

Curriculum Statement of Intent:

The Creative Arts Faculty aims to enlighten inquisitive minds through the exploration of art, music and textiles. We aim to raise students' expectations and increase self-confidence and independence in their learning through active and purposeful, learning.

Our pupils make progress at a pace that provides support and challenge with personalised targets and guidance.

We aim to develop pupils with skills that can be applied to issues, problems, and practical activities. Skills developed within Creative Arts can be applied in other areas of life, work and encourage a lifelong interest in culture and human endeavour.

In the Creative Arts faculty, we continually aim to provide a broad and balanced curriculum in Creative Arts, taking into account interests and needs of individual groups and cohorts. Our schemes of work are reviewed and revised regularly to enrich the education of our pupils and ensure relevance and interest from all groups.

Support pupils' spiritual, moral, social and cultural development by exploring the work of artists and musicians from different cultures, countries and time periods, ranging from the inception of ideas and concepts to modern, contemporary work made today's leading practitioners.

We promote a positive attitude towards learning through delivering a wide range of projects, skills and activities expertly taught by experienced/knowledgeable teaching staff. Pupils are also given the opportunity to feedback to staff about aspects of the curriculum that work, don't work and how projects can be improved.

We ensure equal access to learning in Creative Arts, with high expectations for every pupil and appropriate levels of challenge and support to enable pupils to access the curriculum and succeed. Through experienced and knowledgeable teaching, pupils receive instruction and guidance through the use of 1 to 1 teaching, detail practical resources and high quality class room equipment.

Develop pupils' independent learning skills and resilience, to equip them for further/higher education and employment by encouraging creative thinking to problems and concepts. Pupils look at the world around them and respond in creative and unique ways that allow them to explore ideas, events, concepts and respond to them in their own, personal ways

Curriculum Statement of Implementation:

The curriculum in Creative Arts is planned and organised by specialist teachers in Art, Music and Textiles. KS3 projects are typically built based on the develop of key skills needed by all pupils. These skills are taught/delivered through projects designed to distribute information, discuss possibilities and encourage creativity whilst practicing and refining key skills/concepts.

Our curriculum meets national curriculum standards:

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation

Purpose of study: Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon. Aims The national curriculum for music aims to ensure that all pupils:

perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
learn to sing and to use their voices, to create and compose music on their own and with others,
have the opportunity to learn a musical instrument,
use technology appropriately and have the opportunity to progress to the next level of musical excellence,
understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

KS3 lessons are taught in streamed groups at 1 lesson (1 hour) per calendared week. KS4 groups are taught in option groups are 2-3 hours per week depending on the calendared course (Year 9 receive 2 hours per week for 3 years, Year 10 receive 3 hours per week for 2 years) Guided learning hours are equivalent.

Lessons are planned and delivered by specialised teachers. Where this is not the case, specialist training and support is given to those teachers to ensure quality, accuracy and adherence to the policy

As all teachers are subject specialists and leaders, all are expected to develop short, medium and long term planning in relation to their own subject area

Each classroom is stocked with specific equipment for the delivery of that subject:

Art-Desks, chairs, interactive white board, sketchbooks, a broad array of art and design making materials, 5 computers with digital editing software, cameras kiln etc

Music: Computers with music making software, for each student, keyboards, piano, drum kits, guitars, brass, woodwind, ukuleles, glockenspiels, djembe drums and various other music making equipment

Textiles: Sewing machines, batique wax, heat presses and wide assortment of fabrics, materials and image making equipment.

Curriculum Coverage

Curriculum and Topics being covered in each year group

Art and Design

	Autumn	Spring	Summer
Year 7	The elements of art: Key skills in drawing and colour mixing	3D artwork Exploring gargoyles Design and developing 3D responses Impressionism/Derain	Hundertwasser oil pastel paintings Jason Scarpace style colourful fish
SMSC Careers guidance British Values Sex Education	SMSC: Exploring the work of different cultures through their art Looking at the work of British artists and their mark making processes	SMSC: Exploring the work of different cultures through their art Exploring local and other landscapes	SMSC: Exploring the work of different cultures through their art Exploring the way Hundertwasser symbolized the life cycle in his artwork
Year 8	A bug's life Self portrait project	Pop Art project The Human Form-Henry Moore sculptural project	1 Point Perspective Surrealism

