		
	Sample 4 Trials of media / techniques / processes with notes of findings – pupil choice reflecting chosen thread through theme		
		Annotation of AO2 and AO3 Notes reflecting learning / links / thoughts on each relevant independent page	
	Final Piece Plan Detailed method / kit list / drawn and labelled plan to aid final outcome		
			Final Piece Created using chosen skills from project – free choice
			Evaluation Written account of the project detailing tasks and learning



Year 11: Externally Set Task : Intent

Specialist Subject: 3D Design

Knowledge / Skills / Understanding Acquired:

- AO1 – Develop ideas through investigations, demonstrating critical understanding of sources
- AO2 – Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes
- AO3 – Record ideas, observations and insights relevant to intentions as work progresses
- AO4 – Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

Links to Previous Study:


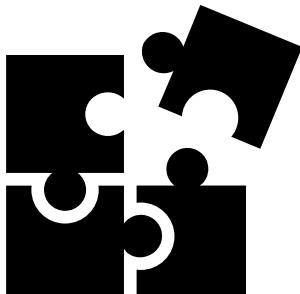

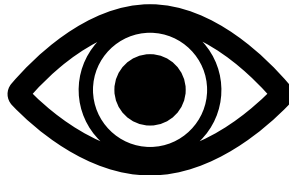
During their GCSE 3D course pupils will have built confidence in studying independently across a wide range of specialist working practices. ADT GCSE projects at Limehurst aim to build accomplished young creatives who are secure in their emerging style, and have a passion for their subject area. They should feel prepared for undertaking their Externally Set Task (which is worth 40%) of their GCSE grade, during which they showcase their skillset in response to an independently chosen theme from a selection released by OCR. As we by now know pupils strengths and areas for development thoroughly (and they also increasingly know themselves as young designers) we are able to collaborate to suggest further stretch and challenge, and offer support towards completion of their specialist GCSE.

Links to Future Study and the Wider World:

Upon completion of an ADT GCSE at Limehurst, pupils should be well prepared to undertake further study should they wish. They will have developed key skills such as secure working practices, independence, research and analysis, idea generation and development, refinement, advanced specialist practical skills, creation of a personal final outcome, curation of a personal exhibition space, and a love for their own independent creative journey. Key employability / transferable skills include: Accountability, achievement, and initiative. Pupils will also study a range of independently chosen ADT professionals during this project and link them to their own practice using in-depth analytical skills.

Externally Set Task : Implementation

Number of Lessons: 36 lessons / 12 weeks

AO1 – Develop	AO2 – Refine	AO3 – Record	AO4 – Present	
Minimum expectations below – Themes and journey are independently chosen and often include additional / variations				
Mind-Map				
Mood-Board				
Primary Sources				
Artist Analysis and Research				
		Artist Copy		
		Observational Study 1		
		Observational Study 2		
	Sample 1			
	Sample 2			
	Sample 3			
	Sample 4			
		Annotation of AO2 and AO3		
	Final Piece plan			
			Masterpiece – 10 hour Exam	
			Evaluation	

Main Recourses:

PowerPoint / ‘Look Book’ (Teacher and Peer exemplars from a wide range of inspiring stimuli)



