

Y7: 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	4 th September – 20 th October	30 th October – 15 th December	2 nd January – 9 th February	19 th February – 23 rd March	9 th April – 25 th May	4 th June – 24 th 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	4 th September, 5 th September		2 nd January		23 rd July, 24 th July	
Unit Title	DESIGN TECH: CAD Ruler and Acrylic Pencil Holder		FOOD		ART: Nature	
Sequence	Y7 Baseline Assessment CAD skills (development of 2d drawing ICT) Independently drawn and laser cut ruler H&S workshop and tasks		Y7 Baseline Assessment Kitchen Hygiene - Washing Up Personal Hygiene – Do's and don'ts Health and Safety Utensils British cuisine		Y7 Baseline Assessment Block 1: Artist research Block 2: Drawing techniques and development Block 3: Personal response	
Key Building Blocks	<p>Y7 Baseline assessment An initial assessment of the skill set the Y7 arrive with. This will assess all 3 subject areas and provide staff with a more accurate picture of each students K&U at the beginning of KS3. The baseline grade will be standardised across the faculty.</p> <p>Design Tech CAD skills learning to use 2D design to run the 'stikka' machine and laser cutter. H&S in the workshop Understanding the different properties and uses of different thermoset and thermoform plastics Industrial processes – Sign making and manufacturing Research and investigate a product Design ideas and development of iterations CAD modelling and card modelling to develop further iterations Construction of a final product (acrylic pencil holder) Evaluate, peer evaluate and discuss the classes products Extension: Hard materials – further use of workshop tools</p>		<p>Y7 Baseline assessment An initial assessment of the skill set the Y7 arrive with. This will assess all 3 subject areas and provide staff with a more accurate picture of each students K&U at the beginning of KS3. The baseline grade will be standardised across the faculty.</p> <p>Food Cooking Use a range of tools and equipment; Engage in food preparation and cooking skills; Food safety and hygiene. Nutrition Applying The Eat Well Guide and the 8 tips for healthy eating; Learn about the importance of energy and nutrients; Use food labels to make food choices; Explore food choice. Ingredients Investigate the functions of ingredients and the science of food; Explore where and how different ingredients are produced and processed; Investigate and use seasonal ingredients; Learn to use different ingredients when cooking</p>		<p>Y7 Baseline assessment An initial assessment of the skill set the Y7 arrive with. This will assess all 3 subject areas and provide staff with a more accurate picture of each students K&U at the beginning of KS3. The baseline grade will be standardised across the faculty.</p> <p>Art Block 1: Artist research Observational drawings varied artists/craftspeople/designers work. Research of x3 artist's work (Vincent Scarpace, Colleen Wilcox, Henri Matisse). Exploration of drawing in varied materials and processes. Composition, layout and presentation. Annotation of the journey. Block 2: Drawing techniques and development Skill sets to be covered: line, tone, shape, form, pattern, texture, mark-making, colour (mixing, blending etc). Observational drawings of shells, star fish and natural form objects. 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, textiles/print (poly or string). Photography will be encouraged throughout the year. Construction 1 or more final outcome, using the theme 'Nature' as well as linking to the artist's work. Evaluation.</p>	
Retrieval Practices	Do Now activities Low stakes quizzes Interleaved themes		Do Now activities Low stakes quizzes Interleaved themes		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;		Practical cookery skills Use a range of tools and equipment; Demonstrate a range of food preparation and cooking techniques: using hob, grill, oven, knife skills, rubbing in, creaming, simple sauce making, melting chocolate; Food safety and hygiene; Make dishes, and justify choice of ingredients and cooking (technique, skill & equipment); Evaluate products, way of working, and suggest improvements.		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. Developing skills in varied materials and processes. Creating ideas through the development of drawing Paint, mixed media, collage and/or print skills	
Literacy	Written & Oral communication Tier 2 & 3 vocab development		Written & Oral communication Tier 2 & 3 vocab development		Written & Oral communication 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 ruler. 3D shapes in virtual and physical. Radius, Diameter. Geometric terms: Horizontal, Vertical, Height, Width, Depth, Parallel		Weighing and measuring ratios		Size, scale, proportion Scaled drawings considering space and perspective. Use of a ruler to measure scale, as and when required. 2D shapes – Matisse and collage, tessellations: repeat print patterns.	
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	Impact of plastics on the environment and the different materials that could be used. Use of social skills will be developed heavily in terms of helping, aiding other students and waiting for a turn to use a machine. Working together as a team. Gender issues: encouraging girls to use equipment that has been traditional male dominated.		Factors affecting Food Choices Social . Cooking and sharing of food develops social relationships and social skills.		Factors affecting the environment and nature, how we can reduce negative impact. All classes are mixed so children are socialising with each other as part of different ethnic groups / religions / socio-economic groups. Students are given opportunities to discuss artwork and provide criticism to their peers. Students are also expected to write down their thoughts and feelings and communicate ideas verbally, written and artistically.	
Moral	Encouraging pupils to value the environment and its nature resources and to consider the environmental impact of everyday products. Encouraging pupils to become responsible consumers. The effects of advanced automation has had on the environment. Behaviour policy and reinforcing positive behaviours within the technology classroom.		Ethical food production		Through the study of Art students investigate and explore ethical and moral issues when they look at artwork produced by other artists, especially around the theme of nature. Students can explore how they feel through discussions with their peers.	
Spiritual	DT allows pupils the opportunity to exercise imagination, inspiration, intuition and insight through creativity and risk taking. Promoting a sense of awe and wonder and introducing students to new materials to explore (plastics/wood) and new machines. The awe and wonder of machinery and engineering and taking an idea from a thought, to a physical product that could theoretically be mass produced and sold.		Food and nutrition lessons allows pupils the opportunity to exercise imagination, inspiration, intuition and insight through creativity and risk taking. Producing a meal from scratch develops a sense of awe and wonder . Cooking and sharing develops a sense of community Promoting a sense of awe and wonder and introducing students to new foods and skills . The awe and wonder of designing and creating their own meals f		Discussing and articulating how pieces of artwork make us feel and our opinions about this. Being able to express these opinions and understanding others' opinions too. The experience of awe and wonder at the exemplar work showcased around the department.	
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.		Factors affecting Food Choices Cultural British Cuisine Celebrating different foods – discussing different foods in different cultures		Students are asked to explore the natural environment in their artwork, examples of how artists from other cultures view the environment and what type of environment they are part of within their own culture.	
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 - Health and Safety Legislation relating to food , Food Labelling regulations, Health and safety at work act		Mutual Respect – students will show an appreciation and respect for the environment by studying the theme of nature. This will also be reinforced in the classroom with peer-to-peer relationships and positive professional relationships between student and teacher.	

Gatsby Benchmark 4 Linking Curriculum to careers	Linked with industrial processes and jobs, career opportunities in the area (JLR)	Understanding of hospitality industry Introduction to hygiene practices – role of Environmental health officer	Understanding the creative industry and the design skills required; creativity, research, organisation, attention to detail, written and verbal communication. Jobs in the industry: retail (fashion, textiles, retail merchandiser), media (advertisement, media photographer), construction (architect), care (art therapist), publishing (illustrator).
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