SMSC Careers British Values Sex Education	Exploring the work of different cultures through their art Self portrait and identity. Pupils exploring aspect about what makes them unique	Exploring the work of different cultures through their art Understanding viewpoints of others-how artists see the world. Aspects of social expectations in regards to body image etc.	Exploring the work of different cultures through their art
Year 9	Introduction to GCSE project Skill building Natural Forms project	Identity project-portraits and expressive faces	Exam style question paper: Working towards a final piece in the style of the GCSE art exam.
SMSC Careers British Values Sex Education	Understanding about expectations, resilience, self motivation, persistence of quality and how these skills are essential in the artistic working world	Development of ideas and personal responses. Pupils explore the idea of self and learn to develop designs, refine ideas and develop outcomes in the way a working artist would.	Development of ideas and personal responses. Pupils explore the idea of self and learn to develop designs, refine ideas and develop outcomes in the way a working artist would.
Year 10	Introduction to GCSE project Skill building Natural Forms project	Identity project-portraits and expressive faces	Exam style question paper: Working towards a final piece in the style of the GCSE art exam.
SMSC Careers British Values Sex Education	Understanding about expectations, resilience, self motivation, persistence of quality and how these skills are essential in the artistic working world	Development of ideas and personal responses. Pupils explore the idea of self and learn to develop designs, refine ideas and develop outcomes in the way a working artist would.	Development of ideas and personal responses. Pupils explore the idea of self and learn to develop designs, refine ideas and develop outcomes in the way a working artist would.
Year 11	Mock Exam project Working towards 10 hour exam at Christmas. Project title-Landscapes and Cityscapes	OCR Externally set task given out in preparation for end of year examination Exam paper contains a series of starting points that students and staff agree on. This will form the final project and culminates in the end of year 10 hour exam in April/May	End of year 10 hour exam prep

SMSC Careers British Values Sex Education	Developing a sense of place, history, understanding of architectural culture. Looking at British places of work, family and life	Pupils choose a topic that resonates with their interests, ideals and moral. They will explore that theme through researching the work of other artists and culture, experimentation with materials, recording their finding and thoughts in their journal and making informed decisions for final pieces. This is how they would work in colleges, universities and work.	Continual exploration and development of their project work to completion in the 10 hour exam
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Music

	Autumn	Spring	Summer
Year 7	The Elements of Music Basic staff notation Performance of Beethoven 9 Ode to Joy	African Drumming Ukulele	Keyboard skills. Learning to play melodies in C major with left hand chords of C, F G and Am Music for Film 1 – how to create tension in music. Composition for a Wallis and Gromit 30 second clip
SMSC Careers guidance British Values Sex Education	Working as a team, being able to accept and act upon advice and constructive criticism Being appreciative of the work of others. To strive for high quality in performance at all levels of ability	SMSC: Exploring the work of different cultures through their music Tolerance and acceptance of different faiths and cultures Working as a team, being able to accept and act upon advice and constructive criticism Being appreciative of the work of others. To strive for high quality in performance at all levels of ability	Careers: Looking at how composers create music for film Being appreciative of the work of others. To strive for high quality in performance at all levels of ability To be able to accept and act upon advice and constructive criticism.
Year 8	Reggae: Stylistic features of the genre. Group performance Horror Music Composition based on the painting 'The	Pachelbel's ground bass Arrangement using the ground bass and tunes from the original piece Indian classical music and Bhangra Composition and performance	Music for Adverts Composition of music for a car or makeup advert Fur Elise

