

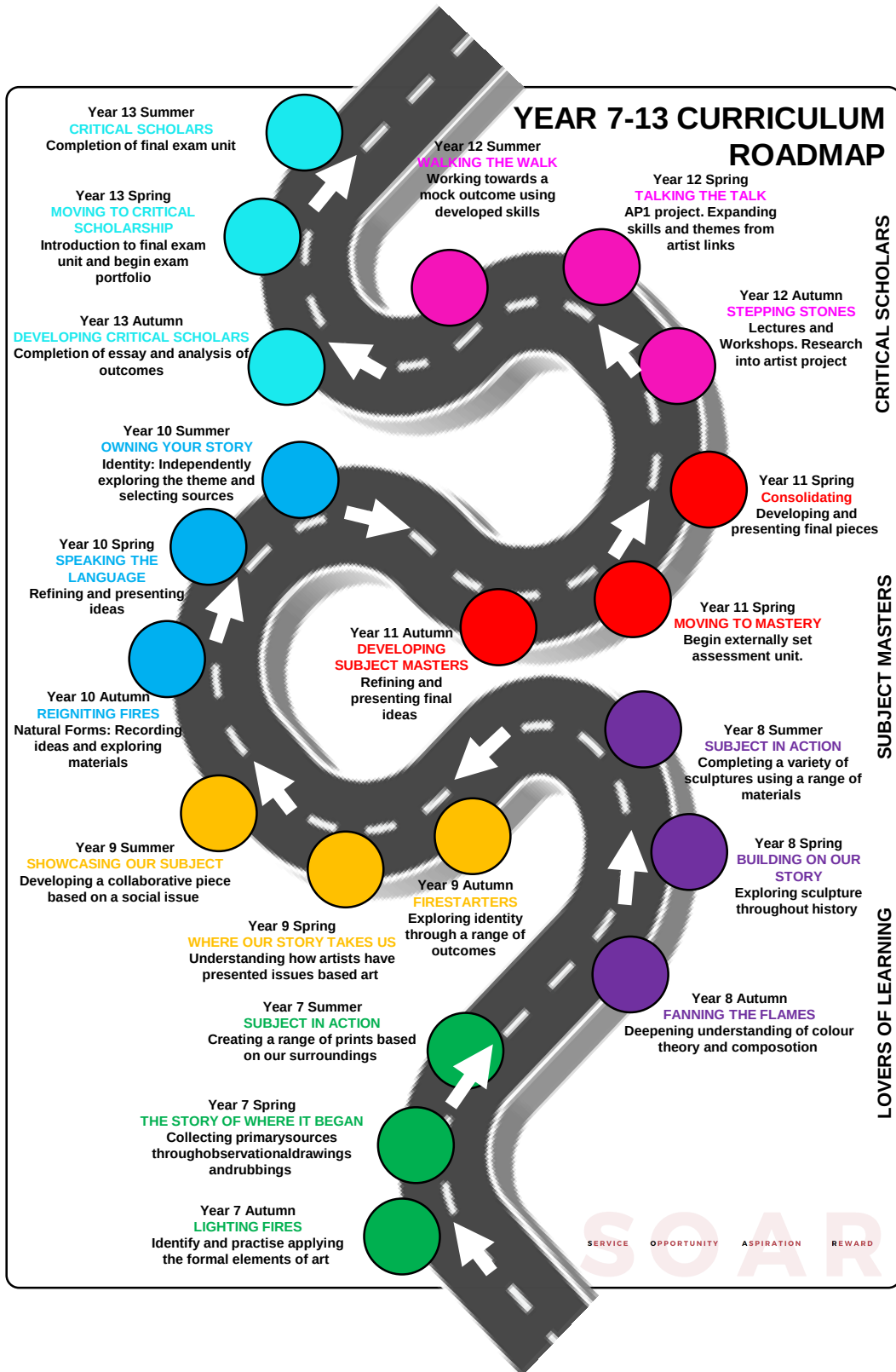
ART, DESIGN & TECHNOLOGY



Head of Department: Ms Liz Gaskell

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:

ADT	ART	Date: / /26
LO: Be able to apply tone to an observational drawing		

1. The object on the right is drawn in 2D

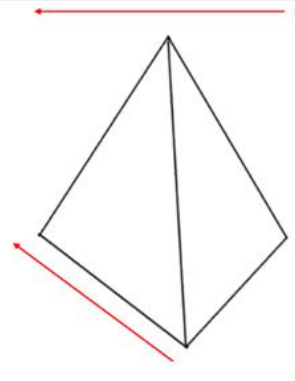
- ☐ True
☐ False

2. To add a darker tone to a drawing you would:

- ☐ Add marks closer together and add more pressure
☐ Add marks further apart and add less pressure
☐ Add marks closer together but keep pressure the same

3. A 3D form shows height, width and what else?

4. Describe the type of mark you would use to draw the bark shown:



Y7 Art

Showcasing skills

Creating final mono, collagraph prints

Developing skills

Exploring print making to develop artwork

Applying skills

Creating compositions using source material to represent our surroundings

Recording

Collecting primary sources through observational drawings and rubbings

How do artists represent texture in art?

Inspiration:
Exploring different ways textures can be recorded using a variety of materials and processes

Understanding the context

Understanding the history of printing and its impact on society

Developing the skills

Exploring and applying colour theory

Showcasing skills

Creating a mixed media piece

Experimenting with materials

Introduction to water colour and paint mixing

Deepening the understanding

Exploring composition and how it can affect an artwork

Introducing the Formal Elements

Identifying and practising using tone, line, shape, texture to create form

How can artists achieve realism in art?

Inspiration: Introduction to still life as an art form and looking at how the formal elements have been included within artworks to create realistic images.

How is your progress measured in Art in Autumn 1&2 and Spring 1?

Art

Mid-point assessment

Assessed against the I Can statements at the mid-point of the project. This will clearly show what skills you need to develop to move to the next band in the project.

End of project assessment

Assessed against the I Can statements at the end of the project. This will clearly show what skills you have developed.

Emerging

Achieving

Excelling

Knowledge & Understanding

- I can define some of the formal elements
- I can use some key words to describe an artists work
- I can identify primary and secondary colours

- I can define formal elements correctly
- I can use informative annotations to describe an artists work
- I can explain how to make secondary colours

- I can explain the formal elements in detail
- I can analyse an artists work in detail
- I can explain in detail how to make secondary and tertiary colours

Working with materials

- I can produce different tones
- I can use materials to show an objects colour

- I can produce 3-4 levels of tone with some blending
- I can select appropriate colours and apply them with some accuracy to an object to suggest form

- I can skilfully blend 5 levels of tone
- I can skilfully select and apply appropriate colour to show realistic form

Design ideas and development

- I can draw basic 3D shapes
- I can identify some features of a composition
- I can identify some textures and make a variety of marks

- I can draw a variety of 3D shapes
- I can explain the term composition and apply it to a drawing
- I can explain the term texture and apply a variety of marks to suggest different textures

- I can confidently draw accurate 3D shapes
- I can confidently apply my understanding of composition and explain what I have done
- I can confidently apply my understanding of texture to a drawing using a variety of marks to make it look realistic

Evaluation

- I can identify when my drawings are accurate

- I can identify and explain where drawings are accurate and suggest areas for refinement

- I can refine area of my work to improve them and explain what I have done

Topic: The Formal Elements

Autumn 1& 2 and Spring 1 Term Golden Nuggets and Work Hard

	Golden Nugget (tested through hinge questions)	Work Hard (independent work checked via live marking)
1	Emerging (catching up): Know what tone is	Create two tone charts
	Achieving (keeping up): Be able to make 5 levels of tone	
	Excelling (going beyond): be able to apply tone realistically	
2	Emerging (catching up): Know the difference between 2D and 3D shapes	Draw a variety of 3D shapes
	Achieving (keeping up): Be able to draw 3D shapes	
	Excelling (going beyond): Be able to draw complex, realistic 3D shape	
3	Emerging (catching up): Know that the darkest shades are furthest from the light source	Identify the core, cast shadows and highlights and reflected light on existing 3D shapes Draw a selection of 3D shapes adding in the core and cast shadows, highlights and reflected lights Self assessment of drawn shapes
	Achieving (keeping up): Be able to apply tone including the core and cast shadows and highlights	
	Excelling (going beyond): Be able to apply realistic tone to add form to 3D shapes including reflected light	
4	Emerging (catching up): Know that composition is the arrangement of elements within an artwork	A written and drawn explanation of own understanding of composition A composition using four shapes
	Achieving (keeping up): Be able to apply tone to 3D shapes within a composition	
	Excelling (going beyond): Be able to apply realistic contour shading to show form	
5	Emerging (catching up): know that texture is how something feels and we use different marks to represent this	Mark making tone charts Practice applying texture to objects
	Achieving (keeping up): Be able to use a variety of marks to suggest texture	
	Excelling (going beyond): Connect the use of marks and tone to make objects appear realistic	

