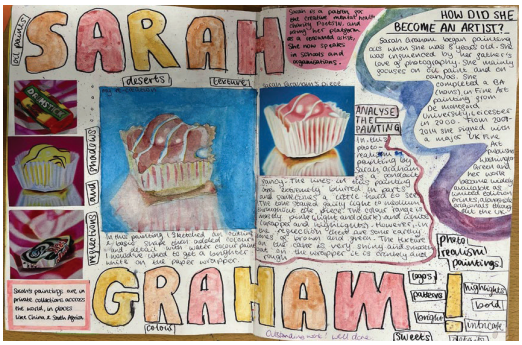
Curriculum Implementation: Design

The Design curriculum is designed to allow students to explore topics in creative ways using a wide variety of materials, techniques and processes. Our SOLs are designed to sequence work within the individual rotations at KS3 whilst also making links across the design subjects. At KS3 and KS4 students will explore themes through visual, practical experimentation and written research. Students will use this to develop ideas which enable them to produce final products/ outcomes.

How is the curriculum planned?



Throughout KS3 students are taught skills in Art, Textiles, 3D Design and Food & Nutrition. These are taught in a rotation system in years 7 and 8. Within these subjects students are exposed to a variety of art forms and learn about the application of applied subjects such as Food, 3D Design, and Textiles. These applied subjects allow students to build vital skills for life.

In year 9 students take three design subjects during the year, this includes one rotation of Food & Nutrition and two arts subjects which are based on student preference. They are able to choose from Fine Art, 3D Art & Design, Graphic Communication, Photography and Textiles. This student choice provides students with an opportunity to explore a design subject in more depth before opting at KS4.

All students must understand the three main processes in Design and use them to produce work in years 7,8 & 9. These ask the students to learn how to explore and develop ideas. Then be able to refine the processes and use of materials and equipment to be able to 'Make' a final outcome. Finally, students will learn how to review, modify and evaluate the work as it is produced. Students projects and assessment become progressively more demanding as the work through years 7&8 to allow them to access the more demanding work at KS4 (see appendix 1)

At KS4 students have the opportunity to specialise in one or more of the following areas

- Food
- Fine Art, 3D Art & Design, Graphic Communication, Textiles
- Photography

Students will need to recall skills and knowledge acquired in years 7, 8 & 9 for each of these specialisms to be successful at GCSE. Skills applied in these areas also link to PE, Maths and Science. Planning for specific lessons that link to other subjects allows students to make connections and apply knowledge across the curriculum. For example the theory of sound links to the passive speaker project and the Eatwell guide links closely to PE and Science. The application of Maths in Design links through all subjects but is more explicit in Food and 3D design. Planning of these specific tasks and topics are planned alongside staff from these subject areas. Within lessons staff make references to

career paths for students and make connections between the tasks and specific jobs. For example the understanding of the colour wheel is not just for artists but also painters and decorators, architects and interior designers. Displays show career opportunities and information regarding careers is included in the design department option process.

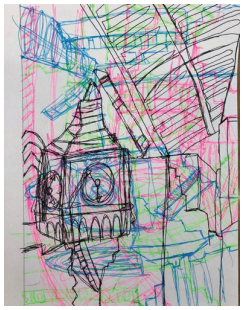
Cultural capital is built within Design through the involvement in planning and delivering sessions on PD days for example Diversity Day, Know your Rights, Right to Play and Design Day.
During KS4 students are provided with artist workshops and visits from local food specialists. They also have the opportunity to visit colleges and the University of Portsmouth alongside the opportunity for trips to museums.
Within the curriculum cultural links are made when researching art, artists, cultures and products and it is vital for the development of ideas.
A range of extra-curricular activities are available for students in the form of after school workshops. These change throughout the year to ensure there is purpose and focus.

How is the curriculum delivered/taught?

Staff plan using the mastery approach allowing students to build practical skills alongside knowledge and applying these to make progress throughout the rotations in years 7, 8 and 9. Interleaving is vital throughout year 7, 8 and 9 as students progress through the rotations ensuring that students revisit the key skills of research, exploration, experimentation, making, evaluation and the ability to adapt.

All subjects need to ensure that vital key terms are revisited throughout rotations, (see appendix 2) allowing students to better memorise tasks and skills within the subjects. At KS3 all students must have a copy of the Design glossary at the back of their books and at least one Frayer model is completed in every Design rotation at KS3. The Design glossary covers all subjects and reinforces links and connections between areas.

At the start of each year 8 and year 9 rotation all students will complete a quick 6 so that teachers can assess what knowledge students have retained from the previous year's rotation and what needs to be prioritised. This will inform short term planning.



At KS4 key skills and terms from KS3 need to be revisited and re-taught more in depth throughout the courses through starter activities and tasks. Themes and topics allow students to use a variety of different materials and ingredients.
Other pedagogical approaches such as flipped learning using IL so students can research information allowing staff to build on this and allow for deeper understanding to be explored in lessons.
Independent Learning is set weekly and always links to the work in class. A variety of tasks are set for IL including practical, written and online.

