

Curriculum Planning

	Project 1	Project 2	Project 3	Project 4
Year 7	<p>Coca-Cola – Limited edition Packaging Design · Design brief · History of Coca-Cola brand and bottle design · Logo research timeline · Typography – font styles: Spencerian Script and TCCC Unity Neville Brody · Drawing from observation · Rendering using coloured pencil and fine liner, glowing edge technique, shading/tone, contouring · Describe logo using graphic language (HA) · Limited edition packaging · Mood board · Artist of choice research · Initial design idea and modifications · Peer feed back · Design realisations by hand on reused bottle, building on prior learning and introducing new skills · Sustainable design · Label in 2D Design (ext/HA) · Photograph outcome · Project evaluation</p>	<p>Robot Desk Organiser – Design Process using UMMFF User - what their organiser is based on Materials – Softwood/Hardwood/Manufactured boards Manufacture – Production processes Existing Product research Alessi design school research presentation board Specification Initial ideas / design review / final ideal Intro to workshop, H&S, Tools, equipment and machinery Tennon and Coping saw Belt and Disc sanders Pillar drill Jigs Painting Evaluation Logo design – 2D design CNC laser cutter</p>	<p>Introduction to food Hazard and hygiene safety Knife skills Bacteria control The 4 C's Temperature control Eat well plate Macronutrients Micronutrients</p>	<p>Journeys and Transport · Skills: Machine threading, top and bobbin thread. · H&S sewing machine/Textiles room · Basic sewing skills: straight stitch and zig zag, understanding how to change stitches. Sample sewing. · Developing accuracy: HA. Sewing on pre-drawn lines with smaller details. LA. More simple shapes. · Applique: how to decorate fabric. · Initials in fabric, using bondaweb to attach to a backing fabric. Ironing skills. Zig zag and straight stitch development. · Evaluation of applique. · Step by step guide applique. · Research task on Poppy Treffry. · How fabric is made: Knitted, woven and bonded fabrics · Weaving: warp and weft · Iron on Vilene and overlocking skills. · Drawing with the sewing machine on the reverse of the weaving</p>
SMSC etc	<p>Ethical issues around sustainability and recycling. Careers in Design – think like a designer.</p>	<p>Mo - Pupils are expected to show respect to others and take responsibility for their own actions and of those around them, taking into consideration the consequences. So – Peer evaluation of designed and made items is a vital mechanism for progress. To do this they need to take criticism without offence and provide feedback which is carefully considered and constructive. Cu - Students consider how their ideas and products can impact the world around them.</p>		

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 8</p>	<p>Design to a Tee – Brand Logo</p> <ul style="list-style-type: none"> • Design brief • Branding & logo design • Logo analysis – compare and contrast existing logos • Mood board • Simplifying images (LA) • Drawing from observation • Artist research – logo designer Ivan Chermayeff • Initial design ideas and evaluation/peer feed back • Introduction to 2D Design/Adobe Illustrator • Design realisations and modifications using 2D Design software • Students use sublimation printing process to print their final design/digital logo artwork onto Tshirt • Photograph outcome • Project evaluation • Superimpositions in Adobe Photoshop (HA) • website landing page/ clothing tag design (LA) 	<p>Night Light</p> <p>Design Process using UMMFF</p> <p>User – interview a 'client'</p> <p>Materials – Softwood/Hardwood/Manufactured boards – Compression/Lamination</p> <p>Manufacture – Production processes</p> <p>Costings</p> <p>design school research presentation board</p> <p>Specification</p> <p>Initial ideas / design review / final idea</p> <p>Templates</p> <p>Recap workshop, H&S, Tools, equipment and machinery</p> <p>Tennon and Coping saw</p> <p>Belt and Disc sanders</p> <p>Pillar drill</p> <p>Painting</p> <p>Electronics – soldering</p> <p>2D design</p> <p>CNC laser cutter</p> <p>Evaluation</p> <p>3D printing – Tinkercad/Onshape</p>	<p>Introduction to food</p> <p>Hazard and hygiene safety</p> <p>Knife skills</p> <p>Bacteria control</p> <p>The 4 C's</p> <p>Temperature control</p> <p>Eat well plate</p> <p>Macronutrients</p> <p>Micronutrients</p>	
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SMSC etc		<p>S - Investigate products. This includes aesthetics, functionality, product evolution and the analysis of how products affect the quality of our daily lives</p> <p>M - Pupils are expected to show respect to others and take responsibility for their own actions and of those around them, taking into consideration the consequences.</p> <p>S – Interview a 'client', show mutual respect when working collaboratively. Peer evaluation of designed and made items is a vital mechanism for progress. To do this they need to take criticism without offence and provide feedback which is carefully considered and constructive.</p> <p>C - Design work should be sensitive to needs and beliefs of different backgrounds, ensuring all imagery, text and products won't cause offence. Students consider how their ideas and products can impact the world around them.</p>		
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KS4 FOOD

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Year 9						
SMSC etc						
Year 10						
SMSC etc						
Year 11						
SMSC etc						
Year 12						

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SMSC etc						
Year 13						
SMSC etc						

KS4 Graphics

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Year 9						
SMSC etc						
Year 10						
SMSC etc						
Year 11						
SMSC etc						
Year 12						
SMSC etc						
Year 13						
SMSC etc						