6	Emerging (catching up): Add different marks to an observational drawing	Produce an observational drawing from a photograph Self-assessment of outcome
	Achieving (keeping up): Be able to apply tone to an observational drawing	
	Excelling (going beyond): Apply realistic core and cast shadows reflected light and highlights using a variety of appropriate marks	
7	Emerging (catching up): Know what the primary and secondary colours are	Identification of primary and secondary colours. Categorise warm and cool colours Blending practice with coloured pencils
	Achieving (keeping up): Be able to apply colour theory using coloured pencils	
	Excelling (going beyond): Be able to build up layers to realistically blend colour	
8	Emerging (catching up): Be able to colour map an object	Observational drawing of an apple using coloured pencils Self-assessment of outcome
	Achieving (keeping up): Be able to apply colour theory using pencils to an observational drawing	
	Excelling (going beyond): Create form by blending and layering colours and including highlights and reflected light	
9	Emerging (catching up): Be able to colour map an object	Observational drawing of a piece of fruit or a toy using coloured pencils
	Achieving (keeping up): Be able to apply colour theory using pencils to an observational drawing	
	Excelling (going beyond): Create form by blending and layering colours and including highlights and reflected light	
10	Emerging (catching up): Use basic shapes to draw from observational	Draw a still life Apply tonal shading to first quarter of mixed media still life
	Achieving (keeping up): Be able to apply realistic tone, line and shape to a still life drawing	
	Excelling (going beyond): Apply realistic tone and texture to create form and depth	
11	Emerging (catching up): Apply the correct colours to the correct places	Apply coloured pencil to second quarter of mixed media still life Self-assessment of outcome
	Achieving (keeping up): Be able to apply realistic tone and shape using coloured pencils	
	Excelling (going beyond): Apply realistic tone, and texture using coloured pencils to create form and depth	
12	Emerging (catching up): know how to mix watercolours	Practice blending water colours Apply watercolour to an observational drawing Self-assessment of outcome
	Achieving (keeping up): Be able to apply colour theory to watercolour, blending to create tone	
	Excelling (going beyond): Manipulate watercolour to achieve highlights and reflected light	
13	Emerging (catching up): Apply the correct colours to the correct places	Apply water colours to the last quarter of a mixed media still life Self-evaluation of final piece
	Achieving (keeping up): Be able to apply realistic tone and texture using water colour	
	Excelling (going beyond): Apply realistic tone and texture using water colours to create form and depth	

How is your progress measured in Art in Spring 2 and Summer 1 & 2

Art	
Mid-point assessment	Assessed against the I Can statements at the mid-point of the project. This will clearly show what skills you need to develop to move to the next band in the project.
End of project assessment	Assessed against the I Can statements at the end of the project. This will clearly show what skills you have developed.

Emerging	Achieving	Excelling
Knowledge & Understanding		
- I can write a definition of key terms such as texture, tone and composition - I can record a process including some of the printing process	- I can define key terms such as texture, tone and composition - I can record a complete printing process	- I can define key terms such as texture, tone and composition and relate them to my work - I can record an in-depth printing process
Working with materials		
- I can collage 2-3 materials to make a collagraph - I can use line and tone to make objects appear 3D - I can use mark making to create some textures	- I can collage a range of materials to make a collagraph - I can use line and tone to make objects appear 3D and apply this mono printing - I can use mark making to create a range of textures	- I can collage a range of appropriate materials to make a well-considered collagraph - I can confidently make object appear 3D and apply this realistically to mono printing - I can use mark making to create a range of realistic textures
Design ideas and development		
- I can produce a composition using my drawings and rubbings - I can record from observation by creating rubbings and or drawings - I can produce a collagraph and a mono print	- I can produce an interesting composition overlapping rubbings and drawings - I can record from observation creating a range of rubbings and drawings - I can produce a mono print that clearly reflects the original composition - I can produce a clear collagraph print showing a range of textures	- I can produce a well-considered composition thoughtfully layering rubbings and drawings - I can confidently record from observation producing accurate rubbings and drawings - I can produce a refined mono print which clearly reflects the original composition - I can produce a refined collagraph print with clean edges, showing a range of interesting textures
Evaluation		
I can identify where my work is accurate and areas that could be improved	I can identify and explain why my work is accurate and suggest areas for refinement	I can refine area of my work to improve them and explain what I have done

Topic: Our surroundings: print making

Spring 2 and summer 1 & 2 1Term Golden Nuggets and *Work Hard*

	Golden Nugget (tested by hinge questions)	Work Hard (independent work)
1	Emerging (catching up): Be able to explain what texture is and record some textures	Mind map Definition of tone Rubbings
	Achieving (keeping up): Be able to describe textures and effectively record them visually	
	Excelling (going beyond): Be able to record textures and describe in detail the process	
2	Emerging (catching up): Be able to use some marks to record texture, shape, form and tone	Observational drawings
	Achieving (keeping up): Be able to use a variety of marks to effectively record texture, shape, form and tone	
	Excelling (going beyond): Be able to apply and refine realistic texture using a variety of appropriate marks	
3	Emerging (catching up): Be able to describe some key facts about printing and its uses	Research page on printing
	Achieving (keeping up): Be able to describe the history of printing and its uses in society	
	Excelling (going beyond): Be able to evaluate the impact printing has had on society	
4	Emerging (catching up): Be able to use some keywords to describe an artist's work	Analysis of an artists print
	Achieving (keeping up): Be able to analyse an artist's work	
	Excelling (going beyond): Be able to critically evaluate an artist's work	
5	Emerging (catching up): Be able to plan a composition	A collaged composition
	Achieving (keeping up): Be able to plan an effective composition for a collagraph print	
	Excelling (going beyond): Be able to plan a well refined composition for a collagraph print thinking about texture	
6	Emerging (catching up): Be able to make a collage	A collagraph plate Record of making
	Achieving (keeping up): Be able to construct a collagraph plate in response to original idea	
	Excelling (going beyond): Be able to construct a collagraph plate that accurately resembles the original collage and textures shown	

1	Emerging (catching up): Be able to produce a mono print	Mono print Self-assessment
	Achieving (keeping up): Be able to use source material to produce a mono print	
	Excelling (going beyond): Produce a refined and accurately detailed monoprint	
2	Emerging (catching up): Be able to produce a collagraph print	Collagraph print Self-assessment
	Achieving (keeping up): Be able to produce an accurate collagraph print	
	Excelling (going beyond): Produce a refined and accurately detailed collagraph print	
3	Emerging (catching up): Be able to record some parts of a process	Record of making
	Achieving (keeping up): Be able to record all parts of a process and identify where things have gone well	
	Excelling (going beyond): Be able to record all parts of a process in detail and explain how to fix errors	

Y8 Art

Refining and evaluating skills

Analysing outcomes and refining based on success criteria

Understanding the context

Researching local sculptures and their meaning

How has sculpture developed over time

Inspiration: Exploring traditional, modern and contemporary sculpture through history

Showcasing skills

Producing a final piece in response to artist research

Exploring materials

Applying skills to a range of materials

Developing skills

Deepening colour theory knowledge and practising mixing tints, tones and shades of primary and secondary colours

How do artists use colour to suggest mood and realism

Inspiration: Exploring the work of a range of artists and how they apply painted colour to their artworks

Practising skills

Working with a variety of materials to make sculptural outcomes such as clay, plaster, mod roc and wire

Context

Developing a portrait plan to use as a guide to make a clay bust

Introducing knowledge

Exploring different types of sculpture from a variety of artists and cultures

Understanding the context

Researching and analysing artists to understand how they work and what inspired them

Applying the skills

Creating a final piece applying tints, tones and shades

Recapping skills

Creating simplified compositions using line, shape and form

How is your progress measured in Art in Autumn 1&2 and Spring 1?

Art

Mid-point assessment	Assessed against the I Can statements at the mid-point of the project. This will clearly show what skills you need to develop to move to the next band in the project.
End of project assessment	Assessed against the I Can statements at the end of the project. This will clearly show what skills you have developed.