A consistent use of academic language and technical language in lessons is used by staff, and students to develop a deeper understanding of the subjects and create more meaningful written responses in Controlled Assessments, Non Examined Assessments and Exams (in the case of food). Staff ensure that all new or subject specific words are clearly understood, drawing attention to them, discussing their meanings and linking them to other similar words. Glossaries based on topics at KS4 are used where appropriate. KS3 Design glossaries are in the back of books and are used across the rotations Reading in Design is for information and instruction; what students do with the information gained is key as they need to know what to include and what to omit. Analytical skills are taught from ye students understand the difference between relevant and irrelevant information, this is especially important in the KS4 arts subjects where writing is minimal.

Metacognition is encouraged and explained to students while tasks are being demonstrated and explanations of how to 'think' through processes.

The use of questioning in lessons allows for deeper thinking in relation to the themes and topics, and rigorous evaluations allow students to modify and improve work as it progresses and see the value in evaluations after they are written. Peer assisted learning in lessons develops students' creativity and verbal group critiques of work and peer assessment improves students' understanding of how to move forward. Oracy techniques are used in class discussions and peer feedback. Techniques such as think, pair and share are frequently used to develop oracy techniques.

All students are challenged through rigorous learning objectives allowing staff to 'teach to the top', and then scaffold tasks to allow all students to flourish whilst still being engaged and motivated. Scaffolding is a strength in Design and students are provided with high quality examples, live modelling, video demonstrations and a wide range of resources are available on google classroom for students to access. Success criterias are used to allow students to understand what they are aiming for.

Providing elements of choice for students allows for differentiation and also challenge. Not every student will want to work the same way with the same processes or with the same stimulus. Responsive teaching is vital to ensure student success.

Practical demonstrations are delivered in a variety of ways, including using the visualisers, one to one, small groups and pre recorded videos. Video demonstrations are available for students to follow along at their own pace on google classroom in a large number of lessons.

Availability of chromebooks has accelerated this as a teaching method.(appendix 3)

Chromebook usage is becoming an integral part of the teaching process in Design with google forms, quizzes, videos and more being used in lessons. This provides opportunities to personalise work, scaffold and extend the work of HA students. It is also used as a tool to correct misconceptions quickly and effectively.

How is the curriculum assessed?

In years 7, 8 and 9 students are assessed in two ways. One using the KPIs of skills that transfer throughout all design subjects and also each rotation students are provided with KPIs that are subject specific. The assessment strands are based on 'Research', 'Making', and 'Evaluation'. These are used for summative and formative assessment during the rotations and throughout the year.
At the end of each KS3 rotation students are given a Yellow, Blue, Purple or Green grading for each KPI, this is marked on the Project Assessment Form(PAFs) and inputted into the department datasheets, ensuring that student progress can be tracked across subjects.
At KS4 students are assessed using GCSE criteria. Students are KS4 are provided with class trackers and verbal and written feedback. These are used by staff to inform lesson planning and to inform students on how to improve work.

More formative assessment is carried out in lessons through questioning to check understanding and targeted, planned, questions that allow for follow up questions. Students are expected to feedforward explicitly at least once in each rotation. Feed forward opportunities are regular throughout the course at KS4.

At KS3 feedback sticker machines are used to provide written feedback for individual tasks. However, a lot of feedback is verbal when students are completing practical tasks.
Students can also self assess as they work through the rotation on their PAF.

As a minimum for each rotation at KS3, students must have written feedback in books (sticker machines are used for this) and PAFs must be completed. Other forms of feedback such as whole class marking ('The Michaela Way') can also be used if appropriate as this allows staff to mark books and pick up on common misconceptions and allow them to target specific areas for improvement in the following lesson. This is also used when marking exams in food.

Appendix 1

An example of the Design KS3 assessment based on the skills expected. Each criteria 'Research and Develop', 'Make' and 'Evaluate and Adapt' get progressively more demanding with every student having different targets in year 7, 8 and 9 that relate to their prior attainment.

PROJECT ASSESSMENT FORM: DESIGN: Art and Design

To explore the 20th Century art form Cubism and how its creation was influenced by society at the time. Learn how to create cubist art to show different perspectives using a variety of materials and processes.

Research and develop ideas	Make	Evaluate and Adapt Work
❑ Start to understand how to connect art and society to develop ideas ❑ Basically reproduce the work of others showing the process, stylistic approach or intention	❑ Classwork has been attempted and shows use of materials and processes correctly	❑ Recognise mistakes in practical work and strive to improve them ❑ Spell keywords and use terms accurately when describing work
❑ Understand how to art and society link together ❑ Adequately reproduce the work others practically through my creative developments	❑ Show control of different types of materials and techniques	❑ Critically evaluate mistakes within work and that of others and plan how to refine and improve ❑ Make relevant and useful observations; understanding formal element keywords and terms
❑ Start to understand how to connect history and technological change to cubism ❑ Reproduce others' work competently whilst showing a clear understanding of process, techniques and intention	❑ Shown control of all materials and processes to a more developed and refined standard; showing some accuracy	❑ Evaluate my work drawing together all of the influences and explain my development and decisions ❑ Make relevant and useful observations; understanding formal element keywords and terms and relating your work to the topic
❑ Demonstrate that the influence and understanding of the work of others' is shown within my own work confidently	❑ Use materials taking their properties into consideration to improve accuracy and support intentions	❑ Use correct vocabulary and the correct communication method to support my creative journey

Self assessment	Emerging	Established	Excelling
I understand and can explain the art movement Cubism			
I understand context and provenance in Art			
I have a basic understanding of how to use a DSLR camera			
I know how to create accurate shapes and form in my drawing			
I understand how to use tone in my drawing			
I can use acrylic paint to blend colours			
I can analyse a piece of Cubist art work			
I can make informed selections about materials and techniques			
I can design an original piece of art work inspired by Cubism			

example of PAF - year 8 Art.

