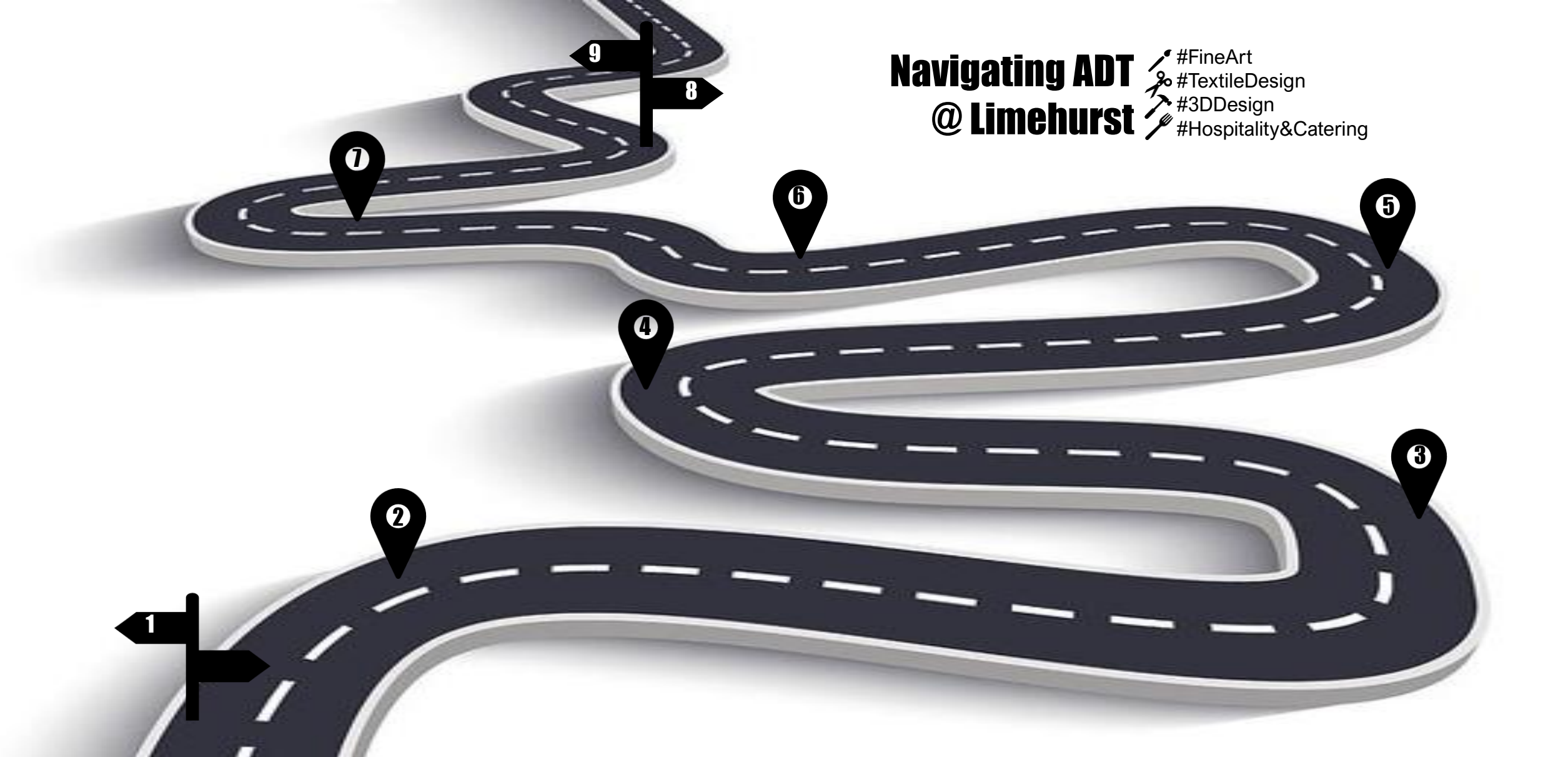




<KS2

1. Primary Stage Curriculum 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	Diet & Health / World Food
	4. Year 9 (Identity)	Portraiture	Influential Embroidery	Cardboard Modelling	Making Choice: Dietary Needs
			Skin, Fur, Feathers, and Scales	Body Adornment	H&C Task: Two Course Meal
	5. Options (GCSE Taster)	Choose from: GCSE Fine Art / Textile Design / 3D Design / Hospitality & Catering			
KS4	6. Year 10	U1 Change / Single / Music - Plus U1 Mock Exam	Under the Sea - U1 Portfolio - Plus U1 Mock Exam	Course phasing out	Unit 1: Hospitality & Catering provision / Hospitality & Catering provider operations / health and safety / food safety Unit 2: Importance of nutrition / menu planning / skills and techniques of presentation, cooking, and presentation of dishes / evaluation of cooking skills - Plus Unit 1 & 2 Mock Exams
	7. Year 11	Continue and complete U1 - Plus U1 Mock Exam - Externally Set Task U2	Continue and complete U1 - Plus U1 Mock Exam - Externally Set Task U2		Continue and complete U1 - Plus U1 Mock Exam - Externally Set Task U2
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 (incl English & Maths) one to be a directly linked GCSE to your chosen course.
Delisle: Two grade 5 and above plus four grade 4 and above (inclu English & 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 teamwork, 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 and exploring the cultural capital, creativity and wealth of our existence.



Design > Make > Evaluate: The Core ADT Curriculum at KS3 (Using the National Curriculum)

- ✦ 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 practices 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 Hospitality & Catering

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. Y11 only – Phasing out OCR GCSE Art and Design: 3D Design (see the first table below for breakdown)
- 4. Eduqas Level 1/2 Vocational Award in Hospitality & Catering (see the second table below for breakdown)

Content Overview	Assessment Overview	
There are seven specification titles available for study. The titles are: • 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: • 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 • 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

Summary of Assessment				
Unit 1: The hospitality and catering industry				
Written examination: 1 hour 20 minutes				
40% of qualification				
				80 marks
Questions requiring short and extended answers, based around applied situations. Learners will be required to use stimulus material to respond to questions.				
Unit 2: Hospitality and catering in action				
Controlled assessment: approximately 12 hours				
60% of qualification				
				120 marks
An assignment brief will be provided by WJEC which will include a scenario and several tasks available via the WJEC Secure Website.				
	A01	A02	A03	Total
Unit 1	17%	14%	9%	40%
Unit 2	8%	36%	16%	60%
Overall weighting	25%	50%	25%	100%



- 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 factual understanding of relevant sources

AO2 – Refine practical work by exploring ideas safely. Develop independence and skill across key-skills such as the knowledge of colour theory

AO3 – Record observations showing accuracy of shape, and correct application of colour theory

AO4 – Present a personal response that showcases an ability to combine influences explored across the project

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.

