

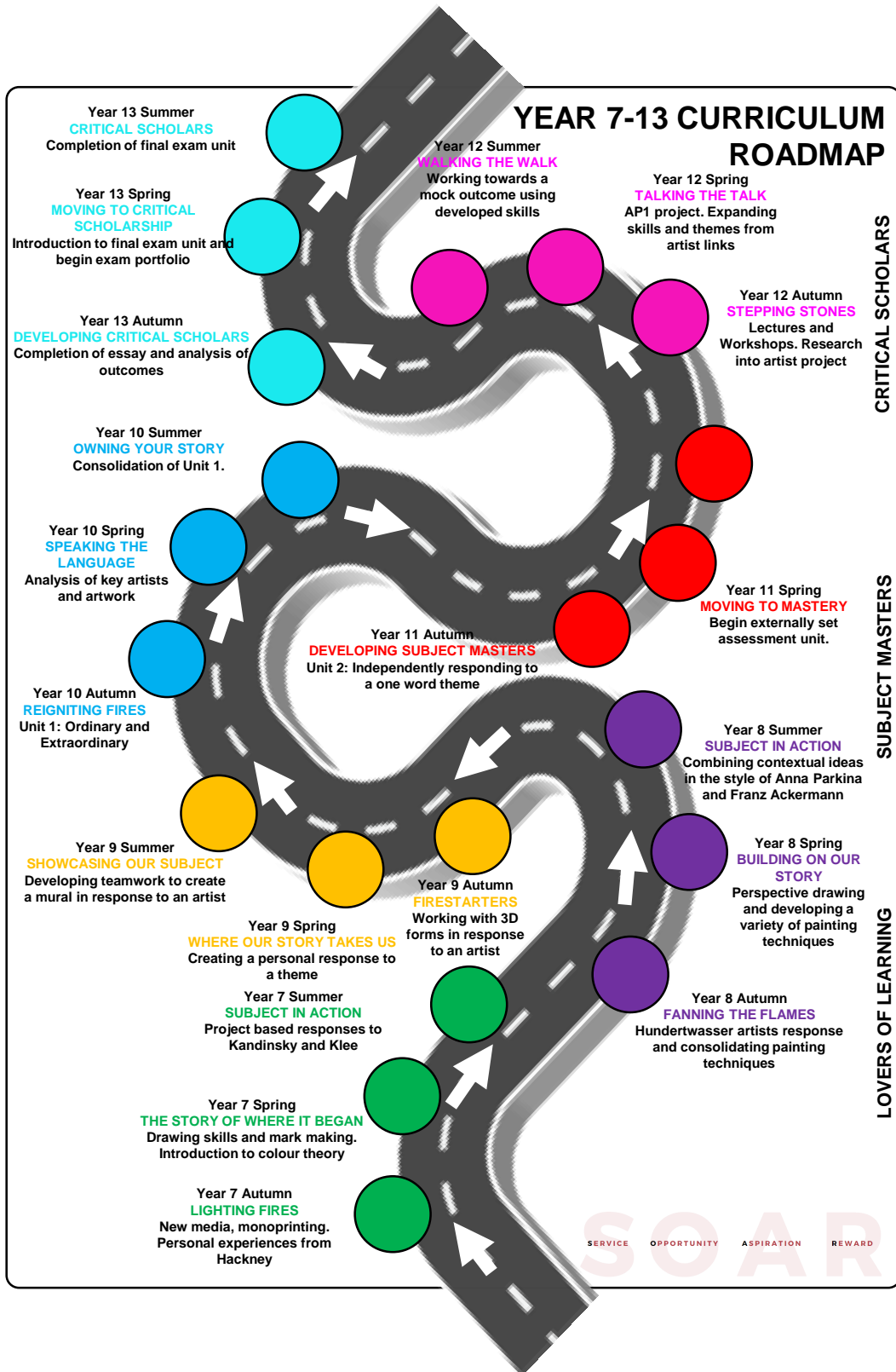
ART, DESIGN & TECHNOLOGY



Head of Department: Ms Kathryn Place

S O A R
SERVICE OPPORTUNITY ASPIRATION REWARD

Art Curriculum



Curriculum Intent

We **serve** our students with an adaptive curriculum that meets the needs of all. Our different subjects have carefully identified plans outlining, what they teach and why. This is shared with all students, staff and parents to empower our community in their learning journey and includes careful consideration of sequencing of knowledge and skills. Cardinal Pole is committed to providing **opportunities** for staff and students to become life-long lovers of learning through personalised feedback, opportunities for reflection and progression. We are a community of **aspirant** learners where teachers are experts and students are critical scholars. This is achieved through absolute clarity of expectations and constant re-evaluation of needs through a shared language. We **reward** our community of learners by celebrating the successes, progress and achievements of all.

How do all Art lessons start? (Ready to Learn)

All lessons at Cardinal Pole start with a 'Ready to Learn' activity. The purpose of this is to support retrieval and prepares students for the lesson with recalling relevant knowledge. This activity is printed for students and handed out at the door. Students are expected to sit at their desk immediately and complete the task before sticking it in their books while the teacher welcomes the class and takes the register.

Ready to Learn activities in Art look like this:

YR 7 ART – HACKNEY PROJECT – 'TELLING OUR STORY'


NAME: _____

A WEEK


LESSON 3

DO NOW: IDENTIFY & MATCH THE STYLES OF ART TO THE PICTURES


DIFFERENT STYLES OF ART




REALISTIC




ABSTRACT




ABSTRACTED




PHOTOGRAPH







IMPRESSIONISTIC



SURREAL



STARTER: WHICH PORTRAIT IS THE ODD ONE OUT AND WHY?



Y7 Art

Applying skills: simplified outcome

Painting artwork for poster; paint skills; use of positive and negative space

Applying skills: simplifying and composition

Working to a brief and using mood boards to create symbols for thematic posters

Applying skills: abstraction

Contrast; monochrome tints and shades; geometric and organic; collage and paint skills; composition: connection and isolation

Signs & Symbols

Symbolism and motifs to create meaning. Case study: Emotional journey

Introducing the skills: sculpture

Slits and slots; attaching; balance

Introducing the skills: Simplification

Creating focus and emphasis through simplifying detail; case study: Figure

Introducing the skills: tone

Creating depth and form; the role of contrast; Case study: Still Life

Introducing the skills: Colour

Colour mixing and theory: wheel, warm and cool colours, complementary colours

Abstracted colour

intensity; colour mixing and mark making; use of warm and cool colours to create depth; Case Study: Landscapes

Expression in paint

Using marks and lines in paint to create texture; Monochrome; Case Study: Van Gogh

Applying skills: placement

Using the placement of lines and marks to create shape, form and depth; Case Study: Study in fruits

Introducing the skills: Line and Marks

Using marks to create mood; Case Study: Footballers

Introducing the skills: Line

Thick and thin lines to indicate shadow and form; Review and Refine; Case Study: Ridley Road

How can Art tell a story? You and your Identity

Using mood boards; colour as a reflection of culture. Case Study: Ridley Road

How is your progress measured in class in Art in **Autumn** Term?

