



Curriculum and Assessment in Creative Design at KS3

Curriculum Statement: Creative Design

If you're not prepared to be wrong, you'll never come up with anything original.

- Ken Robinson

Powerful Knowledge in Creative Design

Powerful knowledge is the realisation that most of the items or products we interact with on a daily basis are designed by humans, for humans, for a reason. Real world problems are used to develop the students' understanding of the huge, life-changing role and impact artists and designers can have. This provides:

- A knowledge of important art and design movements, their theories and their origins from culture.
- Knowledge of materials, their origins, strengths and weaknesses, in subject specific areas to help develop outcomes that are more realistic.
- A good understanding of how environmental considerations can impact design decisions, positively and negatively.
- A knowledge of Biomimicry.
- An understanding of ergonomics, anthropometrics, target markets, product analysis, specifications, marketing and evaluations.

All students should be able to apply the iterative design process to provide solutions to given problems developing the ability to argue, justify and present with confidence and clarity. To discuss, experiment, evaluate, discuss, experiment (and repeat) = the iterative design process.

Curriculum features

Our curriculum is built around creativity and problem-based learning. The subject encourages students to explore their individual ideas and become enterprising, resilient, innovative and resourceful individuals. Our KS3 curriculum in Creative Design develops students in the following ways:

- Use of visual language by seeing, understanding, questioning and practising.
- Use of research and analysis to aid the generation of ideas.
- To develop the ability to draw and present art work and design ideas.
- Ability to test and modify ideas.
- Ability to present ideas developing confidence in oracy and rhetoric and evaluating outcomes to identify areas for improvement.
- Understanding of art and design throughout history and in today's society.

Example projects in year 7 include: The Zombie Toy Project, The Packaging Project, The Logo Design Project and The Collage Project influenced by Frank Shepherd Fairey.

Co Curriculum enrichment

Creative Design links with a number of other subjects including English, Maths, History and Science. We offer electives that aim to enrich the work students produce in Creative Design lessons:

- Fashion Design - Students will have the opportunity to design and manufacture their own T-Shirt. They will learn about key fashion design processes such as pattern cutting.
- Origami - Students will learn about this ancient Japanese art. They will develop hand-eye coordination skills as well as patience, perseverance and resilience.



Curriculum Overview

Creative Design

Creative Design Curriculum for Year 7 – An Overview

The KS3 curriculum is built around creativity and problem-based learning. The subject encourages students to explore their individual ideas and become enterprising, resilient, innovative and resourceful individuals. Our KS3 curriculum in Creative Design develops students in the following ways:

- Use of visual language by seeing, understanding, questioning and practicing.
- Use of research and analysis to aid the generation of ideas.
- Ability to draw and present art work and design ideas.
- Ability to test and modify ideas.
- Presentation of ideas, developing confidence in oracy and rhetoric, and evaluating outcomes to identify areas for improvement.
- Understanding of art and design throughout history and in today's society.
- Proficiency in handling materials and 2D and 3D design and making skills.

Year 7

Example projects that students will work on in year 7 include: The Zombie Toy Project, The Packaging Project, The Logo Design Project, The Collage Project influenced by Frank Shepherd Fairey. Skills will be developed in 2D and 3D, using a variety of media and exploring a number of formal elements, whilst allowing students to develop a personal response. Annotation, analysis and evaluation will become an integral part of the year and will help students to communicate their ideas to others. Research, analysis, idea generation, testing/modelling and evaluation form the design process that are fundamental areas of Creative Design that the projects will focus on. The projects will incorporate important design considerations such as: ergonomics, anthropometrics, designing for a target market, sustainability, cost, biomimicry, form, function, safety, materials and equipment. Art and design movements will be studied and used as inspiration.



KASH Reporting Criteria

Creative Design

KASH Reporting Criteria in Creative Design: Knowledge and Skills for Year 7

Students will develop their **KNOWLEDGE** of:

- Important design and art movements, their theories and their origins from culture.
- How designers record their ideas effectively
- understanding how to improve their work through using appropriately relevant success criteria
- Annotating and evaluating effectively using relevant language and keywords to display a firm understanding
- the Design Process; developing their knowledge and understanding of the process
- Understanding the role of a designer and their responsibility to society and the environment
- being able to name and use appropriate tools and equipment
- Knowledge of materials, their origins, strengths and weaknesses, in subject specific areas to help develop outcomes that are more realistic
- Target Market's needs and how this affects design ideas
- Applying knowledge of a range of techniques to finish/decorate a product and justify choices
- how to apply and follow designing and making techniques and processes

Students will develop their **SKILLS** in:

- the practical application of different media (how well media is used)
- developing the ability to draw and present art work and design ideas
- the exploration and manipulation of relevant materials and techniques (how well they are used)
- developing a personal response through creativity within their work (developing relevant ideas, CPR)
- developing ideas through purposeful investigations (researching appropriately)
- discussing and comparing the work of others (artists and such like)
- annotating and evaluating effectively using relevant language and keywords
- being able to carry out effective research tasks
- developing and applying evaluation and analysis skills
- drawing from a range of appropriate technical language when annotating
- being able to plan and follow a basic Design project
- developing independency when working on a project
- using tools and equipment with accuracy, skill and safety in mind
- demonstrating a range of finishing or decorating techniques with accuracy
- being able to identify and record areas for improvement and/or modification



**Foundation Stages –
Assessment Criteria
Creative Design**

Creative Design

	AO1	AO2	AO3	AO4
	RESEARCH	DEVELOPING IDEAS	PLANNING AND MAKING	EVALUATE
ART	<p>Researching and analysing materials, artists, client needs, tools and equipment and relevant similar outcomes.</p>	<p>Develop and refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p>	<p>Use and selection of tools, equipment, materials and techniques. Application of skills and quality of final outcome. Present a personal and meaningful response that realises intentions.</p>	<p>Reflect on the work carried out. Justify decisions and identify areas for improvement.</p>
BFS	BEYOND FOUNDATION STAGE- A Highly developed ability of Foundation Stage 5			
FS5- Effective	<p>An ability to effectively research themes and the relevant work of artists, craft-persons and designers. A detailed analysis and explanation of the given Brief. A detailed understanding of specific targets markets' needs and wants. Detailed design specification relevant to research. Relevant primary and secondary research carried out in a range of areas such as; existing products, machinery, equipment, materials, industrial processes, social, cultural and environmental issues.</p>	<p>An effective ability to skilfully record observations and insights through focused quality drawings, modelling, drawing and annotation, and any other appropriate means relevant to intentions. As work progresses Designs can be clearly linked to the design specification. All designs are original and show a high level of creativity. An ability to effectively develop and refine ideas by selecting and purposefully experimenting with appropriate media, materials, techniques and processes.</p>	<p>A confident ability to demonstrate understanding of visual language. Be able to select and use tools and equipment safely and efficiently. Describe, select and apply QA and QC measures. Understand the environmental impact of a range of materials and be able to justify the selection of a material. Be able to join and construct a product so that it functions as designed. Be able to compare, test, use and select a range of methods, techniques and process to create a quality, demanding product. Demonstrate quality of finish to others. Product has potential for commercial viability with small modifications.</p>	<p>Evaluate ideas in detail against the design specification. Seek out and respond to user feedback offering a modified version or versions. Suggest a number of modifications to ensure product is commercially viable. Justify decisions made at each stage of idea development. Understand and evaluate how the product might be made differently in industry relevant to their product.</p>

<p style="text-align: center;">FS4- Consistent</p>	<p>An ability to effectively research themes and the relevant work of artists, craft-persons and designers. An analysis and explanation of the given Brief. Demonstrates an understanding of a specific targets markets' needs and wants. Write a relevant design specification. Relevant primary and secondary research carried out in areas such as; existing products, machinery, equipment, materials, industrial processes, social, cultural and environmental issues.</p>	<p>An ability to skilfully record observations and insights through quality drawings, modelling, annotation, and any other appropriate means relevant to intentions. As work progresses designs can be linked to the design specification. All designs are original and show a good level of creativity. An ability to develop and refine ideas by selecting and purposefully experimenting with appropriate media, materials, techniques and processes.</p>	<p>Ability to demonstrate understanding of visual language. Be able to select and use tools and equipment safely. Name and apply a range of QA and QC measures. Understand the environmental impact of some materials and be able to justify the selection. Be able to join and construct a product so that it is mostly accurate. Be able to compare, test, use and select a range of methods, techniques and processes to create a working product. Demonstrate quality of finish to others. Product has potential for commercial viability with some modifications.</p>	<p>Good evaluation of ideas against the original design specification. Seek out and respond to user feedback making a few suggested changes. Can describe modifications needed to ensure product is commercially viable. Justify most decisions made during development of idea. Understand and comment on how the product might be made differently in industry relevant to their product.</p>
<p style="text-align: center;">FS3- competent</p>	<p>A consistent ability to research themes and the relevant work of artists, craft-persons and designers An explanation of the given Brief. Demonstrates a basic understanding of a specific targets markets' needs and wants. Write a design specification. Primary and secondary research carried out on one or more of the following; existing products, machinery, equipment, materials, industrial processes. Environmental considerations are considered and mostly relevant.</p>	<p>An ability to record observations and insights through mostly quality drawings, modelling, annotation, and any other appropriate means relevant to intentions. As work progresses designs can be linked to the design specification. Most designs are original and show a level of creativity. Some ability to develop and refine ideas by selecting and purposefully experimenting with appropriate media, materials, techniques and processes.</p>	<p>Mostly able to demonstrate understanding of visual language. Be able to select and use tools and equipment safely. Name and apply some QA and QC measures. Understand the environmental impact of some materials and be able to give some reasoning for selection. Be able to join and construct a product to a reasonable standard. Be able to test, use and select some methods, techniques and processes to create a finished product. Make some considerations to the finish of the product. Product requires a few modifications for it to be viable.</p>	<p>Evaluate ideas against the original design specification. Respond to user feedback making a few suggested changes. Can describe some modifications needed to ensure product is commercially viable. Justify some decisions made during development of idea. Make a few comments on how the product might be made differently in industry relevant to their product.</p>

