Creative Arts KS3 Curriculum Overview

This overview document details what students will be studying in this subject area over the course of their time with us and the skills and knowledge they will be covering. Students will be formally assessed across the year and their progress and ATL (Attitude to Learning) will be reported home at the end of each term. Assessments will aim to assess the knowledge and skills a student has covered up to that point in their education, including the curriculum covered in the previous year/s.

- KS3 Creative Arts covers the Art & Design and Design & Technology National Curriculum Programmes of Study.

- Students rotate round a number of specialisms delivered in different classrooms/workshops. This gives them the opportunity to experience a range of materials and processes.

- Content is delivered in 2 main methods – either as short Focused Practical Tasks or longer Design & Make Assignments. Focused Practical Tasks may last a lesson where particular skills or knowledge are gained. Longer Design & Make Assignments may last many hours and give students the opportunity to apply their skills and show their capability.

- Our 4 focus specialisms are Product Design, Art, Textiles, Food. The actual sequence of delivery will depend on which particular class a student is in, however all areas of the curriculum will be covered by the end of the year.

Half term	02.09.25 - 23.10.25	03.11.25 - 19.12.25	05.01.26 - 13.02.26	23.02.26 - 26.03.26	13.04.26 - 22.05.26	01.06.26 - 17.07.26
	Autumn 1 - 8 weeks	Autumn 2 - 7 weeks	Spring 1 - 6 weeks	Spring 2 - 5 weeks	Summer 1 - 5 weeks	Summer 2 - 7 weeks
Year 7	**Product Design** • An initial project (Sweet Dispenser) is based around building an artefact that is functional and aesthetically pleasing. This starter project allows students to work with a range of resistant materials and hand and machine tools that are new to them. This is a settling in and confidence building project in what is a new type of workshop from that found at primary school. • Whilst making the sweet dispenser students work to a design brief and specification. Students learn to measure & mark with accuracy, cut & shape, finish and assemble using woods and metals. They also incorporate a reclaimed plastic bottle into their work. • Shorter focused tasks follow. Students work in pairs with LEGO kits to learn about gears, building mechanisms and testing them, considering types of gear, speed, direction of rotation, gear ratios and how gears are used in real world applications. • Students assemble an LED torch from component parts - and learn about the function of those electronic components. Additionally they create an exploded isometric drawing of that torch. • Students learn about frame structures and how to create robust designs. They work in teams to build and test bridges that resist load. Structures are tested to destruction and evaluated.			**Art** • The first 6 weeks is focused on introducing the formal elements through focused and individual lessons. Students will paint their own colour wheel, practise and develop shading and blending techniques with pencil, using tone to shade 3d forms with the aim of using these skills to draw and shade an insect. They will begin to study an artist, learning how to interpret and analyse an artwork. • Students learn how to manipulate and build 3d forms in a short insect sculpting project, they will have the opportunity to use colour, and mixed media to create their own aesthetic for their sculpture. • Students then build on their colour theory and learn to blend harmonious colours together with paint. This forms a background for other shorter tasks that build on extending shading and markmaking techniques that are applied to their insect theme. Students have the opportunity to explore zentangles, mono printing, wax resist and experiment with brusho all of which are collaged together to form an insect related artwork. • Finally we look at Alebrijes and how they sit into the Mexican culture and students develop alternate ways of developing ideas in a collage activity to create a hybrid animal of which they then draw and add colour and pattern to create their own Alebrijes.		

Year 7	Food	Textiles
	• Students complete theory tasks and practical tasks as the weeks progress. A demonstration of each dish takes place a week before the students make the dish. Students often help out in the demonstrations. • Students learn valuable practical skills through a range of dishes, which include fruit and vegetable preparation, cooking pasta, using the oven and the hob to cook dishes, making sauces, preparing and cooking chicken safely, presentation of dishes and an investigation task. • The students make fruit salad, fruit crumble, pasta salad, macaroni cheese, chicken goujons, stir fry, cereal bar or tray bake and fajitas. • Students carry out a cake investigation where they make buns in pairs to investigate the functions of some of the ingredients in buns. • Theory tasks are taught through engaging lessons alongside the demonstrations of the dishes. • Theory topics include healthy eating, nutrients and the eatwell guide, food safety and hygiene, time planning,the seasonality of foods and adapting dishes.	• In Year 7 Textiles, students take part in a design and make Creative Creature project, which introduces them to key textile skills, creative thinking, and the design process. • Students use the *scruffiti* technique to create imaginative creature designs. They develop two ideas with colour and applique, before choosing one to turn into a full-size (1:1) design with annotations. • Students make patterns, cut felt pieces, and begin sewing. They learn key skills such as pinning, pattern drafting, stitching, adding applique details, and joining fabrics. The project is adapted to suit different skill levels, with students choosing from a range of stitch types, components and design features. • To finish, students stuff and assemble their creatures, trim threads, and take photos of their final product. They also reflect on their work through a simple evaluation. • Students also look at how fabrics are made and where they come from, including the difference between natural and synthetic fibres and how fabrics are constructed through processes like weaving.