Autumn:

Literacy Log	Monitors ability to identify genre, subject matter and style. Ability to give full descriptions of portraiture covering identity, expression, posture, context and manipulation. Fully assessed against 'I can..' statements in AP1
Skills Log	Monitors skills in applying thin and thick lines and the drawing and placement of basic shapes to create depth. Creating a range of marks in pencil, pen and paint to create textures. The application of directional marks to create shape and building up marks to create tone. Smooth shading to create geometric 3D form. Drawing skills fully assessed against 'I can...' statements in AP1

Emerging	Achieving	Excelling
Has identified genre, subject matter and style correctly	Consistently identifies genre, subject matter and style correctly	Uses genre, subject matter and style consistently within descriptions correctly
Can describe identity, expression and posture in a portrait	Can describe context and manipulation to expand identity, expression and posture	Infers reasons for context and manipulation in terms of artist aims and intentions
Can create and apply some thin and thick lines and a range of marks to create texture and emphasis	Can create and apply marks and lines to create texture and mood	Can create and apply marks to create tone and fade to create areas of focus
Can create symmetrical shapes and overlap to group	Can overlap to create depth and apply tone to create a light source	Can apply directional lines and marks to create shapes and build up to create tone

Topic: Key Skills in Colour and Mark Making

Autumn Term Golden Nuggets and Work Hard

	Golden Nugget	Work Hard
1	How to use colour and symbolism to show more than we can normally see	Practise creating flowing coloured thin and thick lines and shaded shapes
2	How to identify different artistic genres and subject matter	Apply flowing coloured lines and shapes to a portrait to express where they are from
3	How to describe a portrait including the context and any manipulation	Write paragraphs describing the identity, expression and posture of a portrait
4	Why do artists use different styles such as the simplified Obama Poster	Use a limited palette of colours to create an striking poster
5	How to use different marks and lines to create mood and emotion	Practise creating marks to create different tones and emotions
6	Introduction to tonal grid and creating light and dark with marks	Apply a mark/line to a face to create tone and emotion
7	How to build up marks tonally whilst using direction to emphasis shape	Step by step drawing to build up basic shapes of fruit in the correct placement
8	How to draw basic shapes and place to create depth	Geometric still life using marks and lines
9	Identification of mood in urban and rural landscapes using marks/lines	Practise creating different marks and lines in paint and applying them to create textures
10	Identification of how marks and lines have been applied to create mood	Applying different marks and lines in paint to landscapes to create mood
11	How to write out aims and intentions – focus on mood within landscapes	Practise in fulfilling aims and intentions and reviewing in landscape mock ups
12	How to target and refine – focus on mood	Sustained outcome using marks and lines

How is your progress measured in class in Art in **Spring** Term?

Spring	
Literacy Log	Monitors ability to identify colour, tone and abstraction. Ability to describe different marks and lines through emotions described. Monitors ability to describe a composition in terms of its subject matter, colour, and style.
Skills Log	Monitors ability to identify colour, tone and abstraction. Ability to create depth of objects through demonstration of tonal values on an object. Applying drawing showing Contrast; monochrome tints and shades; geometric and organic collage and paint skills . Exploration of mixing colours from primary to secondary colours.

Emerging	Achieving	Excelling

Topic: Art Movements

Spring Term Golden Nuggets and Work Hard

	Golden Nugget	Work Hard
1	Identification of realistic landscape and mood compared to heightened colour	Colour mixing and placement to create a colour wheel
2	Identify complementary/harmonious colours in Fauvist landscapes	Mixing colour and using overlapping and layering of marks to create a Fauvist tree
3	Identify complementary/harmonious colours in abstract art	Collage using scale, placement and warm/cool harmonious colours to create depth
4	How to describe an abstract artwork – focus on connection and disintegration	Collages using cutting, tearing, lines/marks and light/dark to create order and disorder
5	How to infer mood, source and meaning in abstract art	Write paragraphs describing shape, colour, composition and mood of an abstract artwork
6	Identification of different types of sculpture	Geometric V Organic sculpture using slits and slots focusing on scale and balance
7	How to describe a sculpture	Mark making and colour tints and shades to create contrast and balance
8	How to write out aims and intentions – focus on theme and composition	Compositional layout based on theme and application of tints and shades
9	How to target and refine – focus on theme, composition and balance	Sustained mixed media building relief shapes and collage paint composition
10	Understanding context and meaning	Use of context and colour to create different narrative for the running man
11	Aims and intentions for simplification	Simplification of a figure – creating dynamic movement through shape
12	Identifying how artworks are simplified	Applying solid and washed colour to create a dynamic figure/car in movement

How is your progress measured in class in Art in **Summer** Term?

Summer	
Literacy Log	Monitors ability to describe different skills, themes and styles.
Skills Log	Monitors developing ability to apply paint through mark making in the style of Van Gogh. Monitors ability to mix primary and secondary colours. Introduces symbols and motifs and how to draw them to reflect an emotion and feeling.

Emerging	Achieving	Excelling

Topic: Abstract Art symbols and Meaning

Summer Term Golden Nuggets and Work Hard

	Golden Nugget	Work Hard
1	The use of symbols by Klee – symbols and meaning	Creating simplification and disintegration in the style of Klee
2	Creating flowing compositional arrangements	Creating a range of symbols and arranging them in compositions inspired by Klee
3	Connecting compositions with colour washes, bouncing and overlapping	Applying washes – bouncing and overlapping
4	Symbols inspired by words describing compositional arrangement	Creating symbols inspired by Kandinsky / words
5	Words to describe types of music	Arranging symbols in cluster / ordered / random compositions inspired by music
6	Connecting compositions with colour washes, bouncing and overlapping	Applying washes – bouncing and overlapping
7	How to write out aims and intentions – focus on application to fulfil a brief	Improvement of brief 1 or 3 outcome
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Y8 Art

Applying skills:

Abstracted painting

Symbols, colour theory and tints and shades to create an individual expression of Hackney;

Case study: Franz Ackerman

Introducing

Surrealism:

Distortion of scale to create narrative

Figure posture and distortion of scale to create power / vulnerability in an urban setting

Introducing the skills:

Perspective and viewpoints

Recap 1 point perspective and introduce 2: Interiors and buildings from bird/mouse eye view

How can Art tell a story? You and your activities

Simplification of the figure and using shape and extended lines to create connection and movement

How can Art tell a story? You and your Identity

Using dissection and repetition to show more than we can normally see: cubist emotional portrait: collage skills

Hackney and the rest of the world

Abstraction, simplification and realism to depict the identity of our surroundings 'V' globalisation

Recapping and extending skills

Dissection, isolation and repetition within collage to create an 'experience'

Introducing the skills: sculpture

Cuboid nets, paper and wire sculptures with tab attachments to create space and contrast

Connection and Environment: art as social activism

Simplification, colour theory and connection to the environment through distortion; Case study: Hundertwasser

Introducing the skills: face and figure proportions

Technical drawing: human shape and form

Recapping the skills: Line

Using overlapping and line to create connection and movement; Case Study: Team players
Recap skills: thin and thick lines

How is your progress measured in class in Art in Autumn Term?

Autumn:

Literacy Log	Monitors ability to use correct identification to fully describe and infer meaning based on viewer response and artist aims and intentions. Ability to extract relevant information to extend inference and make informed comments on mood, narrative, concepts and meaning. Fully assessed against 'I can..' statements in AP1 and AP2
Skills log	Monitors building on and extending skills in applying thin and thick lines to create emphasis, connection and movement. Introduces technical drawing in correct proportions of the face and figure. Building and extending collage skills in dissection, use of scale and placement to create balanced compositions. Simplification, pattern and artists style used in design. Design skills fully assessed against 'I can...' statements in AP1

Emerging	Achieving	Excelling
Can infer meaning based on what is described	Can infer meaning with reasoned argument and back up with some information	Can infer ambiguity and give reasons based on description and information
Can use the artists style	Can simplify faces and trees using the style of the artist but the shapes and characteristics from sources	Can inventively create character and use the artist style

Topic: Hundertwasser

Autumn Term Golden Nuggets and Work Hard

	Golden Nugget	Work Hard
1	How to use dissection and repetition to show more than we can normally see	Dissect and juxtapose faces showing different emotions
2	How to describe an abstracted face	Trace and apply simplified sections to the portrait using colour symbolism
3	Realistic V Distorted portraits	Proportions of the face
4	How has dissection and repetition created movement	Simplification of a figure / overlapping and connecting lines to create movement
5	How to use shapes to create meaning and movement	Applying shapes and extending lines to create movement to the figures
6	Colour theory recap	Applying solid and washed colour to create a dynamic figure in movement
7	Realistic V Distorted figures	Proportions of the figure
8	Understanding context and meaning	Use of context and colour to create different narrative for the running man
9	How to use connection to create narrative and meaning	Simplify a tree in the style of Hundertwasser
10	Simplifying to create caricatures	Simplify a face in the style of Hundertwasser
11	Simplification of buildings and ways to connect	Connecting the face and tree in urban and rural context
12	Recap on thin and thick lines	Application of thin and thick lines to create flow and aid connection of composition

How is your progress measured in class in Art in Spring Term?

