

## Art and Design

### Subject vision

Art is vital to life. We aspire to instil a love for Art and equip students with the essential skills that will enable them to develop a love and interest within the many variations that Art as a subject has to offer. Art is not a one faceted learning experience, we instil within students the facts that Art is key to Culture, Science and creativity regardless of the varied Medias they will undertake during their learning experience within Art. We want to inspire, and challenge our students to experiment, develop and create their own Art works that they will enjoy creating over time, building confidence encompassing an awareness of the role of Art within society and how it contributes to our everyday life's both past and present.

### Topics/ units being studied

#### Key Stage 3

Year 7	Year 8	Year 9
Introduction to Art at WRHS Artist history: Pop Art To gain an understanding of the varied Art styles and historical context related to Pop Art.	African Mask themed work. Question Papers related to improving knowledge of African Masks Drawing and Painting using Secondary sources of specific African Artists. Creation of a 3D African Inspired Mask, using Mod Rock and Found Materials.	Gustav Klimt inspired project. To gain an understanding of the Artist (Artist Research). To produce a mixed Media / card construction influenced by Pattern and Form inspired by Gustav Klimt

#### Key Stage 4

Year 10	Year 11
ART: HT1+2 Key skills, Artist research experimentation using different media, Observational drawing Mixed media piece Understanding the AOs. HT3-4 / HT5-6 Photography based project. Textiles based project	ART: HT 1+2 Understand the marking criteria for the AO elements of the course. To produce a series of AO1,2,3,4 outcomes so that students understand the formal elements required to pass this course of study. Production of an A4 H/W book will also be ongoing throughout this term.

<p>Exploring the Art work of chosen artists and then develop work through a variety of Medias. Production of Experimental Design sheets in keeping with the AO1 marking criteria of the AQA exam board.</p>	<p>HT3,4,5 Introduction of the Exam element of the AQA course of study. 14 weeks of study will involve the production of an exam portfolio prior to the final outcome being created during the first week in May. Covering AO1,2,3,4.  AO1,2,&amp; 3 are the focus for the terms ahead.</p>
<p><b>PHOTOGRAPHY:</b> HT1+2 Understanding the AOs. History of Photography Photo booth project looking at the work of Andy Warhol Editing, Photo manipulation and Layering HT3-6 Responding to themes- independent response projects :</p> <ul style="list-style-type: none"> <li>• Metal Still Life</li> <li>• Skulls and Bones</li> <li>• Plant Life (Natural Forms)</li> </ul> <p>Students will develop portfolio skills and enhance their abilities to manipulate image using creative editing suites. Building their ICT knowledge as well as their Photographic skills.</p>	<p><b>PHOTOGRAPHY:</b> HT1+2 Mini projects to build up portfolio Food Photography Textures Closeups HT 3-5 Introduction of the Exam element of the AQA course criteria. 14 weeks of study will involve the production of an exam portfolio prior to the final outcome being created during the first week in May. Covering AO1,2,3,4.</p>

**Additional information:**

**KS4 Additional classes for support and intervention will be made available as extra- curricular sessions.**

**Opportunities to visit Art Galleries/ Installations and Museums.**

**Trips locally to inspire starting points for projects e.g. Salford Quays, Manchester City Centre.**

## **Design Technology**

### **Subject vision**

The Design Technology / Textiles curriculum aims to inspire students to develop a love for practical learning.

We want students to engage with the all-encompassing aspects of design and how it is integral to the modern world in which we live. To understand that many things that they touch, see and hear have been developed through the design process.

Design technology is all inclusive and allows students to express their individuality and inventiveness through the different facets of design. Students will be confident in their ability to achieve success through the creative process.

### **Topics/ units being studied**

#### **Key Stage 3**

<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>
Wooden Plane Felt Torch- e textiles	Wooden Block Bot in a Fabric Gift Bag.	Wood and Acrylic USB Desk light. Design Textiles project Collagraph print making inspired by the work of a variety of Textiles Artists

#### **Additional information:**

We will be running Textiles and Product Design workshops and events throughout the year.

## **Food and Cookery**

### **Subject vision**

Food is vital to life. We aspire to instil a love for cooking and equip students with the essential life skills that will enable them to feed themselves and others affordably and nutritiously, now and in later life for good health. We want to inspire, and challenge our students to experiment, develop and create their own dishes that they will enjoy eating, working safely and with confidence encompassing an awareness of the role of food within society and how it contributes to our cultures and creativity

### **Topics/ units being studied**

Key Stage 3 YR 7 and 8 have 1 term in this subject across the year, YR 9 have a 1/2 term rotation across DCP.

Year 7	Year 8	Year 9
<ul style="list-style-type: none"> <li>• How to work safely in the food room. Practical ready/ Practical finish</li> <li>• Understanding the eatwell guide.</li> <li>• Using ingredients from the different food groups</li> <li>• Basic equipment, techniques and processes</li> <li>• Fruit salad</li> <li>• Vegetable stir fry</li> <li>• Pasta salad</li> <li>• Fruit crumble</li> <li>• Bread</li> <li>• Fruit scones</li> <li>• Italian Frittata</li> <li>• Mac Cheese</li> <li>• Carrot Muffins</li> <li>• Sprinkle Buns</li> </ul>	<ul style="list-style-type: none"> <li>• Safety and hygiene in the food room</li> <li>• Cooking methods</li> <li>• The eatwell guide in action.</li> <li>• Healthy eating</li> <li>• Food safety</li> <li>• Vegetable Noodles</li> <li>• Chickpea Curry</li> <li>• Melting Moments</li> <li>• Cheese scones</li> <li>• Pizza</li> <li>• Chicken Nuggets</li> <li>• Bolognese</li> <li>• Butterfly Buns</li> </ul>	<ul style="list-style-type: none"> <li>• Safety and hygiene in the food room</li> <li>• Cooking methods, techniques, and processes.</li> <li>• Recipe development.</li> <li>• Focaccia</li> <li>• Fajitas and salsa</li> <li>• Lasagne</li> <li>• Quiche</li> <li>• Own choice main meal dish</li> <li>• Celebration cake, Design and create task.</li> </ul>