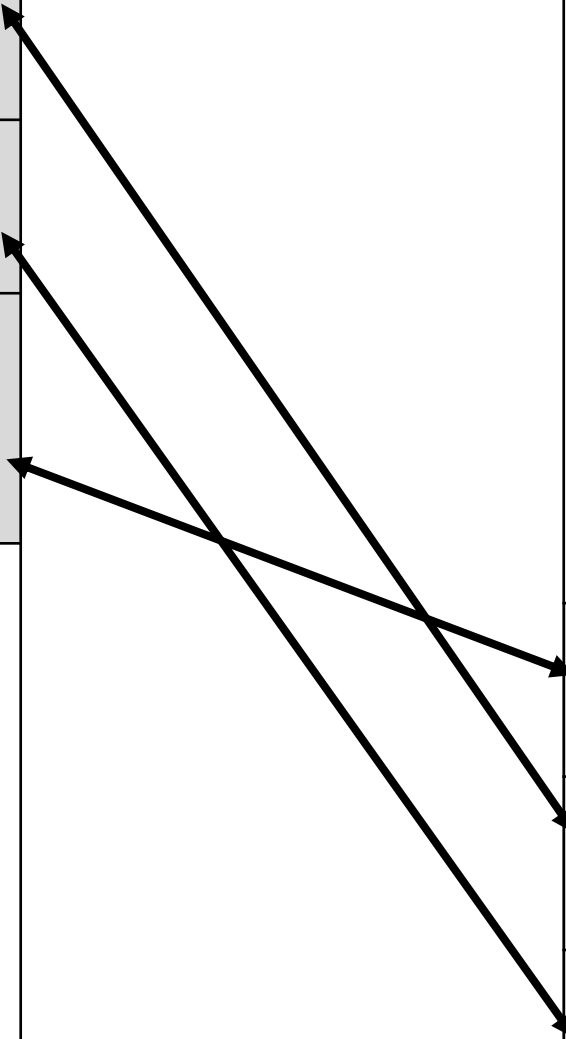
Methods of Assessment:

A3 grey front sheet with generic feedback

Use of assessment Results:

Updated on Go4Schools / Recorded on above sheet / Added on class RAG tracker / Added to folder which rotates as progress

Externally Set Task : Scheme of Learning

AO1 – Develop	AO2 – Refine	AO3 – Record	AO4 – Present
Minimum expectations below – Themes and journey are independently chosen and often include additional / variations			
Mind-Map Written / doodles A3 map of chosen theme using exam themes from OCR – consider how this could be interpreted / what is the focus?			
Mood-Board Secondary source A3 visual map of chosen theme using exam themes from OCR – consider how this could be interpreted / what is the focus? Also add fabric and paint swatches / keywords			
Primary Sources Collection of photographs representing refined angle through project - personal thread			
Artist Analysis and Research A3 page including space for artist study / images / fact-file / description / opinion and theme links / analysis (focus here – worth most marks)			
		Artist Copy Visual copy of chosen artists work / full or crop. Media and focus of pupil choosing	
		Observational Study 1 Visual study of chosen item which represents personal independent angle in theme - media of pupil choosing	
		Observational Study 2 Visual study of chosen item which represents personal independent angle in theme - media of pupil choosing	
	Sample 1 Trials of media / techniques / processes with notes of findings – pupil choice reflecting chosen thread through theme		
	Sample 2 Trials of media / techniques / processes with notes of findings – pupil choice reflecting chosen thread through theme		
	Sample 3 Trials of media / techniques / processes with notes of findings – pupil choice reflecting chosen thread through theme		
	Sample 4 Trials of media / techniques / processes with notes of findings – pupil choice reflecting chosen thread through theme		
		Annotation of AO2 and AO3 Notes reflecting learning / links / thoughts on each relevant independent page	Final Piece – 10 hour exam Created using chosen skills from project – free choice
	Final Piece Plan Detailed method / kit list / drawn and labelled plan to aid final outcome		
			Evaluation Written account of the project detailing tasks and learning

Year 7 : Introduction to Food and Nutrition: Intent

Specialist Subject: Food Preparation and Nutrition

Knowledge / Skills / Understanding Acquired:

- Students will learn how to apply the principles of nutrition and healthy eating.
- Students will be introduced to the eat well guide, food and its nutritional value and health and safety preparing and making food.
- Students will learn the importance of hygiene and the potential hazards when working in the technical area.
- Students will prepare and cook a variety of dishes incorporating theoretical understanding and knowledge.