Spring:

Literacy Log	Monitors ability to use correct identification to fully describe and infer meaning based on viewer response and artist aims and intentions. Ability to extract relevant information to extend inference and make informed comments on mood, narrative, concepts and meaning. Fully assessed against 'I can..' statements in AP1 and AP2
Skills log	Monitors building on and extending skills in applying thin and thick lines to create emphasis, connection and movement. Introduces technical drawing in correct proportions of the face and figure. Building and extending collage skills in dissection, use of scale and placement to create balanced compositions. Simplification, pattern and artists style used in design. Design skills fully assessed against 'I can...' statements in AP1

Emerging	Achieving	Excelling
Can infer meaning based on what is described	Can infer meaning with reasoned argument and back up with some information	Can infer ambiguity and give reasons based on description and information
Can use the artists style	Can simplify faces and trees using the style of the artist but the shapes and characteristics from sources	Can inventively create character and use the artist style

Topic:

Spring Term Golden Nuggets and Work Hard

	Golden Nugget	Work Hard
1	How to describe an unrealistic rural landscape	Application of washes to Hundertwasser outcome
2	Recap on 1 point perspective	1 Point perspective interior
3	Introduction to 2 point perspective	Cubes and shapes in tints and shade
4	Identification of viewpoints	Buildings using 1 point perspective depth and different viewpoints
5	Recap on tone	Draw up urban landscape using mouse/birds eye viewpoint - application of tonal colour
6	Identification of Distortion of Scale	Application of distortion of scale figures to interiors and exterior landscape
7	Identification of posture and mood	Design and application of scale figures to emphasis mood of bird/mouse eye landscape
8	How to describe an urban landscape	Completion of perspective outcome
9	Introduction to nets	3 cubes – sold net / folded paper outline / wire outline – attach and stack using tabs
10	Recap on the different aspects of sculpture description	Experimentation with different ways to create contrast
11	How to write out aims and intentions – focus on theme and composition	Combination of solid geometric, organic and linear elements in an abstract sculpture
12	How to target and refine – focus on composition, texture and contrast	Completion of sculpture outcome

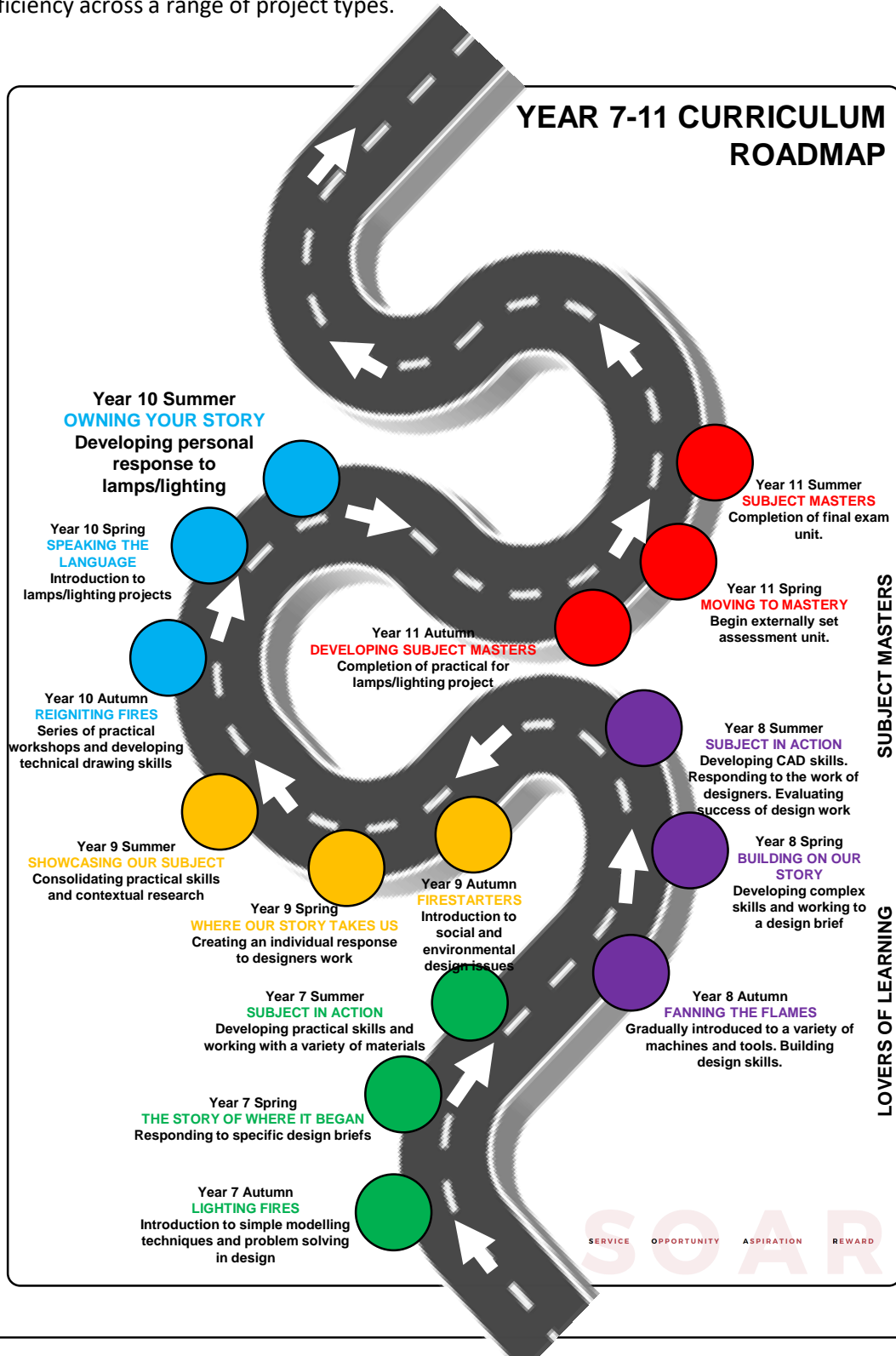
Topic:

Summer Term Golden Nuggets and Work Hard

	Golden Nugget	Work Hard
1	Recap on how to isolate elements	Dissection and reassembling of architectural elements
2	Creating symbols from isolated elements	Simplification of abstracted architectural elements
3	Different ways to dissect symbols and shapes	Collage of real and simplified architectural elements with symbols
4	How to chose the best composition – traced section	Recap on tints and shades
5	How to improve compositions by adding and connection elements	Application of tints and shades and complementary/harmonious colours
6	Recap on colour theory and depth	Completion of all painted outcomes
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Design and Technology Curriculum

Students participate in a termly carousel, rotating through different Design and Technology disciplines. This approach is designed to build confidence in practical skills and enhance their overall proficiency across a range of project types.










