Design & Technology Curriculum Map 2022/23

Our specialisms: THREE-DIMENSIONAL DESIGN (RM/product), Food Technology, and Graphic Communication. We also cover Textiles, Plastic and Metals within 3D.

In Design & Technology at Salvatorian, we want students to engage in an iterative process of **generating, designing, making and evaluating**. These are the core goals of the Design and Technology curriculum we provide. We aim to have students work in a range of domestic and local contexts through projects, which could include: home, health, leisure and culture, and industrial contexts, such as engineering, manufacturing, construction, food, energy, agriculture (including horticulture) and fashion. Students will be introduced to and work with a range of materials and processes, to achieve personal desired outcomes, including: Drawing for purpose, emerging technologies (CAD, CAM), textiles, metals, polymers, timbers & electronics. We aim to provide a broad offer in our Design & Technology curriculum, teaching cumulative knowledge and skills via projects during the Key Stage 3 years. Projects are taught using the same 4 sequenced principles: **generating**, **designing, making and evaluating**. These are built upon each term, developing in rigour & challenge, culminating each project to instil the iterative processes. Once students are in Key Stage 4, we want them to possess the **knowledge, skills and ambition** to take ownership of Non-Examination Assignments independently; designing and making their own ideas with **confidence, conviction, and assuredness.**

Term	Autumn 1		Autumn 2		Spring 1	Spring 2		Summer 1	Summer 2
Year 7	**Maze Game project:** Generate & Design. • Brief, Specification & Ideas. • Evaluating the work of other designers. • Technical Knowledge. • Designing our own ideas.	**Assessment 1: Maze design poster.**	**Maze Game Project:** Make & Evaluate. • Students will spend the second half of their project making their designs in a series of workshops, lessons and practical lessons. • Students will finish each project by evaluating their design and product.	**Assessment 2: Maze game**	Food technology: **foundation competencies, and breakfast items**	**Food technology:** **foundation competencies, and breakfast items.** **Conclude with a personalised cooked breakfast.**	**Assessment : Cooked breakfast**	**Key Tags: Acrylics & CAD project**: Generate & Design. • Brief, Specification & Ideas. • Evaluating the work of other designers. • Technical Knowledge. • Designing our own ideas.	**Key Tags: Acrylics & CAD project**: Make & Evaluate. • Students will spend the second half of their project making their designs in a series of workshops, lessons and practical lessons. • Students will finish each project by evaluating their design and product.

Year 8	**Food technology:** **Revisit foundation competencies and extend with more rigorous dishes, including desserts and main meals.**	**Assessment 1: theory paper**	**Food technology** **Revisit foundation competencies and extend with more rigorous dishes, including desserts and main meals.** **Conclude with a choice out of two dishes to prepare and cook and personalise.**	**Assessment 2: Cooked Meal**	**Graphic Design: Cereal branding** Learning the principles of graphic design and illustration. Learning how to use basic tools on illustrator. .	**Graphic Design: Cereal Box designs** Developing the use of illustrator to realise personal intentions in order to meet the brief. **Pupils finish with all aspects of a cereal box designed on illustrator.**	**Assessment 3: Cereal Box or Cereal Illustration**	**Finger puppets project:** **Demonstrate a sound knowledge of textiles, by designing and sewing finger puppets to meet the brief for the great Ormond street hospital.**	**Textiles project: TBC tote bag project.**
Year 9	**Clock project:** **Demonstrate a stronger level of both wood working and laser cutting by designing a clock to met the clients needs.** **Designs must first be prototyped in cardboard** **Assessment 1: Clock design rendered in Ai/2D Designer**		**Clock project:** **Demonstrate a stronger level of both wood working and laser cutting by designing a clock to met the clients needs.** **Final designs to be made out of MDF and laser cut before refined by hand tools.** **Assessment 2: Clock prototype.**		**Architecture: Evaluate and Design.** • Brief, Specification & Ideas. • Brutalist architecture and modern architecture as brief, • Evaluating the work of other designers. • Technical Knowledge. • Designing our own ideas. **Portfolio of designs in CAD Autodesk or alternative.**	**Architecture: Make.** Students will spend the second half of their project making their designs in a series of workshops, lessons and practical lessons. **Assessment 3: Designs to be hand modelled from cardboard using henna saw and various tools.**		**Food technology:** **Develop competencies and practice more advanced skills, in preparation for GCSE.**	**Food technology: .** **Develop competencies and practice more advanced skills, in preparation for GCSE.** **Demonstrate higher level research into food preparation and theory..** **Conclude with a choice out of two dishes to prepare, cook and personalise.**
Year 10 (Three-Dimensional Design)	**<u>Foundation studies:</u>** Students will be introduced to a set of new materials and aim to boost their designing and making skills. Students study various forms drawing for communication, Sculpture 3D modelling, CAD, CAM and making skills. Competence on a laser cutter is essential.	**Assessment 1**	**<u>Foundation studies:</u>** Students will be introduced to a set of new materials and aim to boost their designing and making skills. Students study various forms drawing for communication, Sculpture 3D modelling, CAD, CAM and making skills. Competence on a laser cutter is essential.	**Assessment 2**	**"<u>Art Furniture"</u>** Mini GCSE style project led by the Teacher. This will help to prepare students for their Component One study	**"<u>Art Furniture"</u>** During this term, students will be taught how to develop a realised response to their project and how to evaluate it for further iterations.	**Assessment 3**	ESA MOCK: Personal Project beginning with a starting point from previous ESA papers.	

Year 11	**<u>Personal study project Component 1: Refining and responding</u>** This entire term is dedicated to independent personal project work. Students begin to refine their ideas in more detail as they work to produce a final response or set of responses. They must holistically show their ability to meet each of the four assessment objectives. Students will receive 1 hollistic midterm grade based on their "working at" level in their project. They will end the term with a 10 hour timed period to produce a final response to their project.	**Mock Exam 2**	**<u>ESA Component two: Exploring and experimenting</u>** Students are given a selection of unseen starting points on the 2nd of January by AQA. They choose ONE are expected to build a project around the theme **without specific teacher feedback.** They will explore various sources both modern and historical, while experimenting in a range of materials appropriate to their own intentions. They must <u>holistically</u> show their ability to meet each of the four assessment objectives. Key to the success of projects is independence and ownership. Students must respond with their own ideas, thoughts and iterations (excluding focus group feedback).	**Mock Exam 3**	**<u>ESA Component two: Refining and responding</u>** Students begin to refine their ideas in more detail as they work to produce a final response or set of responses. They must holistically show their ability to meet each of the four assessment objectives. They will end the term with a 10 hour timed period to produce a final response.	*Once their 10 hours is completed in May, students are unable to add to or change any of their work in their ESA.* *They may only make improvements to their personal project up to the point of internal deadlines.*