



## THE DEPARTMENT

We are an Art/D&T/Food team. Over the years we have developed an ethos that supports each other's attributes and qualities. We often adapt our roles in the team, and share ideas and thoughts with each other, often leading on specialist knowledge and experience. We are always looking for ways to improve the journeys our students take, and more recently have evolved our Schemes of Learning to adapt to the new Key Stage 4 curriculum. The team is encouraged to take risks in planning, to look for new and innovative ways to deliver the curriculum and content. We very much have an open-door policy. We are immensely proud of how our students develop as Artists/Chefs/Designers. Our department is currently supported by two technicians, who are able to support learning in the classroom, and provide valuable resources for our teaching.

The Art department at Gartree High School aims to provide a curriculum that allows pupils to be expressive using a range of different media. We encourage pupils to explore visual, tactile and other sensory experiences to communicate their ideas and meanings. They work with traditional and new media, developing confidence, competence, imagination and creativity. They learn to appreciate and value images and artefacts across times and cultures, and to understand the contexts in which they were made. We encourage pupils reflect critically on their own and other people's work, judging quality, value and meaning. Art is taught in a single period a week to Years 7, 8, and 9.

### The Art Team



We are a small department with two members of staff, with Mrs Stock teaching the majority of lessons. The department's expertise lies in painting techniques, and ceramic manipulation, and focuses on modern techniques in particular. We have a strong appreciation for new technologies and always look to find ways of bringing in

computer manipulation.

We are a well-resourced department - having access to a kiln, screen and canvas printing facilities. Pupils are able to select from a wide range of media and tools to including acrylic paints, charcoals and pastels. Final pieces can be presented on paper, canvas boards, canvas or ceramic.

### Key Stage 3

We always look to experimenting with new projects to keep the curriculum relevant and exciting for the pupils.

**YEAR 7:** The focus for Art in Year 7 is to develop drawing and painting skills. Students learn the shading techniques needed to progress their images and drawings. They have an introduction to the colour theory and the use of artists work to develop their skills.

**YEAR 8:** In Year 8, pupils will explore both 2D and 3d materials. To further develop their work they will have the opportunity to work with a variety of art media. These include inks, Aquarelle, watercolour, oil pastels etc. Pupils will also work with clay, creating a ceramic piece based on animal forms.

**YEAR 9:** In Year 9 pupils build on skills previously acquired, together with knowledge gained of a range of art media, to develop more individualised projects. Particular artists and art movements will influence their work, created on large canvases. Curriculum time increases in the Spring and Summer Term, to further enhance the student experience leading on to GCSE studies.

## Key Stage 4

### How the course is assessed?

- 60% Portfolio of work (controlled assessment)
- 40% Externally set assignment (10hrs)

**Exam board:** AQA (8202)

### Course Overview:

GCSE Art and Design provides students with a wide range of creative, exciting and stimulating opportunities to explore their interests in ways that are both personally relevant and developmental in nature.

This course enables students to develop their ability to actively engage in the processes of Art and Design – to build creative skills through learning and doing, to develop imaginative and intuitive ways of working, and to develop knowledge and understanding of media, materials and technologies in historical and contemporary contexts, societies and cultures.

### You can expect to:

We aim to provide a balance in the programme of study between making and investigating, whereby students engage in the practical aspects of creating art, and develop the knowledge and understanding of art. Students study the work of artists from our own culture and other cultures both past and present. Students have the opportunity to make both two-dimensional and three-dimensional work, including ceramics.

During the two-year GCSE course, students develop the core study skills of recording and collecting, developing and exploring, analysing and understanding, realising and evaluating, through a series of coursework projects in both two-dimensional and three-dimensional work.

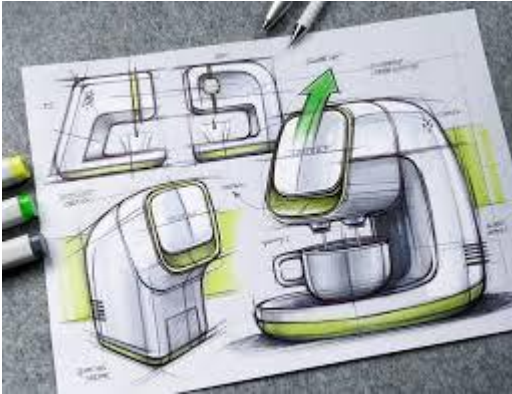
### Where does it lead?

It is a strong foundation for further progression to Art and Design related courses, such as A-level Art and Design, and enhanced vocational and career pathways.