Emerging	Achieving	Excelling
Knowledge & Understanding		
- I can use some key words to explain an artists work - I can explain what composition is - I can explain what a secondary colour is and some colour theory - I can identify some differences and similarities between different artists	- I can use informative annotations to explain an artists work - I can describe a composition using key words - I can explain colour theory - I can explain the difference and similarities between different artists work	- I can use relevant and analytical annotations to explain an artists work - I can confidently describe a composition using keywords - I can explain how colour theory might be used within an artwork - I can explain in detail the differences and similarities between different artists work and link it to my own
Working with materials		
I can mix secondary colours I can mix some tints, tones and shades I can trace my composition I can produce a transcription of an artists work I can produce a collage	- I can accurately mix secondary colours - I can mix tints, tones and shades which increase gradually - I can transfer a composition accurately - I can produce an accurate transcription of an artists work - I can produce an collage inspired by an artist	- I can mix secondary colours and apply them with accuracy - I can confidently mix a variety of tints, tones and shades - I can refine my transferred composition as needed - I can produce a highly refined transcription of an artists work - I can produce a refined and effective collage inspired by an artists
Design ideas and development		
- I can produce three basic line drawings - I can create a composition - I can produce an outcome inspired by an artist	- I can produce three accurate line drawings - I can create a composition where objects overlap - I can produce an outcome inspired by an artist showing a variety of tints, tones and shades	- I can produce three highly accurate line drawings - I can create an interesting and considered composition where objects overlap - I can produce an outcome which is highly refined both with colour and line
Evaluation		
I can identify what is going well within my work and areas for development	- I can explain where work is accurate and what has helped to achieve this. - I can suggest ways of developing my work	- I can refine areas of my work to improve them and explain what I have done. - I can link my work back to the work of the artists that inspired it.

Topic: Colour Theory: Stil life

Autumn 1& 2 and Spring 1 Term Golden Nuggets and *Work Hard*

	Golden Nugget (tested by hinge questions)	Work Hard (independent work)
1	Emerging (catching up): Know what composition means in relation to art	Definition of the term composition in relation to art works Draw three objects using line only and arrange into a composition Self-assessment of composition
	Achieving (keeping up): Be able to define the term composition and apply it to an artwork	
	Excelling (going beyond): make links between the compositions of others and your own work	
2	Emerging (catching up): Know what the primary and secondary colours are and how to mix them	Identification of colour classifications through writing and applying colour
	Achieving (keeping up): Be able to mix and apply primary and secondary colours and explain what a complimentary colour is	
	Excelling (going beyond): Refine painting as needed to produce an accurate, neat finish	
3	Emerging (catching up): Know what to add to make a tint, tone and shade	Tints, tones and shades chart Self-evaluation
	Achieving (keeping up): Be able to mix and apply tints, tones and shades	
	Excelling (going beyond): Apply tints, tones and shades with accuracy, refining as necessary	
4	Emerging (catching up): Be able to apply paint to shapes	Painted composition
	Achieving (keeping up): Be able to use a paint brush accurately to apply a variety of painted tints, tones and shades	
	Excelling (going beyond): Refine painted work independently	
5	Emerging (catching up): Describe an artist's work using keywords	Artist research page Venn diagram
	Achieving (keeping up): Be able to research an artist and make comparisons	
	Excelling (going beyond): Critically analyse an artist's work	
6	Emerging (catching up): Be able to transcribe an artwork	Colour pencil transcription of an artwork
	Achieving (keeping up): Be able to accurately transcribe an artwork, thinking about the formal elements	
	Excelling (going beyond): Refine work independently as necessary	

7	Emerging (catching up): Describe an artist's work using keywords	Artist research page including transcription
	Achieving (keeping up): Be able to research an artist and make comparisons with another artists work	
	Excelling (going beyond): Critically analyse an artist's work	
8	Emerging (catching up): Be able to apply colored pencil tone to 3D shapes	Tone applied with 4B pencils and coloured pencils Self-assessment Description of a composition
	Achieving (keeping up): Be able to successfully apply tone using coloured pencils	
	Excelling (going beyond): Include core and cast shadows and highlights and reflected light	
9	Emerging (catching up): Be able to apply painted tone to 3D shades	Blending worksheet Tone applied to a sphere with paint Self-assessment
	Achieving (keeping up): Be able to successfully apply and blend tone using paint	
	Excelling (going beyond): Include core and cast shadows and highlights and reflected light	
10	Emerging (catching up): Be able to make a collage	A collaged composition A written explanation of their composition
	Achieving (keeping up): Be able to produce a collage based on Hackney architecture	
	Excelling (going beyond): Be able to link your work to that of an artists	
11	Emerging (catching up): Be able to add tone to a painted outcome	Final painted still life Self assessment
	Achieving (keeping up): Be able to apply colour theory and tone to a painted outcome to suggest form	
	Excelling (going beyond): Be able to refine work independently as necessary	

How is your progress measured in Art in Spring 2 and Summer 1 & 2?

Art

Mid-point assessment

Assessed against the I Can statements at the mid-point of the project. This will clearly show what skills you need to develop to move to the next band in the project.

End of project assessment

Assessed against the I Can statements at the end of the project. This will clearly show what skills you have developed.

Emerging

Achieving

Excelling

Knowledge & Understanding

- I can use some key words to explain an artists work
- I can identify some features modern, traditional and contemporary sculpture

- I can use informative annotations to explain an artists work and know how it links to my own
- I can identify modern, traditional and contemporary sculpture and apply some key features to my work

- I can use analytical annotations to explain an artists work and clearly explain its link to my own
- I can identify modern, traditional and contemporary sculpture and apply key features accurately to my work

Working with materials

- I can produce a clay bust
- I can produce observational drawings using different marks and at least three levels of tone
- I can use wire to create a figurative statue
- I can use modroc to create a 3D form

- I can produce a clay bust which resembles a celebrity
- I can produce observational drawings using a variety of marks to show texture and tone
- I can use wire to create a wire sculpture following a design
- I can use modroc to create a 3D form which considers texture

- I can produce an accurate clay bust which clearly resembles a celebrity
- I can produce refined observational drawings which accurately use a variety of appropriate marks to show accurate texture and tone
- I can skilfully use wire to create an accurate wire sculpture following a design
- I can use modroc to create an accurate textured 3D form

Design ideas and development

- I can produce a portrait plan
- I can produce 2-3 ideas for my wire sculpture
- I can record some parts of a process
- I can produce outcomes

- I can produce a recognisable portrait plan for my bust sculpture
- I can plan three design ideas for my wire sculpture that convey an emotion
- I can clearly record key features of a process
- I can produce three outcomes inspired by an artist

- I can produce an accurate portrait plan for my bust sculpture
- I can plan three design ideas for my wire sculpture which clearly and creatively convey three different emotions
- I can record all aspects of a process in detail
- I can produce three highly refined outcomes

Evaluation

- I can identify what is going well within my work and areas for development

- I can explain where work is accurate and what has helped to achieve this.
- I can suggest ways of developing my work

- I can refine areas of my work to improve them and explain what I have done.
- I can link my work back to the work of the artists that inspired it.

Topic: Colour Theory: Stil life

Spring 2 and Summer 1 & 2 Term Golden Nuggets and *Work Hard*

	Golden Nugget (tested by hinge questions)	Work Hard (independent work)
1	Emerging (catching up): Be able to explain what a sculpture is	Written description and analysis of sculpture/s
	Achieving (keeping up): Be able to identify and explain why a sculpture is traditional, modern or contemporary	
	Excelling (going beyond): Be able to analyse and explain the key features of traditional, modern and contemporary sculpture	
2	Emerging (catching up): Be able to produce a portrait plan	A portrait plan of a celebrity
	Achieving (keeping up): Be able to draw a recognisable portrait plan	
	Excelling (going beyond): Be able to draw an accurate and refined portrait plan	
3	Emerging (catching up): Be able to use clay to form a bust	A clay bust of a celebrity Self-assessment
	Achieving (keeping up): Be able to use clay to form a recognisable bust	
	Excelling (going beyond): Be able to make an accurate and refined clay bust	
4	Emerging (catching up): Be able to use some key words to explain an artist's work	Artist research page
	Achieving (keeping up): Be able to use informative annotations to explain an artist's work and know how it links to my own	
	Excelling (going beyond): Be able to use analytical annotations to explain an artist's work and clearly explain its link to my own	
5	Emerging (catching up): To cast a plinth and record some features	A cast plinth Record of making
	Achieving (keeping up): To record the process of making a plinth and apply understanding	
	Excelling (going beyond): To clearly record the process of casting in detail	
6	Emerging (catching up): Produce 2-3 ideas for my wire sculpture	Annotated design ideas
	Achieving (keeping up): Plan three design ideas for my wire sculpture that convey an emotion	
	Excelling (going beyond): Plan three design ideas for my wire sculpture which clearly and creatively convey three different emotions	

