

Art & Design Technology

Art & Design Technology – Subject Overview

The Art & Design and Food Technology department is concerned with the ability to turn ideas into reality. It involves the application of knowledge, skills and experience, using a distinctive creative process which results in practical outcomes. The outcomes of Art & Design and Food Technology, should be tangible and open to evaluation against a range of criteria. They should be effective, efficient and produce acceptable solutions which can be tested in use or appreciation.

It is an activity which integrates thought and action through a process involving; the investigation of a need or exploration of opportunity; the development of ideas; planning for implementation and the making of a practical solution. Being engaged in creative activity will also involve students in continually evaluating their work throughout.

Art & Design Technology at Key Stage 3

At KS3 our students study and gain a wide variety of skills throughout a rota of Art & Design and Food Technology in year 7, 8 and 9. The work they produce in this Key Stage prepares them well for the GCSE courses, should they choose to opt for them. Each subject area is focused on delivering a skill base that reflects the GCSE format so they get a good sense of how work develops through a variety of projects.

Art:

Year 7

Drawing Skills, Pop Art, Abstract Art, Steampunk

Throughout their Art studies, students will learn the basics of drawing skills, looking at shading skills, proportions of the face leading to looking at the Pop Art movement, Abstract Art and the Steampunk movement, producing 2D and 3D work based on a range of images by various artists within each genre.

Art & Design Criteria

- Learn drawing, shading and painting skills
- Learn how colour can convey different moods and emotions
- Investigating portraiture and still life and how these are represented through different materials, processes and techniques.
- Investigate Pop Art, Abstract Art and Steampunk

Year 8

Drawing skills, Masks and Multicultural with a focus on The Day of the Dead

Throughout their Art studies, Students will extend their learning from Year 7 and develop and strengthen their skills by looking at Art and culture both from a multicultural perspective and combining this with a more modern element in that of the Steampunk movement. This as with in year 7 will be a combination of 2D and 3D representations of these areas of study.

Art & Design Criteria

- Learn drawing, painting and making skills
- Learn how to draw from direct observation
- Look at the styles of Art and Artefacts in a range of different cultures and responding to these in 2D and 3D
- Learn how to use a variety of research sources as inspiration to feed ideas for their own original pieces of artwork.

Year 9

Drawing Skills. Art Genre, All About Me Projects

These three projects are all designed in the style of GCSE project briefs in terms of students taking the next step to understanding how to develop a GCSE style project in more depth. Drawing skills will strengthen already learned skills in years 7 & 8. Art Genres is relating to the development of understanding how to research and be inspired by the work of other artists, designers and craftspeople that leads to original responses. The All About me Project explores how we represent ourselves through different artistic avenues in both 2 and 3D techniques.

Food Technology

Year 7

Topic Title – Cooking and Nutrition - Introduction to Food Technology

The topics studied are;

- The Eat well plate/Healthy lifestyle
- Kitchen Hygiene and Safety
- Sugary Snacks and Drinks
- The practical lessons focus on developing skills and increasing pupil's confidence in the kitchen

Year 8

Topic Title – Where Our Food Comes From

The topics studied are;

- Local seasonal produce (Fruit and Vegetable)
- Egg production (free range/battery hens)
- Where meat comes from and meat processing
- Fishing and animal welfare/environmental impact
- The bread making process (field to fork)
- The practical lessons are linked to the theory topics, and build on the skills from year 7

Year 9

Topic Title – Nutrition

Knowledge and understanding of potential hazards in the working environment and safe use of equipment when cooking. Hygiene and Health and Safety. Practical tasks cooking a range of meals, some of which listed above, carrying out research of ingredients, recipes and understanding the range of stages – ingredients, preparation, method and timings.

