Creative Arts at Coombe Wood School

Creative Arts Vision Statement

In the Creative Arts, we inspire students to unlock their full creative potential through a seven-year curriculum that encourages experimentation, skill development and personal expression, while providing a broad knowledge of diverse creative practices across multiple disciplines. Our lessons empower students with the knowledge required to explore their imagination, embrace creative risks, and refine a versatile skill set. This process nurtures self-confidence, encourages independent thinking, and helps them communicate personal and impactful responses. By fostering these essential skills, we prepare students not only for success in the creative industries but also for a lifetime of innovation and problem-solving.

Our commitment to fostering creative excellence is further enriched by an exciting extracurricular program that encourages all students to explore, collaborate, and grow. Through every project and challenge, we equip our students with the skills and mindset to lead the next wave of creativity and innovation.

Art & Design Vision Statement

Art at Coombe Wood School combines traditional and contemporary approaches, encouraging students to question the very definition of Art. Each carefully sequenced project builds knowledge and skills across a broad range of disciplines, fostering imagination and guiding students to develop, refine, and present personal responses.

KS3 (ages 11–14)
Students build core skills in 2D, 3D, and digital media, including photography. Learning is enriched through diverse contextual references drawn from various cultures, time periods, and artistic movements, cultivating curiosity and a genuine appreciation of the arts.

KS4 (ages 14–16)
GCSE Art, Craft & Design enables students to apply prior learning, take creative risks, and develop thoughtful, conceptual work. through sustained coursework, students become increasingly independent, experimental, and reflective practitioners.

KS5 (ages 16–18)
A broad and technically advanced approach to Art, Craft & Design equips students with the expertise to pursue self-directed investigations. Personalised assessment supports the selection of specialised pathways and prepares students for higher education and careers in the Creative Arts.

Art Curriculum Map: Long Term Plan						
	Autumn		Spring		Summer	
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
7	Skills	Skills	Surrealism	Surrealism	2D to 3D	2D to 3D
8	Asia	Asia	Portraiture	Portraiture	Steampunk	Steampunk
9	Light & Shadow	Light & Shadow	Art in Context	Art in Context	Journeys	Journeys
10	Reclaimed Worlds	Reclaimed Worlds	Reclaimed Worlds	Portraiture & Identity	Portraiture & Identity	Portraiture & Identity
11	Portraiture & Identity	Portraiture & Identity	ESA (Externally Set Assignment)	ESA (Externally Set Assignment)	ESA (Externally Set Assignment)	
12	Skills Projects	Skills Projects	Personal Investigation	Personal Investigation	Personal Investigation	Personal Investigation
13	Personal Investigation	Personal Investigation	ESA (Externally Set Assignment)	ESA (Externally Set Assignment)	ESA (Externally Set Assignment)	

Design Technology Subject Vision Statement

The Design and Technology curriculum at Coombe Wood School empowers students to become creative, confident, and culturally aware designers and makers. A hands-on creative approach stimulates student's ability to work with a range of materials, tools and equipment safely and with ingenuity.

KS3 (ages 11–14)
Students start by building fundamental skills and knowledge that lay the foundation for high-quality practical outcomes. Through hands-on projects, they gain confidence in using hand tools, CAD/CAM technologies and a variety of specialist equipment to transform their ideas into functional prototypes. These projects also develop students' abilities in researching, designing, making, and evaluating, ensuring a well-rounded and iterative design process.

KS4 (ages 14–16)
Students explore creative and practical skills in 3D Design, developing ideas through research, sketching, model-making, and CAD. Inspired by the work of designers and architects, they produce functional, high-quality outcomes using a range of materials and processes.

Curriculum Map: Long Term Plan

	Autumn		Spring		Summer	
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
7	CAD/CAM & Workshop Skills *(Taught on a 9 week carousel)*					
8	Ceramics *(Taught on a 9 week carousel)*					
9	Looking after Wildlife *(Taught on a 9 week carousel)*					
10	Modelling	Enlargement Sculpture 'Everyday Objects'	Form & Function	Form & Function	Narrative	Narrative
11	Narrative	Narrative	ESA (Externally Set Assignment)	ESA (Externally Set Assignment)	ESA (Externally Set Assignment)	

Graphics Vision Statement

An exciting and diverse approach to Graphic Design provides students with a wide range of opportunities to explore real world applications for design. Knowledge of various techniques, processes and design styles provide students with intriguing and engaging starting points to their own personal ideas and foster interest into various opportunities and careers within the design industry.

KS3 (11-14)
A foundation of knowledge and skills in Graphic Communication are meticulously blended and sequenced into Graphics & Illustration & the KS3 Creative Arts curriculum. A clear emphasis is placed on drawing, annotation, and computer aided design (CAD) as tools for Graphic Communication.

KS4 (14-16)
Students develop technical knowledge and skills to create more complex outcomes using adobe creative suite. GCSE Graphic Communication builds on knowledge and skills gained throughout KS3 in order for them to develop, record and refine personal responses as part of their extended coursework.

KS5 (16-18)
Students excel as they develop personal investigations into specific areas within graphic communication. Advanced knowledge of various concepts, designers and techniques are introduced to ensure responses reach an exceptional standard preparing them for higher education and careers in the creative industries.