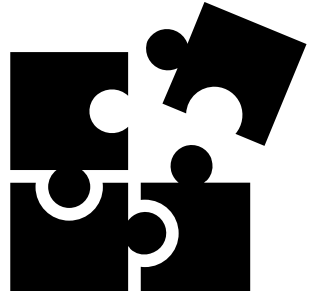
Links to Future Study and the Wider World:

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			
	Homework Tasks Using Pop Art Colour Drawing a Food Tin (in the style of Andy Warhol) Drawing Iconic Logos Drawing using a Grid		
	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
*Artist Research A4 page produced on PowerPoint - includes images / fact-file / description / opinion and theme links / analysis Artists include: Peter Blake Andy Warhol			
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.			
	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.		
		Artist Copy 2 different key skills taught: Peter Blake 1. Use of a viewfinder 2. Colour theory – to paint their drawings.	
	Final Piece Plan Detailed method / kit list / drawn and labelled plan to aid final outcome		
			Final Piece A3 piece that takes visual elements from our two artists. Evaluation Written account of the project detailing tasks and learning



Year 8: ‘Celebration: Mexican Day of the Dead’ - Intent

Specialist Subject: Fine Art

Knowledge / Skills / Understanding Acquired:

AO1 – Develop ideas through investigations, demonstrating a personal, descriptive understanding of sources

AO2 – Refine work by exploring practical ideas safely. Develop independence and skill with composition and pattern

AO3 – Record observations demonstrating accuracy of shape, form, and tone

AO4 – Present a plushie final piece that realises intentions and demonstrates precision with assembly and embellishment

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: 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				
Mood-board (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

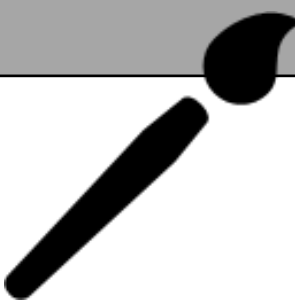
Methods of Assessment:

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
*Artist Research A4 page produced on PowerPoint - includes images / fact-file / description / opinion and theme links / analysis Artists include: David Lozeau, Sylvia Ji, Ian MacArthur and Thaneeya Macardle Mood board (Homework) A4 page of secondary images and own drawings in colour. Set as a homework task and rated against MOG.			
		*Artist Copy Students are to produce an A4 Artist Copy of their chosen artist in colour pencil.	
	Black and White Pattern Page Students explore the visual iconography of the Day of the Dead and its relevant symbols and meanings. 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.		
		Observational Drawing – Skull The skull, the symbol of death, is prominent in the art created to celebrate Day of the Dead. With reference to the skull itself, students are guided through the process of creating their own drawing of a skull. 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		
			Final Piece Day of the Dead inspired Skull Plushie Evaluation Written account of the project detailing tasks and learning



Year 9: Portraiture - Intent

Specialist Subject: Fine Art

Knowledge / Skills / Understanding Acquired:

- AO1 – Develop ideas through investigations, demonstrating a detailed personal understanding of sources
- AO2 – Refine work by exploring ideas, then selecting and experimenting with compositions for a final piece
- AO3 – Record observations demonstrating accuracy using proportion, scale, and texture
- AO4 – Present a personal and meaningful response that realises intentions and demonstrates understanding of artists studied in combination with own ideas

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.

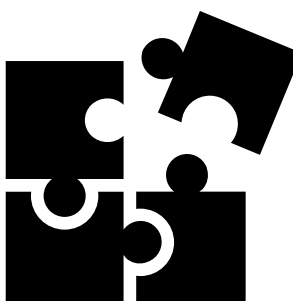
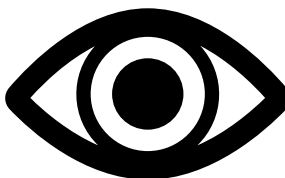
Links to Future Study and the Wider World:

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: 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			
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:

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

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: Portraiture extension - Intent

Specialist Subject: Fine Art

Knowledge / Skills / Understanding Acquired:

- AO1 – Develop ideas through investigations, demonstrating basic critical understanding of sources
- AO2 – Refine work by exploring and experimenting with own primary sources
- AO3 – Record observations demonstrating accurate use of shape, form, tone, and texture. Use primary sources to demonstrate skill in proportion, scale, and composition.
- AO4 – Present a personal and meaningful response that realises intentions and demonstrates firm 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.

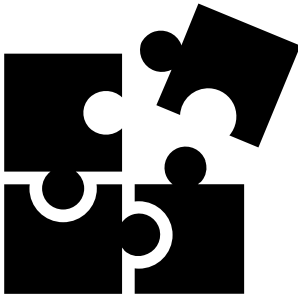
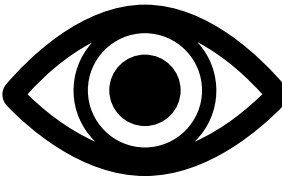
Links to Future Study and the Wider World:

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 extension 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 and visual analysis	Drawing from direct observation using different media and methods of recording	Annotation of work as it progresses, linking own work to artists style and media.	
	Working from observational drawings to create self-portraits in a range of new media, such as monoprint/lino print and acrylic paint.		
			Final Piece/s; Mono prints, Reduction Lino prints, multi-media self-portraits.

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

Extension Portraiture Project: Scheme of Learning

AO1 – Develop	AO2 – Refine	AO3 – Record	AO4 – Present
*Artist Research To become familiar with the work of 5 new artists, selecting appropriate elements and using those to inform students' own work. Artists as follows: 1 – Alexander Calder 2 - Dryden Goodwin 3 – Gary Hume 4 - James Earley 5 – Claudette Johnson	Throughout the project students will be working using a range of new media and processes. This includes: sculpting wire, string, frottage, mono printing, reduction lino prints, acrylic paint and multimedia collage.	Drawing from ‘direct observation’ using different media and methods of recording, beginning with blind drawings, scribble drawings and continuous line drawings. These drawings are the springboard for all other work.	Final Piece/s These final outcomes showcase their most effective and ‘polished’ work from each media used. Their end piece is a culmination of these interim works and is a self-portrait using a range of medias to create work which borrows elements from each artist studied.
Additional out of lesson learning. Students will ensure they have completed a page of basic research on each of the artist above. Ensuring that they highlight the areas of interest from each artist with a view to emulate elements in their own practice. Students will also create design pages of flora and fauna to use in their final multi-media self-portrait.		Evaluations and annotations. These are completed throughout the project with learners taking time to address pitfalls and perks of each media. They also make connections to the work of each artist studied.	

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. Demonstrate ability to explore and refine the use of watercolour, mono-print, and oil pastel in a controlled manner. Develop confidence in photography and exploring outcomes of photo editing.

AO3 – Record observations demonstrating accuracy using a range of media (including chalk and charcoal) across shape, form, scale, proportion, tone, texture

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.

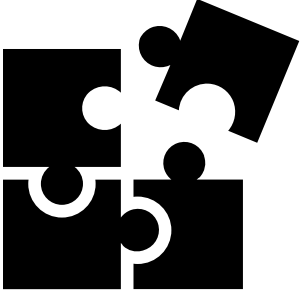
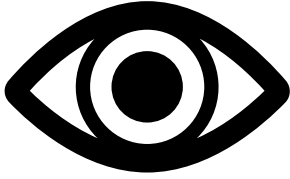
Links to Future Study and the Wider World:

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.

Portfolio: Implementation

Number of Lessons: 84 lessons / 28 weeks – 81 lessons / 27 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		
	Photo editing/collage		
	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

Change/Single: Scheme of Learning

AO1 – Develop	AO2 – Refine	AO3 – Record	AO4 – Present
Mind-Map Written / doodles A3 map of theme: ‘Change’ or ‘Single’ – consider how this could be interpreted / what is the focus?			
Mood-Board Secondary and Primary source A3 visual map of theme: ‘Change’ or ‘Single’. Consider how this could be interpreted – what is the focus? Also add fabric and paint swatches / keywords			
Artist description and analysis 1 A3 page including images / description / opinion and theme links / analysis – focus in on in-depth personal response			
Artist description and analysis 2 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 suitable reference (either Primary or Secondary image)	
		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	
	Photo Editing Workshop Students use digital software to develop and experiment with their Primary Sources.		
	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: 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.

