



Year 8 DESIGN TECHNOLOGY



Topic Titles

PRODUCT DESIGN: Pinball Game
PRODUCT DESIGN: Chocolate Bar
TEXTILES: Felt Food
FOOD & NUTRITION: Diet and Health

Intent

Design and technology prepares students to participate in tomorrow's rapidly changing world. They learn to think and intervene creatively to solve problems and become increasingly autonomous as well as collaborative team members. Students must look for needs, wants and opportunities and respond to them by developing a range of ideas and solutions. They combine practical skills with an understanding of aesthetics, social and environmental issues, function and industrial practices. As they do so, they reflect on and evaluate present and past design and technology, its uses and effects. Through design and technology, all students can become discriminating and informed users of products and innovators. The DT department aims to be a stimulating and inviting place where all students feel capable, supported, and challenged, whilst enjoying their learning.

Links with other subjects

Art – Design process, drawing, rendering, annotation, aesthetics
Science – Properties of materials, electronics, safety and risk
English – Literacy skills, analysis and annotation
PSHE – Self-Care (cooking)
Maths – Measurement, units, scale, ratio, area, volume, numeracy

How will knowledge and skills be taught?

During each academic year, students complete four different projects of varying length across all DT areas of product design, textiles and food and nutrition. Whilst specific knowledge and processes underpin each topic, the key skills of designing, making, evaluation and technical knowledge are consistent throughout the programme of study, and link to formative assessment objectives. Students work in booklets designed specifically for each project to record all aspects of their creative journey, including designs, CAD/CAM, digital research and evaluation of products as well as understanding and evidence of health and safety. We are proud to offer a range of DT opportunities to all students and enable them to develop personal and meaningful responses to a range of briefs.

How can parents help?

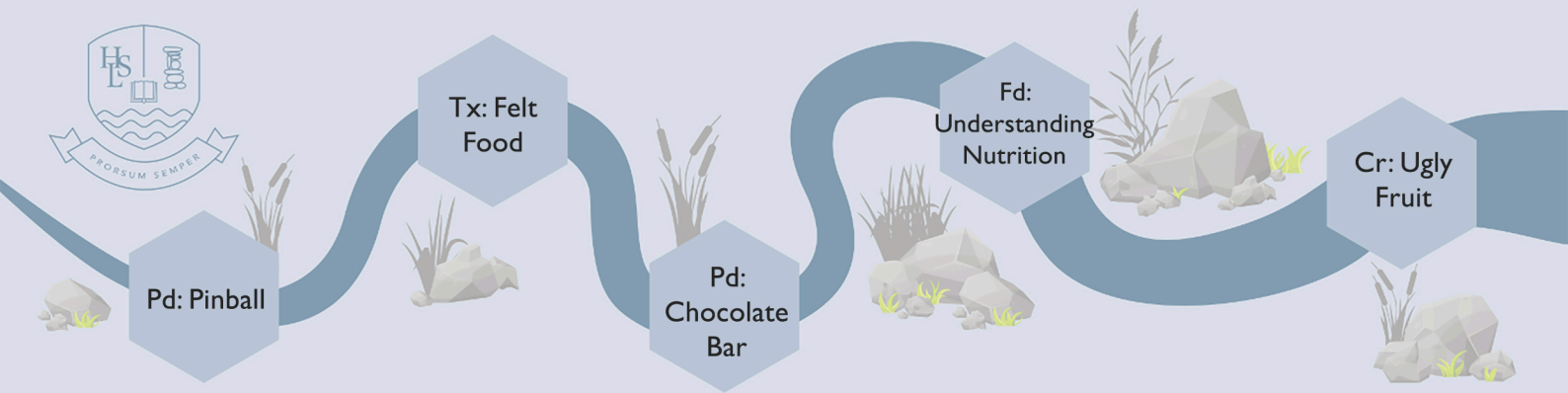
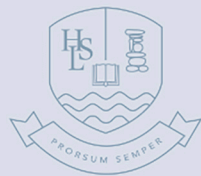
By encouraging positive engagement with the subject and a familiarity with the resources provided on the VLE. Students complete all tasks, including homework, in their project booklets so engagement with this resource at home and support with development of their ideas and evaluation of their concepts and products would be very beneficial. Support too with organisation of ingredients ensuring these are brought in on the correct days is essential and very much appreciated. Watching relevant television programmes such as *The Repair Shop*, *Grand Designs*, *Great British Sewing Bee* and *Bake Off* can give the subject real-world context. Students should be encouraged to undertake thorough and independent research, draft and edit written work which should always be personal, not copied and pasted and use subject specific vocabulary, appropriately.