	Scream'	based on Indian Raga and Bhangra chaal rhythm.	Keyboard performance
SMSC Careers British Values Sex Education	SMSC: Exploring the work of different cultures through their music Tolerance and acceptance of people from different faiths and cultures Working as a team The Career of Bob Marley	SMSC: Exploring the work of different cultures through their music Tolerance and acceptance of people from different faiths and cultures Working as a team	Careers: Looking at the advertising industry and the part music plays within this. Perseverance to achieve highest skill level according to ability.
Year 9	Rhythms of the World: Samba Basic notation Solo performance recording 1 Rhythms of the World: Indian Classical Music and Bhangra Solo performance recording 2	Rhythms of the World: African Drumming and Calypso Rhythms of the World: Greek Folk Music. Music from Israel and Palestine Solo Performance recording 3	Conventions of Pop: Rock n Roll, Rock Anthems of the 70s and 80s, Pop Ballads, Solo artists from 1990s onwards End of year Listening examination Solo performance recording 4
SMSC Careers British Values Sex Education	SMSC: Exploring the work of different cultures through their music. Working as a team	SMSC: Exploring the work of different cultures through their music Tolerance and acceptance of people from different faiths and cultures Strive to achieve high quality performance through perseverance and practice.	Looking at British Pop artists The careers of popular artists
Year 10	Film Music Rhythmic and staff notation and dictation Composition 1 – writing a brief and beginning ideas Note dictation, key signatures and score reading	The concerto through time: The Classical and Romantic Concerto Composition 1 Final refinements Recording of Composition 1	Conventions of Pop: Pop Ballads and solo artists from 1990s onwards Preparation for Solo performance 1 Revision for End of Year Listening

	<p>The concerto Through time: The Baroque solo concerto and concerto grosso</p> <p>Composition 1 developing ideas</p>	<p>Conventions of Pop: Rock n Roll, Rock Anthems of the 70s and 80s</p>	<p>examination</p> <p>Listening examination – Rhinegold Paper 1</p> <p>Preparation for Solo performance</p>
<p>SMSC</p> <p>Careers</p> <p>British Values</p> <p>Sex Education</p>	<p>Careers: composing to a given brief. Meeting deadlines</p>	<p>Looking at British popular artists</p> <p>Careers of popular music artists within the music industry</p>	<p>Careers within the popular music industry.</p>
<p>Year 11</p>	<p>Final recording of Solo Performance 1 Beginning of Oct)</p> <p>Revision of topics covered in years 9 and 10 in preparation for the Mock exam paper – Rhinegold Paper 2</p> <p>Composition 2 from brief set by OCR</p> <p>Ensemble performance preparation</p>	<p>Completion and recording of composition 2</p> <p>Ensemble performance preparation</p> <p>Mock Window 2 OCR Listening Paper June 2018</p> <p>Recording of Ensemble Performance</p>	<p>Recordings of any final pieces of coursework</p> <p>Revision for Listening Paper – All topics covered using examination question practice.</p> <p>Final Listening Paper June 2019</p>
<p>SMSC</p> <p>Careers</p> <p>British Values</p> <p>Sex Education</p>	<p>SMSC: Exploring the work of different cultures through their music</p> <p>Working as part of a team alongside other musicians.</p> <p>Being able to persevere towards a performance of a high standard</p> <p>Being able to accept advice and criticism in order to improve and develop as a musician</p>	<p>Working as part of a team alongside other musicians.</p> <p>Being able to persevere towards a performance of a high standard</p> <p>Being able to accept advice and criticism in order to improve and develop as a musician</p>	<p>SMSC: Exploring the work of different cultures through their music</p>

Textiles

Food technology and textiles are delivered within a DT rotation period. Pupils will have 16 lessons with Sarah Williams before rotating to Richard Nines