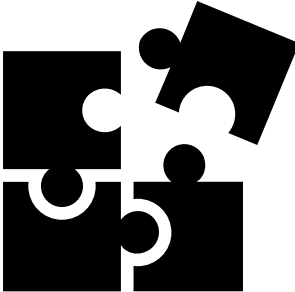
Links to Future Study and the Wider World:

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 Analysis and Research 2		Artist Copy 1	
		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



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. Demonstrate ability to explore and refine the use of watercolour, mono-print, and oil pastel in a controlled manner. Develop confidence in photography and exploring outcomes of photo editing.

AO3 – Record observations demonstrating accuracy using a range of media across shape, form, scale, proportion, tone, texture

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.

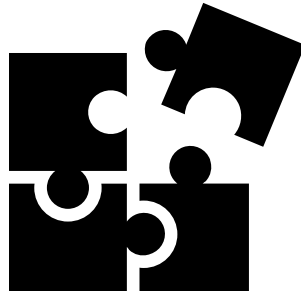
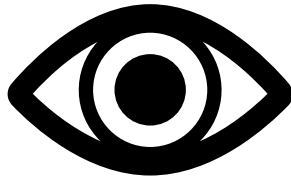
Links to Future Study and the Wider World:

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.

Portfolio: Implementation

Number of Lessons: 100 lessons / 34 weeks

Sequence of Lessons

AO1 – Develop	AO2 – Refine	AO3 – Record	AO4 – Present
Artist research and analysis		Mindmaps	
Transcription of artist’s work		Annotations	
Understanding context and how one can utilise aspects in own work.		Drawing from real life	
		Photographs from direct observation.	
		Drawing from photographs	
		Mood-Boards/collages	
		Recording in different media (e.g. pen, pencil, coloured pencil, collage, photography)	
		Independent Experimentation	
Development of Ideas showing links to artists			
			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

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. Demonstrate ability to explore and refine the use of relevant media. Develop confidence in photography.

AO3 – Record observations demonstrating accuracy using a range of media across shape, form, scale, proportion, tone, texture

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.

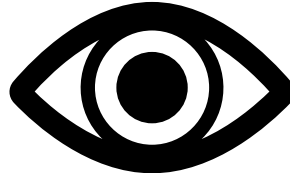
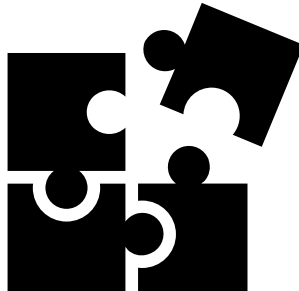
Links to Future Study and the Wider World:

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.

Portfolio: Implementation

Number of Lessons: 36 lessons / 12 weeks

Sequence of Lessons

AO1 – Develop	AO2 – Refine	AO3 – Record	AO4 – Present	
Artist research and analysis				
Transcription of artist’s work				
Understanding context and how one can utilise aspects in own work. 				Mindmaps
				Annotations
		Drawing from real life		
	Recording in different media (e.g. pen, pencil, coloured pencil, collage, photography)	Photographs from direct observation.		
	Independent Experimentation	Drawing from photographs	Masterpiece	
Development of Ideas showing links to artists				
		Mood-Boards/collages	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

MUSIC: Scheme of Learning

AO1 – Develop	AO2 – Refine	AO3 – Record	AO4 – Present	
Research and analysis on Kandinsky (link to music) Double page spread including images / description / opinion and theme links / analysis – focus in on in-depth personal response				
Research and analysis on second artist (to link with each learner's sub-headings in mini brainstorm). Double page spread including images / description / opinion and theme links / analysis – focus in on in-depth personal response				
Transcriptions on the work of both artists. Exploring context and media relevance to each.		Mindmap on the theme of MUSIC. Using a word association 'game' to help generate more lateral and conceptual ideas.		
		Moodboard/collage. Created using imagery that links to the words on the main brainstorm.		
		Mini mindmaps and mini moodboards. Learners hone their ideas and decide upon 2 words which spark the most interest.		
		Drawing from real life of music instruments in situ, using a range of different media. Introducing the notion of negative space.		
		Photographs from real life of music instruments in situ.		
		Annotations to explain their thought processes.		
		Recording in different media (e.g. pen, pencil, coloured pencil, collage, photography). Using the work in AO3 & AO1 as a method to extend and improve learner's media experimentation and techniques.		
		Independent Experimentation Using any of the media trialled and demonstrated previously, link to artists work and begin to explore chosen sub themes contextually and literally.		
		Final Piece Produced in 'exam conditions' to mimic 10 hour exam.		
		Evaluation Written account of the project detailing tasks and learning		



Yr 11 MOCK – Scheme of learning (previous academic year 'exam' series)

AO1 – Develop	AO2 – Refine	AO3 – Record	AO4 – Present
Research and analysis on relevant artist (link to subheadings) Double page spread including images / description / opinion and theme links / analysis – focus in on in-depth personal response			
Research and analysis on second artist (to link with either subheading or main topic theme). Double page spread including images / description / opinion and theme links / analysis – focus in on in-depth personal response			
Transcriptions on the work of both artists. Exploring context and media relevance to each.			
Plan of Action outlining what elements from each artist the learner intends to use.		Mindmaps on the theme of chosen theme. Using a word association ‘game’ to help generate more lateral and conceptual ideas.	
		Moodboard/collage. Created using imagery that links to the words on the main brainstorm.	
		Mini mindmaps and mini moodboards. Learners hone their ideas and decide upon 2 words which spark the most interest.	
		Drawing from real life in situ, using a range of different media.	
		Photographs from real life in situ.	
		Annotations to explain their thought processes.	
		Recording in different media (e.g. pen, pencil, coloured pencil, collage, photography). Using the work in AO3 & AO1 as a method to extend and improve learner's media experimentation and techniques.	
	Independent Experimentation Using any of the media trialled and demonstrated previously, link to artists work and begin to explore chosen sub themes contextually and literally.		
			Final Piece Produced in ‘exam conditions’ to mimic 10 hour exam.
			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, demonstrate factual understanding of relevant sources

AO2 – Refine work by exploring practical ideas safely. Develop independence across weaving and embroidery

AO3 – Record observational studies with accuracy of shape and form

AO4 – Present a personal response that realises intentions and demonstrates controlled skill with embroidery

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.

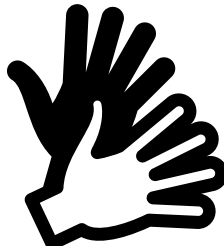
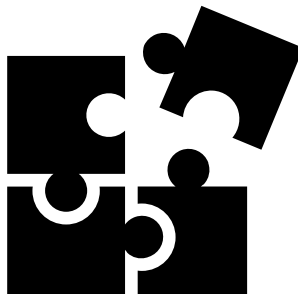
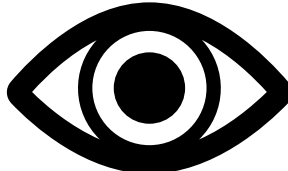
Links to Future Study and the Wider World:

After developing a range of 2D Textiles skills using a variety of hand-techniques 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			
		Observational Drawing of gaming controller	
Artist Research			
		Artist Study	
	Hama bead / Mosaic trial		
	Digital Pixilation		
			
	Weaving		
	Binka Embroidery		
Method Notes			
Final Piece Plan		Final Piece	
		Evaluation	

Main Resources:

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

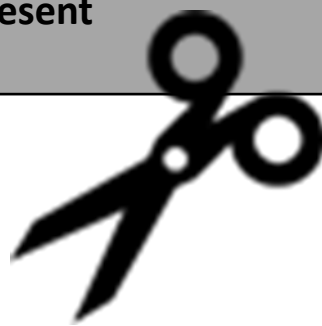
Methods of Assessment:

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 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 personal, descriptive understanding of sources
- AO2 – Refine work by exploring practical ideas safely. Develop independence across ruching (basic fabric manipulation techniques) and 2D/3D dry felting techniques
- AO3 – Record observational studies with accuracy of colour mixing. Engage with new drawing methods such as continuous line. Develop observational skill in recording using specialist materials with precision – including safe and independent work on a sewing machine
- AO4 – Present a personal and meaningful response that realises intentions and demonstrates proficiency with a sewing machine and controlled skill in applique & embellishment

Links to Previous Study:

During Y7 pupils will have developed a range of key specialist practical 2D skills using a variety of hand-techniques, 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.