Recommended Reading and Preparation for Learning

Making It: Manufacturing Techniques for Product Design – Chris Lefter
The Complete Baking Book for Young Chefs – America's Test Kitchen Kids
The Complete Cooking Book for Young Chefs – America's Test Kitchen Kids
Process: 50 Product Designs from Concept to Manufacture – Jennifer Hudson
Contemporary Design, Classics of Modern Design – Catherine McDermott
50 Fantastic Ideas for Exploring Food – Judith Horvath
The Eco-Design Handbook – Alistair Faud-Luke
Design of Everyday Things – Don Norman

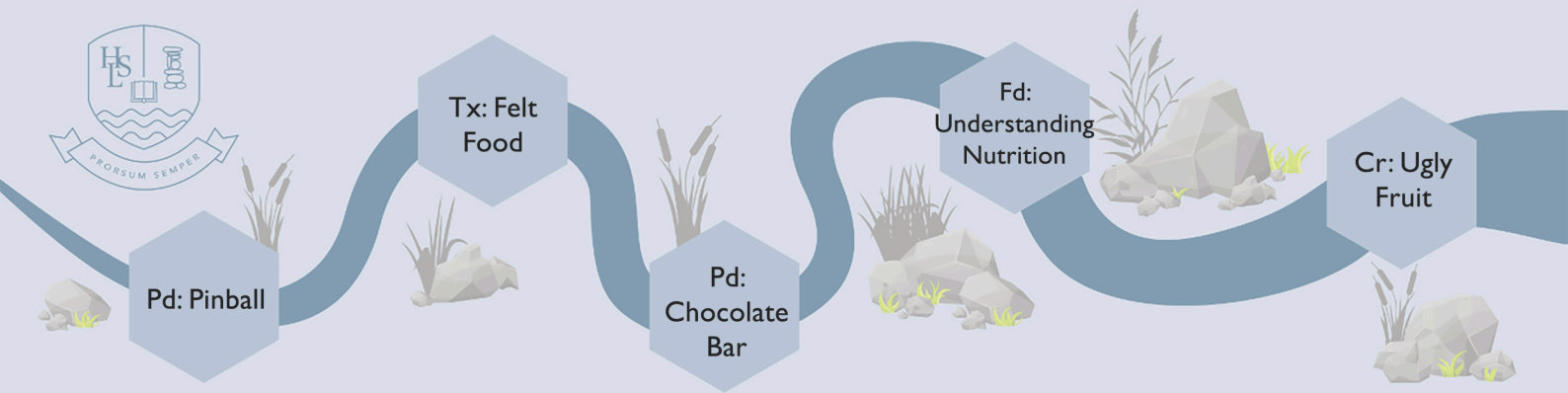
Websites:

foodafactoflife.org.uk
technologystudent.com
The Design Museum
The V&A Museum



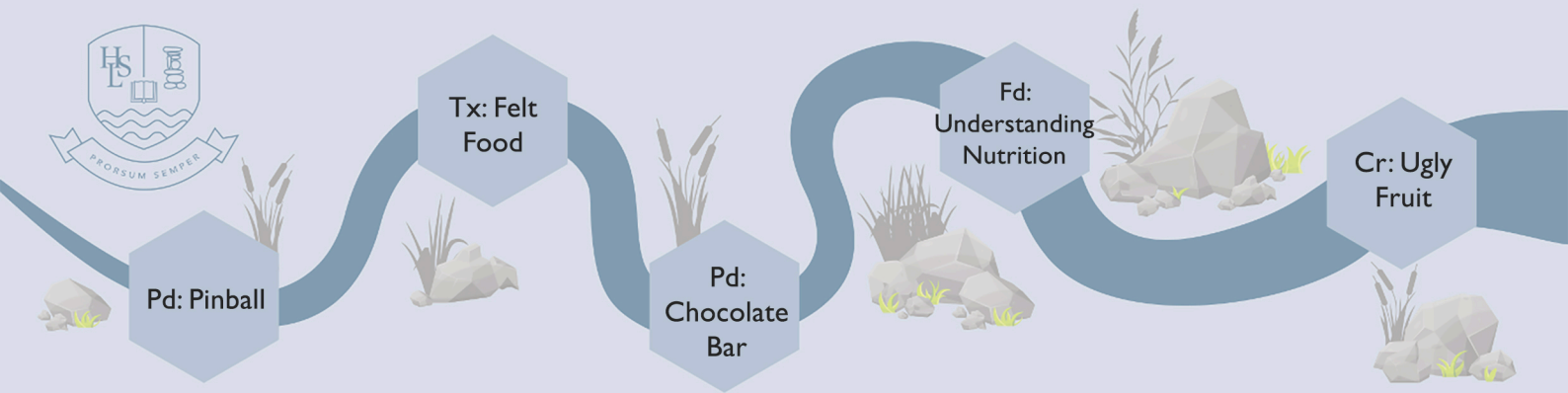
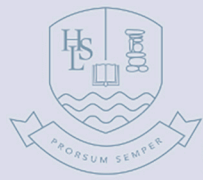
Subject: Design & Technology	Year Group: Year 8	Duration: 12-14 Lessons
Module/Theme: Product Design: Pinball		
Topic Outline & Aims (Intent) Whilst Year 7 is focused on fundamental skills and developing confidence in using tools and machinery, Year 8 builds upon prior knowledge and places greater emphasis on practical application and cultivating an increasingly independent approach. This project aims to advance students use of hand tools and machinery, enabling them to achieve a higher quality of finish on their products. Students will design and make a wooden pinball game including mechanisms and obstacles created using CAD CAM. Correct health and safety and preventative measures are also a key focus. <ul style="list-style-type: none"> o To develop an advanced level of proficiency in using appropriate workshop equipment and how to use them safely and effectively. o To generate creative design ideas to meet a brief and develop a successful outcome through discussion, annotation, modelling, and research. o To understand and implement the iterative design process and develop strategies for addressing the needs of a target market. 		
Key Skills and Knowledge taught through this topic: (Intent) <ol style="list-style-type: none"> 1. Identify and solve design problems using a variety of approaches to generate creative solutions 2. Select from a wide range of materials and processes and apply suitable techniques appropriate to needs 3. Test, evaluate and refine ideas and products against a specification or brief to meet intentions 4. Develop understanding and ability in using CAD software through guided tutorials 5. Communicate ideas, intentions and insights using annotation, discussion, and visual planning 		
Prior Learning: (Context) KS2: <ul style="list-style-type: none"> o Students have experience of drawing as part of the design and development process. o Students have experience of evaluating a range of existing products. o Students have knowledge of design, structures, mechanisms, electrical controls and a range of materials. Year 7: <ul style="list-style-type: none"> o Students have established foundational skills and understanding in using hand tools and machinery through the Block Bot and Keyring projects. o Students have used CorelDraw to prepare files for laser cutting in the Block Bot project. 	Future Learning: (Context) KS3: Y9 Accessory Holder Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. An understanding of materials, their uses and properties will be developed throughout KS3 in all Design and Technology areas. Annotation and evaluation tasks establishes an expectation of reflective design helps to develop critical and reflective thinkers with enquiring minds. KS4: <ul style="list-style-type: none"> o AO1: Identify, investigate, and outline design possibilities to address needs and wants. o AO2: Design and make prototypes that are fit for purpose. o AO3: Analyse and evaluate design decisions and outcomes, including for prototypes made by themselves and others and wider issues in design and technology. o AO4: Demonstrate and apply knowledge and understanding of technical, designing and making principles. 	National Curriculum Links: (Context) <ul style="list-style-type: none"> o Design- Develop ideas to inform the design of innovative, functional, appealing products that respond to a set brief o Make – Select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture o Evaluate – Test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users o Technical Knowledge - Understand and use the properties of materials and the performance of structural elements to achieve functioning solutions
RRSA Links: 12 – Respect for Children’s Views 13 – Sharing Thoughts Freely 17 – Access to Information 31 – Rest, Play, Culture and Arts		Eco Schools Links: Waste – Ensure all recyclable materials are disposed of correctly

