



The High School
Leckhampton

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?

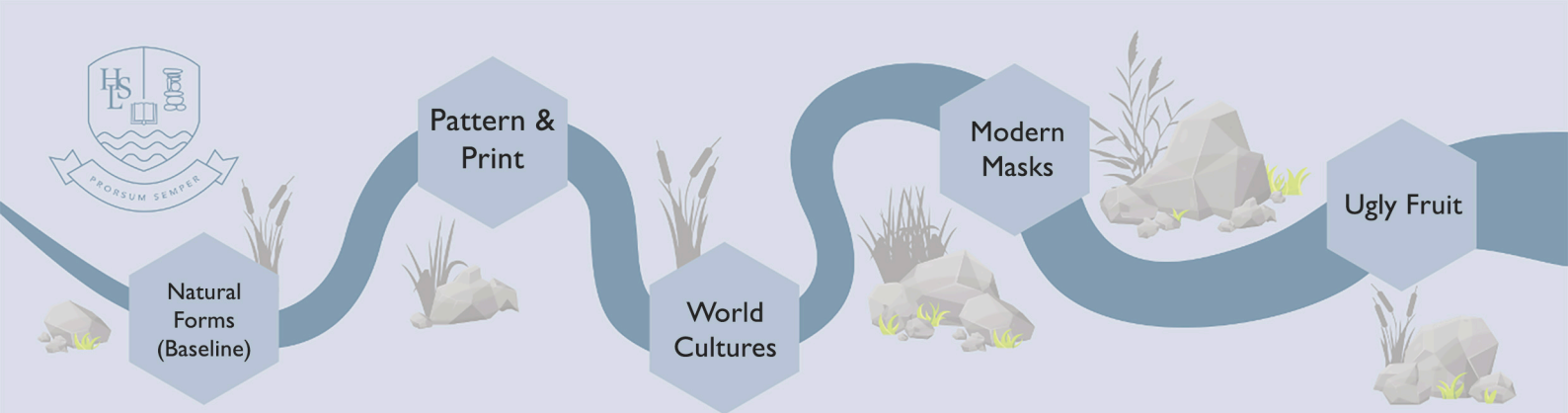
By encouraging positive engagement with the subject and a familiarity with the resources provided on the VLE. Students complete all tasks, including homework, in their project booklets so engagement with this resource at home and support with development of their ideas and evaluation of their concepts 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: Art & Design		Year Group: Year 8	Term: 1 (Sept-Oct Half Term)
Module/Theme: Natural Forms – Baseline Project			
Topic Outline & Aims (Intent) This brief unit of work aims to assess a student's level of skill, observation, literacy, and ability to learn independently at the start of the year. The work produced by each student will generate a meaningful starting point and in conjunction with HSL data, will be used to set an appropriate end of year target grade. <ul style="list-style-type: none"> To further develop observational drawing skills using a range of dry materials with a focus on the rendering of forms and contour shading To be increasingly confident in discussing the work of others with an appreciation of cultural influences, context, purpose and meaning when analysing artworks 			
Key Skills and Knowledge taught through this topic: (Intent) <ol style="list-style-type: none"> Explore and refine application of tone using mark making to show contour and texture using a range of materials Compare and contrast ideas, methods, intention, and historical context in the work of others Draw from direct observation, applying experience of self-evaluation materials and processes to develop the control of tools and techniques Develop subject knowledge through discussion, independent research, and literacy tasks Reflect on and adapt work in response to research, feedback, and personal insights 			
Prior Learning: (Context) 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.		Future Learning: (Context) KS3: An understanding of the elements and principles of art and design and basic drawing techniques underpin all further projects at KS3 and beyond. Analysis tasks establish an expectation of how to investigate and write about the work of others and develop critical and reflective thinkers with enquiring minds. 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	
National Curriculum Links: (Context) <ul style="list-style-type: none"> Record - To use a range of techniques to record their observations in sketchbooks as a basis for exploring their ideas. Refine – To increase their proficiency in handling of different materials. 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. 			
RRSA Links: 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		Eco Schools Links: Waste – Ensure all recyclable materials are disposed of correctly	
British Values Links: Democracy – <ul style="list-style-type: none"> Freedom to voice opinions during class feedback sessions Votes on materials/techniques Debates/discussions of artists work through critical studies The Rule of Law – <ul style="list-style-type: none"> The importance of health and safety in the art room The importance of routine for clearing materials at the end of a practical lesson Individual Liberty – <ul style="list-style-type: none"> Importance of independent research and learning 		Assessment of Learning: (Impact) 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. Key pieces of work for assessment: <ol style="list-style-type: none"> Spiral Drawings Observational Studies Artist and Artefact Analysis <ul style="list-style-type: none"> Opportunities for self and peer reflection and assessment Skills tracker to monitor student progress in key areas 	

<ul style="list-style-type: none"> Importance of reflection of ideas and processes <p>Mutual Respect –</p> <ul style="list-style-type: none"> Taking part in clearing and tidying the studios Sharing work and ideas through group feedback; respecting each other's strengths and weaknesses <p>Tolerance -</p> <ul style="list-style-type: none"> Studying artworks and traditions from other cultures and times 		<ul style="list-style-type: none"> Individual target to link to next project / future learning Overall grade given in line with assessment criteria 	
<p>Reading / Enrichment:</p> <p>Chilli Challenge Tasks (VLE)</p> <p><i>William Morris in 50 Objects –</i> Carien Kremer & Anna Mason <i>Flora: Inside the Secret World of</i> Plants – Kew Gardens <i>Batik: Modern Concepts and</i> <i>Techniques –</i> Noel Dyrenforth</p> <p>wmgallery.org.uk vam.ac.uk craftatlas.co tate.org.uk/kids</p>	<p>Key Vocabulary: (Literacy)</p> <p>craft, form, texture, tone, value, design, contour, render, guild, stippling, shading, contrast, textiles, ceramics, motif, society, batik, trade, printmaking, reduction, layering, tjanting, wood block, hatching, observation, movement, industrial, revolution, decorative, architecture</p>	<p>Numeracy Opportunities:</p> <ul style="list-style-type: none"> Pattern and repetition Symmetry Reflection 	<p>Career Links:</p> <ul style="list-style-type: none"> Designer – Furniture, Surface, Interior, Textile Art Teacher / Education Art Historian Curator / Cultural Heritage