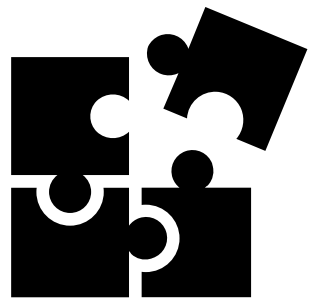
Links to Future Study and the Wider World:

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 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			
		Observational Drawing of cake	
Artist Research			
			
		Applique Cupcake	
	Felting / Ruching		
	Slice Inspo		
	Final Piece Plan		
			Final Piece
			Evaluation

Main Resources:

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 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: Influential Embroidery: Intent

Specialist Subject: Textiles

Knowledge / Skills / Understanding Acquired:

- AO1 – Develop ideas through investigations, demonstrating basic critical understanding of sources
- AO2 – Refine work with accuracy of colour mixing across traditional Art, and Textiles specialist media such as fabric crayon, dye-sticks, and paint
- AO3 –Record observational studies by exploring practical ideas safely. Develop independence and skill with digital media
- AO4 – Present a personal and meaningful response that realises intentions, shows understanding of visual language via personal selection, and demonstrates competency across advanced mixed-media techniques such as layered embroidery and digital media

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.

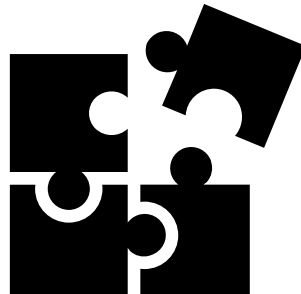
Links to Future Study and the Wider World:

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 printing skills and building confident working practices across the AO's. 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			
Artist Research			
		Personal Objects	
		Silhouette	
	Swatching		
		Cartoonise	
	Colour & Stitch Practice		
	Final Piece Plan		
		Final Piece	
		Evaluation	

Main Resources:

PowerPoint / Exemplar work (Teacher and Peer – Various levels) / Analysis Frame / Artist laminates / Video demos of digital media / 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

Influential Embroidery: Scheme of Learning

AO1 – Develop	AO2 – Refine	AO3 – Record	AO4 – Present
Mind-Map Written / doodles A3 map of theme: People who influence you			
Mood-Board Secondary and Primary source A3 visual map of theme: People who influence you			
Artist Research A3 page including images / fact-file / description / opinion and theme links / analysis			
		Personal Objects Collect images suitable for the silhouette workshop below	
		Silhouette Using the work of Gio Swaby as an influence, explore silhouettes of relevant / symbolic objects on Photopea (digital design)	
	Swatching Use an important image to create a digitally swatched palette (meaningful colours to use moving forward)		
		Cartoonise Using the line portraiture of Picasso as an influence, create cartoon style images using digital media	
	Colour & Stitch Practice Using the work of Basquiat and Risque as influence explore the use of mixed media in a layered response		
	Final Piece Plan Detailed method / kit list / drawn and labelled plan to aid final outcome		
		Final Piece Portrait made using chosen skills from project and linking the work of professionals	
		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 basic critical understanding of sources
- AO2 – Refine work by exploring practical ideas safely. Develop independence and skill across oil pastel transfer, mono printing, batik, and digital image manipulation
- AO3 – Record observational studies using layered specialist techniques: rub print, press print, screen print. - accurately recording the use of surface pattern. Accurately explore the work of a professional in a practical response
- AO4 – Present a personal and meaningful response that realises intentions and demonstrates understanding of working as a professional designer in a surface pattern product mock-up

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 furthering their specialist printing skills and knowledge of professional practice. 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.

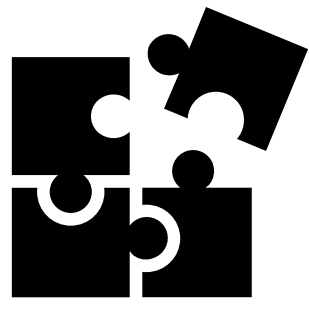
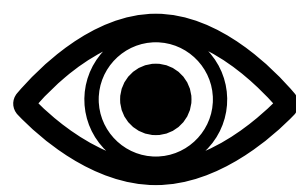
Links to Future Study and the Wider World:

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 the AO's. 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				
				Skin Study
				Scales Study
		Shamekh Bluwi Study		
	Fur Experiment			
	Feathers Experiment			
Digital Image Manipulation				
Final Piece Plan				
			Final Piece	
			Evaluation	

Main Resources:

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

Methods of Assessment:

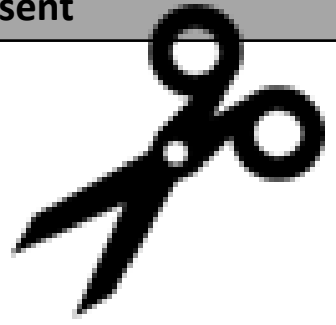
A3 grey front sheet with grading, feedback, targets, built in DIRT, and re-grades – This is a mixture of Teacher / Self / Peer assessment with plenty of 1:1 opportunities mirroring KS4 / 5 'Critique' style tutor appointments

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 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 and mono-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-safe 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: Under The Sea: Intent

Specialist Subject: Textiles

Knowledge / Skills / Understanding Acquired:

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

AO2 – Refine work by exploring practical ideas safely. Develop independence and skill across thermo-reactive fabric manipulation techniques, image transfer, couching, quilting, and wet felting. Link these experiments to the work of professionals

AO3 – Record observational studies using explorative approaches when accurately capturing shape, form, tone, texture, and colour. Use a broad range of specialist Art and Textile media such as weaving, laser cutting, slashing, and fabric manipulation techniques such as pleating. Work as a designer using colour-swatching accurately

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.

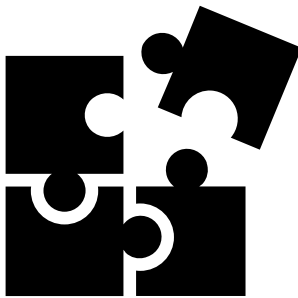
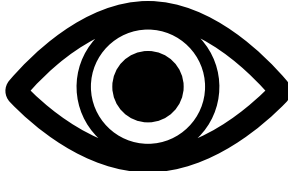
Links to Future Study and the Wider World:

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 Sealife Centre in Birmingham to provide valuable first-hand visuals for observational accuracy.

Under The Sea: 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				
				Beach colours with Jackie Gale
				Corals & Shells with Ernst Haeckel
				Fish with Yellena James & Duncan Cameron
		Sand ripples & Waves with Sandra Meech		
		Write up Trip		
	Padded Shell with Jan Kilpatrick			
	Jellyfish with Carolyn Saxby			
Seaweed with Jennifer Bencharsky				
Final Piece plan				
		Masterpiece		
		Evaluation		

Main Resources:

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

Under The Sea: Scheme of Learning

AO1 – Develop	AO2 – Refine	AO3 – Record	AO4 – Present
Mind-Map Written / doodles A3 map of theme: ‘Under The Sea’ – consider how this could be interpreted / what is the focus?			