<p>British Values Links:</p> <p>Democracy –</p> <ul style="list-style-type: none"> o Freedom to voice opinions during class feedback sessions o Votes on materials/techniques <p>The Rule of Law –</p> <ul style="list-style-type: none"> o The importance of health and safety in the workshop o The importance of routine for clearing materials at the end of a practical lesson <p>Individual Liberty –</p> <ul style="list-style-type: none"> o Importance of independent research and learning o Importance of reflection of ideas and processes <p>Mutual Respect –</p> <ul style="list-style-type: none"> o Taking part in clearing and tidying the studios o Sharing work and ideas through group feedback; respecting each other's strengths and weaknesses <p>Tolerance -</p> <p>Sharing of tools and equipment</p>		<p>Assessment of Learning: (Impact)</p> <p>Students work on a series of sequential tasks in project booklets, which are monitored and marked regularly, for the duration of the project.</p> <p>Key pieces of work for assessment:</p> <ol style="list-style-type: none"> 1. Pinball Designs 2. Target Market Profile 3. Pinball Evaluation and Final Product <ul style="list-style-type: none"> o Opportunities for self and peer reflection and assessment o Skills tracker to monitor student progress in key areas o Individual target to link to next project / future learning o Overall grade given in line with assessment criteria 	
<p>Reading / Enrichment:</p> <p>Chilli Challenge Tasks (VLE)</p> <p><i>100 ideas that Changed Design –</i> Charlotte & Peter Fiell</p> <p><i>The A-Z of Visual Ideas –</i> John Ingledeu</p> <p>BBC Teach (YouTube Channel) Design and Technology</p> <p>The Repair Shop - BBC</p> <p>jamesdysonfoundation.co.uk designcouncil.org.uk designmuseum.org technologystudent.com</p>	<p>Key Vocabulary: (Literacy)</p> <p>Plywood, fret saw, coping saw, B-spline, vector, accuracy, measurements, millimetres, technical drawings, mechanisms, lever, fulcrum, pivot, aesthetics, try square, theme</p>	<p>Numeracy Opportunities:</p> <ul style="list-style-type: none"> o Measurements o Spatial Awareness o Geometry o Calculations o Estimations 	<p>Career Links:</p> <ul style="list-style-type: none"> o Carpentry o Model Making o Product Design o Game Designer o Furniture Designer