Links to Previous Study - KS2:

- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed

Links to Future Study and the Wider World:

- All KS3 projects lead into AQA Food Preparation and Nutrition specification – Course content of knowledge / understanding / NEA1 & 2
- Promoting life long food practical skills and the understanding of healthy eating
- Development of employability skills

Due to the restriction of Covid bubbles and the result of no practical lessons we are teaching the Y7 curriculum to Y8 also in 21-22

Introduction to Food and Nutrition: Implementation

Number of Lessons: A Band - 30 lessons / 10 weeks B Band - 39 lessons / 13 weeks

Sequence of Lessons

Weeks	Food, Nutrition & Health	Food Safety	Food Science	Food Choice	Food Provenance
1	Eatwell Guide		Equipment knowledge		
2	8 tips for healthy eating	Food hygiene & Safety/Knife Skills			
3		Washing up Task	Food practical fruit salad	Sensory Evaluation	
4		Storing food			Food miles
5					Seasonality
6		Safe use of cooker	Weighing and measuring		
7			Food practical pizza		
8					Food Sources, Food waste
9				Sensory evaluation	Fair Trade
10				British cuisine	

Main Recourses:

Teacher prepared PowerPoint activities for each lesson / Wide range of video clips from a variety of sources
Student booklets / Food room practical area

Methods of Assessment:

Assessment sheets show the topics to be assessed, grade, feedback; with DIRT sessions built into lessons and recorded in booklets.

Use of assessment Results:

Used to identify areas of weakness in terms of knowledge and skills and inform future planning and teaching

Introduction to Food and Nutrition: Scheme of Learning



Food, Nutrition & Health	Food Safety	Food Science	Food Choice	Food Provenance
<ul style="list-style-type: none">• Give a definition of diet• Identify reasons why we need food• Identify the names of the nutrients and the function of each nutrient• Explore how the Eatwell Guide can help	<ul style="list-style-type: none">• Identify hazards that occur in a kitchen• Describe how to reduce hazards• Explain how to prepare for a practical• List the correct order for washing up• Explain how to use a knife safely• Use a sharp knife, demonstrating the claw or bridge technique	<ul style="list-style-type: none">• Demonstrate how to use the cooker safely• Functions of ingredients in a basic pastry• Creating a <i>basic pastry</i> – shortcrust• Understand how to prevent the process of enzymic browning	<ul style="list-style-type: none">• Describe the sensory characteristics using the correct sensory descriptors• Identifying British cuisine	<ul style="list-style-type: none">• Give a definition of food provenance• Identify foods that are grown in the UK• Explain what is meant by the term 'seasonal food'• List reasons for reducing food waste• Identify advantages and disadvantages of food miles



Year 8: Diet and health: Intent

Specialist Subject: Food Preparation and Nutrition

Knowledge / Skills / Understanding Acquired:

- Students will learn how to apply the principles of nutrition and healthy eating
- Students will be using the eat well guide, food and its nutritional value and health + safety preparing / making food
- Students will learn the importance of hygiene and the potential hazards when working in the technical area
- Students will prepare and cook a variety of European / International dishes incorporating theoretical understanding and knowledge

Links to Previous Study - KS2:

- Understand and apply the principles of a healthy and varied diet
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed

Links to Future Study and the Wider World:

- All KS3 projects lead into AQA Food Preparation and Nutrition specification – Course content of knowledge and understanding and NEA1 & 2
- Promoting life long food practical skills and the understanding of healthy eating
- Development of employability skills

Due to the restriction of Covid bubbles and the result of no practical lessons we are teaching the Y7 curriculum to Y8 also in 21-22

Diet and Health: Implementation

Number of Lessons: 30 lessons / 10 weeks (A Band) 39 lessons / 13 weeks (B Band)