7	Emerging (catching up): Be able to use wire to create a figurative statue	A wire sculpture Self-assessment
	Achieving (keeping up): Be able to use wire to create a wire sculpture following a design	
	Excelling (going beyond): Be able to skilfully use wire to create an accurate wire sculpture following a design	
8	Emerging (catching up): Be able to use some key words to explain an artist's work	Artist research page
	Achieving (keeping up): Be able to use informative annotations to explain an artist's work and know how it links to my own	
	Excelling (going beyond): Be able to use analytical annotations to explain an artist's work and clearly explain its link to my own	
9	Emerging (catching up): Be able to draw from observation	Observational drawings of fruit in a range of media
	Achieving (keeping up): Be able to apply colour, line, texture and shape to create realistic form	
	Excelling (going beyond): Be able to apply and refine colour, line, texture and shape to create realistic accurate form	
10	Emerging (catching up): I can use modroc to create a 3D form	Mod roc sculpture of a piece of fruit
	Achieving (keeping up): I can use modroc to create a 3D form which considers texture	
	Excelling (going beyond): I can use modroc to create an accurate textured 3D form	
11	Emerging (catching up): Be able to produce a sculpture using mod roc	Application of surface decoration to sculpture
	Achieving (keeping up): Be able to produce a sculpture in response to artist research	
	Excelling (going beyond): Be able to present accurate and well refined sculptures that clearly link to artist research	

Y9 Art

Evaluate and refine

Refine work based on evaluation of work in line with success criteria

Working collaboratively

Independently plan work to contribute to a collaborative piece

Can art change people's opinions of the big issues?

Inspiration: exploring a diverse range of contemporary artists who address social issues through their work in an effort to inspire change

Showcasing skills

Extending an outcome to incorporate colour and symbolism to represent your identity

Refining ideas

Developing a piece of work beyond its initial stages by combining materials such as pencil, collage, line and stitches

How can identity be represented through art?

Inspiration: Exploring a variety of artist's self-portraits to understand how they have used symbolism to convey ideas

Extending skills

Understanding key features of and accurately presenting creative typography

Introducing skills

Expressing opinions using collage and a limited colour palette

Understanding the concept

Investigating issues based art to understand artistic choices and the motivation behind them

Understanding the context

Researching an artists to understand how they work and show identity of a culture and individual through their work

Applying skills

Creating partial self-portraits using tonal pencil

Recapping skills

Using the formal elements to draw a range of facial features

How is your progress measured in Art in Autumn 1 & 2 and Spring 1?

Art

Mid-point assessment

Assessed against the I Can statements at the mid-point of the project. This will clearly show what skills you need to develop to move to the next band in the project.

End of project assessment

Assessed against the I Can statements at the end of the project. This will clearly show what skills you have developed.

Emerging

Achieving

Excelling

Knowledge & Understanding

- I can produce a mind map exploring 1-2 aspects of my identity
- I can produce a transcription of an artists work
- I can use some key words to describe an artists work

- I can produce a mind map exploring aspects of my identity
- I can produce an accurate transcription of an artists work
- I can use informative annotations to describe an artists work

- I can produce a mind map clearly exploring aspects of my identity
- I can produce a precise and highly refined transcription of an artists work
- I can use analytical and informative annotations to describe artists work

Working with materials

- I can apply 2-4 levels of tone to a portrait
- I can produce a portrait using a grid to help me
- I can describe the formal elements (tone, shape, line, texture, form, composition)
- I can apply a variety of materials (tonal pencil, thread, collage, acrylic paint pen)

- I can apply 5 levels of a tone to suggest form
- I can produce an accurate portrait with some aspects resembling the original image, using the grid to create accurate proportions
- I can apply the formal elements accurately (tone, shape, line, texture, form, composition)
- I can accurately apply a variety of materials (tonal pencil, thread, collage, acrylic paint pen) to different outcomes

- I can apply 7 levels of tone to suggest realistic form
- I can produce a highly refined accurate outcome showing exact proportions
- I can consider and accurately apply the formal elements (tone, shape, line, texture, form, composition) to a range of work
- I can select and accurately apply a variety of materials (tonal pencil, thread, collage, acrylic paint pen) refining indecently as necessary

Design ideas and development

- I can show I understand an artists work through some of my responses
- I can plan a response
- I can describe some of the steps I have taken to make my work

- I can show a good understanding of an artists work through annotations and my own responses
- I can plan a response to links to an artist
- I can clearly describe all steps taken to make my work

- I can show a clear understanding of artists work that distinctly links to my own responses
- I can plan work that clearly links to my artist research
- I can clearly describe any refinements I have made to my work

Evaluation

- I can identify areas of success within my work and suggest areas to develop
- I can develop some areas of my

- I can evaluate my work against success criteria
- I can explain how something could be improved and act upon it

- I can critically evaluate my work against success criteria
- I can independently refine work and explain what I have done and how it has

Topic: Identity

Autumn 1 & 2 and Summer 1 Term Golden Nuggets and *Work Hard*

	Golden Nugget (tested by hinge questions)	Work Hard (independent work)
1	Emerging (catching up): Use words or pictures to describe yourself and know that artist have represented themselves through art	A mind map exploring own identity Written descriptions of artists work
	Achieving (keeping up): Be able to describe yourselves using words and pictures and understand how artists have represented themselves through art	
	Excelling (going beyond): Make links between symbology (images/colours/motifs) and the meaning behind them	
2	Emerging (catching up): Be able to draw some facial features	Tone chart Tonal drawings of facial features Self assessment
	Achieving (keeping up): Be able to draw facial features using line, tone, shape and texture	
	Excelling (going beyond): Suggest accurate form through use of the formal elements	
3	Emerging (catching up): be able to produce a partial portrait using line	A line drawing partial self portrait
	Achieving (keeping up): Be able to produce an accurate grid drawing of a portion of your face	
	Excelling (going beyond): Produce a highly refined accurate drawing	
4	Emerging (catching up): Be able to apply 2-4 levels of tone to a portrait	Tone applied to partial self portrait Self assessment
	Achieving (keeping up): Be able to apply 5 levels of tone to suggest form	
	Excelling (going beyond): Apply 7 levels of contoured tone to show realistic form	
5	Emerging (catching up): Describe an artists work using keywords	A research page including transcription
	Achieving (keeping up): Be able to research an artists work and meaning behind it	
	Excelling (going beyond): Be able to critically evaluate the work of an artist and make links between their work and your own	
6	Emerging (catching up): Be able to plan a response	A written and drawn plan of thread application Practice threading Self-evaluation
	Achieving (keeping up): Be able to plan a response to links to an artist	
	Excelling (going beyond): Plan work that clearly links to my artist research	

7	Emerging (catching up): Follow a plan to make a response	Final piece; partial portrait with thread Self-evaluation
	Achieving (keeping up): Be able to make quality outcomes in response to artist research and planning	
	Excelling (going beyond): Produce a highly refined outcome with clear links to planning and research	
8	Emerging (catching up): Use images to make a collage	Self-identity collage Self-assessment
	Achieving (keeping up): Be able to respond creatively to a specific artwork using collage	
	Excelling (going beyond): Select appropriate images to make a refined collage reflecting themselves	
9	Emerging (catching up): Use key words to describe features of an artist's work	Artists research page with transcription
	Achieving (keeping up): Be able to analyse an artist's work	
	Excelling (going beyond): Make clear links between artist's work and the meaning behind it	
10	Emerging (catching up): Use broken line and collage to make a self portrait	Continuous line portrait Continuous line and collage portrait Self-assessment
	Achieving (keeping up): Be able to use continuous line to produce a self-portrait and combine with collage	
	Excelling (going beyond): Select appropriate shapes and colours to reflect identity and present in a refined composition	
11	Emerging (catching up): Combine some techniques to create a portrait	Mixed media self portrait Self-assessment
	Achieving (keeping up): Be able to combine a variety techniques to produce a mixed media self portrait	
	Excelling (going beyond): Select appropriate techniques and materials to produce a highly refined and thoughtful outcome	

How is your progress measured in Art in Spring 2 and Summer 1 & 2?