KS4 Product Design

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Year 9	Theory – Unit 6 – Timbers – pt1	Theory – Unit 6 – Timbers pt2	Theory – Unit 6 – Timbers pt3	Theory – Unit 6 – Timbers pt4	Theory – Unit 1 New and Emerging Technologies.	Theory - Unit 2 Critical Evaluation
	Project – Storage Box, Recap H&S, machines, equipment, tools.	Project – Storage Box, Recap H&S, machines, equipment, tools.	Speaker – Intro to Drawing techniques, Acrylic and hand	Speaker – Intro to Drawing techniques, Acrylic and hand	LED – independent design and make with given choices of components	LED – independent design and make with given choices of components

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	Intro to Natural and manufactured wood	Intro to Natural and manufactured wood	tools, Electronics and CNC laser	tools, Electronics and CNC laser		
SMSC etc	<p>Mo - We teach students to understand the wider impacts on the environment when designing and making new products and expect them to consider carefully the materials & components they will use when designing and making</p> <p>So - We teach the concept of self-regulation to ensure that students accept responsibility for their behaviour and the safety of others.</p>	<p>Mo - We teach students to understand the wider impacts on the environment when designing and making new products and expect them to consider carefully the materials & components they will use when designing and making</p> <p>So - We teach the concept of self-regulation to ensure that students accept responsibility for their behaviour and the safety of others.</p>	<p>Mo - We teach students to understand the wider impacts on the environment when designing and making new products and expect them to consider carefully the materials & components they will use when designing and making</p> <p>Cu - increasing awareness of the influences digital manufacturing developments</p>	<p>Mo – We teach students to understand the wider impacts on the environment when designing and making new products and expect them to consider carefully the materials & components they will use when designing and making</p> <p>Cu - increasing awareness of the influences digital manufacturing developments</p>	<p>Sp - The process of creative thinking and innovation inspires students to bring out undiscovered talents, which in turn breeds a self-confidence and belief in their abilities. It also challenges and appeals to the creative instincts that have driven humanity to discover, adapt and overcome.</p> <p>Mo - We encourage sustainable thinking through the active application of the '6 R's' and to highlight the impact on environmentally sensitive areas of the world. The 6 Rs include: reinvent/rethink, refuse, reduce, reuse/repair, recycle, replace/rebuy.</p>	<p>Mo - We encourage sustainable thinking through the active application of the '6 R's' and to highlight the impact on environmentally sensitive areas of the world. The 6 Rs include: reinvent/rethink, refuse, reduce, reuse/repair, recycle, replace/rebuy.</p> <p>So - students accept responsibility for their behaviour and the safety of others.</p>
Year 10	LED – independent design and make with given choices of components	Mock NEA – previous context used. Complete Design and make project	Mock NEA – previous context used. Complete Design and make project	Mock NEA – previous context used. Complete Design and make project	Mock NEA – previous context used. Complete Design and make project	NEA – Context released June 1st. Research
	Theory – Unit 3 Energy materials devices and systems Pt1	Theory – Unit 3 Energy materials devices and systems Pt2	Theory – Unit 4 Modern and smart materials, composite materials and technical textiles	Theory – Unit 5 Material types		
SMSC etc	<p>So - We place an emphasis on developing the ability to work with other and to accept each other's unique personality. We encourage effective conversations about the work we do</p>	<p>Sp – Creative thinking and innovation inspires students to bring out undiscovered talents, which in turn breeds a self-confidence and belief in their abilities. It also</p>	<p>So - We encourage sustainable thinking through the active application of the '6 R's' and to highlight the impact on environmentally sensitive areas of the</p>	<p>So - We encourage sustainable thinking through the active application of the '6 R's' and to highlight the impact on environmentally sensitive areas of the</p>	<p>SMSC – now combines all of the previous expectations /knowledge etc in to their NEA.</p>	<p>SMSC – now combines all of the previous expectations /knowledge etc in to their NEA.</p>

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	through self & peer evaluation, and to give and accept constructive criticism as a vehicle to improve students learning outcomes.	<p>challenges and appeals to discover, adapt and overcome</p> <p>So - We encourage sustainable thinking through the active application of the '6 R's' and to highlight the impact on environmentally sensitive areas of the world. The 6 Rs include: reinvent/rethink, refuse, reduce, reuse/repair, recycle, replace/rebuy.</p> <p>Cu - We seek to expand student's knowledge of other cultures influences on design and manufacture including an increasing awareness of the influences digital manufacturing developments from other countries is having on the designing and making of products that we use.</p>	world. The 6 Rs include: reinvent/rethink, refuse, reduce, reuse/repair, recycle, replace/rebuy.	world. The 6 Rs include: reinvent/rethink, refuse, reduce, reuse/repair, recycle, replace/rebuy.		
Year 11	NEA – Designing	NEA – Designing /Making	NEA – Making/Testing/ Evaluating	NEA – deadline - Revision	Revision	Revision
SMSC etc	SMSC – now combines all of the previous expectations /knowledge etc in to their NEA.	SMSC – now combines all of the previous expectations /knowledge etc in to their NEA.	SMSC – now combines all of the previous expectations /knowledge etc in to their NEA.	SMSC – now combines all of the previous expectations /knowledge etc in to their NEA.	SMSC – now combines all of the previous expectations /knowledge etc in to their Revision	SMSC – now combines all of the previous expectations /knowledge etc in to their Revision