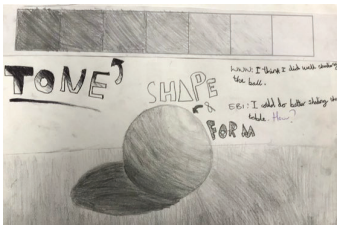
Appendix 2
Art, Textiles and 3D design Key Terms

Line: Line is the path left by a moving point. For example, a pencil or a brush dipped in paint. A line can take many forms. It can be horizontal, diagonal or curved. It can also change over its length, starting off curved and ending up horizontal. Line can be used to show many different qualities including contours, feelings, expressions and movements.

Shape: A shape is an area enclosed by a line. It could be just an outline or it could be shaded in. Shapes can be either geometric, like a circle, square or triangle, or irregular. When drawing shapes, you must consider the size and position as well as the shape of the area around it. The shapes created in the spaces between shapes are referred to as negative space.

Form: Form is a three-dimensional shape, such as a cube, sphere or cone. Sculpture and 3D design are about creating forms. In 2D artworks, tone and perspective can be used to create an illusion of form.

Tone: This refers to the lightness or darkness of something. This could be a shade or how dark or light a colour appears. Tones are created by the way light falls on a 3D object. The parts of the object on which the light is strongest are called highlights and the darker areas are called shadows. There will be a range of tones in between the highlights and shadows.



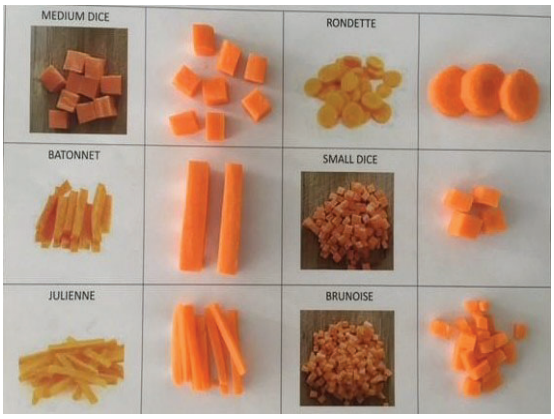
Texture: This is to do with the surface quality of something, the way something feels or looks like it feels. There are two types of texture: actual texture and visual texture. Actual texture really exists, so you can feel it or touch it. Visual texture is created using marks to represent actual texture. It gives the illusion of a texture or surface but if you touched it, it would be smooth.

Pattern: A design that is created by repeating lines, shapes, tones or colours. The design used to create a pattern is often referred to as a motif. Motifs can be simple shapes or complex arrangements. Patterns can be man-made, like a design on fabric, or natural, such as the markings on animal fur.

Colour: Colour theory is a body of practical guidance to colour mixing and the visual effects of a specific colour combination. There are also categories of colours based on the colour wheel: primary colour, secondary colour, and tertiary colour. This can develop understanding of colour combinations such as complimentary colours, harmonious colours and monochrome.

Composition: The term composition means 'putting together,' and can apply to any work of art, from music to writing to photography, that is arranged or put together using conscious thought. In Art,Textiles, Graphics and 3D Design, composition is often used interchangeably with various terms such as *design, form, visual ordering,* or *formal structure,* depending on the context.

Food Key Terms



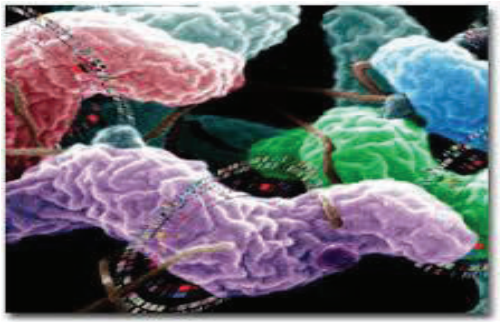
Year 7

Nutrition and ingredients - Understanding of Eat well guide, main nutrients and basic functions. Healthy food choices and how meals can be adapted to contribute towards the 5 a day campaign

Food science – Functions of ingredients (scones), raising agents

Practical skills – weighing and measuring ingredients, safe preparation of fruit and vegetables (bridge/claw grip), using the hob (temperature control), grating, rubbing in technique, layering ingredients, using the oven, safe preparation and handling of chicken, using the food processor/blender, coating chicken in breadcrumbs. Hygiene and safety practices.

Food hygiene and safety – identifying and preventing hazards in the kitchen



Year 8

Nutrition and ingredients - function of a range of key nutrients, healthy food choices and how meals can be adapted to meet current dietary guidelines. Selecting and justifying choice of ingredients describing both nutritional content and sensory properties.