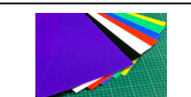
How do all D&T lessons start? (Ready to Learn)

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Ready to Learn activities in Design and Technology look like this:

YEAR 7 DESIGN & TECHNOLOGY: JITTERBUGS

Do Now . . .

	card	template	Mark making	Challenge
	MDF	wood	pine	
	tenon saw	coping saw	hack saw	
	screwdriver	chisel	files	
	pillar drill	belt sander	files	
	bevel edge	mitred edge	butt joint	
	sandpaper	Wet and dry paper	Template paper	
	LDPE (low impact polystyrene)	Acrylic	HIPs (high impact polystyrene)	

Multiple choice:
Circle the correct name of the tool, material or technique.

Challenge:
Explain what we are using each of the tools for in our jitterbug project.

Y7 Technology

Applying the skills: Jitterbug

Using **practical** skills to make a child's jitterbug toy (using **woods** and **plastics**) with a simple **electronic circuit**.

Evaluating toy against the **design specification**.

How can we use a range of tools to create a children's toy?

Inspiration: Identifying **symmetry** and **beauty** in the natural world focusing on insects and bugs. Using inspiration to design a child's jitterbug toy using a **design specification**.

Applying the skills:

Cooking

Applying knowledge and skills to make a range of basic recipes: fruit salad, pasta salad, jam tart, pizza, couscous, apple crumble and lime cake.

Applying the skills: Architecture

Applying knowledge of **architecture**, **context** and the **technical drawing** and **modelling** skills to create a **3D model** of a park pavilion.

How can Design bring a community together?

Inspiration: Look at the work of **local artists**; compare different styles of **architecture** and develop a language around the key features. They learn about **context**, **annotate mood boards** to develop their understanding of different **styles** and begin to form their **own opinions**.

Introducing the skills:

Jitterbug

Using templates, coping saws, files, belt sander, pillar drill, vacuum former and soldering irons **accurately** and **safely**.

Introducing the skills:

Cooking

How to find your way around the kitchen and how to **work safely** in that environment. They learn a range of basic cooking skills: **chopping**, **mixing**, **baking**, **crumb method** and **boiling**.

How can Food bring a community together?

Inspiration: Introducing a range of different food from around the world. Explain how the **eat well guide** impacts on living a **healthy lifestyle**.

Introducing the skills: Architecture

Practising a range of **technical drawing** skills: **perspective**, **isometric drawing** and **floor plans** and how to present these **accurately** and **professionally**. They also develop a range of **3D cardboard modelling** skills and learn how this process is applied in industry.

How is your progress measured in class in D&T in 3D Design?

3D DESIGN

Key Skills Log

This tracks progress against key practical skills and understanding of subject specific language.

Emerging	Achieving	Excelling
I can follow basic safety rules and know who to report hazards to.	I can follow workshop safety rules and respond appropriately in an emergency.	I consistently follow safety rules independently and support others to work safely.
I can use a template to mark out my shape with some support.	I can accurately use a template to mark out my jitterbug on MDF.	I can use a template precisely and verify my markings before cutting.
I can use a coping saw safely to cut around a template, though my edges may be rough.	I can safely and accurately cut my shape using a coping saw.	I can confidently use a coping saw with excellent control and produce clean cuts.
I can use files and sandpaper to begin smoothing and improving the shape of my MDF.	I can use different files to neatly smooth and shape the edges of my jitterbug.	I can refine edges precisely using appropriate tools for a professional finish.
I can explain what a bevel edge is and attempt one with guidance.	I can create a bevel edge with the belt sander and explain why it's needed for vacuum forming.	I can create consistent bevel edges with the belt sander and clearly explain their purpose.
I can describe the main steps of using the vacuum former.	I can use sandpaper effectively to achieve a smooth finish on my mould.	I can select and use the correct sandpaper grades to achieve a polished, high-quality finish.
I can use the pillar drill safely with help to position and drill holes.	I can operate the vacuum former safely and correctly to make the plastic shell.	I can confidently operate the vacuum former and assist others with setup and safety.
I can plan a simple design and apply basic vinyl shapes.	I can use the pillar drill safely and accurately to drill holes.	I can use the pillar drill independently, ensuring precise alignment and drilling.
I can assemble a basic circuit with support and name its key parts.	I can apply vinyl stickers neatly and show creativity in my design.	I can apply vinyl stickers creatively and with a high-quality finish.
	I can solder a simple circuit including a motor, switch, offset cam, and battery pack.	I can solder accurately and independently to produce a neat, fully functioning circuit.

Topic: Jitterbugs

Golden Nuggets and Work Hard **3D DESIGN**

	Golden Nugget	Work Hard
1	Know how to work safely in the workshop and what to do if there is an accident or hazard.	Complete health and safety quiz and demonstrate correct behaviour during practical safety walkthrough
2	Understand what a template is and how to use them to mark out jitterbug shapes accurately onto MDF	Create a template to accurately mark out the outline of the jitterbug on MDF
3	Use a coping saw safely and accurately to cut out jitterbug shape from MDF	Use the coping saw to cut out the jitterbug body from MDF following the template closely
4	Use hand files to refine and smooth the edges of jitterbug shapes	Select the correct shaped file to smooth and perfect the shape of the jitterbug body
5	Know why a bevel edge is needed for vacuum forming and how to create one using the belt sander	Use the belt sander to sand a bevel edge onto the jitterbug mould and explain purpose of this technique in Q&A
6	Understand how to use different grades of sandpaper to finish moulds to a smooth, high quality standard.	Smooth down the jitterbug mould using different grades of sandpaper
7	Know how to use the vacuum former safely to create a plastic shell for the jitterbug using the mould	Vacuum form the plastic shell using the MDF jitterbug mould with bevel edge
8	Know how to use the pillar drill safely and accurately to make holes for jitterbug's moving parts	Drill precise holes in the jitterbug using the pillar drill accurately and safely (legs and switch)
9	Know how to cut and apply vinyl stickers creatively and neatly.	Apply a personalised vinyl sticker design to the jitterbug to enhance its appearance – neat and symmetrical
10	Know how to use soldering irons to build a working circuit with a motor, switch, offset cam and battery pack.	Use the soldering iron to solder a working circuit and test jitterbugs movement

How is your progress measured in class in D&T in Food?

Food

Key Skills Log

This tracks progress against key practical skills and understanding of subject specific language.

Emerging	Achieving	Excelling
<p>I can follow basic kitchen safety and hygiene rules when cooking.</p> <p>I can use the claw or bridge cutting method with some help.</p> <p>I can make a simple fruit salad with support.</p> <p>I can name some parts of the Eatwell Guide.</p> <p>I can follow a simple recipe with help.</p> <p>I can describe some main nutrients in food (like carbs or protein).</p> <p>I can taste food and say if I like it or not.</p> <p>I can make a basic dish like shortbread or pasta salad with guidance.</p>	<p>I can follow all kitchen safety and hygiene rules on my own.</p> <p>I can confidently use both claw and bridge cutting methods safely.</p> <p>I can make a fruit salad independently using safe cutting techniques.</p> <p>I can explain the Eatwell Guide and why it helps with healthy eating.</p> <p>I can follow recipes accurately to make dishes like shortbread and couscous.</p> <p>I can identify main nutrients and explain what they do in the body.</p> <p>I can evaluate food using my senses and star diagrams.</p> <p>I can explain what food labels show, including allergens.</p> <p>I can prepare dishes like pizza and jam tart independently.</p>	<p>I can confidently apply kitchen safety and hygiene at all times without reminders.</p> <p>I can use claw and bridge cutting techniques accurately and safely every time.</p> <p>I can prepare complex dishes, such as apple crumble and banana bread, showing good technique.</p> <p>I can explain the Eatwell Guide in detail and suggest how to balance meals.</p> <p>I can describe nutrients and their roles in energy and health clearly.</p> <p>I can critically evaluate my cooking using star diagrams and suggest improvements.</p> <p>I can read and interpret food labels, including allergens and nutrition, and explain why they matter.</p> <p>I can plan and prepare dishes independently, adapting recipes where needed.</p>

