


Curriculum Planning

Students travel through our subjects (Product Design / Graphic Communication / Food / Textiles) on a carousel rotation of approximately 8 weeks in each subject. Some skills e.g. Research, is built upon in each rotation from the previous one, however, other skills are only introduced in certain rotations e.g. planning, in Food, and some are specific to the subject e.g. Making consists of different tools/equipment/processes in each subject.

The example below shows how a student might travel through the carousel and the experience they will receive -

Year 7	Project 1 – Graphics	Project 2 – Product Design	Project 3 - Food
Overview of projects	Students will design and make a prototype of a limited edition Coca-Cola bottle. They work to a design brief and investigate the history of the Coca-Cola brand and bottle design. This leads to an introduction to typography and logo development. They will be able to describe logos using graphic language (HA) Students will draw from observation, render using coloured pencil and fine liner, learn the glowing edge technique, shading/tone and contouring.	Students design and make a Robot Desk Organiser They will recap the Design Process specifically looking at UMMFF (User, Materials, Manufacture, Form, Function) They think about designing for themselves – and decide what theme it is based on Investigate Materials – Softwood/Hardwood/Manufactured boards and Manufacturing methods – Job/Batch/Mass/Continuous Investigate Form and Function by considering existing product and how they help us design. Students complete a Specification, a list of points that their product must do/have to be successful	Students make a range of increasingly more complex foods and dishes including; coleslaw, fruit salad, pizza toast, cous cous salad, pasta salad and apple crumble. They learn about the core principles of good food hygiene including hazard awareness, cross contamination and temperature control in order to work safely with food in a food environment. Additionally, students learn the fundamentals of making good food choices through the introduction of the ‘eat well guide’ and how to read and understand food labelling including allergens and nutritional information. Students design a fruit salad based product, research the ‘eat well guide’ and undertake assessment in making.
Research	Research – 2 week homework consisting of a double spread in their sketch book on ‘Morag Myerscough’. Students look to collect information from a range resources and neatly present their work, they can tell us what they like/dislike, what they have learnt and apply it to their learning/project.	Research – 2 week homework consisting of a double spread in their sketch book on ‘Alessi’. Students look to collect information from a range resources and present their work in a visually stimulating and structured way. They can discuss what they have learnt and how it relates to their learning/project.	Research – 1 week homework investigating the ‘eat well guide’ and its importance in promoting a healthy lifestyle/ Students look to collect information from a range of resources and present their work in a visually stimulating and structured way. They can discuss what they have learnt and use their learning to adapt a recipe.
Design	Students complete initial design ideas and modify these after receiving peer feed-back ·	Students design the graphics for their desk organiser, they modify these based on a review of their Specification	



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Manufacture	<p>Design realisations by hand on reused bottle, students are taught paper-mache technique, drawing and painting on a 3D object. Sustainable design. The label is created in 2D Design (ext/HA). Students evaluate the project WWW what went well, EBI Even better if.</p>	<p>Students are introduced to the workshop, H&S, Tools, equipment and machinery. They use a variety of hand tools and machinery to create their desk organiser Tenon and Coping saw / Belt and Disc sanders / Pillar drill (with jig) / glass paper They then paint their final design carefully based on experience from previous rotation Students evaluate the project WWW what went well, EBI Even better if. They also complete peer evaluation. They use prior knowledge of Logo design and 2D design to use the CNC laser cutter to produce a complimentary key ring gift.</p>	<p>Students are introduced to the food kitchen, H&S, tools, equipment and cookers. They use a variety of kitchen utensils across lessons to create their weekly practical work and learn how to correctly and safely use elements of the cooker including the grill, hobs and oven. Students learn how to check for readiness as well as season & taste being able adjust as appropriate.</p>
Spiritual Moral, Social, Cultural	<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. Ethical issues around sustainability and recycling. Cu – Students consider how their ideas and products can impact the world around them - 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 v=carefully considered and constructive.</p>	<p>Sp – students achieve through creativity and the freedom to adapt recipes in order to show personality and uniqueness. Mo – Students work on the development of a moral conscience though working with key moral issues surrounding the sourcing, preparation and cooking of food. Team work is encouraged and supporting others to fulfil tasks is practised. Communication skills are honed as well as independence, decision making and time management, all important skills for the world of work. Cu – Cultural education is intrinsic in food education with a diverse range of recipes practised and ingredients experienced from around the world. So – Social development is a key focus helping students to mature and develop into young, professional adults. Students are taught effective communication through collaborative learning, both during theory and practical lessons. Students are expected to interact positively with peers and adults and respond to feedback constructively.</p>