Food science – Functions of ingredients (bread)

Practical skills – weighing and measuring ingredients, safe preparation of fruit and vegetables (bridge/claw grip) and meat, using the hob (temperature control), grating, rubbing in technique, forming and kneading a dough, shaping a dough, using the oven, handling and shaping filo pastry. Hygiene and safety practices.

Food hygiene and safety – Introducing bacteria and prevention of cross contamination, meat safety, hygiene and safety rules in the kitchen.

Appendix 3

Chromebook use to support learning in Design

Where students do not have Chromebooks, when possible we will use school Chromebooks. Students can use these or have a paper version of any work so that they are not disadvantaged by not having a Chromebook. Students may have to share use of a school Chromebook.

Always:

- In all design subjects' in all year groups practical demonstration videos and resources will be available in class to help students move forward at their own pace and extend learning.
- In all rotations in years 7, 8 & 9 students take part in artist/ designer analysis using google forms.
- In all rotations in years 7, 8 & 9 students will take part in knowledge retrieval quizzes.
- In all rotations in years 7, 8 & 9 students will be asked to self-assess and feedback to the teacher through the form of 'Exit Tickets'.
- At KS4 Photography students will use chromebooks to develop their online portfolio at home and in school using **Google slides**.
- At KS4 in Art, 3D Design, Photography, Graphics and Textiles design chrome books will be used in lessons to provide greater and wider stimuli for students to personalise their responses to topics set.
- In Food, students in year 7, 8 & 9 will be able to log practical work in the form of photographs and product evaluations.
- In food, students in year 7, 8 & 9 will complete knowledge retrieval quizzes in each rotation.
- At KS4 in Food, Chromebooks will provide greater access to a variety of recipes.
- At KS4 in Food Chromebooks will provide visual stimulus to encourage improved presentation and food styling.
- At KS4 in Food, Chromebooks provide access to online Non Examined Assessments.
- At KS4 in Food, Chromebooks will be used in theory lessons for knowledge retrieval quizzes (blooket, wordwall, etc), online forms for exam question practice, nutritional analysis and costing of recipes and research.

At a teacher's discretion:

- Students will be able to use their Chromebooks in lessons when possible to, in place of their books, to record notes and for revision. There will be times when using a book is the best way for students to record their learning and staff will decide upon this for their classes.
- Independent learning tasks will be set that can be completed on Chromebooks and submitted electronically.
- Students will be able to use their Chromebooks in lessons to analyse photographs of their work to show the stages of their make and practical work.
- Provide the opportunity for online portfolios.
- Student end of rotation assessments can be completed on google forms in class.
- In all design subjects google classroom will provide online individual assessments for students to be able to feed forward from next steps.

Appendix 4

Teaching in Design

Prior

- ★ Recall starter quiz / quick 6
- ★ Questioning throughout
- ★ Demo videos
- ★ Food - Marked reviews

Practice

- ★ I go, we go, you go
- ★ Recall starter quiz / quick 6
- ★ Videos and modelling
- ★ Glossaries
- ★ Knowledge organisers/word banks / sentence starters
- ★ Dual coding

Progress

- ★ Google form assessment / quizzes
- ★ Addressing misconceptions
- ★ Rag rated trackers / KS3 PAFs
- ★ Food - Marked reviews
- ★ Mock exams (standardisation / moderation)
- ★ Peer and self assessment

Pacing

- ★ Teaching to the top and scaffolding to support
- ★ Reactive teaching and verbal feedback
- ★ Rag rated trackers

Personalisation

- ★ Success criteria
- ★ Peer and self assessment
- ★ I go, we go, you go (modelling thought process)
- ★ Feedforward (evidenced through development of practical skills and techniques)
- ★ Student examples / guides
- ★ KS3 data sheet (PAFS)
- ★ Artist research
- ★ Food - pink penning to develop own learning
- ★ Food - students choosing their own words for their glossary

ALNS Design Curriculum

A summary of our principles:

ALNS Design curriculum	**Balanced**	**Rigorous**	**Cohesive**
Our curriculum is designed to cover a wide range of skills, knowledge and topics, giving students a broad experience of Design. Throughout all Design lessons students develop their analytical, problem solving and evaluative skills. Practical skills are developed and revisited to embed and improve practice. Ensuring that students are able to achieve their potential at GCSE level.	Our curriculum is influenced and inspired by a wide range of sources. Incorporating a diverse menu of cultural references and timelines. At KS3 this provides opportunities to make connections across subjects and themes within Design. Students will be able to make informed decisions about options at GCSE level within the Design subjects.	We ensure rigor by choosing themes and projects that not only challenge students but inspire them. High expectations are the norm for all students. Skill, knowledge and learning is underpinned by excellent resources that support the progress of students with differing abilities and starting points.	Our KS3 curriculum has been designed to ensure that links across subjects within Design are explicit. It develops and builds upon the common strands (skills and knowledge) required to ensure students make progress as they move through the different rotations. Our curriculum offers the opportunity to practically apply the skills learnt in a range of subjects eg Maths, Science and Humanities. This is essential to prepare students for KS4 in all areas of Design.
Skill development	**Appropriate**	**Focused**	**Relevant**
Across individual subjects and year groups skills are developed, revisited and built upon to ensure progress for all. Moving towards confident, independent students who can direct their own personalised outcomes.	Within our curriculum we ensure that themes, tasks and projects are appropriate for each year group. Themes are engaging by being both accessible and challenging.	In all subject areas skills and knowledge are taught within overarching themes. Enabling students to enhance their independent learning techniques. Project work forms a focused foundation to build upon at GCSE level.	Our curriculum is designed to engage and enthuse students. Work in lessons is relevant to future pathways, careers and the world around us. We aim to show the relevance of the Design subjects in the real world.