	Autumn rotation	Spring rotation	Summer rotation
Year 7	<p>Food technology</p> <p>Key skills</p> <p>Fruit salad, apple crumble and seasonal soup</p> <p>Textiles:</p> <p>Key skills: 3D keyring practical designing and decorative techniques</p>	<p>Food technology</p> <p>Key skills</p> <p>Fruit salad, apple crumble and seasonal soup</p> <p>Textiles:</p> <p>Key skills: 3D keyring practical designing and decorative techniques</p>	<p>Food technology</p> <p>Key skills</p> <p>Fruit salad, apple crumble and seasonal soup</p> <p>Textiles:</p> <p>Key skills: 3D keyring practical designing and decorative techniques</p>
<p>SMSC</p> <p>Careers guidance</p> <p>British Values</p> <p>Sex Education</p>	<p>Food preparation and life skills. Preparing students to be able to cook meals and use equipment themselves.</p> <p>Understanding stitching techniques to be able to make simple repairs. E.g sewing on a button.</p>	<p>Food preparation and life skills. Preparing students to be able to cook meals and use equipment themselves.</p> <p>Understanding stitching techniques to be able to make simple repairs. E.g sewing on a button.</p>	<p>Food preparation and life skills. Preparing students to be able to cook meals and use equipment themselves.</p> <p>Understanding stitching techniques to be able to make simple repairs. E.g sewing on a button.</p>
Year 8	<p>Textiles Technology</p> <p>Key skills:</p> <p>Gadget case project</p> <p>Designing and decorative techniques</p>	<p>Textiles Technology</p> <p>Key skills:</p> <p>Gadget case project</p> <p>Designing and decorative techniques</p>	<p>Textiles Technology</p> <p>Key skills:</p> <p>Gadget case project</p> <p>Designing and decorative techniques</p>
<p>SMSC</p> <p>Careers</p> <p>British Values</p> <p>Sex Education</p>	<p>Understanding manufacturing processes in industry. Working to a brief and considering target market/demographic requirements.</p>	<p>Understanding manufacturing processes in industry. Working to a brief and considering target market/demographic requirements.</p>	<p>Understanding manufacturing processes in industry. Working to a brief and considering target market/demographic requirements.</p>
Year 9	<p>Core Content: Design and Technology and our World</p> <p>Core Content: Smart materials, Composites, Nano materials and Technical</p>	<p>Core content: Electronic systems and programmable components</p> <p>Core content: Thermoforming and thermosetting polymers</p>	<p>Core content: Mechanical components and devices</p> <p>Core component: natural, synthetic, blended and mixed fibres; woven, non woven and knitted textiles</p>

	Textiles		Core content: paper and board including “Design and make a child and parent friendly thermometer for use in a preschool or nursery setting”		ETextiles Project;		End of year examination prep, practice and assessment Eduqas 2 hour examination worth 50% of final grade.	
SMSC Careers British Values Sex Education	Design technology and our world has an emphasis on environmental issues around technology. We also look at potential social and moral issues that are raised within technology.		While teaching the above content small sections of practical will be used in order to secure pupils understanding. This will lead to pupils creating an etextiles product.		Environmental considerations – natural and synthetic materials and the impact on the environment. Sustainability.			
Year 10	RNS 4 lessons on woods	RNS 4 lessons on metals	RNS 3 lessons on plastics	RNS 8 lessons on mechanical devices	RNS 16 lessons on <i>indepth DT</i> <i>Subject specific knowledge – materials.</i>	NEA preparation including drawing techniques, mind mapping, research techniques, modeling techniques NEA starts June 1 st 2019		
	SWS 4 lessons on Fibres and Fabrics	SWS 4 lessons on smart materials	SWS 4 lessons on paper and board	SWS 8 lessons on dt and our world	SWS 16 lessons on <i>indepth DT</i> <i>Subject specific content – fibres and fabrics.</i>			
SMSC Careers British Values Sex Education	Environmental considerations – natural and synthetic materials and the impact on the environment. Sustainability.		Environmental considerations paper and board. Design technology and our world has an emphasis on environmental issues around technology. We also look at potential social and moral issues that are raised within technology.		Environmental considerations – natural and synthetic materials and the impact on the environment. Sustainability.			
Year 11	NEA preparation Completion of the informal portfolio looking at research and design outcomes. This will then lead to pupils trialing their final practical’s ahead of starting them.		NEA preparation Pupils will continue working on their final practical, informal portfolio and their formal portfolio. Evaluations will need to be completed once practical work is finished. Exam revision to take place.		Exam revision to take place.			
	Major theme with this years design briefs is sustainability and reusing recycled materials. Research has begun into upcycled		Major theme with this years design briefs is sustainability and reusing recycled materials. Research has begun into upcycled projects and how these can be used at this point		Design technology and our world has an emphasis on environmental issues around technology. We also look at potential social and moral issues that are raised within			

Sex Education	<p>projects and how these can be used at this point to inform designs and practical outcomes.</p> <p>Social, Moral and cultural considerations will need to be considered in the informal portfolio.</p>	<p>to inform designs and practical outcomes.</p> <p>Social, Moral and cultural considerations will need to be considered in the informal portfolio.</p>	technology.
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Curriculum – Assessment (Measuring Impact)

Data Drop Points

The following statements outline the contributing assessment information sources which, aggregated, provide 'Working At Grade' entries for each child throughout the year.

