Art Design & Technology Department
Curriculum Overview – Design Technology (KS3)
Food Preparation & Nutrition and Textiles (KS4)

Curriculum Overview

The Art, Design & Technology Curriculum is planned to provide wide and varied opportunities for students of all abilities to develop their interests, skills and knowledge. Our curriculum reflects the national curriculum and external qualifications, however, goes beyond this by preparing students for exams and tests. Students are well prepared for life in modern Britain and are aware of how they can make a positive contribution to society and understand their local community.

The planned progression built into the ADT curriculum means that students are increasingly challenged as they move through the school and through key stages. Long-term plans identify the individual units of work taught across the year group phases and subject area. We ensure a breadth and depth approach which allows students to develop their passions and interests as they grow through their subject area into confident young women.

<table>
<tr><th></th><th>Autumn 1</th><th>Autumn 2</th><th>Spring 1</th><th>Spring 2</th><th>Summer 1</th><th>Summer 2</th></tr>
<tr><td rowspan="3">Year 7</td><td colspan="6">KS3 DESIGN TECHNOLOGY IS TAUGHT IN ROTATION WHERE STUDENTS STUDY THE THREE DIFFERENT SUBJECT AREAS IN A 13 WEEK BLOCK
BLOCKS DO NOT ALWAYS FIT PERFECTLY INTO ONE TERM AND CAN CROSS OVER</td></tr>
<tr><td colspan="2"><u>FOOD & NUTRITION</u>

The main aim of this scheme of work is to enable students to develop basic culinary skills and work safely and hygienically in the kitchen. Students will develop basic understanding of nutrition and healthy eating. Students use a range of ingredients whilst preparing and making a range of well-balanced food products suitable for a lunchbox.</td><td colspan="2"><u>STEAM</u>

Students to learn and explore the design elements of Design & Technology within STEAM using different skills and techniques. This unit covers key skills and vocabulary that students need to learn before moving on to a live design brief.</td><td colspan="2"><u>TEXTILES</u>

The main aim of this scheme of work is to enable students to use the sewing machine and Textiles equipment competently and safely. Students will develop skills in a range of decorative techniques. Students will learn how to develop design ideas for a Textiles product inspired by nature.</td></tr>
<tr><td>• Pupils will develop their knowledge and understanding of ingredients and healthy eating using the eatwell guide.
• Pupils will develop knowledge of how to work safely and hygienically with food.
• Pupils will develop understanding of a range of ingredients and their sensory features.</td><td>• Pupils will develop a range of food preparation and cooking techniques such as:
• Knife skills: bridge and claw,
• Preparing a range of fruits and vegetables
• Weighing and measuring
• Cooking methods
• Raising agents
• Forming a dough</td><td>• Investigate and discuss the key concepts and characteristics of STEAM, with a focus on Electronics.
• Research existing products and solutions of STEAM professionals.
• Develop design ideas showing the influence of electronics.</td><td>• Design & make an outcome or product using design software and machinery.
• Whole & pair critique of work in progress. Individual target setting.</td><td>• Photoshoot-collecting primary research
• Creating a mood board to use as inspiration for developing design ideas for a Textiles product
• To be able to operate a sewing machine safely
• Wax resist techniques
• Tie-dye</td><td>• Hand embroidery
• Fabric manipulation techniques
• To assemble a wall hanging
• To be able to complete a finished product
• Annotation, Analysis, Reflection and Evaluation
• END OF YEAR TEST</td></tr>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 8	**FOOD & NUTRITION** This scheme of work has been developed to enable pupils to learn how to cook a range of dishes safely and hygienically and to apply their knowledge of nutrition. In addition, they will consider factors that affect food choice, where foods come from and food science. Students will make a range of sweet and savoury dishes based upon different cuisines from around the world.		**GRAPHIC COMMUNICATION** Introduction to Graphic Communication using Typography as a theme. Students will complete exercises using a range of skills and techniques that they gain throughout the project. Such as Calligami, Stencilling, Photography and the use of ICT.		**TEXTILES** The main aim of this scheme of work is for students to develop their competence using the sewing machine and Textiles equipment. Students will develop further skills decorative techniques. Students will learn how to develop design ideas for a Textiles product inspired by London.	
	• Pupils will develop their knowledge of ingredients and a healthy balanced diet, using the eatwell guide. Pupils will begin to identify the nutrients provided by ingredients. • Pupils will further develop knowledge of how to work safely and hygienically with food. • Pupils will develop understanding of the scientific function of ingredients in recipes • Students will develop awareness of factors affecting food choice such as; culture, sustainability ethical and moral decisions	Pupils will develop a range of food preparation and cooking techniques such as: • Knife skills • Preparation techniques • Cooking Methods • Raising agents • Forming a dough • Judge and manipulate sensory properties	• Observe, explore, analyse and experiment Typography through a range of sampling workshops with a variety of media, including pencil, colour pencil, photography and printing. • Investigate and discuss the key concepts and characteristics of Typography/ Graphic Design. • Investigate and analyse the work of relevant Graphic designers and Typography artist.	• Develop design ideas showing the influence of both their observation and research work. • Design & make a Typography outcome inspired by any of the following Graphic designers or artist that were explored throughout the project such as: Oscar Wilson and Mathidle Nivet. • Whole & pair critique of work in progress. Individual target setting.	• Research – primary and secondary • Design and Make • Annotation, Analysis, Reflection and Evaluation • Creating a mood board to use as inspiration for developing design ideas for a Textiles product • To be able to operate a sewing machine safely	• Hand and Machine embroidery • Screen printing • Applique and reverse applique • Understand materials and their uses • To assemble a cushion cover. • Batik and quilting. • To be able to manage my time and plan effectively to complete a finished product • END OF YEAR TEST