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Year 8	Project 1 – Graphics	Project 2 – Product Design	Project 3 - Food
Overview of projects	Students will design their own logo and produce a prototype of this on a product. They work to a design brief and investigate branding and logo design. This leads to further investigation into typography and logo development. They will be able to describe logos using graphic language (HA)	Students design and make a LED night light They will recap the Design Process specifically looking at UMMFF (User, Materials, Manufacture, Form, Function) They think about designing from someone else (the User) – and decide what theme it is based on Investigate Materials – Manufactured boards and Manufacturing methods – Job/Batch/Mass/Continuous. Costings of materials to make products plus time/wages Students complete a Specification, a list of points that their product must do/have to be successful	Students build and consolidate their skills base from year 7 by making a range of increasingly more complex dishes. This includes tomato ragu, vegetable stir fry, savoury rice, chicken fajitas, bread and pizza. They learn about how food choices impact on health and gain an understanding into energy balance, macro & micro nutrition and how to work with raw meat. Finally, students conduct a mini design and make project in which they research, design, make and evaluate a pizza based product.
Research	Research – 2 week homework consisting of a double spread in their sketch book on ‘Ivan Chermayeff’. Students look to collect information from a range resources and neatly present their work, they can tell us what they like/dislike, what they have learnt and apply it to their learning/project.	Students are working for a ‘client’ as opposed to themselves so they must conduct an interview with their client to find out their preferences to design to.	As part of their design and make project students write and conduct a questionnaire looking at consumers preferences for pizzas. Students analyse their results and produce a set of data to show their findings.
Design	Students will build upon yr7 skills and add further skills on 2d design/ Adobe Illustrator to their repertoire.	Students design their nightlight, they sketch in 3D isometric and the corresponding 2D plan views of the layers for the templates. They sketch their upright light acrylic component.	Students use the results from their questionnaires to design a pizza based product.
Manufacture	Design realisations using 2d design and Adobe Illustrator to create their logo and the sublimation print onto a product to show it off in the ‘real world’.	Students recap workshop, H&S, Tools, equipment and machinery, Tenon and Coping saw, Belt and Disc sanders, Pillar drill to create their base station. Bobbin sander is introduced for concave curves. Electronic components are introduced along with soldering. 2d design is used to create the acrylic upright, knowledge is used from the graphics project to enable this. The CNC laser cutter is introduced providing a professional finish.	Students use a variety of kitchen utensils across lessons to create their weekly practical work and practise how to correctly and safely use elements of the cooker including the grill, hobs and oven. They are introduced to timing elements of a dish to ensure all parts are ready at the right time. Additionally, students begin to work with multiple sources of heat at the same time. Students learn how to check for readiness as well as season & taste being able to adjust as appropriate.
Evaluation	Students evaluate the project WWW what went well, EBI Even better if. They give examples to support their comments, view other students work and what they can learn from them for next time.	Students evaluate the project WWW what went well, EBI Even better if. They give examples to support their findings. They summarise what other students did well and the impact it can have on their future work. They can recognise where something might go wrong and adapt their actions accordingly to prevent it happening.	Students evaluate the project WWW what went well, EBI Even better if. They summarise what other students did well and explain how they apply it to their work. They can predict where something might go wrong and adapt if needed. They can confidently measure the success of their final outcome as well as the process of making..

