

# Creative 5-year Curriculum Plan

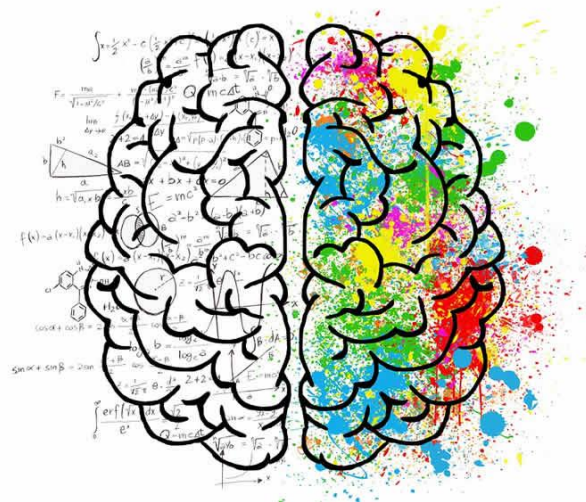
## Cooking and Nutrition

## Design and Technology

## Art and Design

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Ambition



Integrity



Inclusivity



Resilience



Endeavour

## Our Vision

*"Turning I can't into I can"*

## Our Values



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## Curriculum Intent

"At The Beech Academy, we are committed to ensuring that all of our pupils engage in a curriculum that develops **interest, curiosity** and **creativity**, and **removes barriers**. There is a strong emphasis on developing fundamental skills in **literacy** and **numeracy** alongside developing **conceptual understanding** and **rich knowledge** across a broad range of subjects. The curriculum is enhanced by **high quality experiences** that aim to develop pupils' **cultural capital** and give them first hand experiences that otherwise might not be possible.

Every pupil is recognised as a unique individual and the **curriculum is designed to meet their individual needs**. All of our pupils will develop the skills to become contributing citizens to society and live out our **core values** of Ambition, Integrity, Inclusivity, Endeavour and Resilience on a daily basis. Our curriculum will enhance the social mobility chances of all our pupils to ensure they make lasting contributions to society and enable them to turn "I can't" into "I can".



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## Curriculum Vision for the Creative Curriculum Area

### Cooking and Nutrition

In Food Technology, we teach our students how to cook and apply the principles of **nutrition** and **healthy eating**. Instilling a love of cooking, this will also open a door to one of the great expressions of creativity. Learning how to **cook** is a crucial **life skill** that enables you to **feed yourself** and **others** affordably and well, now and in later life.

### Design and Technology

Design and Technology is an **inspiring, rigorous** and **practical** subject where students will through **creativity** and **imagination** be able to **experiment** with a wide range of **materials**, they will **design** and **make** products that solve real and relevant problems. We will equip students with **relevant and transferable skills** to produce high quality outcomes in their practical work and have the **knowledge and skills** to use in life to **solve** their own creative problems.

### Art and Design

Art and Design provides **visual, tactile and sensory** experiences and a special way of understanding and responding to the world. It enables children of all abilities to **communicate** what they see, feel and think using different **colour, texture, form, pattern** and different materials and processes.



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At Beech Academy, we are committed to ensuring that all of our pupils engage in a curriculum that develops interest, curiosity and creativity, and removes barriers. We make sure that we turn "I can't" into "I can".

At the end of Year 11 students in **Creative** will.....

## Know and Understand...

### Cooking and Nutrition

- Hygiene and safety in the food room (Personal hygiene, handling food, applying heat and food storage)
- Understand the principles of nutrition and health. (eatwell guide, 8 tips healthy life)
- Explore a range of cooking techniques (for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes)
- Understand allergies, intolerances and food choices for different users.
- Understand the source, seasonality and characteristics of a broad range of ingredients.