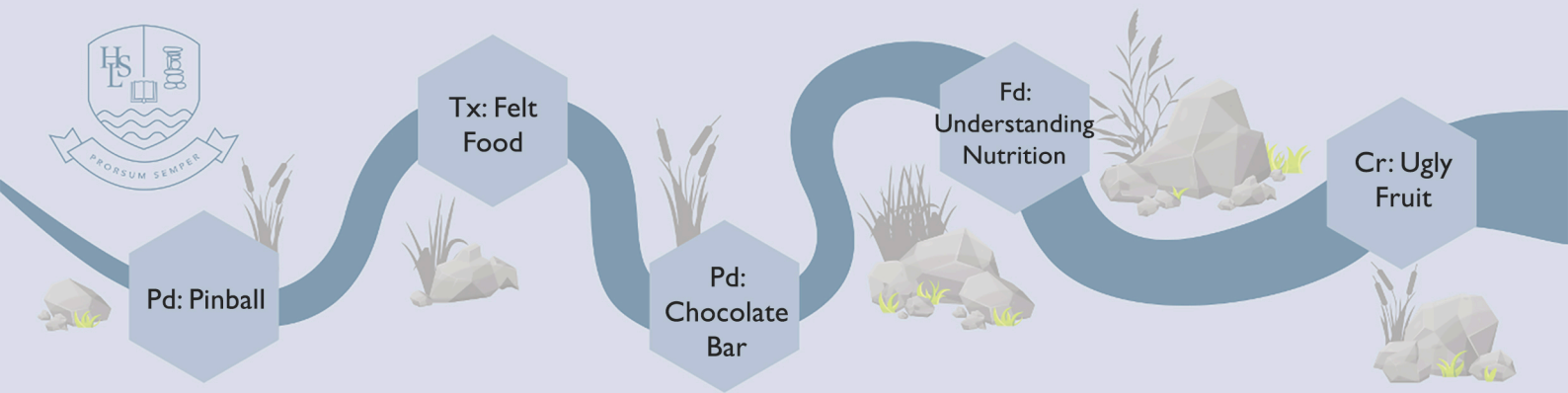
Subject: Design & Technology	Year Group: Year 8	Duration: 12-14 Lessons
Module/Theme: Textiles: Felt Food		
Topic Outline & Aims (Intent) Whilst Year 7 is focused on fundamental skills and developing confidence in using tools, software and machinery, Year 8 builds upon prior knowledge and places greater emphasis on practical application and cultivating an increasingly independent approach. This project aims to develop design and making skills and proficiency in utilising a range of core textile making skills such as hand embroidery, pattern making, using heat tools and sewing machines. Students will design and make a soft sculpture using felt and inspired by food and packaging. <ul style="list-style-type: none"> To develop an advanced knowledge of fabrics and key textile processes To generate innovative design concepts aligned with a brief and achieve a successful result through discussion, annotation, modelling, and research. Apply mathematical skills effectively to textile construction, fostering problem-solving capabilities and enhancing precision in project execution. 		
Key Skills and Knowledge taught through this topic: (Intent) <ol style="list-style-type: none"> Explore themes and research artists, craftspeople and designers who work in similar ways Generate composed designs linked to research that integrate visual elements and communicate information Test, evaluate and refine ideas and products against a specification or brief to meet intentions Understand the properties of a range of materials and techniques to help make informed decisions Reflect and evaluate on the design and manufacturing process, using feedback constructively to refine work 		
Prior Learning: (Context) KS2: <ul style="list-style-type: none"> Students have experience of drawing as part of the design and development process. Students have experience of evaluating a range of existing products. Students have knowledge of fabrics and materials and some experience in manipulating them. Year 7: <ul style="list-style-type: none"> Students have established foundational hand embroidery and construction skills during the Identity Bunting project. Students have used sewing machines in the Identity Bunting project. 	Future Learning: (Context) KS3: Y9 Busy Books Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. An understanding of materials, their uses and properties will be developed throughout KS3 in all Design and Technology areas. Annotation and evaluation tasks establishes an expectation of reflective design helps to develop critical and reflective thinkers with enquiring minds. KS4: <ul style="list-style-type: none"> AO1: Identify, investigate and outline design possibilities to address needs and wants. AO2: Design and make prototypes that are fit for purpose. AO3: Analyse and evaluate design decisions and outcomes, including for prototypes made by themselves and others and wider issues in design and technology. AO4: Demonstrate and apply knowledge and understanding of technical, designing and making principles. 	National Curriculum Links: (Context) <ul style="list-style-type: none"> Design- Develop ideas to inform the design of innovative, functional, appealing products that respond to a set brief Make – Select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture (CAD) Evaluate – Test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users Technical Knowledge - Understand and use the properties of materials and the performance of structural elements to achieve functioning solutions
RRSA Links: 12 – Respect for Children’s Views 13 – Sharing Thoughts Freely 17 – Access to Information 31 – Rest, Play, Culture and Arts		Eco Schools Links: Waste – Ensure all recyclable materials are disposed of correctly

<p>The Rule of Law –</p> <ul style="list-style-type: none"> o The importance of health and safety in the textiles room o The importance of routine for clearing materials at the end of a practical lesson <p>Individual Liberty –</p> <ul style="list-style-type: none"> o Importance of independent research and learning o Importance of reflection of ideas and processes <p>Mutual Respect –</p> <ul style="list-style-type: none"> o Taking part in clearing and tidying the studios o Sharing work and ideas through group feedback; respecting each other's strengths and weaknesses <p>Tolerance -</p> <p>Sharing of tools and equipment Understanding and accepting differences</p>		<p>Key pieces of work for assessment:</p> <ol style="list-style-type: none"> 1. Felt Food Theme Board 2. Artist Research 3. Felt Food Evaluation and Final Product <ul style="list-style-type: none"> o Opportunities for self and peer reflection and assessment o Skills tracker to monitor student progress in key areas o Individual target to link to next project / future learning o Overall grade given in line with assessment criteria 	
<p>Reading / Enrichment:</p> <p>Chilli Challenge Tasks (VLE)</p> <p><i>Felt World – Lucy Sparrow</i> <i>Felt Fantastic – Sarah Tremelling</i> <i>How to be Creative in Textile Art – Julia Triston & Rachel Lombard</i></p> <p>BBC Teach (YouTube Channel) Design and Technology Cutesy Crafts (YouTube Channel) Sewing Bee – BBC The Repair Shop - BBC</p> <p>vam.ac.uk designcouncil.org.uk thetextileatlas.com tate.org</p>	<p>Key Vocabulary: (Literacy)</p> <p>applique, thread, felt, bobbin, presser foot, foot pedal, net, template, pattern, stuffing, synthetic, natural, woven, knitted, bonded, felting, pressing, seam, pinning</p>	<p>Numeracy Opportunities:</p> <ul style="list-style-type: none"> o Measurements o Shapes & Geometry o Symmetry o Nets and Forms 	<p>Career Links:</p> <ul style="list-style-type: none"> o Textile Designer o Fibre Artist o Costume Designer o Surface Decoration Designer o Interior Decorator / Stylist o Fashion Accessory Designer



