

JCA Design Technology & Food Curriculum Intent :



KS2 Prior Learning

KS2 Learning will have offered a wide variety of differing experiences. Some will have begun to investigate drawing through a range of media; pencil, charcoal, paint, mixed media, collage, cardboard, fabrics, plasticine and IT. Some will have been introduced to the formal elements such as texture, colour, form and pattern. Importance is placed on observing nature and their environment to develop curiosity, feelings and emotions.

Curriculum Impact Food & Catering

- Make students confident using a range of kitchen appliances and equipment safely.
- To be able to prepare and cook independently a range of nutritious and complex dishes and meals.
- To be able to promote a healthy lifestyle through understanding the key food groups.
- To enable students to learn transferable skills needed within the Food/Catering industry and the wider world

Curriculum Impact Design & Technology

- Make students confident using a range of hand & machine tools and equipment that can be used to manufacture a product.
- To understand the principles of modern materials, technologies and manufacturing processes, so that they can make informed choices living in a commercial environment.
- To be aware of the impact on the environment in terms of design, manufacturing and purchasing - now and in the future.
- To be able to create a range of designs that are inspirational and creative solutions for the modern world
- To be able to apply & communicate design ideas and concepts using a range of design platforms and media

At KS3 Students completes 4 x 9 week rotational suite of engaging creative design projects in Art, Art Textiles. Food & Nutrition and Design Technology

In each year, students are introduced to new skills and knowledge. Previous years skills & knowledge is further embedded in order to retain and extend their progress. It is not expected that skills taught within the rotation will show progress from one project to another but over the three years.

Future Pathways

There is more work for people in the creative industries than the finance industry. The creative industries generate £84.1 billion to the United Kingdom (UK) economy each year and employ over 2.8 million people. Unlike many industries, the creative industries have continued to grow. There is a huge number of A levels and Btec courses in all art and design disciplines which leads to an equally large array of further study degree courses at University. Even if students do not wish to study art in the future, all employers and universities regard the study of creative subjects develops valuable transferable skills • *Problem solving skills. Creative thinking skills, Investigation & Research skills and Communication & Presentation skills.* Further study in the creative design fields leads to an array of job opportunities in a global market:- Food & Hospitality sector positions – restaurants, bars, hotels and retail * *Graphic designer* • Manufacturing • *Robotics* • electronics • Architecture • *Product design* • Textiles design • *Interior design* • Fashion/textile buyer • Retail design • *Exhibition design* • Jewellery design • *Visual media* • Teaching * *New technologies are creating a whole new range of courses where art is being used in innovative ways.*

JCA Art & Design Curriculum Intent :

Learning in Art and Design offers students the opportunity to respond to the world around them through visual means and drives children's intellectual, emotional, moral and physical engagement in the world. The arts can empower young people, giving them the confidence to express, create, challenge and explore. The subject is inclusive, allowing all pupils to create meaningful and personal work that they are proud of. Art will teach powerful, transferable skills, such as problem solving, collaboration, perseverance & resilience.

An excellent art curriculum is broad, innovative, engaging and enjoyable. It is immersive and multi-disciplined, providing space for students to learn practice and develop a range of skills.

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Curriculum Impact – ART / TEXTILES / PHOTOGRAPHY

- Students will enjoy and be confident using a range of equipment, techniques and materials.
- Students will be able to express ideas and concepts about themselves, their community, society and the wider world we live in.
- Students will develop their visual literacy in an increasingly visual world
- Students will be able to promote cultural capital and access artefacts and experiences that inspire and empower them to be successful in expressing themselves now and in the future.

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Further study in the creative design fields leads to an array of job opportunities in a global market:- *Graphic designer • Theatre designer • Animator • Video game designer • Illustrator • Museum curator • Photographer • Architecture • Product design • Textiles design • Advertising • Publishing • Interior design • Fashion/textile buyer, Fashion and media journalism • Hair and make-up design • Retail design • Exhibition design • Jewellery design • Artist • Photographer. Visual media • Teaching .***New technologies are creating a whole new range of courses where art is being used in innovative ways.*