### Design Technology

#### Design

- How sources can be used to research and explore, different cultures, to identify and understand target markets.
- Identify and solve their own design problems and understand how to reformulate problems given to them Develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations.
- Identify a design problem and solve through the creative journey.
- They will understand the brief to specify what is needed when designing and making, to create functional and appealing products.
- Open their eyes to a variety of approaches, to generate inspirational creative ideas. (Biomimicry, art movements, existing designs, designers)
- Recognise techniques to develop and communicate creative ideas. They will learn technical vocab to support their communication in writing plans and



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annotating sketches. Explore, experiment model making techniques through a wide range of processes from 2D to 3D.

### Make

- Identify and describe specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture.
- Identify and describe more complex range of materials, components, taking into account their properties.

### Evaluate

- Analyse the work of past and present professionals and others to develop and broaden their understanding.
- Evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups
- Understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists.

### Technical knowledge

- Understand and use the properties of materials and the performance of structural elements to achieve functioning solutions.
- Understand how more advanced mechanical systems used in their products enable changes in movement and force.
- Observe CAD/CAM in industry and how it works.
- Understand how more advanced electrical and electronic systems can be powered and used in their products (circuits with heat, light, sound and movement as inputs and outputs)

### Art and design

- To experiment with a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas
- To explore a range of techniques and media, including painting
- To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work
- About the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.

## Be able to...

### Cooking and Nutrition



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- Understand and apply the principles of nutrition and health
- Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet
- Become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]
- Understand the source, seasonality and characteristics of a broad range of ingredients.

## Design Technology

### Design

- Make their product for an intended user recording along the design process through annotations and sketches.
- Identify and solve their own design problems and change/adapt and develop ideas.
- Develop specifications (ACCESS FM) that include a wide range of requirements such as environment, maintenance, quality and safety to guide their thinking and the design process.
- Design ideas that are innovative, functional, appealing products that respond to needs in a variety of situations considering health, well-being, cultural and socio-economic backgrounds of the intended user.
- Use a variety of approaches (for example, biomimicry and user-centred design), to generate a range of ideas along a theme.
- Develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations and computer-based tools.

### Make

- Demonstrate Health and Safety in the workshop for the environment, personal, others and use of equipment and machinery.
- Select, describe and use specialist tools, techniques, processes, equipment and machinery precisely.
- Select, describe and use a range of materials and components taking into account their properties and aesthetics.

### Evaluate

- Peer discussions on what is going well and what could be improved.



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- Test, evaluate and refine their ideas and product against the specification taking into account the views of the intended user.
- Understand developments in Design and Technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists to create products considering sustainable design.

### Technical knowledge

- Use the correct technical vocabulary for the projects they are undertaking.
- Can describe the properties of materials and understand how they affect the performance of the material.
- Can explain how to classify a material by structure and its properties e.g. hard woods, soft woods, ferrous and non-ferrous, thermo plastics and thermo setting.
- Use the properties of materials and the performance of structural elements to achieve functioning products.
- Can explain simple manufacturing process used to form and manipulate materials in school.
- Understand how more advanced mechanical systems can be used in industry for one off, batch and high-volume production.
- State possible careers from skills and knowledge gained in Design Technology joinery, product design, fashion design, entrepreneur.

### Art and Design

- To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas
- To use a range of techniques and media, including painting
- To increase their proficiency in the handling of different materials
- To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work
- About the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.