Subject: Design & Technology	Year Group: Year 8	Duration: 12-14 Lessons
Module/Theme: Graphic Design: Chocolate Bar		
<p>Topic Outline & Aims (Intent)</p> <p>Whilst Year 7 is focused on fundamental skills and developing confidence in using tools, software and machinery, Year 8 builds upon prior knowledge and places greater emphasis on practical application and cultivating an increasingly independent approach. This project aims to develop design skills and proficiency in utilising diverse CAD software and CAM techniques. Students will use SketchUp to design a 3D-printed low relief tile and create a plastic mould using the vacuum former. Once filled with chocolate, it will be wrapped in packaging designed by students using CorelDraw.</p> <ul style="list-style-type: none"> o To develop an advanced level of proficiency in using CAD for both manufacturing and designing purposes. o To generate innovative design concepts aligned with a brief and achieve a successful result through discussion, annotation, modelling, and research. o To gain an increased understanding of real-world issues and contextual factors that influence design decisions. 		
<p>Key Skills and Knowledge taught through this topic: (Intent)</p> <ol style="list-style-type: none"> 1. Identify and solve design problems using a variety of approaches to generate creative solutions 2. Generate composed designs that integrate visual elements and communicate information 3. Test, evaluate and refine ideas and products against a specification or brief to meet intentions 4. Develop understanding and ability in using CAD software through guided tutorials 5. Communicate ideas, intentions and insights using annotation, discussion, and visual planning 		
<p>Prior Learning: (Context)</p> <p>KS2:</p> <ul style="list-style-type: none"> o Students have experience of drawing as part of the design and development process. o Students have experience of evaluating a range of existing products. o Students have knowledge of design, structures, mechanisms, electrical controls and a range of materials. <p>Year 7:</p> <ul style="list-style-type: none"> o Students have established foundational understanding of CAD CAM during the keyring project. o Students have used CorelDraw to prepare files for CAM using the CNC router and laser cutter in the Keyring and Block Bot project. 	<p>Future Learning: (Context)</p> <p>KS3: Y8 Pinball and Chocolate Bar</p> <p>Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. An understanding of materials, their uses and properties will be developed throughout KS3 in all Design and Technology areas.</p> <p>Annotation and evaluation tasks establishes an expectation of reflective design helps to develop critical and reflective thinkers with enquiring minds.</p> <p>KS4:</p> <ul style="list-style-type: none"> o AO1: Identify, investigate and outline design possibilities to address needs and wants. o AO2: Design and make prototypes that are fit for purpose. o AO3: Analyse and evaluate design decisions and outcomes, including for prototypes made by themselves and others and wider issues in design and technology. o AO4: Demonstrate and apply knowledge and understanding of technical, designing and making principles. 	<p>National Curriculum Links: (Context)</p> <ul style="list-style-type: none"> o Design- Develop ideas to inform the design of innovative, functional, appealing products that respond to a set brief o Make – Select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture (CAD) o Evaluate – Test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users o Technical Knowledge - Understand and use the properties of materials and the performance of structural elements to achieve functioning solutions
<p>RRSA Links:</p> <p>12 – Respect for Children’s Views 13 – Sharing Thoughts Freely 17 – Access to Information 31 – Rest, Play, Culture and Arts</p>	<p>Eco Schools Links:</p> <p>Waste – Ensure all recyclable materials are disposed of correctly</p>	