Art

Mid-point assessment	Assessed against the I Can statements at the mid-point of the project. This will clearly show what skills you need to develop to move to the next band in the project.
End of project assessment	Assessed against the I Can statements at the end of the project. This will clearly show what skills you have developed.

Emerging	Achieving	Excelling
Knowledge & Understanding		
- I can produce a mind map exploring some social issues - I can produce studies of an artist's work - I can use some key words to describe an artist's work - I can identify some features of typography	- I can produce a mind map exploring social issues that are important to you - I can accurate observational studies of an artist's work - I can use informative annotations to describe artists work and the meaning behind them - I can identify key features of typography and apply them to my work	- I can produce a mind map that clearly explores a variety of social issues important to you - I can produce precise observational studies of an artist's work - I can use analytical annotations to describe artist's work and the meaning behind it - I can apply key features of typography with accuracy to my work
Working with materials		
- I can show a basic understanding of an artist's work through my own outcomes - I can apply paint - I can produce a collage with text	- I can demonstrate some understanding of an artists work through my own annotations and responses - I can apply paint with some accuracy - I can produce a collage with text that is clearly inspired by an artist's work	- I can demonstrate a good understanding of an artist's work through annotations and my own responses - I can apply paint with accuracy - I can produce a thoughtful collage with a clear social message
Design ideas and development		
- I can show an emerging understanding of composition - I can show a basic understanding of the formal elements - I can produce outcomes that show an understanding of the processes taught with some accuracy	- I can create effective compositions - I can consider the formal elements and apply them with some accuracy - I can produce confident outcomes demonstrating increasing skill and accuracy	- I can create highly effective and interesting compositions - I can apply the formal elements with great accuracy - I can produce highly developed outcome demonstrating accuracy and precision
Evaluation		
- I can describe the work I have made - I can develop some areas of my work	- I can make links between research and my own final pieces - I can explain how something could be improved and act upon it	- I can make clear and thoughtful reference between research and my own final pieces - I can critically evaluate my work against success criteria - I can independently refine work and explain what I have done and how it has affected my outcome

Topic: Issues Based Art

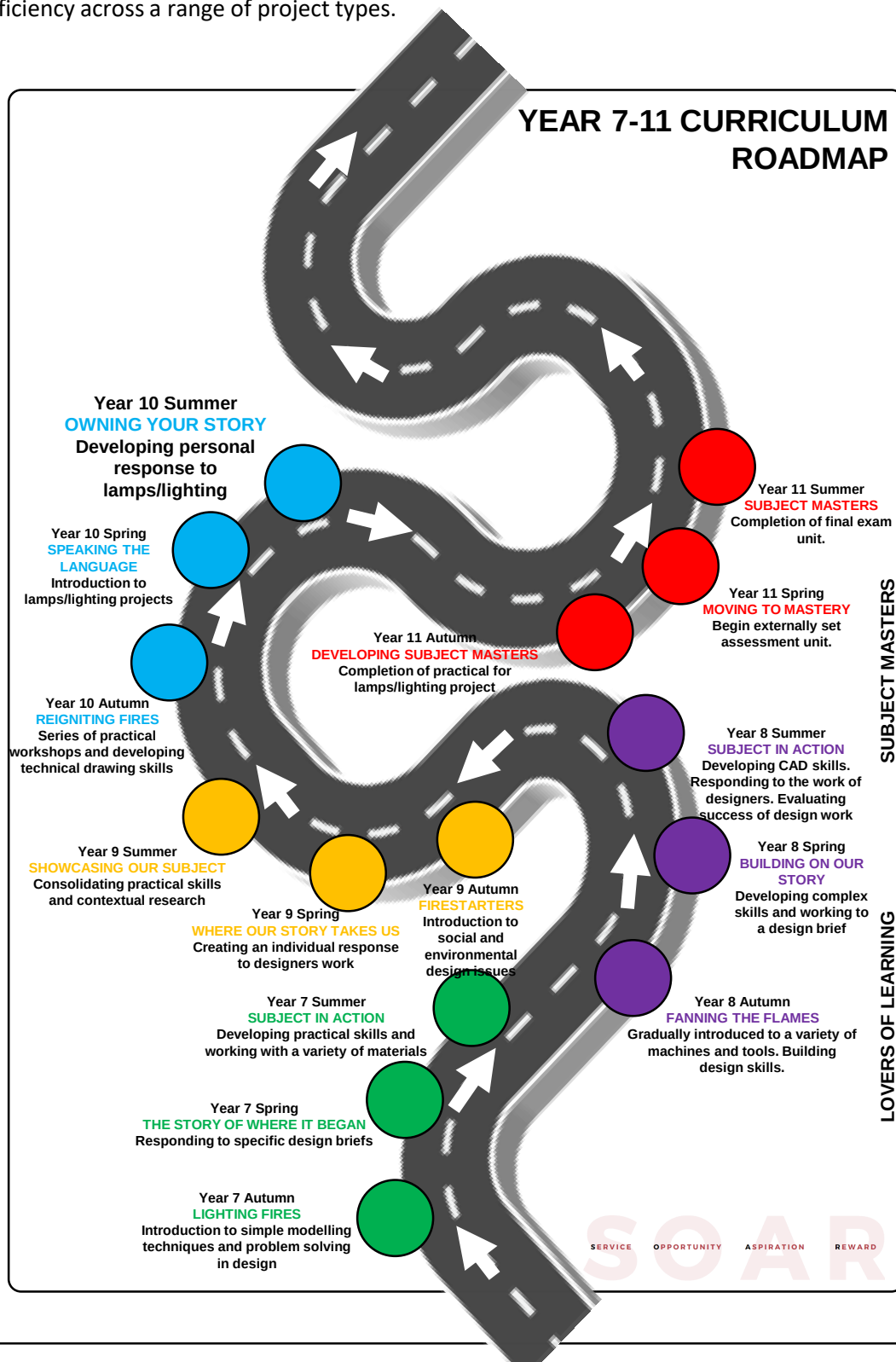
Spring 2 and Summer 1 & 2 Term Golden Nuggets and *Work Hard*

	Golden Nugget (tested by hinge questions)	Work Hard (independent work)
1	Emerging (catching up): I can use key words to describe artist's work	Written analysis of artist's work
	Achieving (keeping up): I can explain how a variety of artists have presented issues through their work	
	Excelling (going beyond): I can analyse and make clear links between an artist's work and the social issues it represents	
2	Emerging (catching up): Be able to produce a mind map exploring some social issues	Mind map exploring social issues
	Achieving (keeping up): Be able to produce a mind map exploring social issues that are important to you	
	Excelling (going beyond): Be able to produce a mind map that clearly explores a variety of social issues important to you	
3	• Emerging (catching up): Be able to use some key words to describe an artist's work	Artist research page with transcription
	Achieving (keeping up): Be able to use informative annotations to describe artists work and the meaning behind them	
	Excelling (going beyond): Be able to use analytical annotations to describe artist's work and the meaning behind it	
4	Emerging (catching up): Be able to show a basic understanding of an artist's work through my own collaged outcomes	A collage in response to artist research Self-assessment
	Achieving (keeping up): Be able to demonstrate some understanding of an artist's work through my own annotations and collaged response	
	Excelling (going beyond): Be able to demonstrate a good understanding of an artist's work through annotations and refined collaged response	
5	Emerging (catching up): I can identify some features of typography	Typography research page
	Achieving (keeping up): I can identify key features of typography and apply them to my work	
	Excelling (going beyond): I can apply key features of typography with accuracy to my work	
6	Emerging (catching up): I can produce studies of an artist's work	Artist transcription
	Achieving (keeping up): I can accurate observational studies of an artist's work	
	Excelling (going beyond): I can produce precise observational studies of an artist's work	

7	Emerging (catching up): Be able to plan an outcome	Typography practice Drawn and annotated plan for outcome
	Achieving (keeping up): Be able to plan an effective outcome that links to research	
	Excelling (going beyond): Be able to plan and refine an accurate outcome that clearly links to research	
8	Emerging (catching up): Be able to apply paint	Painted letters (to form group piece) Self/group evaluation
	Achieving (keeping up): Be able to apply paint with some accuracy	
	Excelling (going beyond): Be able to apply paint with accuracy	
9	Emerging (catching up): Be able to show a basic understanding of an artist's work through my own outcomes	Artist analysis Plan for outcome
	Achieving (keeping up): Be able to demonstrate some understanding of an artist's work through my own	
	Excelling (going beyond): Be able to demonstrate a good understanding of an artist's work through annotations and my own responses	
10	Emerging (catching up): Be able to produce outcomes that show an understanding of the processes taught with some accuracy	Outcome in response to research
	Achieving (keeping up): Be able to produce confident outcomes demonstrating increasing skill and accuracy	
	Excelling (going beyond): Be able to produce highly developed outcome demonstrating accuracy and precision	

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.



