Year 7 Creative Curriculum Overview

	HT1 – Music Fundamentals **Music and Computing**	**HT2 – Introduction to Cooking** **Design technology (Food)**	**HT3 – Art fundamentals** **Art and Design**	**HT4 –Game Design** **Music and Computing**	**HT5 – Product Design** **Design technology**	**HT6 – Resistant Materials** **Art and Design**
(Composite) Learning outcomes/composite knowledge: Pupils will be able to…	Listen, appraise and analyse different genres Perform as an ensemble using instruments Interpret treble and bass clef notation Play basic chord progressions using keyboards Use audio sequencing software to capture and manipulate sounds	Prepare, cook and store food safely Use the oven and hob safely Identify the components of a healthy diet Explain the functions of different fruits and vegetables Know the origins of food commodities	Identify the features of optical Art Know how placement and perspective can affect what the eye is drawn to Draw monotonal optical illusions Apply 3D elements and perspective to their designs. Use tints and shade to create the image of distance and depth. Sculpt in 3D using a variety of materials.	Create simple arcade games using Scratch Navigate and create basic animations in Scratch The control flow of input, process and output Trace the values of variables within a sequence Predict the outcome of simple sequences that include variables Identify elements of video game Music Compose ostinatos using Music editing software Mix and export audio	Research existing crazy golf sets and crazy golf obstacles Design a mini golf obstacle that will appeal to all ages using a range of materials. Plan, design and make products in collaboration with someone else. Solve problems, work with resistant materials and test / evaluate your success. Use card and tape to build functioning prototypes	Design and make a functional puzzle game. (Jigsaw, pinball, drop maze, fidget toy etc) Draw in proportion and to scale, realising designs in 3D. Know how 3D resistant material products are made, using joining, templates and finishing to create two identical shapes. Using tools and equipment safely

Knowledge Components & cross subject strands	Substantive Knowledge (components)	Musical elements Composing and performing using traditional notation Arranging, recording and editing audio using sequencing software Performing effectively as an ensemble following cues of a conductor	The 4C's of Food hygiene Safe kitchen protocols Identifying the functions and origins of ingredients Eat well Guide Healthy food choices	Deepening knowledge of line, shape, colour, value and perspective Principles of colour theory, tints and shade Developing proficiency in drawing and sculpting Design and translate a 2D design into a 3D form Using mixed media techniques to construct and shape 3D elements	Algorithms and programming language Modifying sequences Themes and Leitmotifs Incidental Music Adaptive Music Notating Music using Bass and Treble Clef Time Signatures Texture and Timbre	Interpreting design briefs Shape and Measure (Measuring, marking and cutting) Safe tool use Construction methods Strengthening and reinforcing 3D frameworks Drawing to scale 2D and 3D Sculpture	Shape and Measure (Scale, 2D and 3D shapes Developing accuracy in drawing Exploring forces Investigating wheels, axels and mechanisms Designing and making purposeful, functional, appealing products Functions of tools and equipment
	Art & Design Strand (Design, Make, Evaluate)	Using a variety of approaches to generate creative ideas Investigating new and emerging technologies			Using a variety of approaches to generate creative ideas Investigating new and emerging technologies Sharing design intentions explaining and evaluating their creative processes		
	Music Strand (Technical, Constructive, Expressive)		**<u>Constructive</u>** Composing using mnemonics as a revision tool				

	Computing Strand (Computational thinking Digital Literacy, Information Technology)		**Computational thinking** Decomposition – breaking recipes down into manageable chunks. **Digital Literacy** Accessing online tutorial videos to model baking techniques.	**Computational thinking** Abstraction – Filtering research information **Digital Literacy** Researching and navigating online safely, identifying credible sources. **Information Technology** Using computer systems to create compositions (sequence, selection and repetition)		**Computational thinking** Pattern recognition, Decomposition of sewing stages and techniques. **Digital Literacy** Using technology safely **Information Technology** Using computer systems to create compositions (sequence, selection and repetition)	**Computational thinking** Abstraction - creating a model to visualise potential problems and using algorithms to solve it. Experimentation **Digital Literacy** Understanding the main functions of an operating system. **Information Technology** Using arithmetic operations to solve problems.