<p>British Values Links:</p> <p>Democracy –</p> <ul style="list-style-type: none"> o Freedom to voice opinions during class feedback sessions o Votes on materials/techniques <p>The Rule of Law –</p> <ul style="list-style-type: none"> o The importance of health and safety in the workshop o The importance of routine for clearing materials at the end of a practical lesson <p>Individual Liberty –</p> <ul style="list-style-type: none"> o Importance of independent research and learning o Importance of reflection of ideas and processes <p>Mutual Respect –</p> <ul style="list-style-type: none"> o Taking part in clearing and tidying the studios o Sharing work and ideas through group feedback; respecting each other's strengths and weaknesses <p>Tolerance -</p> <p>Sharing of tools and equipment</p>		<p>Assessment of Learning: (Impact)</p> <p>Students work on a series of sequential tasks in project booklets, which are monitored and marked regularly, for the duration of the project.</p> <p>Key pieces of work for assessment:</p> <ol style="list-style-type: none"> 1. SketchUp Prototypes 2. 3D Printing Fact File 3. Chocolate Bar Evaluation and Final Product <ul style="list-style-type: none"> o Opportunities for self and peer reflection and assessment o Skills tracker to monitor student progress in key areas o Individual target to link to next project / future learning o Overall grade given in line with assessment criteria 	
<p>Reading / Enrichment:</p> <p>Chilli Challenge Tasks (VLE)</p> <p><i>100 ideas that Changed Design –</i> Charlotte & Peter Fiell</p> <p><i>The A-Z of Visual Ideas –</i> John Ingledeu</p> <p>BBC Teach (YouTube Channel) Design and Technology</p> <p>The Repair Shop - BBC</p> <p>jamesdysonfoundation.co.uk designcouncil.org.uk designmuseum.org technologystudent.com</p>	<p>Key Vocabulary: (Literacy)</p> <p>logo, CAD, CAM, filament, fairtrade, vector, die line, growers, producers, vacuum forming, 3D printing, advertising, point of sale, packaging, typography, composition, slogan, tag line</p>	<p>Numeracy Opportunities:</p> <ul style="list-style-type: none"> o Measurements o Spatial Awareness o Fold and Die Lines o Scale & Proportion 	<p>Career Links:</p> <ul style="list-style-type: none"> o Graphic Designer o Product Design o Brand Identity o Marketing o Retail Visual Merchandiser



Subject: Design & Technology	Year Group: Year 8	Duration: 12-14 Lessons
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Module/Theme: Food Preparation & Nutrition: Understanding Nutrition

Topic Outline & Aims (Intent)
 Whilst Year 7 is focused on fundamental cooking and food preparation skills and developing confidence in the kitchen, Year 8 builds upon prior knowledge and places greater emphasis on practical application and cultivating an increasingly independent approach. This unit further develops and consolidates students' practical skills through making a variety of products. Students will calculate the nutritional content of dishes and comment on their value in the diet, completing detailed product analysis and evaluation of their products.

- o To develop a more advanced level of knowledge of and proficiency in using key pieces of kitchen equipment and cooking techniques demonstrating consistently how to use them safely and effectively.
- o To apply the principles of food safety, including handwashing, cross-contamination prevention and safe storage practices.
- o To understand the importance of a balanced diet for overall good health and be able to plan meals accordingly

Key Skills and Knowledge taught through this topic: (Intent)

1. Understand the correct and safe use of kitchen tool, appliances, and cooking methods
2. Explore and use various ingredients and identify their role in a healthy diet
3. Organise tasks and maintain a clean, hygienic and functional kitchen workspace
4. Recognise the impact of food choices on the environment and learn about sustainable food practices
5. Communicate ideas, intentions and insights using annotation, discussion, and visual planning

Prior Learning: (Context)
KS2:

- o Students may have some experience of cooking at home or at school following simple recipes – Leckhampton and St James Primary Schools work with HSL to share facilities so students have opportunities to cook
- o Students may have knowledge of food groups, the importance of a balanced diet and the role of nutrients
- o Students should have experience of basic hygiene and had washing
- o Students may have some understanding of dietary needs such as vegetarian, vegan or gluten free diets

Year 7:

- o Students have experience of fundamental cooking and food preparation practices and using key equipment
- o Students have understanding of food groups, the importance of a balanced diet and the role of nutrients

Future Learning: (Context)
KS3: Y8 Understanding Nutrition
 Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make food products that demonstrate a range of new and developing skills:
weigh, measure, knife skills, peel, mix, melt, simmer, boil, blitz, puree, blend, crush, fry, sauté, stir-fry, cream, beat, bake, grate, rub-in, roll out, sift, drain, layer, fold
 Students will use and develop the skills above through the following recipes:
Vegetable Soup, Quiche, Cottage Pie, Risotto, Thai Green Curry, Victoria Sponge Cake
KS4:

- o AO1: Demonstrate knowledge and understanding of nutrition, food, cooking and preparation
- o AO2: Apply knowledge and understanding of nutrition, food, cooking and preparation
- o AO3: Plan, prepare, cook and present dishes, combining appropriate techniques
- o AO4: Analyse and evaluate different aspects of nutrition, food, cooking and preparation, including food made by themselves and others

National Curriculum Links: (Context)

- o **Design**- Develop ideas to inform the design of innovative, functional, appealing products that respond to a set brief
- o **Make** – Select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture
- o **Evaluate** – Test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users
- o **Technical Knowledge** - Understand and use the properties of materials and the performance of structural elements to achieve functioning solutions
- o **Cooking & Nutrition** – Become competent in a range of cooking techniques, applying the principles of nutrition, health and source ingredients in the production of a range of recipes

RRSA Links:

- 12 – Respect for Children's Views
- 13 – Sharing Thoughts Freely
- 17 – Access to Information
- 24 – Health, Water, Food, Environment
- 27 – Food, Clothing, a Safe Home
- 31 – Rest, Play, Culture and Arts

Eco Schools Links:

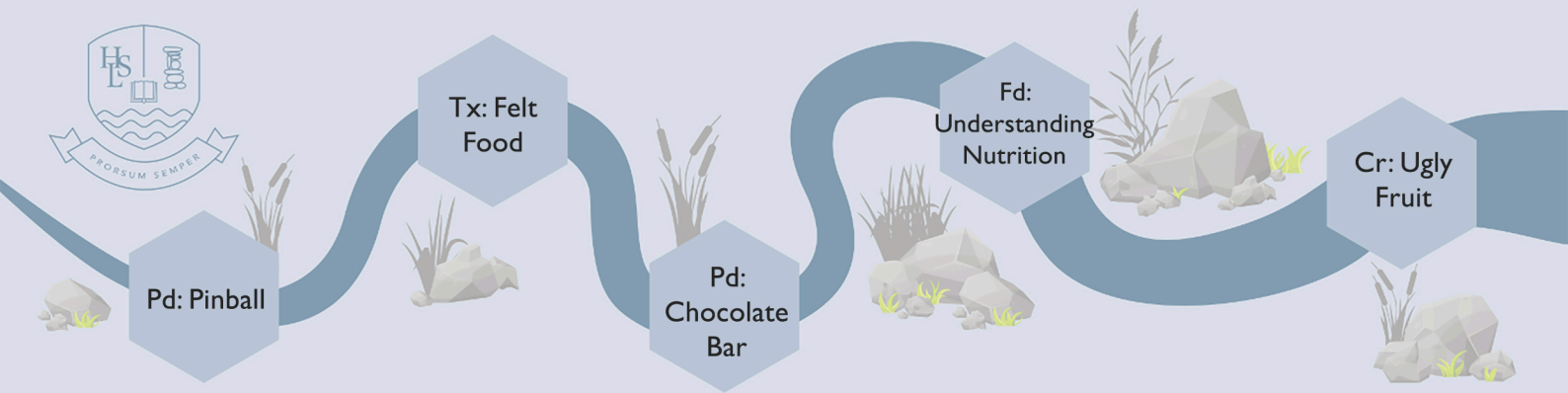
Waste – Ensure all recyclable materials and food waste are disposed of correctly

Healthy Living – Learning about the nutritional value of different foods and how dietary choices impact health

Transport – Exploring the concept of food miles and seasonality

Water – Incorporating discussions about water use in lessons

<p>The Rule of Law –</p> <ul style="list-style-type: none"> o The importance of health and safety in the kitchen o The importance of routine for clearing equipment at the end of a practical lesson <p>Individual Liberty –</p> <ul style="list-style-type: none"> o Importance of independent research and learning o Importance of reflection of ideas and processes <p>Mutual Respect –</p> <ul style="list-style-type: none"> o Taking part in clearing and tidying the kitchen o Sharing work and ideas through group feedback; respecting each other's strengths and weaknesses <p>Tolerance - Sharing of space and equipment</p>		<p>Key pieces of work for assessment:</p> <ol style="list-style-type: none"> 1. Booklet Work 2. Food Labels and Food Miles 3. Evaluation of a Product <ul style="list-style-type: none"> o Opportunities for self and peer reflection and assessment o Skills tracker to monitor student progress in key areas o Individual target to link to next project / future learning o Overall grade given in line with assessment criteria 	
<p>Reading / Enrichment:</p> <p>Chilli Challenge Tasks (VLE)</p> <p><i>The Complete Baking Book for Young Chefs – America's Test Kitchen Kids</i></p> <p><i>The Complete Cookbook for Young Chefs – America's Test Kitchen Kids</i></p> <p><i>Exploring Food and Nutrition – Yvonne Mackey and Bev Saunder</i></p> <p>BBC Good Food (YouTube Channel)</p> <p>Great British Bake Off – BBC</p> <p>Nadiya's Time to Eat – BBC</p> <p>Masterchef – BBC</p> <p>Snackmasters – Channel 4</p> <p>foodafactoflife.org.uk</p>	<p>Key Vocabulary: (Literacy)</p> <p>heat transfer, conduction, convection, radiation, gelatinisation, shortening, danger zone, simmer, marinade, creaming method, nutrients, minerals, hygiene, cross-contamination, ingredient</p>	<p>Numeracy Opportunities:</p> <ul style="list-style-type: none"> o Weight and Measurements o Temperature o Ratios o Timings 	<p>Career Links:</p> <ul style="list-style-type: none"> o Food Science o Professional Cookery o Hospitality & Catering o Food Styling o Food Writing o Diet and Nutrition (Health Care) o Food Production o Food Safety & Quality o Processing and Manufacturing