Curriculum Map: Long Term Plan

	Autumn		Spring		Summer	
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
7	Typography & Illustration *(Taught on a 9 week carousel)*					
8	Book Illustration *(Taught on a 9 week carousel)*					
9	Architecture & Illustration *(Taught on a 9 week carousel)*					
10	Album Covers	Album Covers	Postmodernism	Postmodernism	Postmodernism	Branding
11	Branding	Branding	ESA (Externally Set Assignment)	ESA (Externally Set Assignment)	ESA (Externally Set Assignment)	
12	Graphics Skills	Graphics Skills	Personal Investigation	Personal Investigation	Personal Investigation	Personal Investigation
13	Personal Investigation	Personal Investigation	ESA (Externally Set Assignment)	ESA (Externally Set Assignment)	ESA (Externally Set Assignment)	

Food, Preparation and Nutrition Vision Statement

Food, Preparation and Nutrition focuses on developing practical cooking skills alongside a strong understanding of nutrition, food science, and food safety. It is a creative and challenging course that equips individuals with essential life skills for cooking healthy, cost effective meals. It is a critical part of the cws education as it has strong links to other areas, particularly, Science, Biology, Chemistry and Religious Education. It teaches about economics, the impact of food production on the environment, and the ethical, religious and socio-cultural influences of the food we consume. Understanding Food and Nutrition empowers individuals to make healthier and more informed decisions about their diet. The Food, Preparation and Nutrition course encourages creativity and expression, allowing individuals to explore the art of cooking and culinary traditions. We teach cooking as a fundamental life skill which allows individuals to prepare nutritious meals for themselves and others now and later in life.

KS3: (ages 11-14)
Our students arrive with varying experiences of cooking and therefore different levels of skills and abilities. They are given a range of predominantly savoury dishes, which progressively develop practical cooking skills and theoretical understanding of nutrition and cooking methods, gradually expanding their experience and knowledge.

KS4 (ages 14–16)
By KS4, students have been introduced to science and terminology required to better understand cooking techniques, and create their own dishes to meet a given brief. skills are further built upon and more are introduced. By Year 11, students have a bank of technical skills to select from to enable them to demonstrate that they can cook creative, beautifully presented dishes for their GCSE and apply this knowledge to their written exam.

We aim to foster a love of cooking that will open the door to one of the great expressions of human creativity. Our goal is to equip students with confidence and the practical ability to create in the kitchen and beyond, leading to self efficiency and independence.

Curriculum Map: Long Term Plan

	Autumn		Spring		Summer	
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
7	Healthy Balanced Meals *(Taught on a 9 week carousel)*					
8	What Influences Peoples Food Choices *(Taught on a 9 week carousel*					
9	International Street Food *(Taught on a 9 week carousel*					
10	Food Preparation Skills	Food Nutrition and Health consolidated with food preparation skills	Food science consolidated with food preparation skills	Food Safety consolidated with food preparation skills	Food Choice consolidated with food preparation skills	Food Provenance consolidated with food preparation skills
11	NEA 1. Choice of 3 Externally set Science Investigation Tasks. Food Science Theory	NEA 1. Choice of 3 Externally set Science Investigation Tasks. Food Science Theory.	NEA 2. Choice of 3 Food Preparation Tasks. Principles of Food Safety.	NEA 2. Choice of 3 Food Preparation Tasks. Food Choice, Food Provenance, Food and the Environment.	Revision in preparation for Written Assessment.	

Fashion & Textiles Vision Statement

Fashion and Textiles empowers students to become innovative, confident, and culturally informed designers. Our curriculum cultivates a passion for design through the study of traditional and contemporary textile materials, techniques, and processes. We promote an inclusive learning environment that values global textile heritage and deepens understanding of cultural identity within social and historical contexts. Emphasis is placed on critically examining the environmental impact of the Fashion and Textiles industry.

KS3: (ages 11-14)
Students develop foundational skills in Fashion and Textiles through structured projects that explore material properties, design development, and a wide range of techniques. They are introduced to the full design process; research, planning, making, and evaluation, while cultivating critical thinking and problem-solving abilities.

KS4 (ages 14–16):
Our vision for GCSE Textile Design is to cultivate innovative, independent designers confident in expressing ideas through creative and practical work. The KS4 curriculum builds on KS3 foundations, advancing technique complexity and refinement. Through sketchbook development, experimentation and outcomes, students create a portfolio showcasing their individual style and technical proficiency. Our aim is to equip students with the creative confidence and skills necessary for further study or careers in textile and fashion, while nurturing a lasting appreciation for craftsmanship.

Assessment is holistic and non-linear, taking into account students' ability to critically develop, refine, and document their ideas over time, as well as their capacity to produce personal, coherent, and fully resolved final outcomes.

Curriculum Map: Long Term Plan

	Autumn		Spring		Summer	
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
7	Stitched Sidekicks - Tie Dye Plushies *(Taught on a 9 week carousel)*					
8	Fashion from Fragments - Sustainability *(Taught on a 9 week carousel)*					
9	Layered Lives - Collage Portraits *(Taught on a 9 week carousel)*					
10	Botanicals - Skills	Botanicals - Skills	Botanicals - Skills	Aquatics	Aquatics	Aquatics
11	Aquatics	Aquatics	ESA (Externally Set Assignment)	ESA (Externally Set Assignment)	ESA (Externally Set Assignment)	

Photography A Level						
Curriculum Map: Long Term Plan						
	Autumn		Spring		Summer	
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
12	Skills Projects	Skills Projects	Personal Investigation	Personal Investigation	Personal Investigation	Personal Investigation
13	Personal Investigation	Personal Investigation	ESA (Externally Set Assignment)	ESA (Externally Set Assignment)	ESA (Externally Set Assignment)	