Sequence of Lessons

Weeks	Food, Nutrition & Health	Food Safety	Food Science	Food Choice	Food Provenance
1		Food Safety and Personal health & safety			
2	Hydration and Eating for health				
3		Knife Skills	Food Practical – Soup	DIRT/Sensory evaluation	
4			Gluten/Yeast investigation		Primary/Secondary production of wheat
5			Food Practical - Bread and Butter making	DIRT/Sensory evaluation	
6	Nutritional content of Eggs		Eggs – Functions Food Practical - Quiche	Eggs- Moral & Ethical	Eggs –Production and farming methods
7			Eggs - Functions Food Practical - Burgers		
8	Fat soluble vitamins		Food Practical - Pizza		
9	Water soluble vitamins		Food practical – Chow Mein		
10			Food Practical - Muffins		

Main Recourses:

Teacher prepared PowerPoint activities for each lesson / Wide range of video clips from a variety of resources / booklets / Food room practical area / Investigation resources

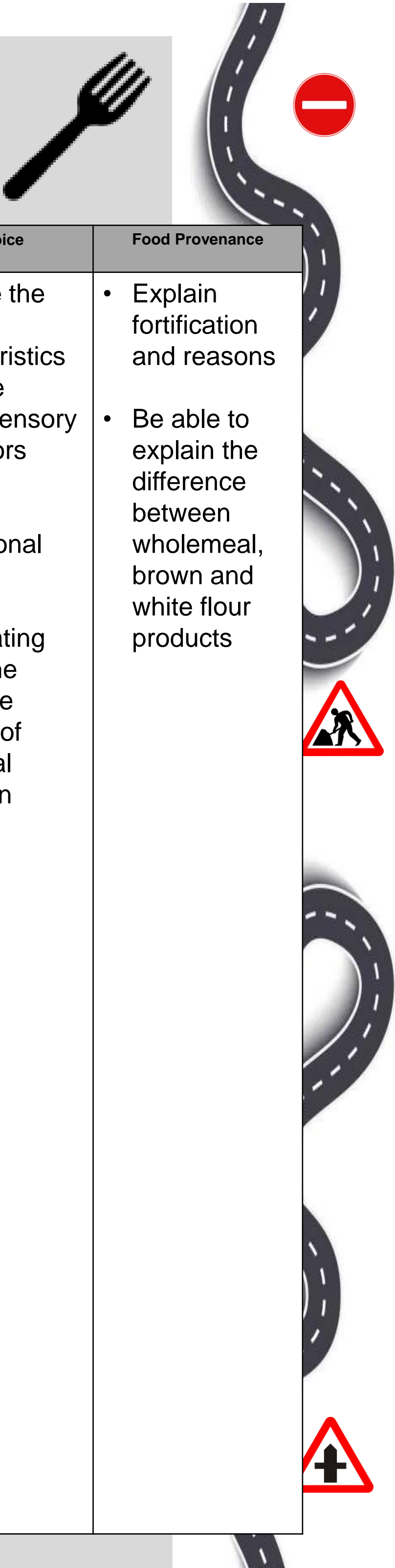
Methods of Assessment:

Assessment sheets show the topics to be assessed, grade, feedback; with DIRT sessions built into lessons and recorded in booklets.

Use of assessment Results:

Used to identify areas of weakness in terms of knowledge and skills and inform future planning and teaching

Diet and Health: Scheme of Learning



Food, Nutrition & Health	Food Safety	Food Science	Food Choice	Food Provenance
<ul style="list-style-type: none">• Name the three macronutrients and state at least one function and source of each• Explain why vegetables are an important part of our diet• Name the micronutrients – vitamins A, B group, C and D, and minerals calcium, iron and sodium• State at least one function and source of each micronutrient	<ul style="list-style-type: none">• Recap and recall how to set up a practical lesson - adding food hygiene of meat preparation• Use the hob, grill and oven safely• Use of electrical and kitchen equipment safely• Demonstrate knife skills• Preparing fruit and vegetables• Preparing <i>meat and vegetarian alternatives</i>• Prepare, combine and shape ingredients	<ul style="list-style-type: none">• Functions of ingredients in bread• Functional and chemical properties of proteins- gluten formation• Mechanical raising agents –aeration• Chemical raising agents- Baking powder• Biological raising agents- Yeast	<ul style="list-style-type: none">• Describe the sensory characteristics using the correct sensory descriptors• Define International cuisine• Investigating further the distinctive features of traditional European cuisines	<ul style="list-style-type: none">• Explain fortification and reasons• Be able to explain the difference between wholemeal, brown and white flour products