Subject: Art & Design		Year Group: Year 8		Term: 12-14 Lessons	
Module/Theme: Ugly Fruit					
Topic Outline & Aims (Intent)					
<p>This project gives students greater opportunity and ability to observe, select, interpret, and record personal responses to the theme of natural forms. Artist references, contextual links and resource materials should initially be broad and enable all students to select and engage with these as a means of forming personal ideas and in developing their own designs. Students will explore ceramics in a creative and experimental manner, using appropriate hand building and decorating techniques to realise their intentions. Emphasis is placed on the language of aesthetics and subject specific vocabulary to help students develop their knowledge and comprehend the nature and function of ceramic art forms within the context of their own work and wider research.</p> <ul style="list-style-type: none"> o To use research and experimentation to select and make informed choices about materials, techniques and processes o To understand how to work with clay, exploring a range of hand building and finishing techniques o To adapt and refine ideas as work progresses, identifying opportunities for further development 					
Key Skills and Knowledge taught through this topic: (Intent)					
<ol style="list-style-type: none"> 1. Plan and determine the focus of personal research, explorations, and investigations demonstrating analytical and critical understanding 2. Experiment freely with ideas, materials, tools, techniques, and creative approaches to solve problems 3. Develop knowledge and ideas through discussion, annotation, and use of subject specific terminology 4. Generate ideas and develop design intentions from first hand observation, investigations, and experience 5. Reflect on and adapt work in response to research, feedback, and personal insights throughout the project 					
Prior Learning: (Context)		Future Learning: (Context)		National Curriculum Links: (Context)	
<p>KS2: Students have experience of drawing from direct observation. Students understand the element of shape and can differentiate between 2D and 3D forms. Students have been introduced to the work of several artists and art forms.</p> <p>KS3: Students have knowledge of basic forms, tone and shading techniques. Students have experience of drawing from direct observation. Students have knowledge and experience of basic clay techniques and terminology. Students have knowledge and experience of researching artists and wider context.</p>		<p>KS3: An understanding of the elements and principles of art and design and basic drawing techniques underpin all further projects at KS3 and beyond. Experimentation with materials, techniques and cultural influences encourages exploration, resilience, and adaptability. Risk taking such as this will be vital at GCSE and beyond.</p> <p>KS4: AO1 – Develop ideas through investigations, demonstrating critical understanding of sources AO2 – Refine work by selecting and experimenting with appropriate media, materials, techniques and processes AO3 – Record ideas, observations and insights AO4 – Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>		<ul style="list-style-type: none"> o Record - To use a range of techniques to record their observations in sketchbooks as a basis for exploring their ideas. o Refine – To increase their proficiency in handling of different materials. o Context – To learn about the art, craft and design of different time periods and cultures, understanding something of the development of the work, the context of the artists, as well as the historical, political, spiritual, cultural, social, moral, environmental context(s) in which the work(s) was, were or are created. o Analysis – To learn how to analyse and evaluate their own and other's work, identify key features, make comparisons and use this information to inform their own actions to improve their work critically and technically. o Ceramics – to develop functional, sculptural or decorative outcomes using clay and hand building techniques. 	
RRSA Links:			Eco Schools Links:		
<p>12 – Respect for Children's Views 13 – Sharing Thoughts Freely 14 – Freedom of Thought and Religion 17 – Access to Information 31 – Rest, Play, Culture and Arts</p>			<p>Waste – Ensure all recyclable materials are disposed of correctly</p>		

<p>British Values Links:</p> <p>Democracy –</p> <ul style="list-style-type: none"> o Freedom to voice opinions during class feedback sessions o Votes on materials/techniques o Debates/discussions of artists work through critical studies <p>The Rule of Law –</p> <ul style="list-style-type: none"> o The importance of health and safety in the art room o The importance of routine for clearing materials at the end of a practical lesson <p>Individual Liberty –</p> <ul style="list-style-type: none"> o Importance of independent research and learning o Importance of reflection of ideas and processes <p>Mutual Respect –</p> <ul style="list-style-type: none"> o Taking part in clearing and tidying the studios o Sharing work and ideas through group feedback; respecting each other's strengths and weaknesses <p>Tolerance -</p> <ul style="list-style-type: none"> o Studying artworks and traditions from other cultures and times 		<p>Assessment of Learning: (Impact)</p> <p>This project is assessed on a single marksheet in sketchbooks. Specific tasks are assessed in detail with general feedback and overview of progress being consistently monitored.</p> <p>Key pieces of work for assessment:</p> <ol style="list-style-type: none"> 1. Designs 2. Ceramic Knowledge Organiser 3. Outcome and Evaluation <ul style="list-style-type: none"> o Opportunities for self and peer reflection and assessment o Skills tracker to monitor student progress in key areas o Individual target to link to next project / future learning o Overall grade given in line with assessment criteria 	
<p>Reading / Enrichment:</p> <p>Chilli Challenge Tasks (VLE)</p> <p><i>The Pitt Rivers Museum Handbook</i> – University of Oxford</p> <p><i>The Pitt Rivers Museum Art Handbook</i> – Andrew McLellan</p> <p><i>The Art of Handbuilt Ceramics</i> – Susan Bruce</p> <p><i>Creative Pottery</i> – Deb Schwartzkopf</p> <p><i>Additions to Clay Bodies</i> – Kathleen Standen</p> <p><i>Handbuilt Pottery Techniques Revealed</i> – Jacqui Atkin</p> <p>vam.ac.uk craftatlas.co tate.org.uk/kids ceramicsnow.org</p> <p>Great Pottery Throw Down – Channel 4</p>	<p>Key Vocabulary: (Literacy)</p> <p>Pinch pot, glaze, ceramic, firing, volume, pottery, vessel, wedging, coiling, ceramicist, bisque, piercing, incising, burnishing, greenware, stoneware, fettling, leather hard, earthenware, shrinkage, extrusion, sgraffito</p>	<p>Numeracy Opportunities:</p> <ul style="list-style-type: none"> o Volume and Space o Fibonacci Sequence o Addition and Subtraction 	<p>Career Links:</p> <ul style="list-style-type: none"> o Ceramic Designer / Maker o Surface Pattern Designer o Retail Buyer o Art Historian o Curator / Cultural Heritage o Education / Teacher / Lecturer