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| 5 Year Curriculum Plan<br><b>CREATIVE</b> | Autumn Term 1/2  |  | Spring Term 1/2  |  | Summer Term 1 /2  |   |
|---|--|--|--|--|---|---|
| Year 7<br>Novel Study                     | The Great Kapok Tree – Lynne Cherry  | A Midsummer Night's Dream – William Shakespeare          | The Lion, The Witch and The Wardrobe – C.S. Lewis                                |  | The Street Beneath My Feet – Charlotte Guillain & Yuval Zommer  | Holes – Louis Sachar                                      |
|   | Cooking Nutrition Exploring food 'Bread'   | Design Technology Workshop skills 'Diorama stage'        | Art and Design Mixing Colour 'Fauvism -Lion Art'                                 | Design Technology Equipment Skills 'Jigsaw'                          | Cooking Nutrition Applying heat 'Earth Bakes'   | Art and Design Exploring techniques 'Layers/Modelling'    |
| Year 8<br>Novel Study                     | When The Mountains Roar – Jess Butterworth   |  | Titanic: Death on the Water – Tom and Tony Bradman                               |  | Hidden Figures – Margot Lee Shetterly   |   |
|   | Cooking Nutrition Exploring ingredient 'Hotel food'  | Design Technology Construction 'Fundraising Box'         | Art and Design Exploring design movements 'Party Pack'                           | Design Technology Exploring materials '1 <sup>st</sup> Class Design' | Cooking Nutrition Exploring materials 'Space'   | Art and Design Exploring materials 'Abstract Art - Space' |
| Year 9<br>Novel Study                     | The Arrival – Shaun Tan  |  | The Edge – Alan Gibbons  |  | Shackleton's Journey – William Grill  |   |
|   | Cooking Nutrition Exploring materials 'Dig for Victory'  | Design Technology Exploring materials 'Make do and Mend' | Art and Design Banksy 'Graffiti'   | Design Technology Enterprise 'Community'                             | Cooking Nutrition Exploring materials 'Survival Meal'   | Art and Design Properties and Function 'STEM'             |
| Year 10                                   | BTEC Hospitality and Tourism L1 Award Unit 5 – Preparing and Cooking food                                      |  | BTEC Hospitality and Tourism L1 Award Unit 6 – Serving Food and Drink            |  | BTEC Hospitality and Tourism L1 Award/ Cert Unit 9 – Contribute to Running a Hospitality and Tourism Event. |   |
| Year 11                                   | NCFE Creative Crafts L1/L2 Award Unit One - Explore available resources to develop basic art and design skills |  | NCFE Creative Crafts L1/L2 Award Unit Two - Explore and develop ideas creatively |  | NCFE Creative Crafts L1/L2 Award Unit Three - Create, present and review final art and design items         |   |

Creative is taught on a carousel over the year. This is to open minds, give opportunities and to link schemes.

Design Technology – product design, textiles, graphics and electronics.



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## 5 Year Curriculum Plan – the rationale

### Year 7 **Creative** at Beech Academy

The Beech Academy Year 7 **Creative** curriculum prepares all pupils to consolidate and complete their knowledge from KS2. It develops the knowledge of:

#### **Cooking and Nutrition – 'Food and Cooking'**

- Hygiene and Safety – washing hands and equipment, personal safety.
- Eatwell Guide – sections of the guide, 5 a day
- Senses – to use adjectives

The skills it focuses on:

- Using basic creative equipment
- Using cookers safely
- Measuring using different equipment
- Health & Safety in the workshop and food room.

#### **Design and Technology – 'Workshop Skills'**

- Healthy and Safety – correct PPE and equipment, personal safety.
- Equipment – Describe, function and demonstrate how to use accurately
- Materials – Name, describe and function

The skills it focuses on:

- Using basic creative equipment safely
- Using machinery safely
- Handling materials
- Health & Safety in the workshop

#### **Art and Design – 'Colour'**

- Colour – primary, secondary and tertiary colours.
- Techniques – mark making
- Artists – research famous artists

The skills it focuses on:

- Using basic creative equipment
- Mixing colours
- Using poster paint, crayon and pastel

Our pupils are studying these topics because it provides the foundations in some of the key creative concepts that run through the Creative curriculum at Beech. Student historically come from KS2 having not spent much time in Creative lessons often due to working 1:1 or separately from their normal classes or not having the resources at their previous education provider.

The topics are therefore studied in this order because it allows concepts to be revisited and linked together to build up the students' schema as well as fill in any gaps as a result of their experiences at primary.