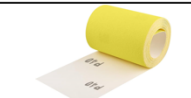
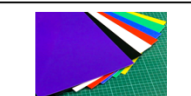
How do all D&T lessons start? (Ready to Learn)

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 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 D&T in 3D Design?

3D DESIGN

Mid-point assessment	Assessed against the I Can statements at the mid-point of the project. This will clearly show what skills you need to develop to move to the next band in the project.
End of project assessment	Assessed against the I Can statements at the end of the project. This will clearly show what skills you have developed.

Emerging

Achieving

Excelling

DESIGNING

- | | | |
|---|--|---|
| <ul style="list-style-type: none">• I can sketch a basic idea and label what it is• I can draw my idea so someone else could understand it• I can say what my product needs to do | <ul style="list-style-type: none">• I can produce an annotated design that explains my choices and shows how my idea meets the brief• I can use sketches, notes and labels to communicate my design intentions clearly• I can write a design brief that describes what the product should do, who it is for and what it should look like | <ul style="list-style-type: none">• I can develop and refine my design, explaining how each decision connects to the brief, the user and the making process• I can use a range of communication methods to show my ideas in detail, including how the product will work and look• I can write a design brief and a set of criteria I can use to judge whether my finished product is successful |
|---|--|---|

TECHNICAL KNOWLEDGE

- | | | |
|---|---|--|
| <ul style="list-style-type: none">• I can name the materials I have used and say one property of each• I can name the processes I have used and say what each one does• I can describe what my product does | <ul style="list-style-type: none">• I can describe the properties of materials I have used and explain why they were chosen for this product• I can explain how each process works and why it was used at that stage of making• I can explain how the key components or systems in my product work together to make it function | <ul style="list-style-type: none">• I can compare materials, explaining why specific ones are better suited to a design problem than alternatives and how properties affect the making process• I can explain why each process was chosen for that specific material and task, linking process to material properties and design intention• I can explain how mechanical, electrical or structural systems work in my product and link this to real-world examples |
|---|---|--|

MAKING SKILLS

- | | | |
|---|--|--|
| <ul style="list-style-type: none">• I can use basic tools safely with teacher support• I can follow instructions to make my product with support• I can make a product that responds to the brief | <ul style="list-style-type: none">• I can select and use appropriate tools safely and independently to make my product• I can work through a making process independently, producing a product that matches my design• I can produce a neat, functional product that clearly reflects my design intentions | <ul style="list-style-type: none">• I can use a range of tools with skill and precision, adapting my technique when something is not working• I can manage my own making process, problem-solving when things go wrong and producing a high quality outcome• I can produce a well-finished product that shows attention to detail, quality of making and a strong connection to my original design |
|---|--|--|

Topic: Jitterbugs

Golden Nuggets and Work Hard 3D DESIGN

	Golden Nugget (tested by hinge questions)	Work Hard (independent work)
1	Emerging (catching up): Know the main safety rules in the workshop and can name what to do if there is an accident or hazard	Complete health and safety quiz and demonstrate correct behaviour during practical safety walkthrough
	Achieving (keeping up): Apply health and safety rules independently in the workshop, explaining why each rule matters	
	Excelling (going beyond): Make connections between safety rules and the specific risks each tool creates, and explain how good safety practice affects the quality of my work	
2	Emerging (catching up): Know what a template is and why it is used to mark out shapes accurately	Create a template to accurately mark out the outline of the jitterbug on MDF
	Achieving (keeping up): Use a template to mark out jitterbug shape onto MDF accurately and consistently	
	Excelling (going beyond): Explain how the accuracy of the template directly affects the quality of every stage that follows, from cutting to vacuum forming	
3	Emerging (catching up): Know how to hold and use a coping saw safely and can describe the correct technique	Use the coping saw to cut out the jitterbug body from MDF following the template closely
	Achieving (keeping up): Use a coping saw safely and accurately to cut out the jitterbug shape, keeping close to the line	
	Excelling (going beyond): Explain how the quality of my cut affects the next stages - filing, sanding and vacuum forming - and adjust my technique to improve the outcome	
4	Emerging (catching up): Know what hand files are for and can name the different shapes and when each is used	Select the correct shaped file to smooth and perfect the shape of the jitterbug body
	Achieving (keeping up): Select and use the correct file to refine and smooth the edges of the jitterbug shape	
	Excelling (going beyond): Explain how careful filing improves the surface quality of the mould and directly affects how well the HIPS vacuum forms over it	

5	Emerging (catching up): 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
	Achieving (keeping up): Use the belt sander safely to create a consistent bevel edge on the jitterbug mould, explaining why it is needed	
	Excelling (going beyond): Explain how the bevel edge allows the HIPS to release cleanly from the mould after vacuum forming, and how the quality of the bevel affects the quality of the shell.	
6	Emerging (catching up): know that different grades of sandpaper are used for different stages of finishing and can order them from coarse to fine.	Smooth down the jitterbug mould using different grades of sandpaper
	Achieving (keeping up): Use different grades of sandpaper in the correct order to achieve a smooth, high-quality surface on the mould.	
	Excelling (going beyond): Explain how the smoothness of the mould surface transfers directly to the quality of the vacuum formed HIPS shell, and why finishing at this stage cannot be skipped.	
7	Emerging (catching up): Know how the vacuum former works and can describe what happens to the HIPS sheet when it is heated and vacuumed.	Vacuum form the plastic shell using the MDF jitterbug mould with bevel edge
	Achieving (keeping up): Use the vacuum former safely to create a plastic HIPS shell from the MDF mould.	
	Excelling (going beyond): Explain how the heat softens the HIPS, how the vacuum pulls it over the mould, and how the quality of the mould affects the detail and finish of the shell.	
8	Emerging (catching up): Know how to set up and use a pillar drill safely.	Drill precise holes in the jitterbug using the pillar drill accurately and safely for the legs and switch
	Achieving (keeping up): Use the pillar drill safely and accurately to drill holes in the correct positions for the legs and switch.	
	Excelling (going beyond): Explain how accurate drilling affects the assembly of the jitterbug and how the position of the holes determines whether the legs sit correctly and the switch works properly.	
9	Emerging (catching up): Know how to cut and apply vinyl stickers and can describe what makes a neat, symmetrical design.	Apply a personalised vinyl sticker design to the jitterbug to enhance its appearance, should be neat and symmetrical
	Achieving (keeping up): Cut and apply vinyl stickers neatly and symmetrically to personalise and enhance the appearance of the jitterbug.	
	Excelling (going beyond): Explain how surface decoration adds to the overall quality and appeal of a product..	
10	Emerging (catching up): know the components in the circuit (motor, switch, offset cam and battery pack) and can describe what each one does.	Label the diagram of the circuit, complete the circuit using the correct equipment (soldering irons etc) and answer challenge questions.
	Achieving (keeping up): solder a working circuit that connects the motor, switch, offset cam and battery pack to make the jitterbug move	
	Excelling (going beyond): explain how the offset cam converts the motor's rotation into the jittering movement, and how the quality of the solder joints affects whether the circuit works reliably	

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

Food

Mid-point assessment	Assessed against the I Can statements at the mid-point of the project. This will clearly show what skills you need to develop to move to the next band in the project.
End of project assessment	Assessed against the I Can statements at the end of the project. This will clearly show what skills you have developed.