How does the Design department incorporate the ALNS teaching principles?

<table>
<tr>
<td rowspan="2">Foster a love of learning

Our curriculum is designed to provide students with the broadest experience of Design.
It is influenced and inspired by a wide range of sources. Incorporating a diverse menu of cultural references and timelines.

We are passionate about our subjects and provide students opportunities for success. We aim to provide students with a wide range of sources that are relevant to the world around them.Themes are chosen to maximise engagement of students.

We use our passion to inspire and excite our students and foster a love for Design.</td>
<td>Responsive teaching
Responsive teaching is a strength within Design.
We constantly adapt our teaching to the strengths of the students and are willing to go in a different direction to facilitate student success.
Assessment for Learning is used regularly and we are quick to address misconceptions ensuring progress is made.
At KS4 within the art subjects there is a large amount of personalisation allowing students to thrive.</td>
<td>Feedback for learning
Within Design students receive a high level of personalised verbal feedback especially when undertaking practical tasks.
Written feedback is also used to allow students to understand how to improve and make progress with next steps clearly identified.
At KS4 we use trackers to foster independence allowing students to reflect on their own progress.
We allow time in lessons for students to respond to feedback & improve work.
At KS3, rotation datasheets are shared with students to build an understanding of how they are assessed.</td>
<td>Modelling Modelling forms an integral part of the Design curriculum. Practical demonstrations are used to ensure students are able to undertake practical sessions with confidence, make mistakes and learn from these mistakes to further their learning within Design.
As well as practical modelling we use frameworks and a “I do, we do, you do” approach to analysis, research and evaluations.
Dual coding is used during demonstrations whilst students listen to commentary and watch the application of practical skills.</td>
</tr>
<tr>
<td>Literacy for life We use tier 3 language regularly in lessons and this language is an integral part of the SOLs in Design.

Students are given opportunities to discuss work. We use paired, group and class discussions to give feedback and discuss contextual sources within Design.</td>
<td>Challenge for all We have high expectations for our students and scaffold our lessons, enabling us to teach to the top
within the mixed ability classes in Design.
Topics and themes are chosen to be relevant, interesting and introduce students to a wide range of sources.
We encourage students to experiment and in turn learn by making mistakes.</td>
<td>Stickability
Our SOLs are designed around themes to allow learning to be revisited at various stages. Strategies such as interleaving and spaced learning are used regularly at KS3 through the rotation system.
Our curriculum offers the opportunity to practically apply the skills learnt in a range of subjects eg Maths, Science and Humanities.</td>
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</table>

DESIGN Curriculum Map. Years 7 & 8

By the end of year 8 students in Design will-

Have an understanding of healthy eating and nutrition.
Be able to use the kitchen, the 3D workshop and the textile area safely and hygienically.
Understand how to use the tools in practical areas effectively and use this knowledge to make informed independent choices about their work.
Know the Formal Elements in Art and understand the meaning of - line, pattern, shape, form, texture, tone and colour.
Be able to analyse a piece of art/design using the formal elements.
Be able to use a range of drawing and painting materials effectively and use this knowledge to make choices about their work.
Be able to evaluate their own work and have an understanding of how to make adaptations to improve.
Have used a DSLR camera and have a basic understanding of the functions.
Know a range of stitches and how to hand and machine sew

Year 8

Year 8 design rotation

3D DESIGN	ART (2 rotations on E side only)	FOOD (2 rotations)	TEXTILES
Passive speaker Product design Designing for a purpose. Design specification	Cubism and art of the 20th century. Use of materials Drawing skills Photography	Health & nutrition Macronutrients Micronutrients How to use a kitchen safely Knife skills	Scapes Applique Shibori - resist dye techniques.

Progression across rotations during the year

Research & Development	Making skills
Evaluation skills	Analytical skills
Problem solving	Health & safety knowledge

Vocabulary:
There is a huge range of varied subject specific vocabulary used across the Design rotation at yr8.
Vocabulary linked to - colour theory, formal elements, drawing, painting, Cubism, nutrition, cooking, textiles, sewing, stitches, dye techniques, tools & equipment, health & safety.
Common vocabulary - ratio, scale, proportion, create, analyse, evaluate, experiment, presentation, design, modify, context, provenance, accuracy.