Creative Design Curriculum Implementation 2020/21

Offer	Y7	Y8	Y9	Y10	Y11
ART	<p>Pop Art Self - Portraits Introduction to drawing:-Mark making, use of tone and shade. Colour theory. Materials – chalk & acrylic Proportion and scale of the face. Analysis of Pop Art artists – Warhol/Lichtenstein. Final outcome is a Pop Art inspired self portrait</p>	<p>Creatures & Characters Student will further develop their art skills through mark making, tone, shade, scale & proportion as well as how to achieve fore and back ground. A variety of Artists will be studied such as ; John Ken Mortensen and Buff Monster. Their work will develop the students creative sketching techniques using pen and brush work.</p>	<p>War, Conflict & Peace (Past & Present) Deepen drawing skills to use scale and composition, Mixing acrylic/poster paints to create shade and tone. Developing paint application through brush choice and mark making. Analysis of Picasso's Guernica and students produce a copy outcome in acrylic. Peace element draws on Magritte's' Dove and symbolism used for peace. Students develop an imaginative outcome using water colours. Extension looks at WW1 images and War horse to create a pen & Ink Wax outcome.</p>	<p>Art, Craft & Design (AQA) Skills acquisition through the themes 'FOOD & IDENTITY' The use of acrylics, mono-printing, inks, photography, editing, photoshop, lino cutting. Drawing skills developed and refined through observations. Research and analysis of related artists that link to the themes. Presentation in sketchbooks/boards. T5/6 students select one theme to continue and develop into a comprehensive study with final outcomes</p>	<p>Completion of Coursework Portfolio based on Food or Identity</p> <p>January – Either start exam preparation or continue to develop and create final outcomes to enhance the coursework.</p>
PHOTOGRAPHY	NA	N/A	N/A	<p>Photography (AQA) How to use the camera, shutter speed and Photoshop editing and basic use. Students complete 4 projects – focussing on different aspects of camera, photoshop use & photographic artists. Identity – studio & lighting,. Natural Forms – mini shoots & patterns. Destroy – mixed media development. Surrealism – photoshop manipulation</p>	<p>Completion of Coursework Portfolio through an extended project – selecting from one of themes in Y10</p> <p>January – Either start exam preparation or continue to develop and create final outcomes to enhance the coursework.</p>
ART TEXTILES	<p>'Under the Sea' Pin cushions. Introduction to hand sewing techniques and hand embroidery stitches. Students will learn about the environmental issues regarding the pollution in our Oceans. Students will study the art of J.Vincent Scarpace , create their own Scarpace fish and use this as an inspiration to design their own sea life pin cushion. Students will use the embroidery skills to decorate and embellish their pin cushion.</p>	<p>'Save the Bee' bag. Students will learn about the environmental issues regarding the extinction of bees and insects. Student will make drawing studies of insects using pencil and inks. Students will learn hand embroidery stitches and how to applique. These will be used to design a bag that promotes 'Save the Bees' . They will then apply their design and construct a bag with handles. (hand sewing or sewing machine) Theory learnt will be the classification of fibres</p>	<p>Future fashion & Textiles Students will complete a number of tasks to develop their visual research skills, presentation skills and textile construction skills. Students will experiment with designing fashions for the future, using themes such as electronic motherboards, smart materials & weaving with plastic.</p>	<p>Textile Design (AQA) Textile Skills Acquisition through mini themes – Shells, tribal patterns & a Klimt project. Skills learnt – applique, machine embroidery, couching, reverse applique, tie dye, batik, layering techniques, printing and fabric manipulation to create texture. Metal & stitch techniques Drawing skills developed through – pencil, ink & stitching. Artist studies run alongside the techniques practised. Klimt & Flöge project enables students to complete research and artist studies in depth. T4 Garment manufacture with fashion drawing to develop construction skills.</p>	<p>Completion of Coursework Portfolio through a fashion or textile product based on a theme of their choice</p> <p>January – Either start exam preparation or continue to develop and create final outcomes to enhance the coursework.</p>
COOKING & NUTRITION	<p>Cooking - Introduction to Cooking and Nutrition. They learn how to work safely and hygienically in a Food environment and develop their skills to produce a variety of dishes. Students will have the opportunity to make approximately 6 dishes either at school or at home, within the rotation. The main focus in year 7 is food choice and healthy eating, following the guidelines of the 'Eatwell Plate'. Students will learn how to: use the cooker safely weigh and measure accurately use basic tools and equipment with confidence</p>	<p>Cooking - Embedding Y7 skills - In year 8, students learn about Healthy Eating'. Students will develop knowledge and understanding of macronutrients and micronutrients and malnutrition. Students will continue develop their practical skills, to develop their confidence and independence in this area. Students will be develop skills to enable them to: use equipment safely and hygienically to cook a range of mostly savoury use a range of different techniques and methods of cooking.</p>	<p>Cooking - Deepening understanding - Demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment. Topics include: Personal Hygiene Food related causes of ill health including bacteria, allergies and intolerances Common types of Food Poisoning Temperature Control Food Safety Hazards and Contamination</p>	<p>Catering - Demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment. In addition to a GCSE students will gain a <u>Level 2 Food Safety and Hygiene for Catering Award</u>. Topics include: Structure of hospitality and catering industry Job requirements within the industry Working conditions and job roles within the industry How the hospitality and Catering provision operates - front of house and kitchen operations Health and Safety Requirements - responsibilities of employers and employees The impact of catering on the environment - including sustainability; reduce, reuse and recycle; conservation of energy and water</p>	<p>Catering - Demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment. Function of nutrients in the human body, Comparison of nutritional needs of specific groups including life stages and special diets Factors to consider when menu planning and meeting customer needs Menu production planning Techniques in the preparation of commodities to include poultry, meat, fish, eggs, dairy products, cereals, vegetables, fruit, soya products Food Quality assurance Presentation Techniques Food Safety practices linked to preparation and cooking of commodities and in relation to the use of equipment All delivered through the NEA and exam preparation.</p>
DT	<p>Pop-Up Booklet Students will design and make a pop-up booklet. They will learn the key aspects of the design process; brief and specification and learn theory of motion. Using card, students will reimagine a story that they will model using pop-up techniques.</p>	<p>Graphic Letters An introduction to 3D drawing. Students will learn 3D techniques and practice; one-point and two-point perspective drawings, as well as isometric and orthographic drawing. Theory covered will be how paper is made. The students will then design their own card letters. Inspired by a design movement or artist.</p>	<p>Creative Lamp Students will design and make a lamp that includes recyclable elements. Students will follow the complete design process and learn 2D to assist manufacture. Students will learn about the Design Movements since 19th century to the present day and use this to inspire their design work.</p>	<p>Design Technology (EDUCAS) Students study the theory for their exam, this includes: Paper & board, Energy storage/systems, Materials & properties, Emerging technologies. Students will also learn theory by complete a mini GCSE project, following the research, design, develop and construct cycle.</p>	<p>Completion of the students individual NEA issued at the end of Year 10. This is a design and make task that students study from July in Y10 until arch in Y11.</p> <p>Theory preparation for exam</p>