LIONHEART
EDUCATIONAL TRUST

Art, Design & Technology

"Inspiring Creativity"

Our Overarching Vision

To instil a genuine passion for Art, Design and Technology in all our pupils, developing inquisitive, confident and resilient learners through experiences that allow them to gain an understanding of the world around them and themselves.
Art, Design & Technology should be enjoyable and motivating, helping to develop positive attitudes to school and life beyond formal education.

Key Principles

We have a moral obligation and responsibility as educators to prepare young people to engage in the wider world around them. Art, Design and Technology (ADT) is a creative platform in which students can access, enjoy and thrive. Our curriculum is built on a secure foundation of skills and knowledge which challenges learners to become independent practitioners through an iterative process of reflection and refinement.

Our 4 key statements that underpin the Lionheart Creative Curriculum are as follows:

EXPLORE ***A range of contexts including those in industry and professions. (Engineering, manufacture, food, visual communication, fashion, construction)*** ***Have a secure/ good understanding of a diverse range of artists, designers and makers and understand and appreciate the historical and cultural context.*** ***In Food they will explore the principles of nutrition & health and understand seasonality and characteristics of ingredients.*** ***Research and explore wide range of cultures and different contexts of users. Respond to stimuli, briefs, and conduct problem solving through evidence-based research and interpret their findings in an innovative individual response.***	**DEVELOP** ***Appreciate, understand and respond to the views of others through enquiry and the ability to reformulate their outcomes in response to user needs and consumer testing.*** ***Reflect on inclusivity and the appropriateness of outcomes and their social and moral responsibilities as a creative practitioner. (Visual communicator designer, Chef)*** ***The ability to be able to engage in an iterative process of designing and making.*** ***Review and refine through initial drawings, samples etc and develop into successful final outcomes and products.***
CREATE/ MAKE ***Produce creative work/ products that fully explore their ideas and records experiences.***	**EVALUATE** ***Can evaluate their own work and that of others in order to strengthen their response.***

Confidently select from and use a wide range of specialist tools, techniques, processes and equipment. ***Ability to modify/adjust with a resilient approach and self-reflection.***	***Confidently express themselves and this process through use of specific ADT language.*** ***Understand and use a specification to evaluate effectiveness and viability of product.*** ***Art & Design students are able to evaluate their own artwork against the formal elements and evaluate the impact of their work on:*** • ***Individuals*** • ***Society*** • ***Environment***

Technical skills

Pupils will become proficient in their selection and handling of different mediums and materials and subject specialist equipment/ tools. We ensure our students understand relevant systems in products such as
Mechanical
Electrical
Computing/ electronics
and are able to apply these within their own Designs and Products where appropriate
They will learn how to select and work with a wide range of materials and mediums, and understand their origins and impact, and a secure understanding of health and safety and how to work with complex processes safely in a variety of environments.

The above statements run through all of our specialist subject areas and drive our schemes of learning, designed to inspire and enthuse our students about the creative and innovative world we live in.

Our curriculum engages learners in a wide range of practical skills that require the development of fine motor skills and the ability to focus and work with a range of mediums, materials, ingredients and equipment and machinery. Theory is delivered to support practical learning ensuring that students have knowledge relating to material origins and environmental impact, of health and safety and moral responsibilities and how to work as a conscientious, creative practitioner.

Context and the variety of genres and cultures impact on audience and users and is vital to design education, driving innovation in response to local, national and global issues. We celebrate diversity and encourage our leaners to embrace inclusivity and to raise and ask questions about how Art, Design and Technology impacts our daily lives in both physical and visual forms. The inclusivity and diverse power of ADT is a pathway that supports our vulnerable, at risk and hard to reach young people and adults, enabling them to access and lead productive and successful lives. It encourages the development of visual literacy and perception, providing intellectual knowledge of the natural, virtual and made world, with the tactile and intelligent making skills formed through direct engagement with materials, tools,

Effective Teaching in ADT

Challenge

High expectations to stretch learning through contexts that are both familiar and unfamiliar.