Topic: Foods From Around the World

Golden Nuggets and Work Hard **Food**

	Golden Nugget	Work Hard
1	Understand key rules of kitchen safety and hygiene and how to apply them when preparing food.	Create a poster showing the top 5 safety and hygiene rules in the kitchen.
2	Know how to use the claw and bridge cutting methods. <i>Practical: Fruit Salad</i>	Apply understanding of tools and equipment to prepare a fresh fruit salad. Using claw and bridge cutting techniques safely and accurately
3	Understand the structure of the Eatwell Guide and how it supports a balanced diet. <i>Practical: Shortbread</i>	Label the Eatwell Guide and list foods from each group. Measuring and mixing ingredients; shaping dough
4	Know the main macronutrients (carbohydrates, protein, fats, and vitamins) and their functions in the body. <i>Practical: Couscous</i>	Match common foods to their main macronutrient and write one sentence about each nutrient's function. Preparing grains; combining and seasoning ingredients
5	Be able to follow a simple recipe and apply basic practical cooking skills with accuracy and safety. <i>Practical: Pasta salad</i>	Write step-by-step instructions for making a simple sandwich or snack. Following a recipe; chopping; mixing and dressing salads
6	Know how to evaluate dishes using the senses and star diagrams. <i>Practical: Pizza</i>	Use a star diagram to rate a meal you ate recently using your senses (taste, smell, texture, appearance, sound). Rolling dough; spreading toppings; using the oven safely
7	Understand how to interpret food labels, including ingredients, nutritional values, and allergens. <i>Practical: Jam Tart</i>	Bring a food label from home and answer questions about ingredients, nutrition, and allergens. Making shortcrust pastry; blind baking
8	Know where different types of food come from (plants or animals). <i>Practical: Apple Crumble</i>	Sort a list of foods into plant-based or animal-based categories. Peeling and chopping fruit; making crumble topping
9	Apply learned baking techniques to produce consistent, quality baked goods. <i>Practical: Banana Bread</i>	List where three common fruits or vegetables come from and estimate their food miles Mixing wet and dry ingredients; baking
10	Apply learned baking techniques to produce consistent, quality baked goods. <i>Practical: Shortbread</i>	Write a short reflection on what baking techniques you used and what you found easy or difficult. Refining measuring, mixing, and baking techniques

How is your progress measured in class in D&T in Architecture?

ARCHITECTURE

Key Skills Log

This tracks progress against key practical skills and understanding of subject specific language.

Emerging	Achieving	Excelling
<p>I can name 2 types of architectural drawings.</p> <p>I can build simple paper models with some help.</p> <p>I can say what some buildings are used for.</p> <p>I can use cardboard to make a basic model.</p> <p>I know what a floor plan is and have had a go at drawing one.</p> <p>I can add some shading to a shape to show depth.</p> <p>I know buildings need foundations to stand up.</p> <p>I can suggest where a pavilion could go in the park.</p> <p>I can start to mark out a floor plan with support.</p> <p>I can try to join parts of my model, even if it's a bit messy.</p>	<p>I can describe different types of architectural drawings.</p> <p>I can build a paper model neatly and follow instructions.</p> <p>I can explain how different buildings are designed for different purposes.</p> <p>I can build a simple cardboard structure using modelling techniques.</p> <p>I can draw a clear floor plan that matches a design brief.</p> <p>I can use shading to make an isometric drawing look 3D.</p> <p>I understand why foundations are important for buildings.</p> <p>I can plan a good place for a pavilion in Hackney Downs Park and explain my choice.</p> <p>I can accurately draw a floor plan for the Hackney Downs Pavilion.</p> <p>I can join parts of my model neatly and accurately using the right methods.</p>	<p>I can confidently explain and compare different architectural drawing styles.</p> <p>I can build complex paper structures with accuracy.</p> <p>I can explain how building designs link to their function and style.</p> <p>I can use modelling skills to create strong and detailed structures.</p> <p>I can design and draw a detailed floor plan that clearly follows a complex brief.</p> <p>I can apply rendering techniques effectively to show light and shadow on isometric drawings.</p> <p>I can explain the role of foundations in real architecture with examples.</p> <p>I can justify my choice of location for a pavilion using design and environmental reasons.</p> <p>I can carve out a floor plan precisely, following accurate measurements.</p> <p>I can join all parts of my model with skill, so it looks neat and professional.</p>

Topic: Pavilion Design

Golden Nuggets and Work Hard **Architecture**

	Golden Nugget	Work Hard
1	Identify and describe a range of architectural drawing styles.	Draw a variety of simple shapes in 1 +2 point perspective and isometric.
2	Construct a series of increasingly complex structures using paper, with accuracy and precision.	Accurately measure and fold paper structures following a set of instructions.
3	Explain how architectural styles reflect the function and purpose of different buildings.	Identify the function of a Pavilion structure and practice drawing a form in isometric
4	Develop and apply modelling skills to create simple structures using cardboard.	Model the most interesting Pavilion structure from the materials provided.
5	Understand the purpose of a floor plan and produce one in response to a specific design brief.	Using the correct tools and equipment draw up a floor plan for various room types.
6	Apply rendering techniques (shading) effectively to enhance an isometric drawing.	Draw in 1 + 2 point perspective walls and supports from an isometric image using the correct tools.
7	Recognise the importance of strong foundations in architectural design and construction.	Create the foundations of a model safely using the correct tools and equipment
8	Know how to plan an appropriate location for a pavilion structure within Hackney Downs Park, considering practical and aesthetic factors.	Plan and draw out a Pavilion floor plan inside Hackney Downs Park using the information provided
9	Know how to accurately mark out and construct the floor plan for the proposed Hackney Downs Pavilion.	Create the foundations for the walls and supports of the Pavilion safely with the correct tools and equipment
10	Understand how to join model components neatly and accurately using appropriate techniques.	Use the correct tools and equipment to join the model together.

Y8 Technology

Applying the skills: Pewter Casting

Practical application of the **practical** skills learned to pewter cast a key ring. Creating moulds from MDF and casting metal using the brazing hearth with a focus on refining and finishing products to a high standard.

What is biomimicry and how is it used within design?

Inspiration: **Biomimicry** within design introduced. Use of **moodboards** to develop responses to a **design brief** that has **biomimicry** as the central theme.

Applying the skills: Cooking

Application of knowledge and skills to make a range of dishes: cheese whirls, ginger biscuits, baked pasta, carrot muffins, sweet puff pastry, chicken stir fry, swiss roll and Jamaican patties.

Applying the skills: Architecture

Application of skills taught to produce a class **tapestry** or a **reusable tote** bag that focuses on **sustainability** and the **environment**.

How can we create a sustainable textile product?

Develop understanding of how the textile industry impacts on the **environment** and a range of different ways to improve **sustainability**. How to take inspiration from **environmental issues** to create design ideas that promote **sustainability**.

Introducing the skills: Jitterbug

Develop use of templates, coping saws, files, pillar drill, and introduced to brazing hearth, needle files, wet and dry paper, buffing wheel, 2D design and the laser cutter.

Introducing the skills: Cooking

Development of cooking skills from Y7; finer **chopping** skills (e.g. **dicing** and **julienne**), **baking**, **grating**, **folding**, **shaping**, **seasoning**, **creaming**, **glazing** and **bain-marie**.