Year 7

Year 7 design rotation

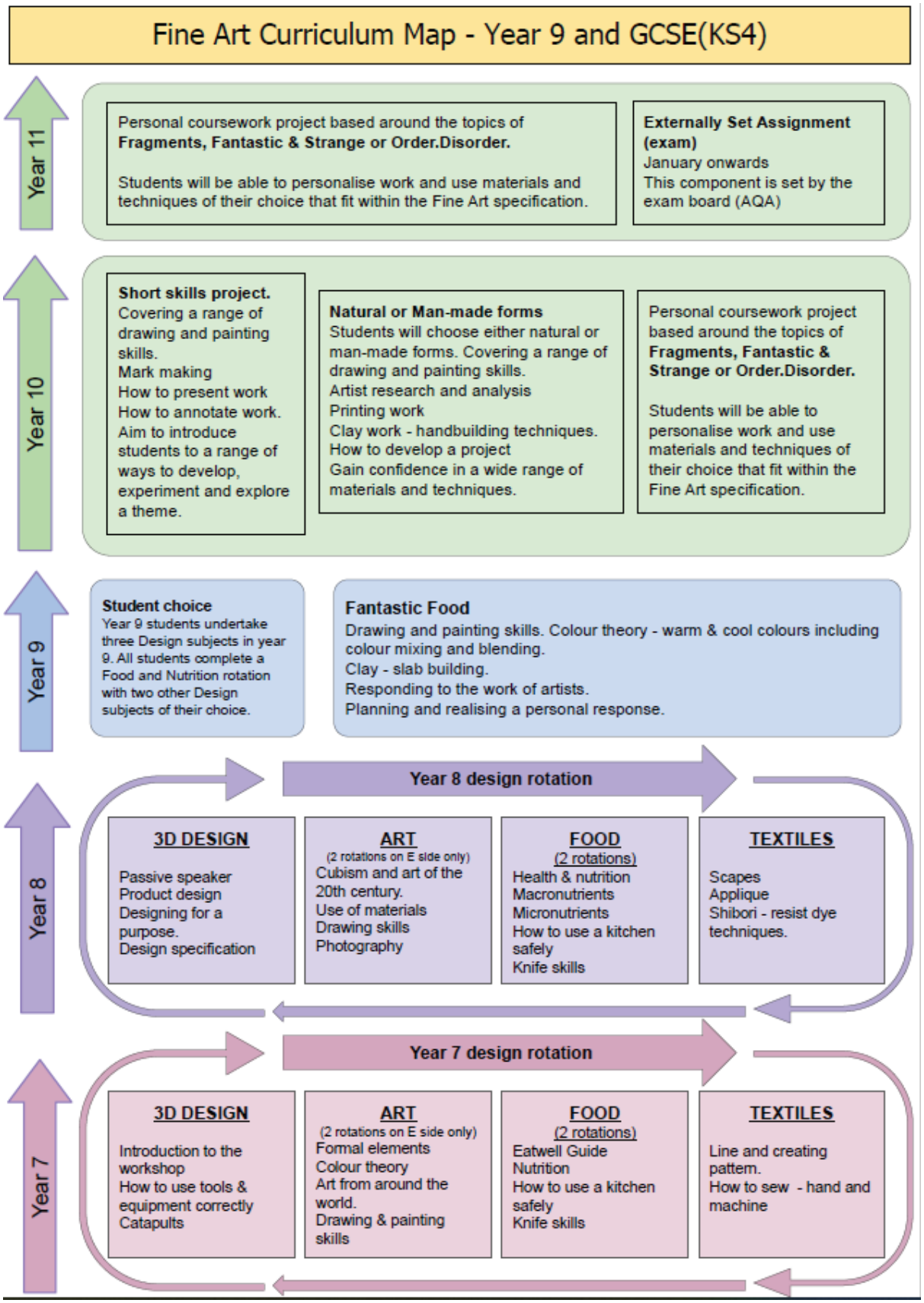
3D DESIGN	ART (2 rotations on E side only)	FOOD (2 rotations)	TEXTILES
Introduction to the workshop How to use tools & equipment correctly Catapults	Formal elements Colour theory Art from around the world. Drawing & painting skills	Eatwell Guide Nutrition How to use a kitchen safely Knife skills	Line and creating pattern. How to sew - hand and machine

Progression across rotations during the year

Research & Development	Making skills
Evaluation skills	Analytical skills
Problem solving	Health & safety knowledge

Vocabulary:
There is a huge range of varied subject specific vocabulary used across the Design rotation at yr7.
Vocabulary linked to - colour theory, formal elements, drawing, painting, nutrition, cooking, textiles, sewing, stitches, tools & equipment, health & safety.
Common vocabulary - ratio, scale, proportion, create, analyse, evaluate, experiment, presentation, design, modify, context.

Fine Art Curriculum Map - Year 9 and GCSE(KS4)



Graphic Communication Curriculum Map - Year 9 and GCSE(KS4)

Year 11

Crowds - Festival project
This project gives students the opportunity to develop a more personal response.

Students will be able to work with materials and techniques to suit their theme within the Graphic Communication specification.

Externally Set Assignment (exam)
January onwards
This component is set by the exam board (AQA)

Year 10

Short skills project.
Covering a range of drawing and painting skills.
Mark making
Graphics skills
How to present work
How to annotate work.

Coca cola project
Covering a range of materials and techniques.
Artist and designer research and analysis.
Digital and manual editing.
Working to a design brief and producing a final outcome.
How to develop a project and exploring a range of outcomes.

Crowds - Festival project
This project gives students the opportunity to develop a more personal response.

Students will be able to work with materials and techniques to suit their theme within the Graphic Communication specification.

Year 9

Student choice
Year 9 students undertake three Design subjects in year 9. All students complete a Food and Nutrition rotation with two other Design subjects of their choice.