Year 9 : Factors affecting food choice: Intent

Specialist Subject: Food Preparation and Nutrition

Knowledge / Skills / Understanding Acquired:

- Students will learn how to apply the principles of nutrition and healthy eating.
- Students will be using the eat well guide, food and its nutritional value and health and safety preparing and making food.
- Students will learn the importance of hygiene and the potential hazards when working in the technical area.
- Students will prepare and cook a variety of dishes incorporating theoretical understanding and knowledge.

Links to Previous Study - KS2:

- Understand and apply the principles of a healthy and varied diet
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed

Links to Future Study and the Wider World:

- All KS3 projects lead into AQA Food Preparation and Nutrition specification – Course content of knowledge and understanding and NEA1 & 2
- Promoting life long food practical skills and the understanding of healthy eating
- Development of employability skills

Factors affecting food choices: Implementation

Number of Lessons: 24 lessons / 8 weeks (A Band) 30 lessons / 10 weeks (B Band)

Sequence of Lessons

Weeks	Food, Nutrition & Health	Food Safety	Food Science	Food Choice
1		Cross Contamination and knife skills		
2	Healthy Eating		Food Practical – Spring rolls	DIRT/Sensory evaluation
3	Nutritional needs/Life stages		Food Practical - Fajitas	DIRT/Sensory evaluation
4	Energy needs		Food Practical – Spaghetti Bolognese	DIRT/Sensory evaluation
5			Food Practical - Pasties	Budgeting a meal
6	Special dietary needs		Food Practical – Sweet & Sour Chicken	Special dietary needs
7			Recipe investigation Chemical & Functional properties of ingredients	Packaging & Labelling
8			Food Practical – Macaroni Cheese	Nutritional labelling
9			Chemical & Functional properties of ingredients Food Practical - Brownies	
10	End of topic final assessment			

Main Recourses:

Teacher prepared PowerPoint activities for each lesson / Wide range of video clips from a variety of resources / Student booklets / Food room practical area / Investigation resources

Methods of Assessment:

Assessment sheets show the topics to be assessed, grade, feedback; with DIRT sessions built

Into lessons and recorded in booklets

Use of assessment Results:

Used to identify areas of weakness in terms of knowledge and skills and inform future planning and teaching

Factors affecting food choice: Scheme of Learning



Food, Nutrition & Health	Food Safety	Food Science	Food Choice
<ul style="list-style-type: none">• Know the nutritional needs for different groups of people• Explain why we need energy, what is energy balance, sources of energy	<ul style="list-style-type: none">• Recap and recall how to set up a practical lesson - adding food hygiene of meat preparation• Name the places bacteria come from• State how and why food may become contaminated with bacteria	<ul style="list-style-type: none">• Functions of ingredients in <i>sauces</i> and <i>pasta</i>• Creating different sauces and pasta• Functional and chemical processes of starch – gelatinisation	<ul style="list-style-type: none">• Knowing what information needs to on a food label and why.• List the characteristics we judge food on when we eat• Describe the sensory characteristics of a variety of different foods using the correct sensory descriptors• Explain why sensory evaluation is carried out• Examine a traffic light label and analyse how the information helps the consumer make an informed choices.• Calculating a recipe



Year 10 Subject Intent: GCSE Food, Preparation and Nutrition

Specialist Subject: Food Preparation and Nutrition

Knowledge / Skills / Understanding Acquired:

- Students will demonstrate effective and safe high-level cooking skills by planning, preparing dishes using a variety of cooking techniques and equipment.
- Students will develop knowledge and understanding of the functional properties, chemical processes and nutritional content of foods.
- Students will understand the relationship between diet, nutrition and health, including the physiological and psychological effects of different diets and health.

