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 textiles cushion.
• 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 draw string bag. • 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.		EXTERNALLY SET ASSIGNMENT SET BY EXAM BOARD **GCSE EXAM QUESTION PAPER SET** Exam paper issued any time after the 2nd January of the examination year. Response to one starting point. 1 unit of work Independent work around a chosen question. Unlimited preparation time. + 10 Hour Controlled test March 2024 **End of unit summative assessment using all four assessment objectives**.		• Review of portfolio and finalized to be submitted for marking by 1st **April 2024** • **FINAL MARKS TO EXAM BOARD BY 31st MAY 2024** • Course will be completed by first week of April 2023	
	• 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 • 10 hour-controlled test • Reflection on 10-hour piece.				

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Food Safety	**Healthy Diet**	**The Science of Pastry**	**Street food**	**Cakes and Bakes**	**Foods from around the world**
Year 9 Food	**Safety:** 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 **doughs.** Students will develop knowledge and understanding of sensory properties and testing and be encouraged to evaluate the dishes they make in detail. Students will then complete a range of different food science experiments which link to the functional and chemical properties of ingredients used in doughs.	**Nutrition, Diet and Health:** Students begin to learn about the dietary needs of different life stages. They will also begin to cover diet related illnesses and deficiencies. 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 **sauces. (**Roux; reduction; emulsion) Students then have an opportunity to apply what they have learned so far to an end of term project. Students will plan, prepare and cook dishes to suit a NEA brief which focuses on teenagers' dietary requirements.	**Provenance:** 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 the **cereal group**. Students will have the opportunity to develop a wide range of preparation and cooking techniques working with **pastry** products including: short crust, filo, rough puff and choux. Students will continue to develop knowledge and understanding of sensory properties and testing and be encouraged to evaluate the dishes they make in detail. Students will then complete a food science experiment which links to the functional and chemical properties of ingredients used in pastry.	**Provenance:** Working within the Fruits and Vegetable commodity group students will learn about how fruits and vegetables grow. **Food Choice:** Students will develop their knowledge of the factors which affect food choice including: allergies, intolerances, cost, preference, vegetarianism and animal welfare Students then have an opportunity to apply what they have learned so far to an end of term project. Students will plan, prepare and cook dishes to suit a NEA brief which focuses on a vegetarian street food dish.	Students will have the opportunity to develop a wide range of preparation and cooking techniques working with **cakes.** **Food Science:** Students will further their learning on the functional and chemical properties of ingredients used in cakes and how different raising agents work. Following this, students will be introduced to a wide range of ingredients and dishes through practical lessons. Students will then complete a food science experiments which link to the functional and chemical properties of ingredients used in cakes and baked goods.	**Food Choice:** Students will further develop their knowledge of factors affecting food choice, focusing on **cultural diversity and religious beliefs**. Students will continue to develop knowledge and understanding of sensory properties and testing and be encouraged to evaluate the dishes they make in detail. Students then have an opportunity to apply what they have learned so far to an end of term project. Students will plan, prepare and cook dishes to suit a NEA brief which focuses on **international cuisine.**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10 Food	**Nutrition Diet and Health**		**Food Science and Food Provenance**		**Food Provenance**	
	Students will begin covering the **Nutrition, Diet and Health** unit including topics such as the healthy eating guidelines and energy balance and the macronutrients – protein and carbohydrates will be covered. Within **food science** students will focus on the functional and chemical properties of eggs. Students will continue to use a wide range of ingredients prepare different dishes through practical lessons. Students will have the opportunity to develop a wide range of preparation and cooking techniques working with **protein and carbohydrate foods.** Students will develop knowledge and understanding of sensory properties and testing and be encouraged to evaluate the dishes they make in detail.	Students will continue to cover the **Nutrition, Diet and Health** unit including topics such as the macronutrient fats and oils and the micronutrient vitamins and minerals. Within **food science** students will focus on the functional and chemical properties of fats and oils. Students will continue to use 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 **sugars, fats and oils.** Students will continue to develop knowledge and understanding of sensory properties and testing and be encouraged to evaluate the dishes they make in detail.	Students will focus on the **food science** unit covering the reasons why food is cooked and the methods of heat transfer. Within the **food provenance** unit students will focus on fruit and vegetables. They will be introduced to organic and seasonal produce. Students will continue to use a wide range of ingredients prepare different dishes through practical lessons. Students will have the opportunity to develop a wide range of preparation and cooking techniques working with **sugar and fruit.** Students will continue to develop knowledge and understanding of sensory properties and testing and be encouraged to evaluate the dishes they make in detail.	Students will continue working within the **food provenance** unit focusing on topics such as food processing and provenance of different food commodities including meat, fish, eggs and dairy products. Students will also discuss different food processing methods. Within **food science** students will focus on the functional and chemical properties of protein. Students will continue to use 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 **meat, fish, eggs and dairy products**. Students will continue to develop knowledge and understanding of sensory properties and testing and be encouraged to evaluate the dishes they make in detail.	Continuing to work within the **food provenance** unit students will cover food security and food assurance schemes such as organic produce and fair trade. They will also cover the technological developments in the food industry including genetically modified foods, the use of additives and fortification. Students will also continue to develop a wide range of preparation and cooking techniques working with **meat, fish, eggs and dairy products**. Finally, they will continue to develop knowledge and understanding of sensory properties and testing and be encouraged to evaluate the dishes they make in detail.	Students will focus on the **food science** unit revising and recapping on the functional and chemical properties of proteins, fats, carbohydrates and raising agents in preparation for NEA 1 in year 11. Students will complete a practice mini NEA 1 task including research of the ingredient, planning of the investigation, practical investigation, analysis of results and finally evaluation of the task. Students will also revise in preparation of the end of term assessment focusing on the five key areas including: • Nutrition, diet and health • Food Safety • Food Science • Food Choice • Food Provenance.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 11 Food	**NEA 1**	**NEA 2**	**NEA 2**			
	GCSE NEA 1 TASK SET **(Food Science Experiment)** NEA 1 task issued any time after the 2nd September of the examination year. 1 unit of work (approx. 10 hours of work) **End of unit summative assessment using NEA 1 mark scheme**. Revision of topics will continue in preparation for written exam in June.	**GCSE NEA 2 TASK SET** **(Food Preparation Task)** 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)** Having selected their dishes students now practice these and complete the time plan for their exam 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 key topics in preparation for written exam in June.		