Pop Art -Kid's Happy Meal brief
Covering a range of drawing and painting skills. Printing skills - lino printing and reduction printing.
Typography. Digital editing.
Working to a client brief.
How to present work.How to annotate work.

Year 8

Year 8 design rotation

3D DESIGN
Passive speaker
Product design
Designing for a purpose.
Design specification

ART
(2 rotations on E side only)
Cubism and art of the 20th century.
Use of materials
Drawing skills
Photography

FOOD
(2 rotations)
Health & nutrition
Macronutrients
Micronutrients
How to use a kitchen safely
Knife skills

TEXTILES
Scapes
Applique
Shibori - resist dye techniques.

Year 7

Year 7 design rotation

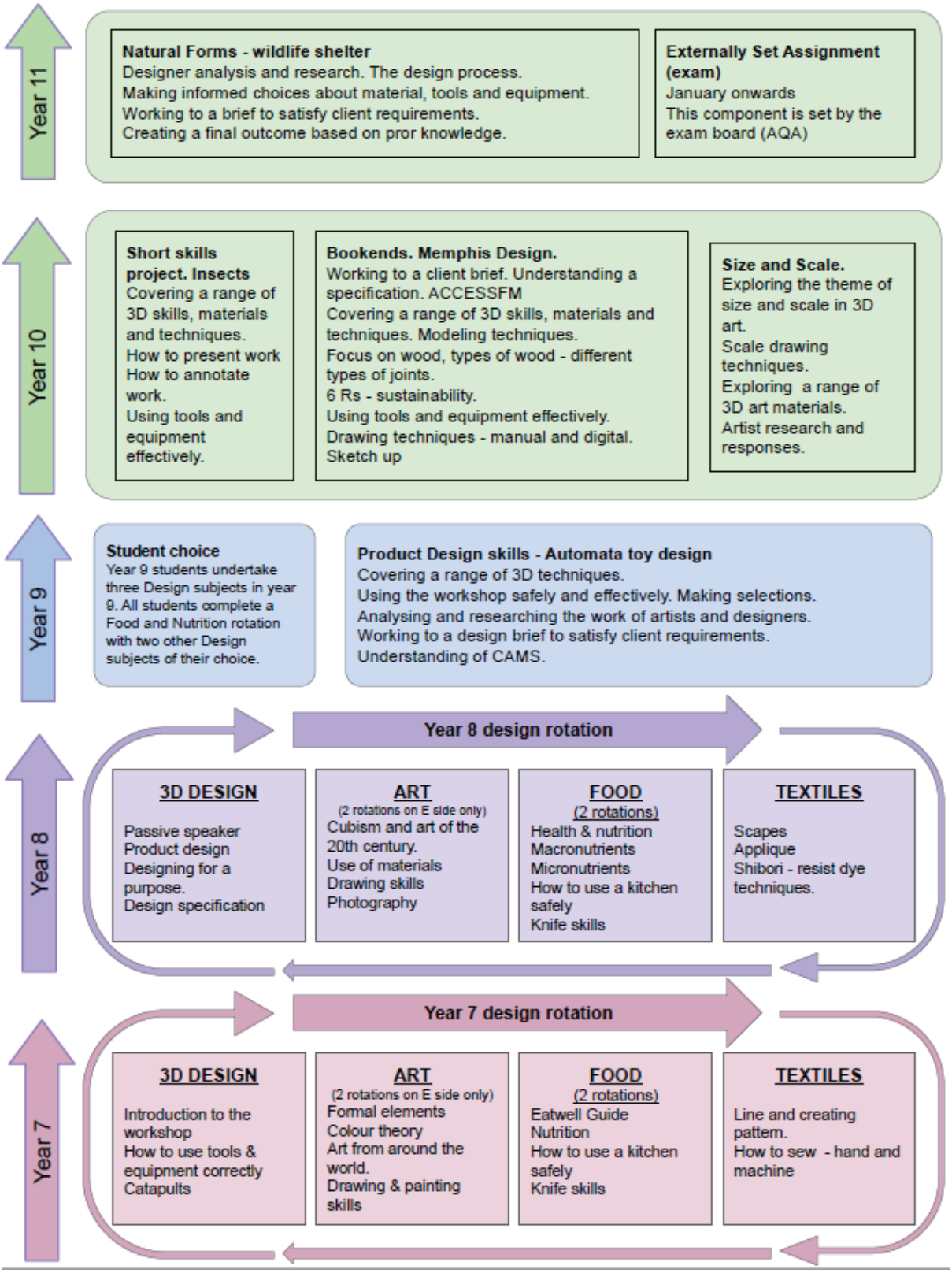
3D DESIGN
Introduction to the workshop
How to use tools & equipment correctly
Catapults

ART
(2 rotations on E side only)
Formal elements
Colour theory
Art from around the world.
Drawing & painting skills

FOOD
(2 rotations)
Eatwell Guide
Nutrition
How to use a kitchen safely
Knife skills

TEXTILES
Line and creating pattern.
How to sew - hand and machine

3D Design Curriculum Map - Year 9 and GCSE(KS4)



Photography Curriculum Map - Year 9 and GCSE(KS4)