Links to Previous Study:

Students will build upon prior learning from Key Stage 3. They will enhance their knowledge and understanding of what constitutes a healthy diet and good nutrition. The scheme of learning sets out the knowledge, understanding and skills required to cook and apply the principles of science, nutrition and health, food safety, food choice and food provenance. Before the start of the course they should already have developed a range of different practical skills and made a repertoire of predominantly savoury products which meet current guidelines for healthy eating. Food hygiene and safety is to be taught as an integral part of every lesson when preparing, cooking and serving foods.

Links to Future Study and the Wider World:

- GCSE projects promote life long food practical skills and the understanding of healthy eating
- Employability skills such as time management, health & safety, and independence lead directly into further studies

Year 10 Food Preparation and Nutrition: Implementation

Sequence of Lessons

Food Nutrition and health	Food Science	Food Safety	Food Choice	Food Provenance	Food Skills
3.2.1 Macronutrients 3.2.1.3 Carbohydrates 3.2.1.1 Protein 3.2.1.2 Fats 3.2.2 Micronutrients 3.2.2.1 Vitamins 3.2.2.1 Antioxidant Vitamins 3.2.2.3 Water 3.2.3 Nutritional needs and health 3.2.3.1 Making informed choices for a varied and balanced diet, Nutritional analysis, Dietary groups	3.3 Food Science 3.3.1 <i>Cooking of food and Heat transfer</i> 3.3.2 Functional and chemical properties of food - 3.3.2.2 <i>Carbohydrates</i> 3.3.2 Functional and chemical properties of food - 3.3.2.1 <i>Proteins</i> 3.3.2 Functional and chemical properties of food - 3.3.2.3 <i>Fats and oils</i> 3.3.2 Functional and chemical properties of food - 3.3.2.5 <i>Raising agents</i>	3.4 Food safety 3.4.1.4 Bacterial contamination 3.4.2.1 Buying and storing food 3.4.2.2 Preparing, cooking and serving food	3.5 Food choice 3.5.1 Factors affecting food choice 3.5.2 British and international cuisine 3.5.3 Sensory evaluation	3.6.2 Food processing and production 3.6.2.1 Food production	<ul style="list-style-type: none">General practical skillsknife skillspreparing fruit and vegetablesuse of cookercooking and equipmentSaucesDoughRaising agentsSetting mixtures

Main Resources:

Illumination .digital/AQAfood, Teacher PowerPoints, worksheets, recipe sheets.

Methods of Assessment:

End of topic tests, Practical assessments, Investigating assessments, Mock NEA 1 investing task, Mock NEA 2 Practical task, Mock written exam: 1 hour 45 minutes. All WW/EBI/NS feedback added to A3 assessment sheet

Use of assessment Results:

Updated on Go4Schools / Recorded on above sheet/ Verbal feedback given during practical's and investigations

GCSE Food Preparation and Nutrition: Scheme of Learning



Food, Nutrition & Health	Food Safety	Food Science	Food Choice	Food Provenance
<ul style="list-style-type: none">• Sugars, Starches and Fibre• HBV and LBV proteins• Protein complementa tion• Saturated, monounsatur ated and polyunsaturat ed fats• Fat soluble and Water-soluble vitamins	<ul style="list-style-type: none">• Types of food poisoning bacteria• Symptoms of food poisoning	<ul style="list-style-type: none">• Why food is cooked and how heat is transferred to food• Selecting appropriate cooking methods• caramelisation/ dextrinization/ gelatinisation• Gluten formation• Denaturation• Coagulation/foa m formation• Plasticity/Shorte ning/ Aeration• Emulsification• Chemical/Biolog ical/ Mechanical raising agents	<ul style="list-style-type: none">• Factors which influence food choice – cost/ religious, cultural and ethical reasons• Sensory testing methods• How taste receptors and olfactory systems work when tasting food.• British food choices International cuisine and culinary traditions	<ul style="list-style-type: none">• Primary and Secondary stages of processing and production of wheat and milk.• How processing affects the sensory and nutritional properties of ingredients