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## Year 8 *Creative* at Beech Academy

The Beech Academy Year 8 Creative curriculum continues to consolidate and complete their knowledge from KS2 whilst at the same time building on the topics taught in Year 7. It develops knowledge of:

### Cooking and Nutrition – 'Diet and Health'

- Hygiene and Safety – washing hands and equipment, personal safety.
- Eatwell Guide – sections of the guide, 5 a day
- Senses – to use adjectives

The skills it focuses on:

- Using basic creative equipment
- Using cookers safely
- Measuring using different equipment
- Health & Safety in the workshop and food room.

### Design and Technology – 'Creativity'

- Healthy and Safety – correct PPE and equipment, personal safety.
- Equipment – Describe, function and demonstrate how to use accurately
- Materials – Name, describe and function

The skills it focuses on:

- Using basic creative equipment safely
- Using machinery safely
- Handling materials
- Health & Safety in the workshop

### Art and Design – 'Feeling and Emotions'

- Colour – primary, secondary and tertiary colours.
- Techniques – mark making
- Artists – research famous artists

The skills it focuses on:

- Using basic creative equipment
- Mixing colours
- Using poster paint, crayon and pastel

Our pupils are studying these topics because it provides further foundations in other key creative concepts not covered in Year 7 and begins to spiral and build on those that were.

The topics are studied in this order because, again, it allows concepts to be revisited both from Year 7 and earlier in the year as well as making further links to develop the students' schema further. The skills learnt in Year 7 continue to be built upon and developed further in preparation for level One and Two Awards

## Year 9 *Creative* at Beech Academy

The Beech Academy Year 9 Creative curriculum builds on the work done in Years 7 and 8 and starts on the delivery of Award Levels Home Cooking/ Hospitality and Creative Crafts. The knowledge covered in Year 9 includes:



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### Cooking and Nutrition – 'Food and Cooking'

- Hygiene and Safety – washing hands and equipment, personal safety.
- Eatwell Guide – sections of the guide, 5 a day
- Senses – to use adjectives

The skills it focuses on:

- Using basic creative equipment
- Using cookers safely
- Measuring using different equipment
- Health & Safety in the workshop and food room.

### Design and Technology – 'Workshop Skills'

- Healthy and Safety – correct PPE and equipment, personal safety.
- Equipment – Describe, function and demonstrate how to use accurately
- Materials – Name, describe and function

The skills it focuses on:

- Using basic creative equipment safely
- Using machinery safely
- Handling materials
- Health & Safety in the workshop

### Art and Design – 'Colour'

- Colour – primary, secondary and tertiary colours.
- Techniques – mark making
- Artists – research famous artists

The skills it focuses on:

- Using basic creative equipment
- Mixing colours
- Using poster paint, crayon and pastel

## Year 10 *Creative* at Beech Academy

The Beech Academy Year 10 Creative curriculum covers Hospitality and Tourism Level One Award/Certificate. The knowledge covered in Year 10 includes:

- Unit 5 – Preparing and Cooking food
- Unit 6 – Serving Food and Drink
- Unit 9 – Contribute to Running a Hospitality and Tourism Event.

## Year 11 *Creative* at Beech Academy

The Beech Academy Year 11 Creative curriculum covers NCFE Creative Crafts Level One/Two

The knowledge covered in NCFE Creative Crafts Level One/Two includes:

- Unit One - Explore available resources to develop basic art and design skills
- Unit Two - Explore and develop ideas creatively
- Unit Three - Create, present and review final art and design items



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100% coursework based.

The units selected from the BTEC Level 1 Introductory course allow for all three disciplines to potentially be covered at the KS4 level as well as allows some flexibility to study units of particular interest to the students.

Providing these options give students the opportunity to achieve qualifications and provides two possible pathways into further education and training whilst taking into account their needs and/or abilities that might otherwise present a barrier.



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