Year 11

Arrangements
Independent artist analysis, Development photoshoot. Experimental photoshoot. Refinement photoshoots. Final piece plan
Final piece mock ups
Final Piece
Project evaluation

Externally Set Assignment (exam)
January onwards
This component is set by the exam board (AQA)

Year 10

Lights and reflections
Developing photography skills. Improving use of camera and understanding of different settings. How to present work and annotate work with purpose. Composition skills. Photographer analysis and research. Developing a project.Personalisation of a project.
GUIDED PHOTOSHOOTS - Suzanne Saroff - High key lighting. Vilde J Rolfsen - Manipulation of lighting. Sebastian Magnani - Reflections in mirrors. Mark Mawson - Lighting. Mandy Brown - Reflections in bubbles. Pablo Picasso - Drawing with light
INDEPENDENT PHOTOSHOOTS -Independent artist analysis. Development photoshoot. Experimental photoshoot. Refinement photoshoots
PERSONAL RESPONSE - Final piece plan. Final piece mock-ups. Final Piece. Project evaluation. Mock Exam - Physical manipulations

Arrangements
GUIDED PHOTOSHOOTS
Exploring the theme
Emily Blincoe Bath - Uncontrolled
Emily Blincoe Sweets - Positioned
John Stezaker - Manipulated
Fay Godwin - Natural
Horst P Horst - Edited

Year 9

Student choice
Year 9 students undertake three Design subjects in year 9. All students complete a Food and Nutrition rotation with two other Design subjects of their choice.

Short skills project.
How to use the camera settings effectively
Presenting work digitally on slides
Photographer analysis and research - Barbara Kruger
Developing a project
Rule of Thirds/composition
Planning and undertaking photoshoots.

Year 8

Year 8 design rotation

3D DESIGN
Passive speaker
Product design
Designing for a purpose.
Design specification

ART
(2 rotations on E side only)
Cubism and art of the 20th century.
Use of materials
Drawing skills
Photography

FOOD
(2 rotations)
Health & nutrition
Macronutrients
Micronutrients
How to use a kitchen safely
Knife skills

TEXTILES
Scapes
Applique
Shibori - resist dye techniques.

Year 7

Year 7 design rotation

3D DESIGN
Introduction to the workshop
How to use tools & equipment correctly
Catapults

ART
(2 rotations on E side only)
Formal elements
Colour theory
Art from around the world.
Drawing & painting skills

FOOD
(2 rotations)
Eatwell Guide
Nutrition
How to use a kitchen safely
Knife skills

TEXTILES
Line and creating pattern.
How to sew - hand and machine

Textiles Curriculum Map - Year 9 and GCSE(KS4)

Year 11

Fragments
Concept exploration/ recording. Technique: collage and fabric sampling (choice and image transfer). Designer/ artist research and analysis x2. Independent study of theme. Techniques recording: various 2d materials and fabric samples. Fabric sampling or choice based on the theme. Design process- presenting a personal response. Trialling, reflection and development. Presenting a final response.

Externally Set Assignment (exam)
January onwards
This component is set by the exam board (AQA)

Year 10

Surface Pattern
Pattern research and analysis
Pattern designer research and analysis
Observational drawing
Recording in a variety of materials/ fabrics (applique/ cross stitch)
Pattern forming- Tessellations/ Magic square/ Block printing
Silk painting outcome
Design process
Final response

Natural Forms - body adornment
Natural forms exploration/ recording
Designer research and analysis x2 comparison
Independent study of theme
Techniques surface design: Experimental tie dye/ batik/ monoprinting/ fabric paint/ brusho
Techniques structural: Pom Poms/ Yo Yos/ Applique with wadding/ interfacing/ Fabric manipulation (folding, slicing, weaving-mixed media)
Hand and machine sewing
Design process- anthropometrics
Pattern design- newspaper structures
Developing a response.

Year 9

Student choice
Year 9 students undertake three Design subjects in year 9. All students complete a Food and Nutrition rotation with two other Design subjects of their choice.

Under the Microscope
How to record (processes and research). Creative sampling (processes). Creative journey. How to annotate and reasons for annotation. Design process. Developing and presenting a response.
Presenting an artist response and analysing work visually and written.
Observational drawings and fabric samples, applique/ batik and embellishments
Hand sewing/ Machine sewing embroidery. Shibori Dye Resist
Colour/ pattern/ processes

Year 8

Year 8 design rotation

3D DESIGN
Passive speaker
Product design
Designing for a purpose.
Design specification

ART
(2 rotations on E side only)
Cubism and art of the 20th century.
Use of materials
Drawing skills
Photography

FOOD
(2 rotations)
Health & nutrition
Macronutrients
Micronutrients
How to use a kitchen safely
Knife skills

TEXTILES
Scapes
Applique
Shibori - resist dye techniques.

Year 7

Year 7 design rotation

3D DESIGN
Introduction to the workshop
How to use tools & equipment correctly
Catapults

ART
(2 rotations on E side only)
Formal elements
Colour theory
Art from around the world.
Drawing & painting skills

FOOD
(2 rotations)
Eatwell Guide
Nutrition
How to use a kitchen safely
Knife skills

TEXTILES
Line and creating pattern.
How to sew - hand and machine

My Food Learning Journey