#### Key Stage 4

Year 11
<ul style="list-style-type: none"> <li>• Food preparation, consolidation of cooking skills and techniques, these are developed alongside the following topics:</li> <li>• Food legislation and food provenance</li> <li>• Menu and action planning for completed dishes.</li> <li>• Food processing</li> <li>• Nutritional needs of different groups</li> <li>• Diet related health conditions</li> <li>• Nutritional information on food labels</li> <li>• Recipe amendment, development, and evaluation</li> <li>• NEA</li> <li>• Revision for external exam</li> </ul>

#### **Additional information about your subject**

KS3 Cook club sessions will run across the year.

Recipes used in KS3 are available with Allergen information and storage / reheating information: [KS3 Recipe Book 2024/25](#)

## Music

### Subject vision

We believe that being immersed in and making music is a wonderful thing in itself. Music's unique language answers a fundamental need in all of our students to explore and express through music a range of emotions. In addition: enabling our students to develop music performance skills on an instrument really helps their intellectual development. We intend our music curriculum to give students opportunities to develop their musical knowledge and skills through listening, performing and composing and explore the benefits that music can have on their lives and mental well-being.

### Topics/ units being studied

#### Key Stage 3

<p style="text-align: center;"><b>Year 7</b> <i>1 hour weekly throughout the year</i></p>	<p style="text-align: center;"><b>Year 8</b> <i>1 hour weekly over 3 half-terms (alternating with Drama)</i></p>	<p style="text-align: center;"><b>Year 9</b> <i>2 hours weekly over 1 half term per year</i></p>
<p><b>Keyboard Skills</b></p> <ul style="list-style-type: none"> <li>• developing basic keyboard-playing skills.</li> <li>• learning the basics of reading music notation.</li> <li>• developing analytical listening skills</li> <li>• developing creativity by composing a simple melody.</li> </ul>	<p><b>Stand by Me Song Study</b></p> <ul style="list-style-type: none"> <li>• developing performance skills playing keyboard, ukelele &amp; percussion</li> <li>• developing knowledge of triad chords</li> <li>• developing listening skills</li> <li>• learning the skills of rehearsing and performing</li> </ul>	<p><b>Practical Musicianship</b></p> <ul style="list-style-type: none"> <li>• developing knowledge of the musical elements and structure of a 'pop' song</li> <li>• developing listening skills analysing a variety of songs</li> <li>• developing keyboard skills playing chord sequences</li> <li>• developing lyric-writing</li> <li>• using computer software ('Mixcraft') to structure and compose a pop song</li> </ul>
<p><b>The Rhythm Game</b></p> <ul style="list-style-type: none"> <li>• learning how to read and compose rhythm patterns</li> <li>• performing rhythm patterns in an ensemble.</li> <li>• composing your own rhythms.</li> </ul>	<p><b>The Blues</b></p> <ul style="list-style-type: none"> <li>• developing knowledge of Blues history</li> <li>• playing 12 bar blues on keyboards &amp; ukelele</li> </ul>	

	<ul style="list-style-type: none"> <li>• Developing skills improvising Blues melodies</li> </ul>	
<b>Ukulele 1</b> <ul style="list-style-type: none"> <li>• developing ensemble skills</li> <li>• Playing chords and using strumming patterns.</li> <li>• developing knowledge of the musical elements and pop music structure.</li> <li>• developing knowledge time signatures.</li> <li>• developing analytical listening skills</li> </ul>	<b>Ukulele 2</b> <ul style="list-style-type: none"> <li>• developing ensemble skills</li> <li>• Playing chords and using strumming patterns.</li> <li>• Learning how to pick out a melody/bass line.</li> <li>• developing knowledge of the musical elements and pop music structure.</li> <li>• developing analytical listening skills</li> </ul>	
<b>Film Music</b> <ul style="list-style-type: none"> <li>• developing basic keyboard-playing skills.</li> <li>• learning how to perform a leitmotif.</li> <li>• developing composing and performing skills by creating a film soundtrack using computer software ('Mixcraft').</li> <li>• Developing analytical listening skills</li> </ul>		

### **Additional information about your subject**

We offer the opportunity for free weekly 20 & 30 minute instrumental lessons to all students on the following instruments: Guitar & bass guitar; ukelele; violin and viola; steel pans; singing and piano; drum kit. Lessons are given by visiting instrumental teachers.

Choirs rehearse in the morning and at lunchtimes. Rock band and string group rehearse at lunchtimes. Lunchtime music clubs are open to all students to give them the opportunity to rehearse and practise music. Students can rehearse after school.

There are several concerts every year including the very popular Winter Showcase and Summer Serenade at the end of our school year. We also take students to see concerts and performances when the opportunity arises. In addition: with the Drama department we collaborate to give students the experience of performing in musical theatre by rehearsing and presenting well-known musical shows for students to participate in.

### **Contact information**

If you have questions on the curriculum that your daughter will be studying, please contact one of the following.

Head of Faculty: Mrs A. Mistry

Head of Subject: Art and Design- Mr A Leigh- Dalton