Emerging	Achieving	Excelling
EVALUATE		
I can taste food and say if I like it or not.	I can evaluate food using my senses and star diagrams.	I can critically evaluate my cooking using star diagrams and suggest improvements.
TECHNICAL KNOWLEDGE		
- I can follow basic kitchen safety and hygiene rules when cooking. - I can name some parts of the Eatwell Guide. - I can describe some main nutrients in food (like carbs or protein).	- I can follow all kitchen safety and hygiene rules on my own. - I can explain the Eatwell Guide and why it helps with healthy eating. - I can show main nutrients and explain what they do in the body.	I can confidently always apply kitchen safety and hygiene without reminders. I can explain the Eatwell Guide in detail and suggest how to balance meals. I can describe nutrients and their roles in energy and health clearly.
MAKING SKILLS		
- I can use the claw or bridge cutting method with some help - I can use basic equipment with help - I can follow a recipe with guidance	- I can confidently use both claw and bridge cutting methods safely. - I can use equipment correctly and safety - I can follow a recipe independently	- I can use claw and bridge cutting techniques accurately and safely every time. - I can confidently and independently use equipment - I can follow a recipe independently and stay organised

Topic: Key Skills in Food

Autumn Term Golden Nuggets and Work Hard

FOOD

	Golden Nugget (tested through hinge questions)	Work Hard (independent work checked via live marking)
1	Emerging (catching up): Know basic kitchen rules	Create a kitchen safety poster showing rules and hazards.
	Achieving (keeping up): Be able to identify kitchen hazards	
	Excelling (going beyond): Be able to explain how to stay safe in the kitchen independently	
2	Emerging (catching up): Know why hygiene is important.	Write and demonstrate the correct hand washing steps.
	Achieving (keeping up): Be able to demonstrate correct hand washing.	
	Excelling (going beyond): Be able to explain how hygiene keeps food safe.	
3	Emerging (catching up): Know the main sections of the Eatwell Guide	Label and colour an Eatwell Guide diagram with food examples.
	Achieving (keeping up): Be able to identify foods in each section	
	Excelling (going beyond): Be able to explain why balanced diets are important.	
4	Emerging (catching up): Know what nutrients are.	Create a nutrient fact file with functions and food examples.
	Achieving (keeping up): Be able to identify carbohydrates, proteins, fats, vitamins and mineral	
	Excelling (going beyond): Be able to describe what nutrients do in the body.	
5	Emerging (catching up): Know the claw grip technique	Practise the claw grip by safely cutting fruit or vegetables.
	Achieving (keeping up): Be able to use the claw grip safely	
	Excelling (going beyond): Be able to demonstrate accurate knife control independently.	

6	Emerging (catching up): Know the bridge hold technique.	Demonstrate the bridge hold while preparing ingredients.
	Achieving (keeping up): Be able to use the bridge hold safely	
	Excelling (going beyond): Be able to cut ingredients evenly using the bridge hold.	
7	Emerging (catching up): Know the names of basic kitchen equipment	Match kitchen equipment to their uses and practise using them safely.
	Achieving (keeping up): Be able to use equipment safely	
	Excelling (going beyond): Be able to select the correct equipment independently.	
8	Emerging (catching up): Know the importance of following instructions.	Follow a recipe step-by-step and check off each stage completed
	Achieving (keeping up): Be able to follow a simple recipe correctly.	
	Excelling (going beyond): Be able to work independently while following a recipe.	
9	Emerging (catching up): Know what adapting a recipe means	Adapt a recipe by changing ingredients or flavours and explain why.
	Achieving (keeping up): Be able to suggest simple recipe changes	
	Excelling (going beyond): Be able to adapt recipes to improve health or taste.	
10	Emerging (catching up): Know basic ways to evaluate food.	Complete a food evaluation sheet for a practical dish.
	Achieving (keeping up): Be able to describe taste, texture and appearance	
	Excelling (going beyond): Be able to give detailed feedback and improvements.	
11	Achieving (keeping up): Know why food presentation matters.	Plate and present a dish attractively with labelled improvements.
	Excelling (going beyond): Be able to explain how presentation improves dishes.	
12	Achieving (keeping up): Be able to organise equipment and ingredients effectively.	Organise a workstation correctly before and after practical work.
	Excelling (going beyond): Be able to work independently and support others	

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

Architecture

Mid-point assessment	Assessed against the I Can statements at the mid-point of the project. This will clearly show what skills you need to develop to move to the next band in the project.
End of project assessment	Assessed against the I Can statements at the end of the project. This will clearly show what skills you have developed.

Emerging

Achieving

Excelling

DESIGNING

- | | | |
|---|--|---|
| <ul style="list-style-type: none"> I can add some shading to a shape to show depth. I can suggest changes to the MUGA area in school. | <ul style="list-style-type: none"> I can use a technical part of drawing to design my MUGA area I can redesign the MUGA area of the school and adapt a floor plan. I can draw a clear floor plan that matches a design brief. | <ul style="list-style-type: none"> I can explain how building designs link to their function and style. I can design the MUGA adding useful structures and features and fully detail why they feature in my design. |
|---|--|---|

TECHNICAL KNOWLEDGE

- | | | |
|---|--|--|
| <ul style="list-style-type: none"> I can state parts of the job that an Architect does I can say what some buildings are used for. I know what a floor plan is and have had a go at drawing one. | <ul style="list-style-type: none"> I can state what an architect does with their job role I can describe different types of architectural drawings. I understand why foundations are important for buildings. I can explain how different buildings are designed for different purposes. | <ul style="list-style-type: none"> I can justify my choices for my redesigning the MUGA I can explain the role of structural importance in real architecture with examples. I can confidently explain and use the correct terminology what an Architect does. |
|---|--|--|

MAKING SKILLS

- | | | |
|---|---|--|
| <ul style="list-style-type: none"> I can build simple paper models with some help. I can start to mark out a floor plan with support. I can try to join parts of my model, even if it's a bit messy. I can use cardboard to make a basic model. | <ul style="list-style-type: none"> I can join parts of my model neatly and accurately using the right methods. I can test structures and their strengths and weaknesses I can build a simple cardboard structure using modelling techniques. | <ul style="list-style-type: none"> I can join all parts of my model with skill, so it looks neat and professional. I can use modelling skills to create strong and detailed structures. I can build complex paper structures with accuracy. |
|---|---|--|

Topic: MUGA Design

Golden Nuggets and Work Hard Architecture

	Golden Nugget (tested by hinge questions)	Work Hard (independent work)
1	Emerging (catching up): Identify some architectural drawing styles and give simple descriptions of their features.	Independantly anaysis features of buildings
	Achieving (keeping up): Identify and describe a range of architectural drawing styles, explaining key features and purposes.	
	Excelling (going beyond): Accurately identify, compare, and evaluate a range of architectural drawing styles, analysing their features and applications	
2	Emerging (catching up): Construct simple paper structures by following instructions, demonstrating developing accuracy and precision with support.	Accurately measure and fold paper structures following a set of instructions.
	Achieving (keeping up): Construct a series of increasingly complex paper structures with accuracy and precision, demonstrating secure modelling and construction skills.	
	Excelling (going beyond): Construct a series of complex and highly detailed paper structures with a high level of accuracy and precision, demonstrating advanced modelling skills, problem-solving, and exceptional attention to detail.	
3	Emerging (catching up): Develop basic isometric drawing skills by creating simple 3D shapes, demonstrating an understanding of line work and proportion with support	Draw in 1 + 2 point perspective walls and supports from an isometric image using the correct tools.
	Achieving (keeping up): Apply isometric drawing skills to accurately represent a range of 3D objects and structures, demonstrating precision, proportion, and clear presentation.	
	Excelling (going beyond): Apply advanced isometric drawing skills to create detailed and complex 3D structures, demonstrating exceptional accuracy, spatial awareness, precision, and technical drawing conventions	
4	Emerging (catching up): Identify the main requirements of a design brief and explain simple design ideas with support.	Idea generation with a range of innovative ideas.
	Achieving (keeping up): Interpret a design brief and develop appropriate design ideas that meet the identified requirements and constraints.	
	Excelling (going beyond): Critically analyse a design brief and develop creative, well-justified design solutions that effectively respond to requirements, constraints, and user needs.	