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.

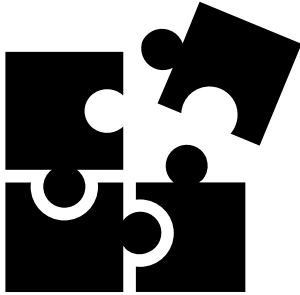
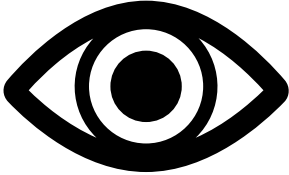
Links to Future Study and the Wider World:

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		Mock in Y10 = Sustained and planned A02/3 Piece	
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		Mock in Y11 = Final Piece for Portfolio
	Sample 2		
	Sample 3		
	Sample 4		
	Annotation of AO2 and AO3		
	Final Piece plan		
			Masterpiece
			Evaluation

Main Resources:

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

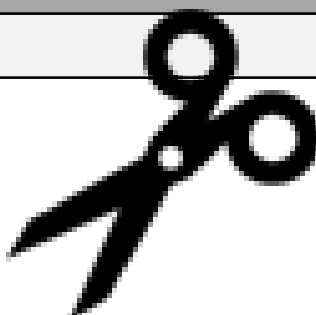
Methods of Assessment:

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)			
	Mock in Y10 = Sustained and planned A02/3 Piece		
		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	Mock in Y11 = Final Piece for Portfolio
	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.

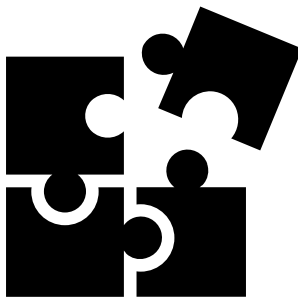
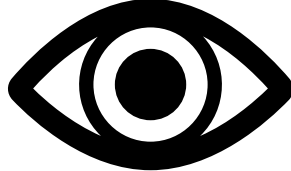
Links to Future Study and the Wider World:

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

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				
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 Resources:

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

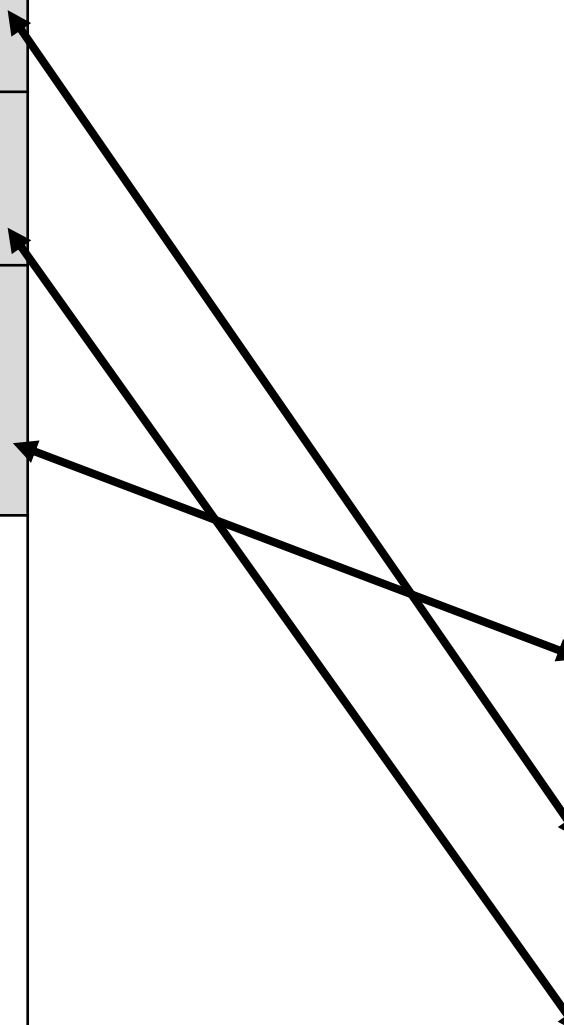
Methods of Assessment:

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			
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: Workshop Skills : Intent

Specialist Subject: 3D Design

Knowledge / Skills / Understanding Acquired:

- AO1** – Develop ideas through investigations, demonstrate factual understanding of relevant sources
- AO2** – Refine work by exploring practical ideas safely. Develop independence across basic workshop tools and machinery such as scroll and coping saws, sanding discs and blocks, files, vices and clamps, the pillar drill
- AO3** – Record observational studies and design ideas using the ‘Health and Safety Passport’. Explore the work of designers with accuracy of shape and layering
- AO4** – Present a personal response that realises intentions and demonstrates controlled skill when making artefacts

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.

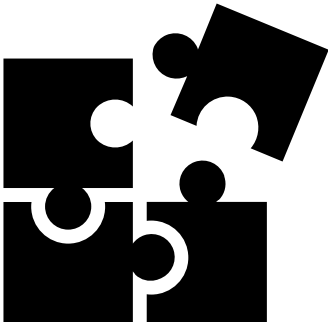
Links to Future Study and the Wider World:

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.

Yr 7 Workshop Skills : 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	
Research – H&S. Tools & Equipment				
		Drawing		
		Letters / shapes		
		H&S Skills Passport		
		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:

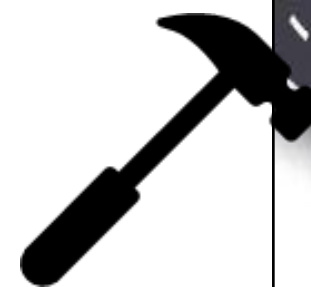
A4 grey front sheet with grading, feedback, targets, built in DIRT, and re-grades – This is a mixture of Teacher / Self / Peer assessment with plenty of 1:1 opportunities mirroring KS4 / 5 ‘Critique’ style tutor appointments. Health & Safety/Skills competence ‘Passport’.

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

Yr7 Workshop Skills : Scheme of Learning

AO1 – Develop	AO2 – Refine	AO3 – Record	AO4 – Present
Research Understanding of risks in the workshop. Worksheets to cover the following tools and skills: • Scroll Saw • Pillar Drill • Bench Vice • Filing - large and small files • ‘G’ Clamps/Cramps • Coping Saw • Sanding Blocks • Abrasive Papers • Jewellers ‘V’ block • Water based dyes • Wet & Dry Paper			
	Skills - to teach the safe use of: • Scroll Saw • Pillar Drill • Bench Vice • Filing - large and small files • ‘G’ Clamps/Cramps • Coping Saw • Sanding Blocks • Abrasive Papers • Jewellers ‘V’ block • Water based dyes • Wet & Dry Paper	Drawing Simple drawing of small ‘Keyring’ sized ideas on graph paper to aid size consistency and drawing accuracy. 9-12. To use the entire size of material provided. Create multiple designs to show off creativity and possibilities. To demonstrate pencil and rendering skills for us to assess their ability in visual communication. Repetition of drawing ideas and transferring ideas to materials accurately.	
	Classwork Design page of equally sized ideas of keyring ideas 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		
	Homework Tasks Throughout the rotation, students are given specific homework tasks that each teach a particular skill/ extend classwork. Examples include; Drawing from a list of objects to practice skills		
		Photos Photographic evidence of their artefacts as part of project work	
			Final Pieces 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 personal, descriptive understanding of sources

AO2 – Refine work by exploring practical ideas safely. Develop independence across cutting and joining techniques – including CAD/CAM extension opportunities.

AO3 – Record design studies with accuracy of line, tone, form. Engage with new drawing methods such as designing to scale

AO4 – Present a personal and meaningful response that realises intentions and demonstrates proficiency and controlled skill with workshop tool & machinery when making a puzzle

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.

