Y8: Art, Design Tech and Food: Curriculum Progression Map

	BLOCK 1		BLOCK 2		BLOCK 3	
	Term 1	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
Dates	4th September – 20th October	30th October – 15th December	2nd January – 9th February	19th February – 23rd March	9th April – 25th May	4th June – 24th July
Weeks	7 Weeks	7 Weeks	6 Weeks	5 Weeks	5 Weeks	7 weeks
Lessons	14 Lessons	14 Lessons	12 Lessons	10 Lessons	10 Lessons	14 Lessons
Inset	4th September, 5th September		2nd January		23rd July, 24th July	
Unit Title	**DESIGN TECH:** Wooden wheel toy and Logo (STIKKA) DESIGN		**FOOD**		**ART**: CULTURE : Native America	
Sequence	CAD skills (development of 3D sketchup drawing ICT) Independently hand drawn and CAD drawn designs of a children's wooden wheeled toy H&S workshop and tasks		Kitchen Hygiene Personal Hygiene Planning a recipe Following a recipe using		Block 1: Artist research Block 2: Drawing techniques and development Block 3: Personal response	
Key Building Blocks	Research knowledge and understanding existing products and materials CAD skills learning to use 3D /model/sketch up H&S in the workshop Understanding the different properties and uses of different woods Industrial processes – car making and manufacturing Research and investigate a product Design ideas and development of iterations CAD modelling and card modelling to develop further iterations Use of hard materials: soft woods and hardwoods , re-used pine Developing workshop skills: pillar drill, band facer, fret saw etc Construction of a final product (wooden wheeled toy) Use of hand tools/processes: Coping saw, tenon saw, sanding, pyrographey, screw-driver Use of workshop machines: Pillar drill, band facer/sander. Roland stikka design on techsoft 2D design and use of stikka cutter to manufacture. Finishing skills: paint, varnish and applying the stickers Evaluate, Written evaluation, peer evaluate and discuss the classes products Extension: Hard materials – further use of workshop tools and different types of natural woods or manufactured board.		Macro Nutrients – Functions and sources Meal planning using macronutrients Food Commodoties – Potatoes Fish - Denaturation and coagulation Food waste and fod labelling Traffic Light labelling and food alergens Chemical raising agents Methods of heat transfer and sauce making Time Plan Introduction to Dovetailing Practical assessment		**Block 1: Artist research** Observational drawings linking to Native America. Research of the arts within the Native American culture (Totem poles, artwork inspired by animals, ceramics, textiles, pattern etc). Exploration of drawing in varied materials and processes, which link to the NA culture. Composition, layout and presentation, linking to this culture. Annotation of the journey. **Block 2: Drawing techniques and development** Skill sets to be covered: line, tone, form, pattern, texture, shape, mark-making, colour (mixing, blending etc). Observational drawings of feathers, animal skulls, dream catchers. Varied materials, processes and techniques to explore. Development of drawings/paintings and ideas. Composition, layout and presentation Annotation of the journey. **Block 3: Personal response** Skill sets to be covered: drawing, painting, mixed media, 3D design (totem poles), ceramics (plate design). Photography will be encouraged throughout the year. Construction 1 or more final outcome, using the theme 'Native America' as well as linking to the artist's work. Personal response Evaluation.	
Retrieval Practices	Do Now activities Low stakes quizzes Interleaved themes		Do Now activities Low stakes quizzes Interleaved themes Practical assessment		Do Now activities Low stakes quizzes Interleaved themes	
Key Skills	CAD skills and ICT H&S in the workshop Drawing Skills Modelling Skills Practical workshop skills: use of various hand tools and machines Finishing skills		Practical Skills – Baking , sauce making , pastry making , shaping , portioning Health and safety Kinife Skills Cooking Skills Dovetailing Skills Development of practical skills Development of orgnaisation skills		Observational drawing Artist research Creating work in similar styles style of the artist/culture/art movement Discussing and writing about art: what, why, how, quality, learning (art framework) Developing skills in varied materials and processes. Creating ideas through the development of drawing Paint, mixed media, 3D design and/or ceramics.	
Literacy	Written & Oral communication Tier 2 & 3 vocab development		Written & Oral communication Tier 2 & 3 vocab development		Written & Oral communication Paragraph structure (art framework) Tier 2 & 3 vocab development	
Numeracy	Learning the decimal system—MM, cm and meters – practicing measuring and marking out Ratios of the 2D page when designing the product. 3D shapes in virtual and physical Radius, Diameter. Geometric terms: Horizontal, Vertical, Height, Width, Depth, Parallel		Measuring , weighing Time Planning , Ratio Multiplication , Division , Costing		Size, scale, proportion Scaled drawings considering space, scale and perspective. 3-Dimensional shapes – cylinder, cuboid etc. Use of a ruler to measure scale, as and when required.	