Year 11 Subject Intent: GCSE Food, Preparation and Nutrition

Specialist Subject: Food Preparation and Nutrition

Knowledge / Skills / Understanding Acquired:

- Students will demonstrate effective and safe high-level cooking skills by planning, preparing dishes using a variety of cooking techniques and equipment.
- Students will develop knowledge and understanding of the functional properties, chemical processes and nutritional content of foods.
- Students will understand the relationship between diet, nutrition and health, including the physiological and psychological effects of different diets and health.

Links to Previous Study:

Students will be expected to apply their knowledge and understanding of the specification from the Year 10 course and demonstrate a wide range of practical skills in the Non-Exam Assessment (NEA).

The final written paper will assess their theoretical knowledge and understanding of the subject content of this specification.

Students will have been taught a wide range of food preparation skills which have been integrated throughout the Year 10 scheme of work and linked where appropriate to the subject content

Links to Future Study and the Wider World:

- GCSE projects promote life long food practical skills and the understanding of healthy eating
- Employability skills such as time management, health & safety, and independence lead directly into further studies

Year 11 Food Preparation and Nutrition: Implementation

Sequence of Lessons

Food Safety	Food Provenance	Food Choice	NEA	Revision	Food Skills
3.4 Food safety 3.4.1 Food spoilage and contamination 3.4.1.1 Micro-organisms and enzymes 3.4.1.2 The signs of food spoilage (also covers Revision 3.4.1.3 Micro-organisms in food production	3.6 Food provenance 3.6.1 Environmental impact and sustainability 3.6.1.1 Food sources 3.6.1.2 Food and the environment 3.6.1.3 Sustainability of food	3.5 Food choice 3.5.3 Sensory evaluation	NEA Task 1: Food Investigation – Assessment brief released 1st September. 10 hours to complete the task NEA Task 2: Food Preparation task– Assessment brief released 1st November. 20 hours to complete the task.	Exam style questions Quizzes Games	<ul style="list-style-type: none">General practical skillsknife skillspreparing fruit and vegetablesuse of cookercooking and equipmentSaucesDoughRaising agentsSetting mixtures

Main Resources:

Illumination.digital/AQAfood, Teacher PowerPoints, worksheets, recipe sheets.

Methods of Assessment:

End of topic tests, Practical assessments, Investigating assessments, NEA 1 investing task, NEA 2 Practical tasks. All WW/EBI/NS feedback added to A3 assessment sheet. Written exam: 1 hour 45 minutes

Use of assessment Results:

Updated on Go4Schools / Recorded on above sheet/ Verbal feedback given during practical's/investigations

GCSE Food Preparation and Nutrition: Scheme of Learning



Food Provenance	Food Safety	Food Choice	NEA 1	NEA 2
<ul style="list-style-type: none">Environmental issues associated with foodExplain how each environmental issue may influence food choice, including: seasonal foods sustainable methods of farming, transportation of food and food miles / organic food / local produce / packaging / carbon footprint / food wastageHow ingredients are grown, reared and caught, including: free range/ genetically modifiedExplain the impact of food and food security on local and global markets and communities.	<ul style="list-style-type: none">Micro-organisms: yeasts, moulds, bacteria and their growth conditionsEnzymes in food spoilage/ enzymic browning	<ul style="list-style-type: none">Food labelling and marketing influences	<ul style="list-style-type: none">Analyse the taskPractical experiments and investigationsAnalyse and interpret results of the investigative workEvaluate hypothesis with justification	<ul style="list-style-type: none">Researching the taskDemonstrating technical skillsPlanning for the final menuMake 3 dishes within 3 hour timelineAnalysis and evaluation