<p style="text-align: center;">FS2- mostly competent</p>	<p>A competent ability to research themes and the relevant work of artists, craft-persons and designers. Basic explanation of the given Brief. Demonstrates an understanding of a specific target market. Write some relevant design specification points. Secondary research carried out on one or more of the following; existing products, machinery, equipment, materials, industrial processes. Environmental issues are mentioned and are relevant.</p>	<p>An ability to record observations and insights through some quality drawings, modelling, annotation, and any other appropriate means relevant to intentions. As work progresses designs can sometimes be linked to the design specification. Some designs are original and show a level of creativity. Some ability to refine ideas by selecting and experimenting with media, materials, techniques and processes.</p>	<p>Able to demonstrate understanding of visual language some of the time. Be able to select and use tools and equipment safely. Name and apply one or two QA and QC measures. Understand the environmental impact of some materials and be able to give basic reasoning for selection. Be able to join and construct a product which requires a few modifications for it to be viable. Be able to test, use and select some methods, techniques and processes to create a mostly finished product. Make some considerations to the finish of the product.</p>	<p>Evaluate ideas against some of the design specification. Basic response to user feedback making a few suggested changes. Can describe one or two modifications needed. Justify some decisions made during development of idea. Make a few comments on how the product might be made differently in industry.</p>
<p style="text-align: center;">FS1 – Some ability</p>	<p>Some ability to research themes and the relevant work of artists, craft-persons and designers. The design brief has been copied down. Can name different target markets. Example given of how different products suit different people. Secondary research carried out on one existing product,</p>	<p>An ability to record observations and insights through basic drawings, modelling, labelling, and any other appropriate means relevant to intentions. As work progresses designs are loosely linked to the design specification. Designs are basic and show a basic level of creativity. Some ability to improve ideas but sometimes needs support to identify materials and processes needed. Work can sometimes be incomplete.</p>	<p>Able to demonstrate basic understanding of visual language. Be able to select a few tools and equipment and use them safely. Know one or two QA and QC measures. Know some environmental issues related to materials and manufacture. Be able to join and construct a product which requires modifications for it to be viable. Be able to use and select some methods, techniques and processes to create a mostly finished product. Make some considerations to the finish of the product.</p>	<p>Evaluation ideas against some of the design specification is present but not always relevant. User feedback is recorded but not always acted on. Can identify some modifications needed to the final outcome.</p>



Attitudes and Habits

At Laurus Cheadle Hulme we expect all of our students to display the following **Attitudes and Habits in all of their subjects**.

Development in each area will be judged by the subject teacher as either, **emerging, establishing, secure, enhancing or excelling** dependant on the progress being made.

ATTITUDES

- Ready to learn and quick to settle
- Takes responsibility for learning
- Has a thirst for learning
- Willing to work independently with focus/without teacher input
- Willing to actively participate in a variety of situations
- Seeks to develop learning by questioning
- Takes risks to further learning
- Maintains a positive relationship with others
- Shows respect at all times
- Always puts effort into learning/classwork/P & P
- Understands the importance of working to deadlines
- Takes responsibility for their own and others safety in school/classroom/learning environment
- Meets school expectations of behaviour/learning/attendance

HABITS

- Prepared to learn
- Fully equipped for lessons
- Prepared for assessment
- Actively engages with learning
- Always responds to targets/feedback
- Seeks to demonstrate knowledge through answering questions
- Seeks opportunities to be challenged
- Able to work independently with focus
- Willing to ask for help if needed and knows where to find help
- Follows all instructions
- Work is well organised
- P & P is always completed
- Regularly meets deadlines
- Seeks opportunities to participate in extra-curricular activities and/or roles of responsibility
- Attendance follows school's expectations