Year 8 Creative Curriculum Overview

	HT1 – Rap Music **Music and Computing**	**HT2 – Nutrition** **Design technology (Food)**	**HT3 – Illustration** **Art and Design**	**HT4 – Music Production** **Music and Computing**	**HT5 – Product Design** **Design technology**	**HT6 – Graffiti Art** **Art and Design**
Learning outcomes/composite knowledge: Pupils will be able to…	Know the uses for vector graphics Navigate and use tools to create vector graphics. Identify features of Rap Music Compose and perform Rap Music as an ensemble Compose and perform riffs	Explain factors that affect food choice Identify vitamins and minerals and their functions. Know the function of carbohydrates, proteins and Fats in the diet.	Further develop drawing, shading and illustration skills Apply 3D elements and perspective to their designs. Use tints and shade to create the image of distance and depth. Illustrate an alien creature character and alien landscape. Sculpt landscapes in 3D	Choreograph, record and edit Music videos Describe Music video concepts Add visual and audio effects for Music video Sequence audio samples Describe the process=k of pre and post production Know promotion and advertising techniques Monetise creative work	Design and make a powered household item (I.e., clock, radio, lamp/ nightlight, security alarm etc.) Deepen understanding of circuits, motors and LEDs Solve problems, work with electronics and test / evaluate success. Use electrical equipment safely following risk assessment Handle and store tools appropriately	Identify the historical features of Graffiti Art Analysing Art for meaning Identify symbolism and hidden messages within Art Design and make a political Art piece/ installation Stencil, trace and use image transfer Apply different spray painting techniques Sculpt 3D cardboard reliefs

Knowledge Components & cross subject strands	Substantive Knowledge	Musical Elements Listening and appraising Rap and Hip Hop Music Performing following a range of stylistic conventions Creating Music that accurately reflects mood Adapting ideas of group compositions	Diet and Nutrition Vitamins and Minerals Safe kitchen protocols Identifying the functions of ingredients Different dietary needs throughout life	Principles of Illustration Perspective drawing Drawing and sculpting in 2D and 3D Advanced colour theory (Hues, value and tertiary colours)	Music Production Audio sequencing Recording Music and video Historical and cultural context of Music genres Music promotion and Advertising Copyright	Safe use of tools and risk assessment Circuits, LEDs and Motors Electronic components (Resistors, transistors, capacitors, diodes, inductors and transformers)	Art History - Graffiti through time Analysing Art:Art or Vandalism? Political Art and Symbolism Exploring drawing techniques (stencilling, tracing and image transfer) Cardboard relief and Mixed Media Art.
	Art & Design Strand (Design, Make, Evaluate)	To know the different design stages (Pre to post production) Communicating ideas clearly so others can implement/ follow them.			Using technical vocabulary for the design products they are using. Using new and emerging technologies to design products.		
	Music Strand (Technical, Constructive, Expressive)					Using simple circuits connections to omit sounds signals	Exploring hidden meaning in song lyrics and spoken verse

	Computing Strand (Computational thinking Digital Literacy, Information Technology)		**Computational thinking** Decomposition – breaking recipes down into manageable chunks. **Digital Literacy** Accessing online tutorial videos to model baking techniques.	**Computational thinking** Abstraction – Filtering research information **Digital Literacy** Researching and navigating online safely **Information Technology** Using 3D image programs such as blender to realise designs in 3D		**Computational thinking** Decomposition - problem solving Experimentation **Digital Literacy** Using interactive diagrams to support understanding of circuits and electrical components. **Information Technology** Using arithmetic operations to solve problems. Using computer systems to realise design intentions in 3D	**Computational thinking** Abstraction – Filtering research information and selecting reliable sources. Identifying bias sources **Digital Literacy** Know ways in which the media can shape ideas about gender, race and equality