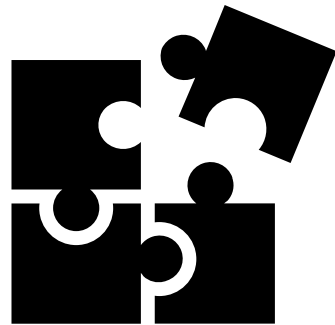
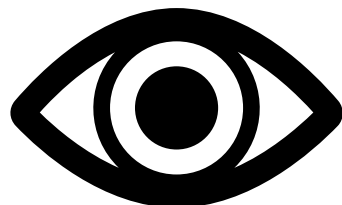
Links to Future Study and the Wider World:

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.

Yr8 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>	
Moodboard H/W		Design Ideas		
		Packaging Design (Ext. Task)		
		Final Idea + Cutting List		
		Manufacturing & H&S		
		CAD / CAM (extension task)		
	Final Piece			
		B Band extension – CAD/CAM		
		Evaluation		

Main Resources:

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

Methods of Assessment:

Grey 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

Yr8 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 H/W Collecting images and arranging them appropriately to reflect understanding of a range of puzzles			
		Observational Drawing / Analysis Simple observational sketches of artefacts to gain insight into construction	
		Artist / Designer Study Coloured copy of chosen designers work / fundamentals of shape / form / proportion / tone / texture	
	Design Ideas A range of ideas to a set overall size. Finish, layout, finish and cutting list of components required. Annotation linking to research		
		Final Piece Plan / Cutting List 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	
<i>Skills - to teach the safe use of:</i> <i>Scroll saw,</i> <i>Sanding Disc,</i> <i>Pillar Drill,</i> <i>Coping saw,</i> <i>Jewellers bench pin,</i> <i>clamps,</i> <i>sanding blocks,</i> <i>glass paper,</i> <i>files large and small,</i> <i>bench vice</i> <i>Craft knife & Cutting mat</i> <i>Engineers square</i>			
		<i>Skills outcomes – to create a variety of artefacts from practicing the taught skills</i> <i>Artefacts could include keyrings, nameplates, typographic letters, puzzles, jigsaws etc</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. Design software is used to design the puzzle box.	
		Evaluation Written account of the project detailing tasks and learning	

Year 9: Cardboard Modelling : Intent

Specialist Subject: 3D Design

Knowledge / Skills / Understanding Acquired:

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

AO2 – Refine work by exploring practical ideas safely. Develop independence and skill with a focus on hand-building precision using cardboard

AO3 – Record design studies with accuracy across traditional Design materials, and specialist media, including creating a prototype and thumbnail sketches

AO4 – Present a personal and meaningful response that realises intentions, shows understanding of visual language via personal selection, and demonstrates competency across advanced workshop techniques when making a cardboard model.

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 Theme 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 can provide further stretch and challenge with a targeted approach and offer support for a personal and independent project.

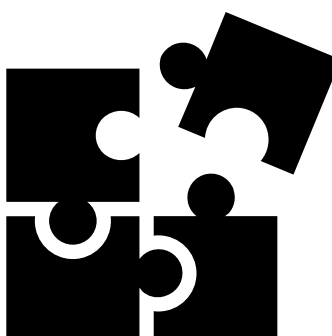
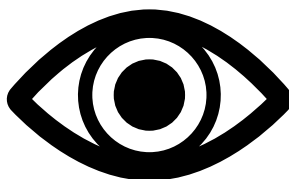
Links to Future Study and the Wider World:

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.

Yr9 Cardboard Modelling: 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	
		Skills Development	
		Design Ideas	
	Prototyping / Modelling		
	Final Piece Plan		
			Final Piece
			Evaluation

Main Resources:

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:

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

Yr 9 Cardboard Architecture : 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	
	Skills Development 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 Cardboard model Observational Photos Photographic evidence of their artefacts as part of project work
			Evaluation Written account of the project detailing tasks and learning

Year 9: Adornment : 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 such as using the bandsaw, craft knife, scroll saw and finishing techniques. H&S training as required.

AO3 – Record ideas, observations and insights relevant to intentions as work progresses – develop accuracy of sketching for design via the study of others

AO4 – Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language – in the form of body adornment

Links to Previous Study:

During the previous Y9 project pupils will have developed skills using more 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.

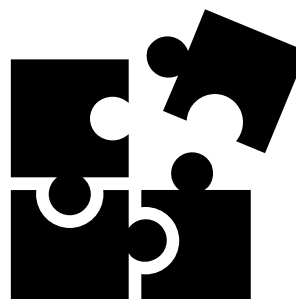
Links to Future Study and the Wider World:

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.

Yr 9 Adornment : 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 – Introduce Band Saw & H&S		
				Design Ideas
		Prototyping / Modelling		
		Final Piece Plan		
		Final Piece		
		Evaluation		

Main Resources:

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

Methods of Assessment:

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

Yr 9 Adornment : Scheme of Learning

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 Exploring materials and associated manipulation techniques with appropriate tools/equipment/machines. Introduce H&S for bandsaw.		
		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 (where poss) 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 - (optional) Freedom to explore ideas and modelling with CAD / CAM
			Evaluation Written account of the project detailing tasks and learning



Year 10 into Y11: Green Planet / 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 practical ideas safely. Develop independence and skill across specialist techniques such as Heating, Colouring, Laser Cutting, Layering , and Jointing. Work to scale by creating a CADD/CAM aided prototype
- AO3 – Record observational studies using explorative approaches when accurately capturing shape, form, tone, texture, and colour. Use a broad range of specialist media identified via practitioner research
- 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, The emphasis is 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.

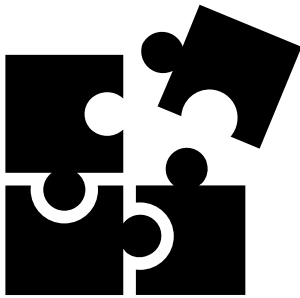
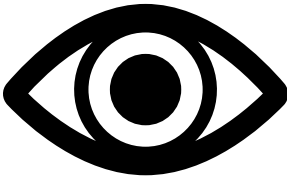
Links to Future Study and the Wider World:

The main focus of the course is for student to be given opportunities to develop as individual and independent learners. The role of the teacher is to support the direction and ideas of the student empowering them to develop the required skills to complete the tasks and project as individually and independently as possible. After learning how to work on a sustained project, having furthered their independence and cemented specialist areas of strength, pupils move on to their EST Project (which is worth 40%) 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. 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.

Yr10 Green Planet : Implementation

Number of Lessons: 84 lessons / 28 weeks – 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	
Artist Analysis and Research 2			
6 R’s Research		Artist Copy 2	
	Sample 1		
	Sample 2		
	Sample 3		
	Sample 4		
		Annotation of AO2 and AO3	
	Final Piece plan		
			Masterpiece
			Evaluation

Main Resources:

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)			
6 R’s Research Rethink, Refuse, Repair, Reuse, Reduce, Recycle. Students to research each ‘R’ to decide which one(s) they will follow for their project.		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.

