**KS3 Overview – Creative Arts**

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| **Timeline** | | **Intent:**  ***What are you trying to achieve through your curriculum?*** | | | | **Implementation:**  **Deeper Applied Learning**  ***How are you delivering your curriculum?*** | | | **Impact:**  ***What difference is your curriculum making?*** | | **CPD Requirements** | |
| **Term** | **Year** | **Topic & SOW Ref:** | **Topic Objective** | **Subject Delivery** | **RGS Pledge Opportunity**  **(Highlight as appropriate in red)** | **Relevant**  **Engaging**  **Active**  **Learning** | **Coherent Industry Experience & Lead Teacher**  **Careers Insight** | **Sequencing (KS4) link**  **(Spec Ref)**  **End Points** | **Marking Task**  **Outcomes** | **Independent Learning Project (Lifelong) & Lead Teacher**  **Skill & Knowledge Beyond Exams** | **Pedagogy** | **Subject Knowledge** |
| 1  Sep  Dec | 7 | Application of Principles | To understand and practise and apply skills and techniques. | Art and Design:  1.1 - 1.6  Performing Arts: | P1: After School Activity  P2: Represent RGS  P3: Residential  P4: National Event  P5: RGS Production  P6: Formal Presentation  P7: International Experience  P8: Community Experience  P9: Fund Raising  P10: Sustainability of RGS | Application of techniques through practical work. | Young Art Reading (Competition and Art workshop)  Linking with the local community ‘My Reading’.  Crown Court: Art elements linking with National Heritage.  (KDE) | KDE – BTEC Introduction to pathways  EGA – BTEC Tech PA. Component 1 & 3: Students explore various stimuli and dance styles. | Practical performance  (EGA)  Art practical task and theory based on formal elements  (KDE) | **Formal Elements** (KDE)  Examples of formal element within the natural surroundings.  How to research the work of artists, craftspeople and designers, selecting important visual and text-based information to help in own creative work.  Work purposefully in response to a visual or tactile stimulus incorporating ideas from studies of artists, designers and the products of other cultures. |  |  |
| 2  Jan  April | 7 | History through Art | To develop Theatre performance, production and designs | Art and Design 2.- 2.  Performing Arts  2. - 2. | P1: After School Activity  P2: Represent RGS  P3: Residential  P4: National Event  P5: RGS Production  P6: Formal Presentation  P7: International Experience  P8: Community Experience  P9: Fund Raising  P10: Sustainability of RGS | Planning, research and application | Theatre (EGA)  Theatre performance and productions  **TBC** | KDE - Communicating 2 and 3-D ideas / techniques and processes. Art and Design  EGA – BTEC Tech PA. Component 1: Students given opportunities to analyse professional repertoire and physically reproduce them through practical work. | (EGA)  Art practical task and theory based on Art and design  (KDE) | **1920s / Charleston** (EGA)  Students personalise the homework in response to 4 options. Students should use analytical skills fostered in earlier lessons to understand the context of Charleston within the 1920s era. The ILP allows pupils to demonstrate their understanding of complimenting features by producing an informative document or handmade costume / prop. |  |  |
| 3  April  July | 7 | Cultural influences | Creating visual responses based on research | Art and Design:  3. - 3.  Performing Arts:  3. - 3. | P1: After School Activity  P2: Represent RGS  P3: Residential  P4: National Event  P5: RGS Production  P6: Formal Presentation  P7: International Experience  P8: Community Experience  P9: Fund Raising  P10: Sustainability of RGS | Understanding through application of skills and techniques | Reading College  (KDE)  **TBC** | KDE - Communicating ideas in 2D/3D  Art and Design.  EGA – BTEC Tech PA. Component 2: Performance-based modules. | Art practical task and theory based on 2D and 3D techniques and processes.  (KDE) | **Cultural influence (KDE)**  To look at the works of others to resolve creative problems and to inform own’s work.  Independently select media and tools when creating my work |  |  |
| 4  Sept  Dec | 8 | Theatre & Production | Refine and modify techniques and approaches | Art and Design:  1. - 1.  Performing Arts:  1. -1. | P1: After School Activity  P2: Represent RGS  P3: Residential  P4: National Event  P5: RGS Production  P6: Formal Presentation  P7: International Experience  P8: Community Experience  P9: Fund Raising  P10: Sustainability of RGS | Application / understanding of research | Theatre  (EGA)  **TBC** | KDE & EGA - Understanding production features in a professional performance (costume, set, props, lighting etc.) Link to BTEC Tech PA. Component 1: Analysis of professional production features. | Art Practical task and theory based on Art and design and Formal elements.  (KDE) | **Musical Theatre** (EGA)  Students personalise the homework in response to 4 options. ILP requires students to build on knowledge acquired in lessons and independent research to complete a creative piece of work inspired by the production features of a popular musical (i.e. costume, prop, set, lighting design etc.) |  |  |
| 5  Jan  April | 8 | Project | Working towards a client’s brief, producing an effective outcome | Art and Design:  2. - 2.  Performing Arts:  2. - 2. | P1: After School Activity  P2: Represent RGS  P3: Residential  P4: National Event  P5: RGS Production  P6: Formal Presentation  P7: International Experience  P8: Community Experience  P9: Fund Raising  P10: Sustainability of RGS | Enterprise style practical learning | Dance  (ECA)  **TBC** | KDE - Communicating ideas in 2D/3D. Art and design  EGA – BTEC Tech PA. Directly linked to Component 3: Experience in choreographing and refining ideas in response to a brief. | Art Practical task and theory based on 2D and 3D techniques and processes.  (KDE) | **Dance Project (Choreography)** (EGA)  Enterprise style project. Students given a brief as an ideational stimulus to stimulate choreographic ideas. Students are given 6 weeks in company groups to choreograph a dance work inspired by stimulus, by carefully selecting and refining ideas. Students accompany their choreography with a presentation demonstrating artistic design decisions regarding company name / logos, music, costume, set, theatre environment etc. |  |  |
| 6  April  July | 8 | Expressionism & Identity | To analyse existing work, apply knowledge and skills to create a personal response | Art and Design:  3. - 3.  Performing Arts:  3.- 3. | P1: After School Activity  P2: Represent RGS  P3: Residential  P4: National Event  P5: RGS Production  P6: Formal Presentation  P7: International Experience  P8: Community Experience  P9: Fund Raising  P10: Sustainability of RGS | Refining and modifying prior knowledge | South Hill Park / V & A  (KDE)  **TBC** | KDE & EGA - Ability to analyse a professional work and respond to a stimulus. Link to BTEC Tech PA. Component 1 & 2: Analysing political issues in dance and further opportunity to replicate or interpret repertoire for performance | Art Practical task and theory based on Formal elements, techniques and processes.  (KDE) | **Picasso and portraits** (KDE)  Independently select and exploit expressive aspects of the visual elements and media when designing.  Independently develop my own practical skills through experimentation using a range of media. |  |  |