Year 7

Data Drop point 1:

Art: Still life drawing 1: assessment of drawing skills. Moderated using previous still lifes with assessment criteria. Assessment of Elements of Art evidenced in practical pieces using marking criteria.

Music: Assessment of key skills using assessment grade boundaries- Performance of Beethoven 9 Ode to Joy. MMA

Textiles: Summative assessment for Food rotation pupils will then rotate to textiles. Whole class feedback will be given after template creation, MMA will then occur after construction of their keyring and then a summative assessment in the final lesson.

Data Drop point 2:

Art: Gargoyle designs, sculptures and evaluations. Moderated using previous assessment pieces and prepared assessment materials. Assessment criteria focusing on designing, making and evaluating.

Music: Assessment of practical skills: MMA African Drumming/Ukulele and Whole Class Feedback in line with policy. Key skills and objectives assessed using criteria in lessons.

Textiles: Summative assessment for Food rotation pupils will then rotate to textiles. Whole class feedback will be given after template creation, MMA will then occur after construction of their keyring and then a summative assessment in the final lesson.

Data Drop point 3:

Art: Hundertwasser oil pastel final piece and Jason Scarpace practical study. Assessment of all elements of art covered during year 7. Marking and assessment criteria are outlined in lessons and using feedback sheets.

Music: Assessment of skills:Composition for a Wallis and Gromit 30 second clip. Pupils assessed using in class assessment criteria of skills and outcomes.

Textiles: Summative assessment for Food rotation pupils will then rotate to textiles. Whole class feedback will be given after template creation, MMA will then occur after construction of their keyring and then a summative assessment in the final lesson.

Moderation processes: *Moderation to be carried out before BROMCOM data entry. Subject teachers will submit trackers and samples of a cross section of learner's work for moderation.*

Year 8

Data Drop point 1:

Art: Mechanical animals/steampunk design final piece and design process. Assessed on design development, practical skills and evaluation of project work using a GCSE style criteria.

Self portrait 2 after instruction. Criteria set during instruction. Focusing on key elements of art including line, tone, texture and proportion.

Music: Horror Music Composition based on the painting 'The Scream'. Moderation completed using previous examples, external and internal moderation

Textiles: MMA after template creation, whole class feedback after beginning sewing, Summative assessment at end of rotation.

Data Drop point 2:

Art: Pop art portraits and Human form final piece. Moderated using pre prepared examples. MMA and WCF. Assessment criteria shared in lesson and on MMA feedback sheets.

Music: Composition and performance based on Indian Raga and Bhangra chaal rhythm. Verbal and class feedback

Textiles: MMA after template creation, whole class feedback after beginning sewing, Summative assessment at end of rotation.

Data Drop point 3:

Art: 1 Point perspective landscape drawing/painting. Reference to Surrealist artists and evaluation. Moderate using materials from other schools and comparison to previous years

Music: MMA of Fur Elise Keyboard performance. Assessment of practical listening and playing skills.

Textiles: MMA after template creation, whole class feedback after beginning sewing, Summative assessment at end of rotation shared with DT.

Year 9

Data Drop point 1:

Art: Portfolio of Natural Forms project. Collection of key skills examples displaying the Elements Of Art. Moderate using previous year examples and cross reference with examples from other schools. Marking and feedback based on OCR portfolio marking criteria.

Music: Rhythms of the World: Indian Classical Music and Bhangra, Solo performance recording 2. Marking based on OCR assessment criteria

*Textiles: Assessment against Eduqas GCSE DT 9-1 assessment criteria for design and making Non-Examined Assessment added to mock examination data for **two** core content areas*

Data Drop point 2:

Art: Assessment of key skills in expressive portraits project. Assess ability to record from observation, application of proportion and artist research. Moderate using previous year examples and cross reference with examples from other schools. Marking and feedback based on OCR portfolio marking criteria.