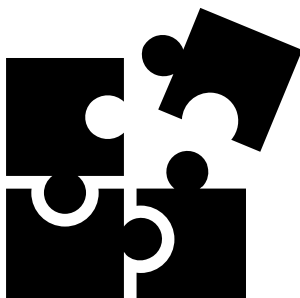
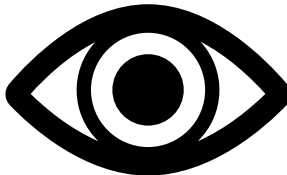
Links to Future Study and the Wider World:

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

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				
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 Resources:

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

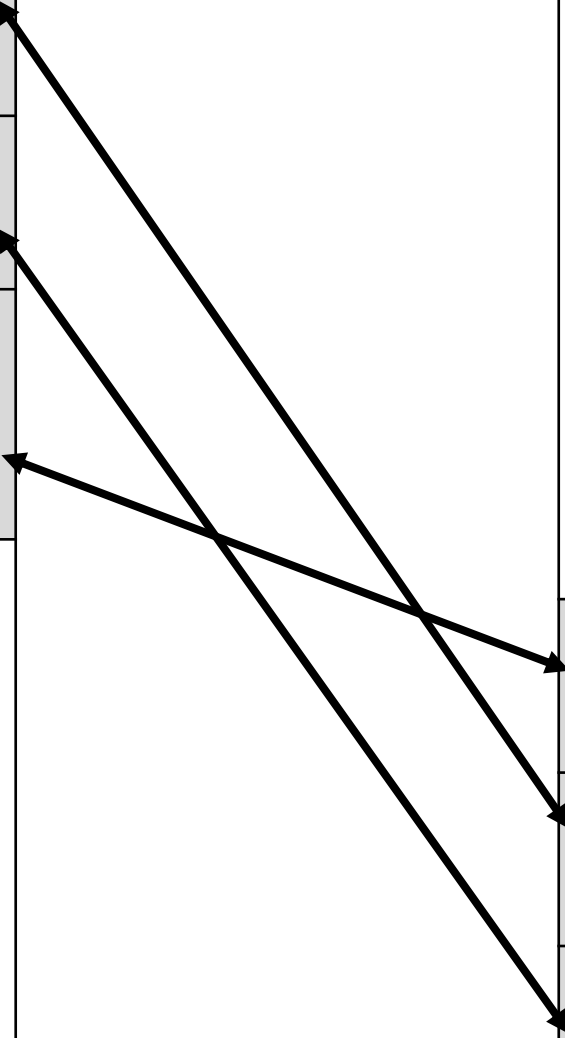
Methods of Assessment:

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			
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 : Introduction to Food and Nutrition: Intent

Specialist Subject: Hospitality and Catering

Knowledge / Skills / Understanding Acquired:

- Students will understand the health, safety and hygiene procedures when working with food
- Students will recognise the healthy eating guidelines
- Students will understand how our senses are used to judge food
- Students will understand what a British cuisine is

Links to Previous Study - KS2 NC:

- 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

Links to Future Study and the Wider World:

- All KS3 projects support WJEC Vocational Award Hospitality and Catering (Technical Award)
- specification – Course content of knowledge / understanding / internal controlled assessment.
- Extending understanding of the Eatwell Guide
- Principles of handling raw meat – buying, storing and cooking
- Learning how personal morals and ethics can affect food choice

Hospitality & Catering Focus

Year 7
Hospitality and Catering
Providers

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 Preparation, Cooking, Presentation and Evaluation	Food Choice
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		
5				
6		Safe use of cooker	Weighing and measuring	
7			Food practical pizza	
8			Food practical pizza	
9				Sensory evaluation
10				British cuisine

Teacher prepared PowerPoint activities for each lesson / Wide range of video clips from a variety of resources / 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 teaching

Introduction to Food and Nutrition: Scheme of Learning



Food, Nutrition & Health	Food Safety	Food Preparation, Cooking, Presentation and Evaluation	Food Choice
• 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	• 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	• Demonstrate how to use the cooker safely • Creating a <i>basic pastry</i> – shortcrust • Understand how to prevent the process of enzymic browning	• Describe the sensory characteristics using the correct sensory descriptors • Identifying British cuisine



Year 8: Diet and health – World Food: Intent

Specialist Subject: Hospitality and Catering

Knowledge / Skills / Understanding Acquired:

- Students will know what the 6 nutrients are and extend their knowledge of the Eatwell Guide (Students will Know the importance of hydration)
- Students will know the health and Safety principles of raw meat – buying, storing and cooking
- Students will learn how personal morals and ethics can affect food choice
- Students will learn a range of practical skills whilst preparing and cooking a variety of sweet and savoury dishes

Links to Previous Study – Y7:

- Students will understand the health, safety and hygiene procedures when working with food
- Students will recognise the healthy eating guidelines
- Students will understand how our senses are used to judge food

Links to Future Study and the Wider World:

- All KS3 projects support WJEC Vocational Award Hospitality and Catering (Technical Award)
- Identifying the nutritional needs of different life stages
- Pathogens that cause food poisoning and know how to keep food safe to eat
- Functions of energy in the body and how to maintain a healthy weight.
- Factors that may influence what we choose to eat, through food labels, religion and cost
- Extending practical skills

Hospitality & Catering Focus

Year 8 The Kitchen Brigade

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 Preparation, Cooking, Presentation and Evaluation	Food Choice
1		Food Safety and Personal health & safety		
2	Hydration and Eating for health			
3		Knife Skills	Food Practical – Burgers	DIRT/Sensory evaluation
4			Food Practical – chicken caesar salad	
5			Food Practical - Bread and Butter making	DIRT/Sensory evaluation
6	Nutritional content of Eggs		Eggs – Functions Food Practical - Quiche	Eggs- Moral & Ethical
7			Eggs - Functions Food Practical - Burgers	
8	Fat soluble vitamins			
9	Water soluble vitamins			

Main Resources:

Teacher prepared PowerPoint activities for each lesson / Wide range of video clips from a variety of resources / booklets / Food room 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 – World Food: Scheme of Learning



Food, Nutrition & Health	Food Safety	Food Preparation, Cooking, Presentation and Evaluation	Food Choice
• 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	• 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	• Describe the sensory characteristics using the correct sensory descriptors • Define International cuisine • Investigating further the distinctive features of traditional European cuisines



Year 9 : Factors affecting food choice: Intent

Specialist Subject: Hospitality and Catering

Knowledge / Skills / Understanding Acquired:

- Students will identify the nutritional needs of different life stages
- Students will identify the pathogens that cause food poisoning and know how to keep food safe to eat
- Students to know the functions of energy in the body and how to maintain a healthy weight.
- Students will identify the factors that may influence what we choose to eat, through food labels, religion and cost
- Students will learn a range of practical skills whilst preparing and cooking a variety of dishes

Links to Previous Study – Y8:

- Nutrients and the Eatwell Guide
- Health and Safety principles of raw meat – buying, storing and cooking
- How personal morals and ethics can affect food choice
- Range of practical skills whilst preparing and cooking a variety of sweet and savoury dishes

Links to Future Study and the Wider World:

- All KS3 projects support WJEC Vocational Award Hospitality and Catering (Technical Award)
- Promoting lifelong food practical skills and the understanding of healthy eating
- Development of employability skills
- High-level cooking skills – planning and preparing dishes using a variety of cooking techniques and equipment
- Students will develop knowledge and understanding of the nutritional content of foods
- Students will understand the relationship between diet, nutrition and health, including the physiological and psychological effects of health

Hospitality & Catering Focus

Year 9
Front of House

Factors affecting food choices: Implementation

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

Sequence of Lessons

Week s	Food, Nutrition & Health	Food Safety	Food Preparation, Cooking, Presentation and Evaluation	Food Choice
1		Cross Contamination and knife skills		
2	Healthy Eating			DIRT/Sensory evaluation
3	Nutritional needs/Life stages			DIRT/Sensory evaluation
4	Energy needs		Food Practical – Jollof chicken & rice	DIRT/Sensory evaluation
5			Food Practical – Cinnamon rolls	Budgeting a meal
6	Special dietary needs			Special dietary needs
7				Packaging & Labelling
8				Nutritional labelling
9			Food Practical – Cookie dough Pizza	
10	End of topic final assessment			

Main Resources:

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 Preparation, Cooking, Presentation and Evaluation	Food Choice
• Know the nutritional needs for different groups of people • Explain why we need energy, what is energy balance, sources of energy	• 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	• Creating an enriched dough, shaping and forming	• 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 9 : Internal Controlled assessment Taster Project – 2 Course meal: Intent

Specialist Subject: Hospitality and Catering

Knowledge / Skills / Understanding Acquired:

- Students will produce a concise portfolio based on a passed assessment task
- Students will show evidence of research and analysis of their chosen task
- Students will show evidence of planning, preparing, cooking and presenting a menu of two dishes as part of a team
- Students will analysis and evaluate the nutrition, cost and sensory properties of the three dishes.