- Explicitly teaching to the top and challenging students to think outside the box, EXPLORE & DEVELOP an innovative product or personal outcome.
- Varied tasks are designed to build confidence and encourage learners to respond creatively to challenges set and be able to sustain purposeful and independent activity.
- Challenge is delivered through a top-down approach, and scaffolded to allow all learners to take risks and experience the struggle when interpreting a brief or response.

Explanation
Teacher instruction is essential to ensure the context of each topic and project brief is communicated clearly to pupils.

- Dual coding & elaboration are key to delivering explanations in a creative and practical subject, explicitly teaching subject specific terminology.
- Elaboration with concrete examples enables students to EXPLORE and make connections with the designed and creative world around them.
- ADT is easily exemplified we can explicitly link learning to real-life examples often with tangible outcomes and products. Student's practice answering 'explain' and 'describe' exam questions by referring to concrete examples. Through story-telling we are able to bring to life unfamiliar situations for students, such as, industrial processes and historical contexts.

Modelling
Expert modelling of skills and techniques is the foundation of delivery in ADT.

- The development of practical skills, DEVELOP & CREATE, requires specific instruction with emphasis on the metacognitive process of the teacher/ expert articulating their thinking and decision making.
- Practical application and the addressing misconceptions through **I, We, You,** encouraging EVALUATION throughout each stage.

Questioning
Key to the introduction of a topic, extend pupils thinking and encourage 'ownership' of their projects and ideas.

- Valuable instant feedback – questioning is used to gage knowledge and understanding of materials, processes and student confidence levels.
- Students are questioned about their process of decision making, why they made those choices and encouraged to make prediction about how their materials and mediums will respond.
- EXPLORE & DEVELOP – Students are encouraged to become reflective practitioners questioning their own progress and developing their metacognition.

Elaboration & Interleaving
All theory can be linked with practical application, giving students an experience with which to connect the theoretical knowledge to. Students are encouraged to bring their interests from outside of school into the creative classrooms and link their specialist interest to their studies.

Retrieval

- Routinely used and embedded into the design process, retrieval activities are used to check subject knowledge "the knowing that and knowing how" essential to developing ideas to successful outcomes.
- Skills are constantly revisited through the nature of a spiral curriculum, where each topic revisits and revies and builds on both knowledge and skills. This is the natural cycle of the creative process of DEVELOP & EVALUATE,
- Achieved through regular starter and settling activities and end of topic assessments.
- Use of knowledge organisers to encourage review of key terms, vocabulary, processes and topic contexts.

Feedback
Regular, **personalised** verbal and written feedback is fundamental to Art, Design and Technology subjects as it places emphasis on the individual decisions our pupils have to make when solving a problem or presenting an idea and leads to more confident outcomes.
Delivered through:

- Verbal dialogue between individual pupil and teacher – encouraging reflection on decisions, processes and techniques.
- Whole class verbal feedback through class discussions, problem solving and critical appraisals.
- Written feedback to celebrate ideas and also encourage self-reflection and EVALUATION leading to next steps and refinement.

Literacy in ADT
Literacy skills are developed through a continuous reflection of the design process and analytical enquiry. The learning of key terminology is embedded in our Schemes of learning for each subject

area. Students are expected to use key terms in both analytical extended pieces of writing and annotations and when developing oracy. We encourage debate through group discussions expecting our students to formulate opinions and express them appropriately making critical judgements based on a sound knowledge of a variety of contexts; judgements about cultural values, cultural history, aesthetics, quality, craftsmanship and fitness for purpose.

Curriculum Overview – Cedars Academy

KS3

Each year will build upon greater subject knowledge, more in-depth and challenging skills / techniques and links to GCSE terminology, knowledge and experience.