What impact does food have on the environment?

Develop understanding of the **eat well guide**, **vitamins** and **minerals**. Introduced to **Fairtrade**, **seasonal produce**, **UK grown produce** and the **impact of food airmiles**.

Introducing the skills: Textiles

Introduced to the origins of traditional textiles techniques; **appliqué**, **block printing** and **batik**, how to use the **sewing machines** accurately and safely to create **basic seams**.

How is your progress measured in class in D&T in 3D Design?

3D DESIGN

Key Skills Log

This tracks progress against key practical skills and understanding of subject specific language.

Emerging	Achieving	Excelling
<p>I can explain what biomimicry is and give an example of natural design.</p> <p>I can draw a simple negative space template on card with some help.</p> <p>I can use a coping saw to cut basic MDF shapes with support.</p> <p>I can use needle files and sandpaper with guidance to smooth MDF edges.</p> <p>I can describe what a brazing hearth is and its role in pewter casting.</p> <p>I can explain the difference between draw filing and cross filing techniques.</p> <p>I can explain the purpose of the pillar drill and basic safety rules.</p> <p>I understand that wet and dry sandpaper comes in different grades.</p> <p>I can describe how a buffing wheel is used to polish metal.</p>	<p>I can explain how natural forms inspire design and identify examples.</p> <p>I can design a negative space template on card and transfer it accurately to MDF.</p> <p>I can safely and accurately cut intricate MDF shapes using a coping saw.</p> <p>I can refine and smooth MDF moulds precisely using needle files and sandpaper.</p> <p>I can safely use the brazing hearth to melt pewter and cast it into moulds.</p> <p>I can apply draw filing and cross filing techniques effectively to refine metal edges.</p> <p>I can safely and accurately use the pillar drill to make holes in metal castings.</p> <p>I can use different grades of wet and dry paper to progressively smooth metal surfaces.</p> <p>I can safely use a buffing wheel to polish pewter to a high shine.</p>	<p>can analyse how biomimicry influences design and create my own nature-inspired design.</p> <p>I can create and transfer a complex negative space template with precision and detail.</p> <p>I can confidently and precisely cut complex MDF shapes independently.</p> <p>I can expertly use needle files and sandpaper to achieve a professional MDF finish.</p> <p>I can operate the brazing hearth confidently and solve common casting issues.</p> <p>I can expertly file metal pieces to produce smooth, precise edges.</p> <p>I can independently set up and use the pillar drill for precise, functional holes.</p> <p>I can select and apply sandpaper grades expertly for high-quality metal finishes.</p> <p>I can buff metal pieces to a professional, high-shine finish.</p>

Topic: Biomimicry – Pewter Cast Keyring

Golden Nuggets and Work Hard
3D DESIGN

	Golden Nugget	Work Hard
1	Understand what biomimicry is and how natural forms influence and inspire design.	Identify sources of inspiration of well known products. Write own definition of biomimicry and give examples.
2	Learn how to design and cut a negative space template from card and accurately transfer it onto MDF for mould making.	Make cardboard template and transfer onto MDF.
3	Know how to use a coping saw safely and accurately to cut small, intricate shapes from MDF.	Use a coping saw to cut the shape of the MDF mould.
4	Use needle files and sand paper accurately to refine and smooth MDF.	Select appropriate needle files to help refine shape of MDF mould.
5	Know what the brazing hearth is, what it is used for and how to use it safely.	Wear safety equipment and use brazing hearth to melt pewter and cast into mould.
6	Understand which cutting tools are used for cutting metal (junior hacksaw) and why (strength of blade).	Use junior hacksaw to cut off any unwanted pieces of pewter from keyring.
7	Learn two different techniques for filing metal; cross filing and draw filing and why they are used.	Cross file and draw file the edges of the pewter keyring.
8	Know how to use the pillar drill accurately and safely.	Mark out hole for keyring and use pillar drill to add the hole.
9	Understand that wet and dry paper is available in different grades and how those grades are used to achieve high quality finishes in metal.	Select correct grade of wet and dry paper to finish surfaces of pewter keyring.
10	Understand that a buffing wheel is used to achieve a high shine finish on metals and plastics.	Use buffing wheel safely to achieve a high shine finish on surfaces and edges of pewter.

How is your progress measured in class in D&T in Food?

Food

Key Skills Log

This tracks progress against key practical skills and understanding of subject specific language.

Emerging

I can identify hazards and health and safety in the food room.

I can demonstrate the bridge and claw cutting techniques with help.

I can use my five senses and simple star diagrams to say what I liked or didn't like about my practical work.

I can design a basic weekly meal plan that includes the five main food groups.

I can bake simple recipes like ginger biscuits and cheese whirls with some help.

I can create a fact file that names key nutrients.

I can choose a food product and explain simply how it gets from source to table.

I can describe what I baked, which techniques I used, and how my food turned out, with help.

I can suggest one way to make a recipe healthier without changing the taste much.

I can name 2 common food allergies.

Achieving

I can confidently identify hazards and health and safety in the kitchen.

I can safely and accurately demonstrate bridge and claw cutting methods during practical lessons.

I can evaluate my practical work explaining strengths and improvements.

I can design a detailed weekly meal plan that balances all five food groups.

I can independently bake recipes such as ginger biscuits, cheese whirls, and Jamaican patties, applying correct techniques.

I can create an informative fact file explaining the functions of key nutrients .

I can explain the journey of a food product from source to table, showing understanding of the process.

I can create a UK seasonal food calendar and explain how eating seasonal food supports sustainability.

I can provide a thorough evaluation of my baking, describing techniques used and results.

I can suggest three practical ways to make a recipe healthier without affecting flavour.

I can research common allergies and explain how to cook safely for those with allergies.

Excelling

I can demonstrate expert knowledge of hazards and health and safety in the kitchen.

I can confidently and precisely apply bridge and claw cutting techniques, adapting skills for different recipes.

I can critically evaluate my practical work.

I can design a weekly meal plan that follows the Eatwell Guide that considers personal and cultural preferences.

I can apply advanced baking and cooking techniques to produce high-quality products

I can explain nutrients; their functions and the health impact of imbalances

I can describe the food production journey from source to table, including environmental and ethical factors

I can explain the benefit of seasonal food on environment and sustainability.

I can provide a professional-level evaluation of my baked products.

I can creatively suggest multiple healthy recipe adaptations that maintain taste and texture.

I can name a number of food allergies and suggest safe cooking strategies and alternative ingredients

Topic: Food and the Environment

Golden Nuggets and Work Hard Food

	Golden Nugget	Work Hard
1	Know the key rules of kitchen safety and hygiene and how to use them when cooking.	Complete a quiz based on hazards and health and safety in the food room.
2	Know how to use the bridge and claw grip safely and confidently to cut food. Practical: Ginger Biscuits	Practice and demonstrate the correct bridge and claw cutting techniques.
3	Know how to evaluate cooking using star diagrams. Practical: Cheese Whirls	Evaluate practical work using 5 senses and star diagrams.
4	Explain how the Eatwell Guide helps people eat a balanced diet. Practical: Carrot Muffins	Design a weekly meal plan that follows the Eatwell Guide and includes all five food groups.
5	Identify important nutrients and understand what they do in your body, like giving energy and fixing tissues. Practical: Sweet puff pastry	Create a fact file explaining the function of key nutrients and what happens when we don't get enough of them or too much of them.
6	Understand how food is made, including farming, animal care, and food production. Practical: Chicken stir fry	Choose a food product (e.g. milk, bread, chicken) and explain the journey from source to table.
7	Know what food seasonality means and why eating seasonal foods is good for the environment. Practical: Jamaican patties	Create a seasonal food calendar for the UK. Explain why eating seasonal foods is better for the environment.
8	Know how to use baking and pastry skills to make good-quality baked goods. Practical: Swiss roll	Evaluation: What did you bake? What techniques did you use? How did it turn out?
9	Be able to look at the nutrition of baked foods and think of ways to make them healthier.	Take a cupcake recipe and suggest three ways to make it healthier without changing taste too much.
10	Know about common food allergies and how to change recipes to keep people safe.	Research a common allergy (e.g. gluten, dairy, nuts) and create an information leaflet on how to cook safely for someone with that allergy.