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Spiritual Moral, Social, Cultural	<p>S – Investigate existing products similar to ones being designed and made, considering users wants and needs.</p> <p>M – Pupils are expected to show respect for others and take responsibility at all times in the classroom.</p> <p>S – Students must work together sharing learning and resources throughout the project. They also review each others’ work and provide feedback to further develop, so students must be able to accept criticism and be open to suggestions from their peers.</p> <p>They also look at how different film genres and how themes within link with society and culture.</p> <p>C - Students consider morality in the context of design. They look at imagery used to convey messages visually and the impact on individuals from different backgrounds.</p>	<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.</p> <p>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 v=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>	<p>Sp – students achieve through creativity and the freedom to adapt recipes in order to show personality and uniqueness.</p> <p>Mo – Students work on the development of a moral conscience though working with key moral issues surrounding the sourcing, preparation and cooking of food. Team work is encouraged and supporting others to fulfil tasks is practised. Communication skills are honed as well as independence, decision making and time management, all important skills for the world of work.</p> <p>Cu – Cultural education is intrinsic in food education with a diverse range of recipes practised and ingredients experienced from around the world.</p> <p>So – Social development is a key focus helping students to mature and develop into young, professional adults. Students are taught effective communication through collaborative learning, both during theory and practical lessons. Students are expected to interact positively with peers and adults and respond to feedback constructively.</p>
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Year 9	Project 1 – Graphics	Project 2 – Product Design	Project 3 - Food
Overview of projects	Students will re-imagine the design for a vinyl album cover of their own choice and produce artwork on a mock product. They investigate different artists and appropriate techniques, including digital design. They will be able to describe familiar products using graphic language and develop designs using a variety of media and materials. (HA)	Students work as a team to design a solution that they develop based around one of the three words – Adapt / Care / Disrupt. Students use the skills and processes they have learnt in all D&T lessons to tackle this project.	Building on the foundations from Year 7 and 8, students use Year 9 to explore food on a wider level. They look at how food is used in religion and then explore food from different cultures. Finally, they explore how food is grown, reared and caught and look at the topics of seasonality and locally produced food.
Research	Research – 2-week homework consisting of a double spread in their sketch book on graphic designers who have produced iconic album covers. Students look to collect information from a range resources and present their work creatively. They describe the work and techniques used and give their own opinions. They use inspiration from others’ work to inspire their own designs.	Research takes on more importance than any previous project as they are conducting this completing independently on the topic/s they wish to investigate to provide enough evidence to justify their new idea and also to help create it.	Students research Chinese cuisine and find out about food customs, provenance of ingredients and typical meals.

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Design	Students will build upon yr8 skills and add further skills in the use of digital design software, such as PhotoPea, to their repertoire.	Students develop concepts through initial ideas and the iterative approach to design is introduced properly with clear examples of needing extra research when they select/dismiss ideas for further development. This process continues until they have a complete secure final concept proposal.	Students build on their design skills by considering aesthetics when finishing dishes.
Manufacture	Design realisations using PhotoPea and a range of alternative graphic media and materials to create a final piece that resembles a professional-looking album cover.	Students do not necessarily manufacture in this project. Their outcome is 2 x A3 pages that are submitted online to the V&A for the competition. These consist of one page showing the journey from the initial three words to the final design. The other page presents the final idea. Students can have any outcome e.g. website / product / logo etc therefore they need to use whatever means necessary to develop and present their final concept.	Students use a wide variety of equipment and utensils to prepare their weekly practical work and continue to build in confidence when cooking. They practise how to vary heat by making predominately savoury meals from a range of different cuisines which increase in complexity and skills range. Students practise how to check for readiness as well as season & taste being able adjust as appropriate.
Evaluation	Students evaluate the project WWW what went well, EBI Even better if. They give examples to support their comments, view other students work and what they can learn from them for next time.	Students will be using the iterative process far more in this project so evaluation will happening almost every lesson as an ongoing process to justify and develop their concept.	Students evaluate the project WWW what went well, EBI Even better if. They summarise what other students did well and explain how they apply it to their work. They can predict where something might go wrong and adapt if needed. They can confidently measure the success of their final outcome as well as the process of making..
Spiritual Moral, Social, Cultural	<p>S – Investigate existing products similar to ones being designed and made, considering users wants and needs.</p> <p>M – Pupils are expected to show respect for others and take responsibility at all times in the classroom.</p> <p>S – Students must work together sharing learning and resources throughout the project. They also review each-others’ work and provide feedback to further develop, so students must be able to accept criticism and be open to suggestions from their peers.</p> <p>They also look at how different musical genres and themes within link with society and culture.</p> <p>C - Students consider morality in the context of design. They look at imagery used to convey messages visually and the impact on individuals from different backgrounds.</p>	<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 – Pupils are working in teams for the first time and therefore students will have to be able to take criticism of their proposals while at the same time being open to other suggestions.</p> <p>Peer evaluation of ideas is a vital mechanism for progress.</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>	<p>Sp – students achieve through creativity and the freedom to adapt recipes in order to show personality and uniqueness.</p> <p>Mo – Students work on the development of a moral conscience though working with key moral issues surrounding the sourcing, preparation and cooking of food. Team work is encouraged and supporting others to fulfil tasks is practised. Communication skills are honed as well as independence, decision making and time management, all important skills for the world of work.</p> <p>Cu – Cultural education is intrinsic in food education with a diverse range of recipes practised and ingredients experienced from around the world.</p> <p>So – Social development is a key focus helping students to mature and develop into young, professional adults. Students are taught effective communication through collaborative learning, both during theory and practical lessons. Students are expected to interact positively with peers and adults and respond to feedback constructively.</p>

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