Music: Solo Performance recording . Marking based on OCR assessment criteria

*Textiles: Assessment against Eduqas GCSE DT 9-1 assessment criteria for design and making Non-Examined Assessment added to mock examination data for **four** core content areas*

Data Drop point 3:

Art: Exam style question paper: Working towards a final piece in the style of the GCSE art exam. Marking and feedback based on OCR portfolio marking criteria.

Music: End of year Listening examination, Solo performance recording . Marking based on OCR assessment criteria

*Textiles: Assessment against Eduqas GCSE DT 9-1 assessment criteria for design and making Non-Examined Assessment added to mock examination data for **six** core content areas*

Year 10

Data Drop point 1:

Art: Portfolio of Natural Forms project. Collection of key skills examples displaying the Elements Of Art. Moderate using previous year examples and cross reference with examples from other schools. Marking and feedback based on OCR portfolio marking criteria.

Music: Composition 1 – writing a brief and beginning ideas, Composition 1 developing ideas. Marking based on OCR assessment criteria

*Textiles: Assessment against Eduqas GCSE DT 9-1 assessment criteria for design and making Non-Examined Assessment added to mock examination data for **four** core content areas*

Data Drop point 2:

Art: Assessment of key skills in expressive portraits project. Assess ability to record from observation, application of proportion and artist research. Moderate using previous year examples and cross reference with examples from other schools. Marking and feedback based on OCR portfolio marking criteria.

*Music: **Recording of Composition 1**, Conventions of Pop: Rock n Roll, Rock Anthems of the 70s and 80s. Marking based on OCR assessment criteria*

*Textiles: Assessment against Eduqas GCSE DT 9-1 assessment criteria for design and making Non-Examined Assessment added to mock examination data for **9** core content areas*

Data Drop point 3:

Art: Exam style question paper: Working towards a final piece in the style of the GCSE art exam. 5 hour mock exam in June. Marking and feedback based on OCR portfolio marking criteria.

Music: Listening examination – Rhinegold Paper 1, Preparation for Solo performance. Marking based on OCR assessment criteria

*Textiles: Assessment against Eduqas GCSE DT 9-1 assessment criteria for design and making Non-Examined Assessment added to mock examination data for **nine** core content and **two** in depth content areas*

Year 11

Data Drop point 1:

Art: Exam style question-Landscapes and City Scapes. 10 Hour mock exam in December. Moderated using previous examples of exam style projects. Use OCR pre moderation materials (on the system and on OCR Website). Marking and feedback based on OCR portfolio marking criteria.

*Music: **Final recording of Solo Performance 1 Beginning of Oct**), Revision of topics covered in years 9 and 10 in preparation for the Mock exam paper – Rhinegold Paper 2.*

*Textiles: Assessment against Eduqas GCSE DT 9-1 assessment criteria for design and making Non-Examined Assessment added to mock examination data for **two** core content areas **It should be noted that there are no exemplar NEA projects to moderate against.***

Data Drop point 2:

Art: Assessment of externally set task portfolio in preparation for final exam in April. Assessment of the 4 Assessment Objectives set by OCR. To be completed using GCSE OCR tracker to keep accurate score in relation to the grade boundaries in the specification Marking and feedback based on OCR portfolio marking criteria.

Music: Completion and recording of composition 2, Mock Window 2 OCR Listening Paper June 2018, Recording of Ensemble Performance. Marking based on OCR assessment criteria

*Textiles: Assessment against Eduqas GCSE DT 9-1 assessment criteria for design and making Non-Examined Assessment added to mock examination data for **two** core content areas **It should be noted that there are no exemplar NEA projects to moderate against.***

Data Drop point 3:

Art: End of course 10 hour exam. All work to be completed in 10 hour exam, submitted to CSL for final scrutiny. Grades recorded on GCSE tracker and submitted to OCR. OCR moderator will then be in contact and we set up an exhibition based on their requested sample. Grades gathered by CSL will be an estimate as grade boundaries are not finalised until all UK schools have submitted their grades.

Music: Recordings of any final pieces of coursework, Final Listening Paper June 2019

*Textiles: Assessment against Eduqas GCSE DT 9-1 assessment criteria for design and making Non-Examined Assessment added to mock examination data for **nine** core content areas and **two** in depth content areas **It should be noted that there are no exemplar NEA projects to moderate against.***