YEAR 7 – Rotates through each subject area for 9/10 weeks – 2 x 1 lessons a week				
Subject	**Art**	**Food**	**Product**	**Textiles**
Topic	**Intro to Art Elements**	**Lunchtime!**	**Wooden puzzle**	**Hat**
Skills	Drawing & Painting, focus on form & application of colour theory Ceramics techniques	Cooking a range of dishes – fruit salad, pizza bread, pasta salad, flapjacks, scones, tarts, fruity cakes, pastry, cakes	3D isometric drawing Hand tools & essential machinery Basic carpentry Product analysis Self-evaluation	Safely use sewing machine Applique Hand sewing skills Analysis skills. Designing skills. Planning to make. Make a hat.
Knowledge	Formal Elements and 2d & 3D techniques. Pop Art Still LIfe	Knife cutting skills Nutrition / healthy eating, hygiene + H&S Melting in / creaming / rubbing in methods	Hard/soft woods & manufactured boards - properties / origins of wood (wood theory)	Sewing machine H&S; How to analyse other's work; How to plan to make.
YEAR 8 – Rotates through each subject area for 9/10 weeks – 2 x 1 lessons a week				
Subject	**Art**	**Food**	**Product**	**Textiles**
Topic:	**Life Events**	**Food for Brainiacs**	**Mobile phone holder**	**Make a monster.**
Skills	Portraiture Observational Drawing Mixed Media Refinement Ceramic techniques	Cooking a range of dishes – cous cous, pizza, muffins, tomato soup, rock cakes, cheese & onion triangles, layered pasta salad	CAD/CAM Making a thread (bolt) Line bending 3D sketching & Annotating Basic modelling	Recall - using sewing machine Tie dye & embellishment Applique recall. Batik. Design skills
Knowledge	Portraiture Genre Range of Artists and Cultures explore theme Further application of Formal Elements	4 Cs good food hygiene Using Eatwell Guide for meal planning Modifying a recipe Wise food shopping	Plastics & Metals classification Specification	Children as consumers Ways to colour fabric. Using a pattern
YEAR 9 – Rotates through each subject area for 9/10 weeks – 1 lesson a week				
Subject:	**Art / Textiles**	**Food**	**Product**	**Music**
Topic:	**Urban**	**Sweet & Savoury**	**Insect Hotel**	**Film Music Industry**
Skills	Architecture Drawing, observations of buildings. Mixed Media Printing Hand and Machine Sewing.	Cooking a range of dishes – deli salad, fruit fusion, ratatouille, cheesecake, ragu, crumble, fresh pasta	3D sketching, marking out, drilling, pilot & clearance holes, countersinking	Performance Skills: Performance of James Bond; Composing a theme for a Hero and a villain in a film; Computer Skills and use of Garage Band/Band Lab; Using and identifying Major and Minor scales, and use of particular chords to compose.
Knowledge	Perspective & Art Elements Refinement Design	Shallow frying, boiling, simmering, food handling, use of oven/grill	6 Rs, upcycling, environmental issues	Film composing techniques Putting Music in Films into context, identifying composers. Listening and Appraising various pieces of Music relating to the Film Industry. Use of particular chords to create different moods.