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9 Textiles	**SKILLS BASED WORKSHOPS** This is a mainly taught introductory course in which students are introduced to a range of art and textiles techniques that they have not yet explored. They will be encouraged to observe, analyse and record from a range of resources to develop their skills for GCSE. The subject matter will be linked to the GCSE Art & Design Assessment Objectives, uses images/photographs of themselves or others. They will select and use a variety of traditional and experimental textiles techniques such as: sewing (by hand and using a sewing machine), hand embroidery, applique, and batik. As well as develop art skills / techniques such as photography, observational drawing, relief printing and origami. Use art materials such as sketching pencils, biro, ink, colour pencils, collage and watercolour paints.			**TRANSFORM** The subject matter will be student directed in response to a brief that demands that they explore a range of textiles techniques and samples from their own sources to create a woven top for The Stitch Festival, London. The theme for this year's exhibition is 'Travel and Journey'. The festival has wearable art pieces from contemporary textile practitioner's and fashion designers that have incorporated a range of different textile techniques, use of materials and construction techniques.		
	• Sewing machine introduction. • Appliqué • Batik • Recording observations – tonal drawings	• Hand embroidery samples inspired by recordings. • Machine embroidery inspired by recordings. • Relief printing workshops	• Tie-dye expanding on skills learned previously. • Block printing workshops • Origami using paper and fabric	• Recording observations – tonal drawings • Photoshoot • Artist analysis	Textiles Experiments workshop: • Fashion designer analysis • Hand and Machine embroidery • Applique • Designs	• Designs • Garment construction workshop • Final Outcome • END OF YEAR TEST
Year 10 TEXTILES	**LIGHT & DARK OPPOSITIES** The subject matter will be student directed in response to a brief that demands that they explore a range of textiles techniques and samples from their own sources to create a textured photo. The students will need to present a creative journey that shows their starting point and how they have come to their outcome. They will select, trial and experiment with a variety of different textiles techniques.			**WEARABLE ART** The subject matter will be student directed in response to a brief that demands that they explore a range of textiles techniques and samples from their own sources to create a skirt with the theme of 'REPETITION'		
	• Recording from first- and second-hand sources. • Analysis of fashion designers • Photoshoot	Photoshoot textiles samples experiments. Including: - • Applique • Patchwork • Cutting/slashing • Stenciling • Weaving • Couching • Batik • Embroidery by hand and machine • Watercolour painting onto fabric	• Developing ideas towards outcome • Sustained outcome A3/A2 textured photos 'patterns in print'.	• Colour theory recap • Artist analysis • Fashion designer analysis • Photoshoot	Textiles Experiments workshop: • Recordings • Couching • Hand and Machine embroidery • Applique • Trapping • Designs	• Designs • Garment construction workshop • Final Outcome • END OF YEAR TEST