How is your progress measured in class in D&T in Textiles?

TEXTILES

Key Skills Log

This tracks progress against key practical skills and understanding of subject specific language.

Emerging	Achieving	Excelling
<p>I can identify 1 environmental problem linked to textiles, like waste or pollution.</p> <p>I can state where cotton comes from.</p> <p>I can describe what appliqué is.</p> <p>I can create a simple appliqué design with help.</p> <p>I can describe what block printing is and where it comes from.</p> <p>I can apply a basic block print to fabric with some support.</p> <p>I can describe the basic idea of Batik.</p> <p>I can apply the Batik technique with support.</p> <p>I can name parts of the sewing machine.</p> <p>I can join textile patches with help to start making my tote bag.</p>	<p>I can explain 3 ways the textile industry causes pollution, waste, or overproduction</p> <p>I can describe how and where cotton is grown and processed.</p> <p>I can explain what appliqué is and where it comes from.</p> <p>I can accurately create an appliqué patch.</p> <p>I can explain the cultural origins of block printing and how the technique is traditionally used.</p> <p>I can accurately apply a block print design to cotton.</p> <p>I can explain how Batik is made and its cultural significance.</p> <p>I can apply Batik safely and effectively</p> <p>I can name parts of the sewing machine and describe their function.</p> <p>I can sew together textile patches accurately to construct a tote bag.</p>	<p>I can explain 4 ways the textile industry causes pollution and suggest more sustainable alternatives.</p> <p>I can explain the cotton production process and its impact on the environment.</p> <p>I can explain what appliqué is and how it has been used in different cultures.</p> <p>I can create a detailed appliqué design with neat, decorative stitching.</p> <p>I can compare block printing styles from different cultures.</p> <p>I can apply a clean, well-aligned block print with good ink distribution.</p> <p>I can compare Batik styles from different cultures.</p> <p>I can apply Batik with precision and creativity.</p> <p>I can thread and use the sewing machine safely and correctly.</p> <p>I can independently create a high-quality, sustainable tote bag with neat finishing and strong construction.</p>

Topic: Sustainable Textiles

Golden Nuggets and Work Hard Textiles

	Golden Nugget	Work Hard
1	Identify key environmental impacts of the fashion and textile industry, including waste, pollution, and overproduction.	Create a mind map that explains how and why textiles are bad for the environment
2	Understand the origin of cotton, including how and where it is grown and processed.	Identify the sustainable and unsustainable items and to understand cotton and its properties.
3	Understand the technique of appliqué and its historical and cultural origins.	Answer questions on information about the applique technique and thread a needle.
4	Be able to create a fabric patch using appliqué techniques with accurate stitching and secure application.	Stitch an applique design, that is inspired by the coral reef, to a patch of cotton.
5	Understand the origins and cultural significance of block printing as a textile decoration method.	Design and make a block print inspired by sea creature silhouettes.
6	Apply a block printing design accurately to a patch of cotton fabric using appropriate tools and techniques.	Complete block printing patch whilst creating a neat pattern
7	Understand the origins and traditional use of the Batik technique in global textile design.	Answer questions on information about the technique of Batik and draw your Batik design
8	Apply the Batik technique safely and effectively to decorate a piece of cotton fabric.	Create Batik patch with wax and apply ink. Then remove wax to reveal design
9	Understand the basic parts and functions of a sewing machine and how to operate it safely.	Complete sewing machine driving test neatly
10	Construct a sustainable tote bag by sewing together textile patches using appropriate techniques and finishing skills.	Construct tote bag correctly by sewing seams neatly and straps on correctly

Y9 ADT

Typography and colour theory

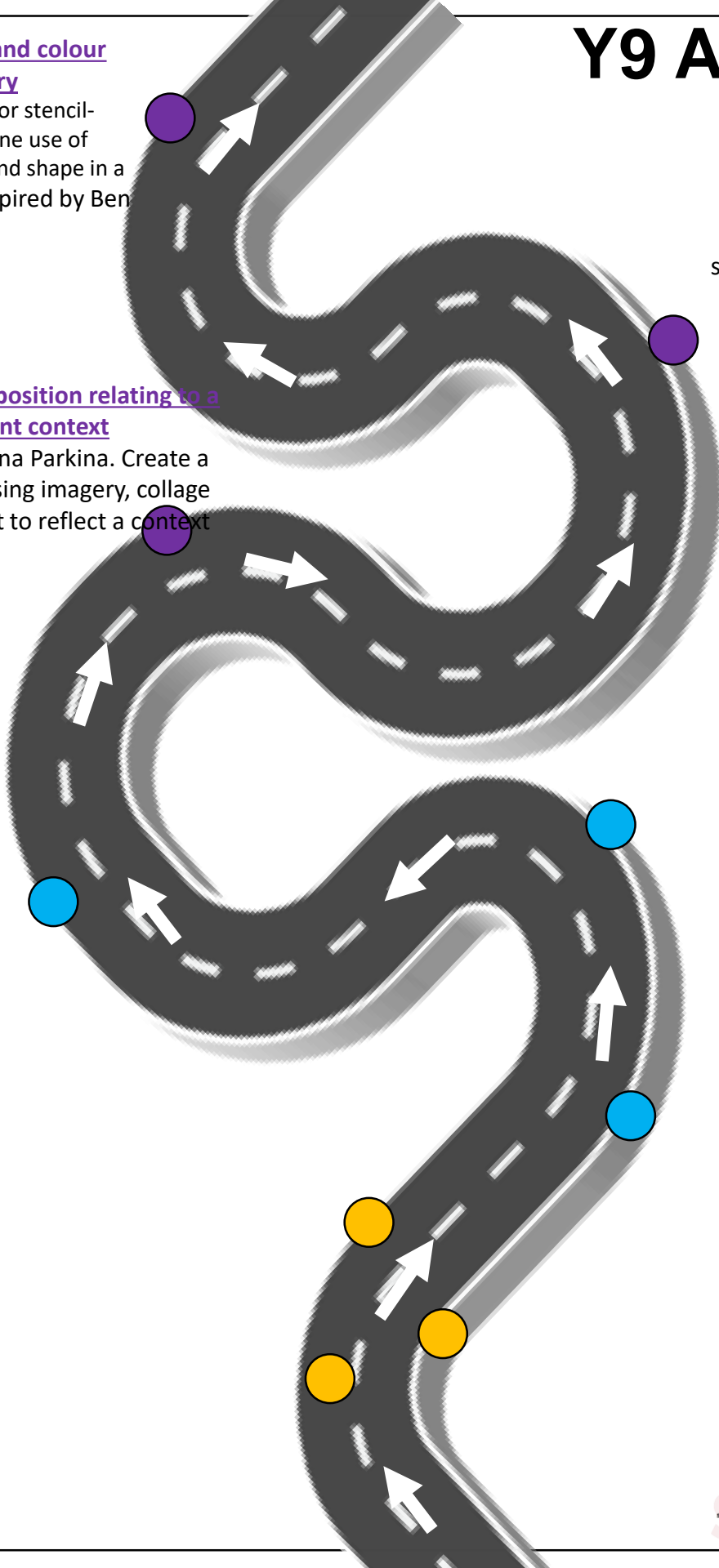
Develop painting or stencil-making skills. Refine use of colour, pattern, and shape in a finished piece inspired by Ben Eine

Creating a composition relating to a current context

Inspiration: Anna Parkina. Create a composition using imagery, collage and block paint to reflect a context

Art Sculpture

Inspiration: Frank Stella. Create an abstract geometric sculpture in response to Stella's bright, bold 3D forms.