Links to Previous Study – Y9:

- Nutrients and the Eatwell Guide/Nutritional needs of different life stages
- Health and Safety principles of raw meat – buying, storing and cooking
- Costing of recipes
- Range of practical skills whilst preparing and cooking a variety of dishes

Links to Future Study and the Wider World:

- In-depth support for WJEC Hospitality and Catering specification – Course content of knowledge / understanding / controlled assessment
- High-level cooking skills – planning and preparing dishes using a variety of cooking techniques and equipment
- Students will understand the relationship between diet, nutrition and health, including the physiological and psychological effects of different diets and health

Controlled Assessment – 2 Course meal : Implementation

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

Sequence of Lessons

Weeks	The importance of nutrition	Menu planning	The techniques of preparation, cooking and presentation of dishes	Evaluation cooking techniques
1	Intro the brief and analyse			
2	Research nutrition needs for the customer			
3	Recommended dishes that reflect nutritional needs			
4		Factors that influence choice of dishes		
5			Production plans	
6			Prepare, cook, and serving of dish one	
7			Prepare, cook, and serving of dish two	
8				Assessment of production
9				Personal evaluation

Main Resources:

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

(GCSE Taster project) Mini NEA2 – 2 Course meal: Scheme of Learning



The importance of nutrition	Menu planning	The techniques of preparation, cooking and presentation of dishes	Evaluation cooking techniques
• Analysis assignment brief • Recommend two dishes • Assess how dishes meet nutritional needs of customers • Show understanding of nutrition and impact of cooking methods on nutritional values	• Discuss factors that affect choices of dishes: • Cost • Portion control • Balanced diets • Time of day • Equipment available • Skills of the chef • ETC • Write a production plan for making the two dishes and any accompaniment	• Follow production plan to prepare, cook and serve the dishes, following food safety and hygiene practices • Demonstrate a variety of knife preparation technique and a variety of cooking techniques. • Demonstrate creativity, garnish and decoration, portion control and accompaniments	• Assess the production and presentation of dishes. Review planning, preparation and cooking including areas of success and areas of further development • Review personal strengths and weaknesses



Year 10 Subject Intent: Hospitality and Catering (Technical Award)

Specialist Subject: Hospitality and catering

Knowledge / Skills / Understanding Acquired:

- Hospitality and catering provision and how providers operate.
- Health and safety and food safety in hospitality and catering
- The importance of nutrition
- Menu planning and the skills and techniques of preparation, cooking and presentation of dishes
- Evaluating cooking skills

Links to Previous Study KS3 / NC:

Students will build upon prior learning from Key Stage 3. They will enhance their knowledge and understanding of what constitutes a healthy, balanced diet and good nutrition. The scheme of learning sets out the knowledge, understanding and skills required to cook and apply the principles of nutrition and health, food safety and food choice. 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:

- 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, with Unit 1 being vocational study

Year 10 Food Hospitality and Catering: Implementation

Sequence of Lessons:

Unit1	Unit 2	Mock exams/NEA/Final exams
Hospitality and catering 1.1 provision	2.1 The importance of nutrition	May - mock NEA
How hospitality and catering 1.2 providers work	2.2 Menu planning	June - mock written exam
Health and safety in 1.3 hospitality and catering	The skills and techniques of preparation, cooking and 2.3 presentation of dishes	
Food safety in hospitality and 1.4 catering	2.4 Evaluation and cooking skills	

Main Resources:

Teacher PowerPoints, worksheets, recipe sheets, Illuminate e-text book.

Methods of Assessment:

End of lesson and end of topic tests, practical assessments, Mock Assignment, Mock written exam. All WW/NS feedback added to A3 assessment sheet

Use of assessment Results:

Updated on Go4Schools / Recorded on above sheet/ Verbal feedback given during practical lessons.

Hospitality and Catering: Scheme of Learning



1.1	Hospitality and catering provision
1.1.1	Hospitality and catering providers
1.1.2	Working in the hospitality and catering industry
1.1.3	Working conditions in the hospitality and catering industry
1.1.4	Contributing factors to the success of hospitality and catering provision
1.2	How hospitality and catering providers operate
1.2.1	The operation of the front and back of house
1.2.2	Customer requirements in hospitality and catering
1.2.3	Hospitality and catering provision to meet specific requirements
1.3	Health and safety in hospitality and catering
1.3.1	Health and safety in hospitality and catering provision
1.3.2	Food safety
1.4	Food safety in hospitality and catering
1.4.1	Food related causes of ill health
1.4.2	Symptoms and signs of food induced ill health
1.4.3	Preventative control measures of food induced ill health
1.4.4	The environmental health officer
2.1	The importance of nutrition
2.1.1	Understanding the importance of nutrition
2.1.2	How cooking methods can impact on nutritional value
2.2	Menu Planning
2.2.1	Factors affecting menu planning
2.2.2	How to plan production
2.3	The skill and techniques of preparation, cooking and presentation of dishes
2.3.1	How to prepare and make dishes
2.3.2	Presentation techniques
2.3.3	Food safety practices
2.4	Evaluation cooking skills
2.4.1	Reviewing of dishes
2.4.2	Reviewing own performance



Year 11 Subject Intent: Hospitality and Catering (Technical award)

Specialist Subject: Hospitality and catering

Knowledge / Skills / Understanding Acquired: In preparation for their none-exam assessment Y11 students revisit

- Hospitality and catering provision and how providers operate.
- Health and safety and food safety in hospitality and catering
- The importance of nutrition
- Menu planning and the skills and techniques of preparation, cooking and presentation of dishes
- Evaluating cooking skills

Links to Previous Study:

Students will be expected to apply their knowledge and understanding of the specification from the Year 10 course and demonstrate the above when responding to the set task for their 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
- Unit 1 is vocational study and directly links to future work and careers in the H&C industry.

Year 11 Food Hospitality and Catering: Implementation

Sequence of Lessons

Unit1 - revisit and revise	Unit 2 - revisit and revise	Mock exams/NEA/Final exams
Hospitality and catering		
1.1provision	2.1The importance of nutrition	Nov - mock exam
How hospitality and catering		
1.2providers work	2.2 Menu planning	Dec - NEA
Health and safety in	The skills and techniques of	
1.3hospitality and catering	preparation, cooking and	
Food safety in hospitality and	2.3 presentation of dishes	Feb - mock exam
1.4catering	2.4 Evaluation and cooking skills	June - final exam

Main Resources:

Teacher PowerPoints, worksheets, recipe sheets, Illuminate e-text book.

Methods of Assessment:

End of lesson tests, end of topic tests, Practical assessments,. All WWW/NS feedback added to A3 assessment sheet. Written exam: 1 hour 20 minutes

Use of assessment Results:

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

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