Formative Assessment	Peer & Self-Assessment Low stakes quizzes Teacher feedback		Peer & Self-Assessment Low stakes quizzes Teacher feedback		Peer & Self-Assessment Low stakes quizzes Teacher feedback	
Summative Assessment	AP1 Exam Paper		AP2 Exam Paper		AP3 Exam Paper	
Social	Students work as a team, recognising others' strengths and sharing equipment. Design Technology promotes equality of opportunity and provides an awareness of areas that have gender issues e.g. encouraging girls to use equipment that has been traditionally male dominated. Students consider the technological impact on their lives as well as others and how it affects them. Social development is a key feature of all design & technology lessons. We teach the concept of self-regulation to ensure that students accept responsibility for their behaviour and the safety of others		Students work together to develop tea working skills, problem solving skills. Students share ideas . . Pupils are encouraged to research and explore different factors relating to how a person's culinary influences effect food choices such as finance, religion, traditions and exposure habits. A range of scenarios encourage pupils to explore a range of multi-cultural foods. Projects allow for group work both within and out of school to enhance and develop social skills along with appropriate knowledge required for the course		Through looking at culture as a theme for this work, students are able to investigate and begin to understand how different communities work in other cultures. Students should be able to talk about the differences in communities and should explore this through outside classroom tasks and as part of research into artworks.	
Moral	It encourages pupils to value the environment and its natural resources and to consider the environmental impact of everyday products. It educates pupils to become responsible consumers. Students design and make products that do not offend. Students consider the material and product they design and manufacture		Factors affecting food choices,. Pupils are encouraged to explore different uses for food waste. Pupils are actively encouraged to research and explore culinary habits and traditions and how we have become more multi-cultural.		As students look at culture in Year 8, the investigation of ethical issues becomes more explicit. Students look at artwork from a different culture and can discuss with teachers and peers the ethical issues behind the work produced (mainly men who produce artwork/art depicted etc.)	
Spiritual	Students get a great sense of enjoyment from creating products in the areas of design technology. The fun element of making, testing and evaluating using new skills gives students opportunities to challenge themselves and discover talents they were unaware of. Students are introduced to new and smart materials and their numerous applications		Exploring religious diets and religious factors affecting food choices.		Exploring the impact of belief systems on artwork in other cultures. Study of another culture and the similarities and difference to our own.	
Cultural	DT reflects on ingenious products and inventions, the diversity of materials and ways in which DT can improve the quality of life. When students make their product, they might look at their product and how it is used in other cultures and throughout history		Pupils are encouraged to look at and sample a range of ingredients from different cultures as well as developing an understanding of dietary beliefs such as kosher and vegetarianism. Pupils expand their creativity by exploring how ingredients from different cultures can be used in modern cuisine and how these traditions came about. Looking at food in different countries and cooking food from around the world		Year 8 offers a unique combined cultural and artistic opportunity to explore a culture through it's artwork. Year 8 are given direction to research artists and craftspeople that produce artwork.	
British Values : Respect and tolerance of those with different faiths and beliefs , Democracy, The Rule of Law, Individual Liberty	Mutual Respect – having mutual respect for each other's ideas and design decisions. This will also be reinforced in the classroom with peer-to-peer relationships and positive professional relationships between student and teacher		The Rule of law - Food labelling regulations covering allergens in ingredients Tolerance and respect for others when working in teams Respect and tolerance for different faiths and religions when considering religious factors that effect food choices and cooking methods.		Tolrance and respect for others – As part of looking at another culture we can learn more about that and develop tolerance for others.	

Gatsby Benchmark 4 Linking Curriculum to careers	Linked with industrial processes for future jobs/career opportunities Regular discussion regarding links with the subject matter and jobs in design and manufacturing Jaguar Land Rover (JLR), electrician apprenticeship, electrical engineering, 3D CAD design for manufacturing, virtual modelling for video, apps, websites and computer gaming careers. Construction industry: carpentry etc	Different careers paths with the hospitality sector , visitor economy in Lverpool. Local LMI jobs	Understanding the creative industry and the design skills required; creativity, research, organisation, attention to detail, written and verbal communication. Jobs in the industry: Heritage crafts (potter, ceramicist), the built environment (architect), theatre (stage set design), education (teacher), retail (fashion, textiles, retail merchandiser), industrial design (designing new technologies: iphones etc).