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Year 8	**Product Design** • Project one is a Design & Make involving CAD/CAM - Computer Aided Design and Computer Aided Manufacturing. • Students investigate the Art Deco design movement and apply their knowledge to designing an Art Deco themed piece of jewellery or keyfob. • Students learn to use 2D Design CAD software to create a mould that is technically suitable for casting processes and meets the Art Deco aesthetic. A laser cutter (CAM) is used to cut a mould from acrylic. • Molten pewter is poured into their mould. The castings are then cleaned up and finished – applying skills learned in Year 7. • Students learn to solder and complete a night-light circuit using a range of electronic components. 2D Design software is used to create a design for the light. Acrylic is heated and formed to make a base. • Students learn to programme and control a LEGO robot. The robot is programmed to move with precision following a variety of courses. • Sensors are added to the robot to further develop the understanding of how electronics are used in the real world.			**Art** • Project one is based on creating text based art. • Over a period of nine lessons students will explore different artists work, art movements or techniques to create two four letter art words. Each week a different theme is taught and then a letter is created within the lesson that reflect the students learning. • In this first project students use a variety of media, oil pastels, pencil, paint, collage and they pair these with techniques seen through art history such as abstract expressionism, pointilism, Op art, Pop art as well as looking at the work of creating a brand identity. • They will also study an artist, practicing how to interpret and analyse an artwork. • Project two is based on architecture, we begin by looking at St Basil's Cathedral in Russia and students create a design based on the colour, pattern or infrastructure of the Cathedral. They create a reduction print of their design, using Polystyrene plates. • We then study different drawing and shading methods in an artist study of Ian Murphy, we use pens, water colours, shading pencils and charcoal to interpret different aspects of gothic architecture in his style.		

Year 8	Food	Textiles
	• Students complete theory tasks and practical tasks as the weeks progress. A demonstration of each dish takes place a week before the students make the dish. • Students learn valuable practical skills through a range of dishes, which include fruit and vegetable preparation, making fresh pasta and using a pasta machine, using the oven and the hob to cook dishes, preparing and cooking chicken safely, presentation of dishes and an investigation task. • The students make soup, cous cous or rice salad, muffins, pizza pin wheels, bolognaise sauce, make fresh pasta, chicken chow mein, alternative protein dishes e.g. making a dish on the hob using quorn, tofu, textured vegetable protein and other plant based products. • Students investigate the function of ingredients when making scones. • Theory tasks are taught through engaging lessons alongside the demonstrations of the dishes. • Topics include the wider food issues of food such as food waste, organic food, free range and how food preparation and cooking can affect the environment and sustainability issues related to food. Students also learn about healthy eating, nutrients and the eatwell guide, cross contamination and time planning.	• In Year 8 Textiles, students complete a Drawstring Bag project, which builds on prior skills and develops accuracy, independence, and machine confidence in a structured design and make task. • The project begins with exploring the design brief and evaluating existing products. Students then use paper modelling to draft a pattern of a basic bag casing and begin transferring this work onto fabric, learning how to measure, fold, pin and tack calico accurately into position. • Students are introduced to the sewing machine, starting with straight and curved driving tests without thread to build confidence and develop control. They progress to threading both the top and bobbin sides of the machine and practise test stitching on scrap fabric. • Once familiar with the sewing machines, students sew the casing for their own bag and begin to personalise their work by designing applique inspired by Kandinsky's 'Squares with Concentric Circles'. These designs are then translated onto fabric through sketching, colouring and stitch planning using a range of drawing media. • Students develop their final design using isometric drawing (scale 1:2), and build stitching and applique skills through practising different stitch types and techniques on their own variation of Kandinsky's Artwork. • They continue developing their bag with added applique, and have the opportunity to extend their work with optional elements like a patch pocket, embroidery and added components for adding detail. or using the iron for finishing.