### **Other Useful information:**

To support learning and to put it in relevant context, student experience will be enhanced, with several out of class experiences, including visits to a range of London galleries. Please look up our up-to-date student work at: [www.instagram/gartreeart](http://www.instagram/gartreeart)

### **Design and Technology**



Design and Technology is changing. Our new curriculum engages pupils in a range of challenging Design and Technology based activities that will test their ability to come up with solutions to a range of challenges using a 'multi-material' approach. We have available to all our students, a dynamic curriculum that is underpinned by a teaching and learning approach that is designed around the needs of each student. We ensure that our students have a thirst for learning with raised aspirations that will

provide the motivation and drive to succeed.

We are committed to an inclusive, outward-facing approach and a culture that ensures the engagement of our students and which provides interest and involvement in Design and Technology (includes Food Studies).

We offer an extensive range of extra-curricular range of clubs to inspire students to participate in challenges that are outside of the curriculum providing opportunities for students to apply knowledge from other disciplines, including mathematics, science, physical education, art and design, computing and the humanities. Through the critique of the outcomes of design and technology activity, both historic and present day, students develop an understanding of its impact on daily life and the wider world. They understand too that high quality design and technology is important to the creativity, culture, sustainability, health and well-being of the nation and the global community.

Challenging students to solve real and relevant problems, considering their own and others' needs, wants and values is a core skill in which students will aim to develop. We have an outstanding teaching team, who pride themselves in being innovative and fresh thinking. This flexible approach to teaching and learning builds up a confidence in the students to approach design with an open mind. We can rely on resources such as the 3D printer, a Laser Cutter, and a wealth of other technology including Laptops and iPads, and Software including the Adobe suite and Techsoft 2D to aid the design thinking of our students.

Lots of our existing work, including our recent student work exhibited in our end of year exhibition, can be found on our Pinterest page [www.pinterest.com/GartreeADT](http://www.pinterest.com/GartreeADT).

### **Key Stage 3**

Students engage in challenges and activities in Design and Technology (including Food, Preparation and Nutrition) across the key specialist areas. We encourage students to explore techniques, and practices, and build-up their skill and knowledge in all areas of D&T. We feel strongly about pupils learning through doing, and making mistakes as a designer is key to seeing progression in your work. Facing challenges and problems, through carefully selected contextual issues will allow students to test their technical skills, and develop their design minds. This prepares learners moving into Key Stage 4 by giving them an array of technical skills and an understanding of how to realise their concepts and ideas.

### **Key Stage 4**

DESIGN AND TECHNOLOGY

How the course is assessed:

50% final examination

50% non-examined assessment portfolio

Exam board: OCR J310. Detailed specification [here:](#)

#### **Course overview:**

The GCSE Design and Technology (Short Course) is far removed from previous Design and Technology short courses as it is a process-based specification, which allows students in the traditional Design and Technology areas to make small quality products.

Students build on the KS3 Design and Technology strategy and develop their knowledge and experience of materials in order to design and make small-scale products or prototypes. The course allows students to take a generic examination paper that addresses the 'across the board' approach of Design and Technology. Students can complete a design and make project which is equivalent to half the amount of work required for the full course and which can be produced using any material or ingredient or combination.

#### **You can expect to:**

Gain further knowledge and experience using a multi -material approach to Design and Technology.

The course builds upon schemes of learning used at KS3 to allow students to develop and challenge their skills. This brand-new approach to GCSE Design and Technology offers students a chance to be innovative and creative, and to show they are able to follow the design process to produce commercially viable solutions.

#### **Where does it lead?**

- to an industrial career in any design field crossing all specialisms;
- to further study of Design and Technology at A-level or equivalent.

## Food Preparation and Nutrition

### How the course is assessed:

This course is internally and externally assessed.

#### Internal assessment:



#### **Task 1: The Food Investigation**

**Assessment** (15% of the GCSE). Students will investigate how ingredients work together.

#### **Task 2: The Food Preparation**

**Assessment** (35% of the GCSE). This assessment will require learners to: Plan, prepare, cook and present a three course meal within three hours. Students must also

produce a folio of evidence.

External assessment: Written examination (50% of the GCSE) - 1 hour 45 minutes on topics studied in year 10 and 11. Exam board: WJEC Eduqas

### **Course overview:**

Food Preparation and Nutrition equips learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages learners to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life. Throughout Year 10 & Year 11 pupils will gain knowledge and skills - this will involve bringing ingredients in each week to make dishes and practice skills. We will also carry out mini food science investigations to prepare students for assessment. This will culminate in two internal assessments and one external examination.

### **You can expect to:**

- Learn about lots of different theory topics such as food commodities, nutrition, diet and good health, the science of food, food provenance (where food comes from).
- Use and develop your practical skills to create a variety of different meals/products.
- Cook every week to allow you to make a variety of tasty dishes.

### **Where does it lead?**

This course is complemented by others GCSE's such as GCSE PE and science, particularly biology and chemistry. Upon completion of this course, students can go on to further study; there are a variety of college courses that are food related and/or then go on to study a science/food science related degree. This GCSE will also give you the skills and food safety knowledge needed in the catering industry.