KS4					
YEAR 9 or YEAR 10					
Subject:	**GCSE Fine Art**	**GCSE Art (Textiles)**	**GCSE Food**	**GCSE Product Design**	**BTec Construction**
Topic 1	Workshops with Art Elements Theme: Events Observational drawing of Food.	Skills building Machines. Safety Free stitch Artist analysis	Food Commodities Knife skills Portion chicken Fillet fish Cut, slice, peel fruit & vegetables	Wood core, Box project, properties of materials	Carpentry and joinery skills – tilting mirror,
Topic 2	Theme: Events Explore media and techniques through Portraiture and The Living World (Animals & Humans)	Newspaper dresses Fashion drawing Artist analysis Creating form. Modelling.	Principles of Nutrition Proteins, fats, carbohydrates etc nutritional analysis of meals/recipes Mock NEA 1	Paper and board, sustainability, orthographic / perspective drawing, magazine & pixelated character design, DTP	Construction design
Topic 3	Artist study of form and structure in chosen areas	Body adornment Using 2D design Using the laser cutter Development by modelling.	Diet & Good Health The relationship between diet, nutrition and health; the major diet related health risks	Plastic core Mini maze game, CAD/CAM	Superstructures: foundations and walls
Topic 4	Media; experimentation of different media, techniques, 2D or 3D	Water in art and textiles Use of machine techniques. Print Tie dye Independent research and exploration.	The Science of Food Food & heat transfer Selecting appropriate cooking methods; Functional & chemical properties of food Mock NEA 2	Metal core Trophy	Superstructures: Roofing, floors
Topic 5	Self-critique and the production of a final piece.	Trialling and testing, exploration Exam prep	Where our food comes from; Food sources, sustainability, processing & technological developments	Textiles core, Smart & Modern materials, e-textiles, Systems, Mechanisms	Planned works and infrastructure
YEAR 10 or 11					
Topic 1	Independent Project: Connections with Living World/ Events	Artist study Klimt	Science of Food revisited NEA 1	NEA: Research methods, specification and brief	Brick and blockwork skills
Topic 2	Exam project set by exam board.	Exam project set by exam board	Principles of Nutrition revisited NEA 2	Design and sketching skills	Applied Maths
Topic 3	Artists study in line with chosen exam theme	Artists study in line with chosen exam theme	Food Commodities revisited	Planning and making	Applied Science
Topic 4	New techniques and exploratory work	New techniques and exploratory work	Diet & Good Health revisited	Testing evaluation	Construction industry
Topic 5	Final piece and exhibition	Final piece and exhibition	Where our food comes from revisited	Mechanisms revision	Plumbing skills

KS5				
YEAR 12				
Subject:	**A Level Fine Art**	**A Level Graphic Communication**	**A Level Product Design**	**A Level Art, Craft & Design**
Topic 1	Portraiture	Not currently offered	Not currently offered	Not currently offered
Topic 2	Identity			
Topic 3	Multi-media			
Topic 4	Classics			
Topic 5	Life drawing			

YEAR 13				
Topic 1	Exam project			
Topic 2	Exam project			
Topic 3	Exam project			
Topic 4	Exam project			
Topic 5	Exam project			

The Future of Art, Design & Technology

With the ever- evolving curriculum and the need to equip our learners with skills and knowledge they will require to succeed in an ever-changing creative workforce, we are faced with challenges of the emphasis on the EBACC and the value of the creative industries within society.

In 2019, 35.3% of teaching hours at key stage 3 were spent teaching non EBacc subjects, including arts subjects, design and technology, religious education and physical education. At key stage 4 this decreased to 32.2%. These figures are slightly lower than in 2018. DFE 2020

We have a focus on extending awareness and understanding of the relationship of Art, Design & Technology to the creative, cultural, and digital, new-media and heritage industries to better signpost careers opportunities. To enable us to move forward we need to explore the promotion of the creative industries and career pathways and make clear the vast array of opportunities available in the working world. We want collaboration and exposure to wider design contexts to ensure our learners are able to critically adapt and challenge their own work to keep up with change.

"Numerous studies confirm that learning through creativity builds young people's life skills – helping them to be more inquisitive, persistent, imaginative, disciplined and collaborative. These are skills that employers demand from young people entering today's competitive job market. The UK's creative industries are now worth £84.1 billion per year to the UK economy. Encompassing sectors ranging from architecture, designer fashion, film, video games, music, publishing, software, television and radio; the creative industries employ 1.8 million people and the sector is growing faster than any other industry sector (DCMS Creative Industries Economic Estimates 2016.) 1 in 11 of all UK jobs now fall within the creative economy" Arts Council

Beyond the classroom

Lionheart Creative Careers – regular live talks from experts and professionals across all fields and signposting participants to potential further and higher education, career choices and opportunities within STEM, visual arts, creative and cultural industries that supporting and servicing other subjects, industries and sectors.

Lionheart Gallery – We are developing a Trust wide online gallery to celebrate the creative achievements of our pupils from EYFS to KS5. This platform will hopefully inspire our school and wider communities and have a positive impact on their holistic development.