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Year 9	Product Design • The year begins with a Design & Make project (Fold Lamp) which applies some of the skills from previous years, along with new ones. • A wooden folding lamp arm is constructed to specific dimensions, and holds a strip of LEDs with a USB power lead. It is manufactured with precision to allow for accurate movement and adjustment. • The base of the lamp is functional, however significant freedom is given to develop its form and any other features students feel useful. Designing for the base involves developing ideas through half-life size 3D scale modelling in foam and card - before making the actual base. • 3D isometric drawing skills are also developed, based on the adjustable lamp arm. • Following the Design and Make Students work in groups to learn about levers and linkages. They use this knowledge to design and construct a functioning mechanical device – 'grabbing arm'. Students compete in teams to see whose device is best able to retrieve an object. • Levers are further combined with structures to make a model trebuchet - learning about using a lever as an amplifier of motion to throw a missile towards a target.			Art • This year students chose their own subject matter to suit the theme "My favourite objects". Students are given the opportunity to select their own items which they collate onto a moodboard. • The beginning of the project begins with a focus on observation, drawing, shading, proportion, shape and form through some short exploratory observational drawing techniques followed by more focused drawings from an in person still life. • After this students consolidate their understanding of artwork analysis in a focused artist lesson. • Students are introduced to a variety of still life art styles through the study of three artist works, they explore using charcoal, mark making and negative space, painting block colours and reducing detail to create more stylized artwork and painterly wet on wet painting techniques with muted colours. After a tutorial on each skill they create one of their chosen objects in this style giving them opportunity to better their understanding. • Finally students are asked to design and make their own more substantial artwork that encompasses their favourite techniques from the project. This provides them some autonomy within their project and a sense of accomplishment whilst preparing them for further development if chosen as a GCSE option.	

Year 9	Food	Textiles
	• Students complete theory tasks and practical tasks as the weeks progress. A demonstration of each dish takes place a week before the students make the dish. • Students learn valuable practical skills through a range of dishes, which include fruit and vegetable preparation, preparing and cooking meat, making pastry, making desserts and presentation, bread making,multicultural dishes, students research multicultural dishes and plan to make their own and investigate a food product. • The students make meatballs and a tomato based sauce, sweet and sour chicken, lasagne, fruit or savoury pies using shortcrust pastry, cheesecake, focaccia bread, enchiladas, a multicultural savoury dish that the students plan. • Students make potato cakes with different varieties of potatoes to investigate how good some potatoes are for various preparation and cooking tasks. • Theory tasks are taught through engaging lessons alongside the demonstrations of the dishes. • Topics include time planning,nutrition and the eatwell guide, sauces and gelatinisation, making bread and pastry and the function of the ingredients, gelation (the setting of cold desserts), high and low risk foods (bacteria and contamination), food hygiene and safety	• In Year 9 Textiles, students complete a Cushion' project, which develops their understanding of surface decoration techniques, creative planning, and construction methods. This project encourages students to apply a wide range of skills while responding to a design brief that links to real-world contexts. • The project begins with students choosing one of three design briefs, each based on a gift shop setting — The Natural History Museum, Dalby Forest, or The Deep aquarium. • They write their own design specification and begin to explore a variety of textile techniques. • Early practical sessions focus on tie-dye, slashing, batik where students experiment with different folding, stitching, and cutting methods to create textured and coloured fabric samples. They then move onto couching, taking inspiration from local textile artist Jessica Grady. The samples are presented on a sheet with brief annotation to be used and evaluated. • In the second half of the project, students develop a design idea that combines at least two of the techniques, along with hand stitching from Year 7 & Year 8. They create a half-scale design for the front of their cushion, annotated to show their thinking and justify their creative decisions. • Students apply their chosen techniques to create the cushion front. They construct the full product using reclaimed fabric pieces and a self drafted pattern to form an envelope-back cushion cover, assembling, stitching and finishing the product to meet their specification and further develop textile construction techniques.