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	CONSTUCTED TEXTILES The subject matter will be student directed in response to a brief, the brief demands that they explore a range of textiles techniques and samples from their own sources to create a textured photo. The students will need to present a creative journey that shows their starting point and how they have come to their outcome. They will select, trial and experiment with a variety of different textiles techniques such as reverse applique, patchwork, cutting / slashing, quilting, felting, stencilling, digital recording (photography) and digital manipulation. As well as develop textiles techniques that they sampled in Year 10, Year 9 and in KS3.			PREPARING PORTFOLIO • Reviewing CW portfolio including all three projects completed during the course. • Identifying and reflecting on areas to improve. • Working on those improvements.	• Review of portfolio and finalized to be submitted form marking by **May 2022** • **FINAL MARKS TO EXAM BOARD BY 31st MAY 2022** • Course will be completed by first week of May 2022	
	• Review of Summer Bridging task. • Photoshoot • Recordings • Textiles samples focusing on line • Repeat patterns	• Textiles artist analysis • Sample workshops focusing on stitch work in textiles • Developing ideas towards 10-hour piece	• Developing ideas towards 10-hour piece • 10 hour-controlled test • Reflection on 10-hour piece.			

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	PRACTICAL SKILLS - BRIDGING WORK FOR GCSE		**FRUITS and VEGETABLES**		**Mini NEA 2 Task**	
Year 9 Food	Students will begin the year with introductory lessons on Food Hygiene. Following this, students will be introduced to a wide range of ingredients and dishes through practical lessons. Students will have the opportunity to develop a wide range of preparation and cooking techniques working with; • Pastry • Bread Students will develop knowledge and understanding of sensory properties and testing and be encouraged to evaluate the dishes they make in detail. Students will develop knowledge and understanding of the nutrients provided by the ingredients they are using, and the food commodity groups that ingredients belong to. Students begin to learn about a healthy balanced diet through the Eatwell Guide and diet-related illnesses	Students will have the opportunity to develop a wide range of preparation and cooking techniques working with; • Sauces • Cakes Students will develop knowledge and understanding of sensory properties and testing and be encouraged to evaluate the dishes they make in detail. Students will develop knowledge and understanding of the nutrients provided by the ingredients they are using, and the food commodity groups that ingredients belong to. Students begin to learn about the dietary needs of different life stages	Working within the Fruits and Vegetable commodity group students will learn about; -**Nutrition and Health;** vitamins and minerals, water, fibre, diet-related illnesses Students will develop their preparation and cooking techniques by creating a variety of dishes that utilise fruits and vegetables. • Micronutrients- Vitamins and Minerals • Hydration • Fibre • Diet-related illness- deficiencies	Working within the Fruits and Vegetable commodity group students will learn about; -**Food Provenance;** fruits and vegetables and how they are grown • GMO/Organic/Eating Seasonally/local produce -**Food Science;** enzymic browning, vitamin and mineral loss through cooking	Students have an opportunity to apply what they have learned so far to an end of term project. Students plan, prepare and cook dishes to suit a NEA brief. Students will need to; -research task and possible suitable dishes, justifying their choices -cost dishes -create and analyse nutrition labels for their dishes	Students complete their mini project -Create a dovetailed time plan for their practical assessment (1 hour 20 minutes) -Prepare, cook and present 1 or 2 dishes in 1 hour 20 minutes -Evaluate their NEA 2 project Students revisit topics covered this year through revision activities in preparation for application of knowledge in the end of year exam