Year 9 Creative Curriculum Overview

	HT1 – Film Music Music and Computing	HT2 – Consumer Awareness Design technology (Food)	HT3 – Intro to BTEC Art (Unit A2) Art and Design	HT4 – Digital Content for a cause Music and Computing	HT5 – Sustainability Project Design technology (Textiles)	HT6 – BTEC Art Art through time (Unit AD5) Art and Design
Learning outcomes/composite knowledge: Pupils will be able to…	Create Foley sounds, SFX, voice overs and Music for a given moving image project Apply knowledge of musical elements to analyse Music for Film Analyse Music and leitmotifs in moving Image projects Identify the purpose of Music, SFX and Foley within different moving image projects	Know the process of Fairtrade Identify the benefits of Fairtrade for the farmer and consumer Know how ethical values affect food choice Discuss the environmental impacts of food waste in relation to global warming and pollution Explore the basics of food science through experimentation	Introduction to Creative BTEC pathways Identifying strength and weaknesses SMART Target setting Developing a personal progression plan Documenting and monitoring progress Career research and post 16 entry requirements Highlighting future job aspirations Producing a piece of Artwork to represent you/ your interest for a careers interview.	Use social platforms responsibly to promote positive change Know the role of social media in the wider world Describe how social media is used for advertising Set up and navigate a camera to record and capture content Use proportional editing software to alter digital content (moving key frames, adding visual effects ect) Select and use materials to add colour to objects	Design and make a clothing line made from sustainable materials Exploring sewing techniques and create basic stitches Use printmaking and mixed media techniques to customise clothing Present design intentions through mood boards Design a marketing plan and logo Write and annotate design specifications	Create abstract drawings in the style of Picasso and Delaney Analyse the features and influences of Abstract art, Impressionism, Pointillism, Surrealism and Pop art Identify Art movements from 1800s to present day Produce Art using a range of mixed media, paints, printmaking and drawing tools

Knowledge Components & cross subject strands	Substantive Knowledge	Music and Sound for Moving Image Theme and Leitmotifs SFX and Foley Mickey Mousing Techniques Sound Analysis Graphic Score	Fairtrade Being an effective consumer Resource Management Environmental effects of Food Waste Ethical Purchasing **(Food Science)** Functional and chemical properties of ingredients Heat transfer Modified Starch	Introduction to Creative BTEC pathways SWOT Analysis SMART Target setting Developing a personal progression plan Post 16 Pathways	Communicating responsibly online Social media in the wider world Social Media as an advertising tool Socio- Political Art Video animation and transitions Proportional editing (adding and editing set lighting, visual effects, adding colour etc.) Political Art (Visual, spoken verse, Music etc.) Symbolism and Language Devices	Sustainability Fast Fashion Environmental impacts of textile waste Upcycled fashion Sewing Techniques Printmaking and mixed media Art Marketing and Promotional techniques Persuasive language devices	Art through time Art Movements
	Art & Design Strand (Design, Make, Evaluate)	Evaluate work in progress to select and make small changes to an idea to achieve artistic intention Use visual methods and writing to record artistic intentions.		Design and make an artistic piece (Drawing, painting, sculpture, poem, song etc) to represent your future aspirations Research artists and use a range of sources to develop ideas (Books,	Draw on research to generate innovative ideas and meet the needs of the user Produce storyboards to model video intent and sequence		

		Using a selection of technologies to realise design intentions		galleries, internet, exhibitions, libraries, magazines, documentaries etc.	Develop detailed design specifications to guide thinking (Storyboards, mood boards, annotated sketches, photographs etc)		
	Music Strand (Technical, Constructive, Expressive)		Historical links to slavery and plantation work (Using songs to spread secret messages)			Composing a jingle for a fashion line advert Know the role of music within advertising to create mood	
	Computing Strand (Computational thinking Digital Literacy, Information Technology)		**Computational thinking** Decomposition – breaking recipes down into manageable chunks. **Digital Literacy** Accessing online tutorial videos to model baking techniques.	**Computational thinking** Abstraction – Filtering research information **Digital Literacy** Researching and navigating online safely, identifying credible sources. **Information Technology** Using computer systems to create compositions (sequence, selection and repetition)		**Computational thinking** Decomposition - problem solving Abstraction - Analysing data Experimentation **Digital Literacy** Understanding the influence of the media **Information Technology** Using computer systems to realise design intentions in 3D Using arithmetic operations to solve problems.	**Computational thinking** Abstraction - filtering research information and data Experimentation **Digital Literacy** Understanding the influence of the media **Information Technology** Accessing online tutorial videos to model painting and drawing techniques Using creation software to create digital Art