How is your progress measured in class in D&T in 3D Design?

3D DESIGN

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Emerging	Achieving	Excelling

Topic:

Golden Nuggets and Work Hard

3D DESIGN

	Golden Nugget	Work Hard
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

How is your progress measured in class in D&T in Food?

Food:

Multicultural Foods & WJEC Hospitality and Catering Links

This tracks progress against key practical skills, cultural knowledge, and understanding of hospitality industry standards

Emerging	Achieving	Excelling
<p>I can identify basic hygiene rules when preparing international dishes.</p> <p>I can use basic preparation skills for a multicultural dish with help</p> <p>I can name one or two world cuisines and dishes.</p> <p>I can list a few jobs in the hospitality industry</p> <p>I can name key nutrients found in multicultural dishes.</p> <p>I can follow a simple recipe from a different culture with help</p> <p>I can say what I liked or didn't like about a dish I cooked from another culture.</p> <p>I can say what "food miles" means.</p>	<p>I can follow hygiene and safety rules when cooking multicultural dishes.</p> <p>I can independently prepare and cook a multicultural dish using appropriate skills and equipment.</p> <p>I can describe the origin of a dish and its cultural significance.</p> <p>I can describe different types of catering establishments and services.</p> <p>I can explain how multicultural foods can meet dietary needs</p> <p>I can plan and organise the ingredients and equipment needed for a multicultural dish.</p> <p>I can evaluate a multicultural dish, identifying strengths and areas for improvement</p> <p>I can describe how multicultural food production affects the environment</p>	<p>I can apply advanced hygiene and safety practices used in professional kitchens when working with multicultural ingredients.</p> <p>I can adapt cooking methods confidently and demonstrate high-level practical skills for a range of international dishes.</p> <p>I can explain how religion, culture, and tradition influence food choices and preparation methods.</p> <p>I can evaluate how different catering establishments meet customer needs, including for multicultural events.</p> <p>I can analyse how multicultural dishes can be adapted to meet different dietary, religious, or ethical needs.</p> <p>I can create a time plan for preparing a multicultural dish, showing excellent organisation and time management.</p> <p>I can write a detailed evaluation considering presentation, taste, skills used, and how it could be improved for different catering scenarios.</p> <p>I can explain the sustainability and ethical impact of sourcing multicultural ingredients globally.</p>

Topic:

Golden Nuggets and Work Hard Food

	Golden Nugget	Work Hard
1	Discuss the importance of food in different cultures and celebrations Explore cultural staples (e.g., rice, flatbreads, legumes).	Create a research poster or presentation on how a specific culture uses food in celebrations
2	Examine how herbs and spices define cultural dishes	Design a “Spice Profile” worksheet for a cultural dish—identify key spices/herbs, describe their flavour, and explain their cultural significance.
3	Understand the concept of food miles and their environmental impact. Learn about seasonal and local ingredients WJEC Link	Create a food miles map: trace the journey of an out-of-season ingredient versus a local alternative.
4	Understand common dietary requirements (vegan, gluten-free, lactose-intolerant). Learn to adapt recipes to meet these needs. WJEC Link	in pairs, choose a dietary need (e.g., vegan or lactose-intolerant) and adapt a common recipe to meet that requirement.
5	Plan a balanced menu that reflects a variety of global cuisines. (Consider dietary needs and visual presentation in menu planning.)	Design a three-course menu inspired by world cuisines.
6	Understand the concept of fusion cuisine and how it blends cultural influences. (Develop creativity in combining flavours and techniques)	Develop a fusion dish that combines two cultural influences (e.g., Mexican sushi roll or curry pizza).
7	Learn techniques for visually appealing food presentation. Understand the role of garnishes and plating styles in enhancing appeal	Create a garnishing and plating mood board using photos or sketches.
8	Reinforce food safety and hygiene practices. Understand the importance of safe handling for high-risk ingredients.	Complete a food safety checklist during a practical session.
9	Apply cooking and presentation skills to create a buffet of multicultural dishes. Reflect on knowledge gained throughout the course	Plan and prepare a mini multicultural buffet, choosing recipes you’ve explored
10		

How is your progress measured in class in D&T in Art?

Y9 ART

Key Skills Log

This tracks progress against key practical skills and understanding of subject specific language.

Emerging	Achieving	Excelling
<p>I can identify 2 different social contexts from the images provided</p> <p>I can describe 1 object from the Anna Parkina Composition</p> <p>I can trace 2 silhouettes from my chosen context</p> <p>I can paint my composition using complimentary colours</p> <p>I can describe what block printing is and where it comes from.</p> <p>I can create a response to Frank Stellas work</p> <p>I can copy a letter in the style of Ben Eines's work</p>	<p>I can identify 3/4 different social contexts from the images provided</p> <p>I can describe multiple objects from the Anna Parkina compositions</p> <p>I can trace 3/4 silhouettes from my chosen context and make links between 2 different contexts</p> <p>I can paint my composition using complimentary colours and tints and shades that have emotional links to the chosen context</p> <p>I can create a variety of compositions in response to Frank Stellas geometric and organic works</p> <p>I can draw my own initial in the style of Ben Eine</p>	<p>I can identify all of the different social contexts from the images provided</p> <p>I can describe and infer the potential meanings from the Anna Parkina compositions</p> <p>I can trace and overlap 5/6 silhouettes from my chosen context and make relevant links between 2 different contexts</p> <p>I can neatly paint my composition using complimentary colours/ tints and shades that evoke emotions relevant to the context</p> <p>I can create a complex composition in response to Frank Stellas geometric and organic works and relevant colour schemes.</p> <p>I can draw my own initial in the style of Ben Eine. Behind the initial I can add a word that also reflects Eine's themes</p>

Topic: Context and Visual language in Art

Golden Nuggets and Work Hard **Art**

	Golden Nugget	Work Hard
1	Identify a range of social issues from the images provided. How important is the context in the images?	Isolate a figure from the contextual images. In the style of Anna Parkina draw up your composition.
2	Analyse Anna Parkina's artworks. Build up your composition in the style of Parkina's work	Add collage elements to your composition. Draw and repeat the figures using the trace transfer technique
3	Demonstrate through application a range of tints and shades to your artwork	Using tints and shades plus a range of complimentary colours add paint and detail to your composition
4	Identify the genre, style and describe an artwork from the artist Frank Stella	Create a geometric composition in the style of Frank Stella using the artists imagery and geometric shape through repetition
5	Create a range of organic shapes and stencils that reflect Frank Stellas work	Draw and make 4/5 mini compositions that reflect Stellas work through colour theory and Op Art
6	Complete mini sculpture in the style of Frank Stella	Neatly cut out sculpture response to Stellas work from own personal design
7	Exploring Typography, Colour Theory & Pattern through Ben Eine's Work	Explore colour theory and how Eine uses it Analyse the use of shapes and patterns in his typographic work. Create a personal design inspired by Eine's alphabet-style lettering
8	Finalising the Ben Eine Inspired Letterform	Develop painting or stencil-making skills Refine use of colour, pattern, and shape in a finished piece
9	Merging Artist Frank Stella and Ben Eine to create a visual sculpture in the form of a Agamograph	Neatly cut out and stick Agamograph using own artwork
10		