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10 Food	**STARCHY CARBOHYDRATES**		**Dairy and Alternatives**		**Protein and Alternatives**	**Mini NEA 1 Task**
	Working within the Starchy Carbohydrates commodity group students will learn about; -**Nutrition and Health;** energy balance, energy needs of different groups of people, fibre, diet-related illness, Food allergies and intolerance (Coeliac), structure of carbohydrates, Nutrition labelling -**Food Science;** raising agents-yeast, Students will develop their preparation and cooking techniques by creating a variety of dishes that utilise starchy carbohydrates. • Energy balance • Diet-related illness-obesity • Raising Agents-Yeast and mechanical aeration • Preservatives	Working within the Starchy Carbohydrates commodity group students will learn about; **Food Provenance;** cereals and how they are grown, primary and secondary processing of wheat -**Food Science;** gelatinisation, caramelisation, dextrinization • Macronutrient-Carbohydrate • Coeliac disease • Primary and secondary processing of wheat • Gelatinisation	Working within the Dairy and Alternatives commodity group students will learn about; **Nutrition and Health;** diet related illness, macronutrient: Fat, saturated and unsaturated fats, -**Food Provenance;** primary and secondary processing of milk Students will develop their preparation and cooking techniques by creating a variety of dishes that utilise dairy and alternative products • Diet-related illness-bone health and cholesterol • Primary and secondary processing of milk	Working within the Dairy and Alternatives commodity group students will learn about; **Food Science;** shortening, emulsification, plasticity Students will develop their preparation and cooking techniques by creating a variety of dishes that utilise dairy and alternative products • Shortening • Emulsification • Macronutrient-Fat • Types of Fat	Working within the Protein commodity group students will learn about; -**Nutrition and Health;** HBV and LBV protein, diet-related illness, vitamins and minerals -**Food Provenance;** fish and how they are caught, animals and how they are farmed, animal welfare, vegetarian and vegan diets -**Food Science;** coagulation, tenderising Students will develop their preparation and cooking techniques by creating a variety of dishes that utilise sources of protein (plat and animal based and eggs) • Diet-related illness-anaemia, deficiencies • Macronutrient-Protein • Types of Protein (LBV, HBV) • How fish are caught/fish farming • Farming methods • Coagulation • Tenderizing	Students have an opportunity to apply what they have learned so far in Food Science to an end of term NEA 1 project. Students plan and carry out their own food science investigation. Students revisit topics covered this year through revision activities in preparation for application of knowledge in the end of year exam

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 11 Food	**NEA 2**		**NEA 2**			
	Revision of key topics in preparation for written exam in June. • Macro and Micro nutrients, their sources and functions • Factors affecting food choice Student caught up on high level practical skills missed during the previous year such as jointing a chicken. From this student made 2 different complete dishes. They developed independence, time management and presentation skills in preparation for NEA 2.	**GCSE NEA 2 TASK SET** **(Food Preparation Task)** NEA 2 task issued from 1st Sept this year due to pandemic. Pupils work on analysing the task, researching suitable dishes and justifying their choices considering; food provenance, sensory features, skills, nutrition and cost 1 unit of work (approx. 20 hours of work) **End of unit summative assessment using NEA 2 mark scheme.** Revision of topics will continue in preparation for written exam in June.	**GCSE NEA 2 TASK SET** **(Food Preparation Task)** NEA 2 task issued from 1st Sept this year due to pandemic. Having selected their dishes students now practice these and complete the time plan for their exam 1 unit of work (approx. 20 hours of work) **End of unit summative assessment using NEA 2 mark scheme.** Revision of topics will continue in preparation for written exam in June.	**GCSE NEA 2 TASK SET** **(Food Preparation Task)** NEA 2 task issued from 1st Sept this year due to pandemic. Students sit their practical exam, collect sensory feedback and analyse and evaluate their project 1 unit of work (approx. 20 hours of work) **End of unit summative assessment using NEA 2 mark scheme.** Revision of topics will continue in preparation for written exam in June.	Revision of topics will continue in preparation for written exam in June.	