SKILLS:

- How to choose recipes
- Pasta Dish
- Main Food Groups
- Eat well Guide
- Meat or Meat substitute dish
- Sources of Food
- Pastry Dish
- Social and Environmental Factors
- Vegetarian Dish

Key Stage 4

At Key Stage 4 students can opt for the following courses delivered by our department;

GCSE Art & Design – Fine Art – OCR

Students are required to choose one or more area(s) of study:

- Drawing
- Installation
- Mixed-media
- Land art
- Printing
- Painting
- Sculpture

Component 01: Portfolio

This portfolio will consist of a project, theme or course of study. It may be presented in appropriate format(s) for the specification title and area(s) of study chosen. For example, sketchbooks, digital presentations, mounted sheets, maquettes, prototypes, animated work, scale models or illustrated written work.

Students must show they have:

- developed ideas through investigations and demonstrated critical understanding of sources from a given starting point
- produced material informed by context that is relevant to the development of their ideas

- refined work by exploring ideas, selecting and experimenting with media appropriate to their chosen specification title and area(s) of study
- recorded ideas, observations and insights relevant to intentions as work progresses
- presented a personal and meaningful response that realises intentions.

Component 02: Externally set task – 10 hour exam over 2 days

For this component, an early release paper will be despatched to centres based on estimated entries made and will also be available on the OCR website from 2 January.

The paper will give students a choice of five themes, each with a choice of written and/or visual starting points or stimuli. From this paper, learners are expected to choose one option for which they will generate an appropriate personal response of one or more artefact(s)/product(s)/personal outcome(s) within a 10-hour supervised time period. The paper will also give the student an opportunity to develop an extended response.

WJEC Eduqas - GCSE Food Preparation and Nutrition

The WJEC Eduqas GCSE in 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 students 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.

By studying food preparation and nutrition students will:

- be able to demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment
- develop knowledge and understanding of the functional properties and chemical characteristics of food as well as a sound knowledge of the nutritional content of food and drinks
- understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health
- understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices
- demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food
- understand and explore a range of ingredients and processes from different culinary traditions

Key Stage 5

A level Art & Design – Fine Art – OCR

The aims and learning outcomes for this qualifications is to enable students to develop:

- intellectual, imaginative, creative and intuitive capabilities

- investigative, analytical, experimental, practical, technical and expressive skills, aesthetic understanding and critical judgement
- independence of mind in developing, refining and communicating their own ideas, their own intentions and their own personal outcomes
- an interest in, enthusiasm for, and enjoyment of art, craft and design
- the experience of working with a broad range of media
- an understanding of the inter-relationships between art, craft and design processes and an awareness of the contexts in which they operate
- knowledge and experience of real world contexts and, where appropriate, links to the creative industries
- knowledge and understanding of art, craft, design and media and technologies in contemporary and past societies and cultures
- an awareness of different roles, functions, audiences and consumers of art, craft and design.

Component 01: Personal investigation

This component comprises two discrete but linked elements.

Element 1: Practical portfolio

This is a practical portfolio with supporting contextual research in which learners are expected to develop a personal response based on the centre-set or learner set theme leading to a finished realisation(s) or outcome(s). This portfolio will consist of a sustained project, theme or course of study. It may be presented in appropriate formats for the specialism and area of study chosen using, for example, sketchbooks, mounted sheets, maquettes, prototypes, digital presentations, animation, scale models or illustrated written work.

Element 2: Related study

Learners are required to establish through this written and, where appropriate, illustrated component, the related context in which their chosen practical portfolio exists.

The aim of the related study is to enable learners to develop their ability to communicate their knowledge and understanding of art historical movements, genres, practitioners and artworks, considering the way that these change and evolve within chronological and other frameworks. It also builds their understanding of the relationship between society and art: art historical terms, concepts and issues; methods of researching, investigating and analysing; and how works are interpreted and evaluated.

Component 02: Externally set task – 15-hour exam over 3 days

For this component, an early release paper will be despatched to centres based on estimated entries made and will also be available on the OCR website from 1 February.

The paper will give learners a choice of seven themes, each with a choice of written and/or visual starting points, briefs or stimuli. From this paper, learners are expected to choose one option for which they will generate an appropriate personal response for assessment.