5	Emerging (catching up): Observe and record simple features during a site visit, identifying basic architectural and environmental elements.	Sketch ideas for the MUGA space
	Achieving (keeping up): .Gather and record relevant information during a site visit, identifying key architectural, environmental, and design features and explaining their purpose.	
	Excelling (going beyond): Independently analyse and evaluate information gathered during a site visit, making informed connections between architectural features, site conditions, and design decisions.	
6	Emerging (catching up): Begin to accurately mark out and construct the floor plan for the proposed MUGA, following guidance and applying basic measuring and drawing techniques with support.	Annotate floor plans to detail how the position of things in the space will improve the environment
	Achieving (keeping up): Accurately mark out and construct the floor plan for the proposed MUGA, refining layout through checking and adjustment, and making purposeful improvements based on measurements, feedback, and design requirements.	
	Excelling (going beyond): Independently and precisely mark out and construct the floor plan for the proposed MUGA, evaluating accuracy throughout and justifying design decisions while implementing detailed refinements that improve functionality, proportion, and overall quality.	
7	Emerging (catching up): Develop and apply basic modelling skills to create a simple cardboard structure, following instructions with some support.	Show independent innovate ideas for the space
	Achieving (keeping up): Develop and apply modelling skills to create accurate and stable cardboard structures, demonstrating increasing precision and independence	
	Excelling (going beyond): Develop and apply advanced modelling skills to design and construct complex cardboard structures, demonstrating creativity, precision, problem-solving, and high-quality craftsmanship.	
8	Emerging (catching up): Continue developing a model and identify simple improvements based on feedback, making basic changes with support.	Create an innovate model using complex structures.
	Achieving (keeping up): Develop and refine a model through evaluation and iteration, making purposeful improvements based on testing, feedback, and design requirements.	
	Excelling (going beyond): Independently evaluate and iteratively refine a model, justifying design decisions and implementing sophisticated improvements that enhance functionality, accuracy, and overall quality.	
9	Emerging (catching up): Begin to use DIRT time to make simple improvements to work based on feedback, applying basic changes with guidance and support.	Using this time to imporve work to raise ones attainment
	Achieving (keeping up): Use DIRT time effectively to review and refine work, making purposeful improvements based on feedback, evaluation, and identified areas for development.	
	Excelling (going beyond): Independently and consistently use DIRT time to critically evaluate and enhance work, justifying improvements made and implementing thoughtful refinements that significantly improve quality and outcomes	

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: Textiles

Application of skills taught to produce a class **Banner** 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

Mid-point assessment	Assessed against the I Can statements at the mid-point of the project. This will clearly show what skills you need to develop to move to the next band in the project.
End of project assessment	Assessed against the I Can statements at the end of the project. This will clearly show what skills you have developed.

Emerging

Achieving

Excelling

DESIGNING

- | | | |
|---|---|--|
| <ul style="list-style-type: none"> I can sketch a basic keyring shape inspired by nature and label it I can say what my keyring needs to look like and do | <ul style="list-style-type: none"> I can produce an annotated design showing how a natural form has inspired my keyring I can write a design brief with criteria I can use to judge my finished keyring | <ul style="list-style-type: none"> I can develop and refine my design, explaining how each decision connects to biomimicry and the brief I can write detailed criteria and use them to make and justify decisions throughout the project |
|---|---|--|

TECHNICAL KNOWLEDGE

- | | | |
|--|--|--|
| <ul style="list-style-type: none"> I can name MDF and pewter and give one property of each I can name the tools used and say what each does I can describe what happens during pewter casting | <ul style="list-style-type: none"> I can explain why MDF and pewter are each used at their specific stage I can explain how each process works and why it was used I can explain how the brazing hearth melts pewter and how it fills the mould | <ul style="list-style-type: none"> I can compare materials and justify why MDF and pewter are the best choices I can explain why each tool was chosen for that material and task I can explain how pewter's properties make it ideal for casting and how mould quality affects the result |
|--|--|--|

MAKING SKILLS

- | | | |
|--|--|---|
| <ul style="list-style-type: none"> I can cut a template and mark out my shape on MDF with some accuracy I can use a coping saw, files and sandpaper with support I can cast pewter using the brazing hearth with teacher support I can use a hacksaw, pillar drill and finishing tools with guidance | <ul style="list-style-type: none"> I can cut an accurate template and transfer it precisely onto MDF I can use a coping saw accurately and select the right file and sandpaper grade I can use the brazing hearth safely to cast pewter into my mould I can file, drill, and finish my keyring to a high shine using wet and dry paper and buffing wheel | <ul style="list-style-type: none"> I can explain how template accuracy affects every stage that follows I can explain how each stage of mould finishing transfers to the quality of the cast I can explain how casting temperature and technique affect the result I can explain how each finishing stage removes marks from the previous one |
|--|--|---|

EVALUATING SKILLS

- | | | |
|--|--|--|
| <ul style="list-style-type: none"> I can say what I like and dislike about my finished keyring I can say one thing I would change if I made it again | <ul style="list-style-type: none"> I can evaluate my keyring against my design brief, saying what worked and what didn't I can explain what I would change at each stage and why | <ul style="list-style-type: none"> I can evaluate each criterion in detail and suggest specific improvements I can identify how early decisions affected the final outcome |
|--|--|--|

Topic: Biomimicry – Pewter Cast Keyring

Golden Nuggets and Work Hard

3D DESIGN

	Golden Nugget (tested through hinge questions)	Work Hard (independent work checked via live marking)
1	Emerging (catching up): Know that biomimicry is when designers look at nature for inspiration.	Biomimicry analysis sheet and annotated design ideas.
	Achieving (keeping up): Use examples of biomimicry to explain how natural forms, structures or systems have inspired real products	
	Excelling (going beyond): Evaluate how effectively a chosen design uses biomimicry, explaining how it improves the product	
2	Emerging (catching up): Learn how to design and cut a negative space template from card and accurately transfer it onto MDF for mould making.	Create a negative space template from card based on final design idea.
	Achieving (keeping up): Accurately design, cut and transfer a negative space template, ensuring the shape is precise and ready for mould making.	
	Excelling (going beyond): Explain why accuracy at the template stage is critical to the quality of the final mould.	
3	Emerging (catching up): Know how to use a coping saw safely and accurately to cut small, intricate shapes from MDF.	Use correct tools and equipment to cut out the mould from MDF.
	Achieving (keeping up): Use the coping saw safely to cut accurately along a marked line, producing a clean shape in MDF.	
	Excelling (going beyond): Explain how blade tension, cutting angle and speed affect the quality and accuracy of the cut.	
4	Emerging (catching up): Use needle files and sandpaper accurately to refine and smooth MDF.	Use the correct tools and equipment to refine the MDF mould.
	Achieving (keeping up): Select and use needle files and sandpaper grades in the correct sequence to refine edges and achieve a smooth, accurate surface.	
	Excelling (going beyond): Explain how the quality of the filed and sanded surface affects the accuracy of the final product.	
5	Emerging (catching up): Know what the brazing hearth is, what it is used for and how to use it safely.	Use the brazing hearth to cast pewter into 3-part MDF mould.
	Achieving (keeping up): Use the brazing hearth safely to join metal components, following correct safety procedures throughout.	
	Excelling (going beyond): Explain how heat distribution affects the quality cast metal.	
6	Emerging (catching up): Understand which cutting tools are used for cutting metal (junior hacksaw) and why (strength of blade).	Use correct tools and equipment to cut excess pewter from keyring.
	Achieving (keeping up): Use the junior hacksaw safely and accurately to cut metal to a marked line, producing a clean edge.	
	Excelling (going beyond): Compare cutting tools for metal and explain how blade selection and cutting technique affect the quality, accuracy and efficiency of the cut.	

7	Emerging (catching up): Learn two different techniques for filing metal; cross filing and draw filing and why they are used.	Use correct tools and equipment to refine the shape of the keyring.
	Achieving (keeping up): Apply cross filing and draw filing correctly to shape and refine a metal surface, choosing the appropriate technique for each stage.	
	Excelling (going beyond): Explain how each filing technique affects the surface quality differently, evaluate when and why you would switch between them to achieve the best finish.	
8	Emerging (catching up): Know how to use the pillar drill accurately and safely.	Use the pillar drill to add a hole to the keyring.
	Achieving (keeping up): Use the pillar drill safely to drill holes in precise positions, setting the correct depth stop and securing the workpiece properly.	
	Excelling (going beyond): Explain how bit selection and workpiece clamping affect the accuracy and quality of drilled holes, and why precision matters.	
9	Emerging (catching up): Understand that wet and dry paper is available in different grades and how those grades are used to achieve high-quality finishes in metal.	Use correct equipment to refine the surfaces of the keyring.
	Achieving (keeping up): Use wet and dry paper in the correct grade sequence to achieve a consistently smooth, high-quality finish on a metal surface.	
	Excelling (going beyond): Explain how the use of finer grades removes scratches from previous stages.	
10	Emerging (catching up): 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.
	Achieving (keeping up): Use the buffing wheel safely to achieve a high shine finish on the surfaces and edges of pewter.	
	Excelling (going beyond): Explain how buffing works as a surface finishing process and evaluate how the quality of the polished finish contributes to the overall quality of the final product.	

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

Food

Mid-point assessment	Assessed against the I Can statements at the mid-point of the project. This will clearly show what skills you need to develop to move to the next band in the project.
End of project assessment	Assessed against the I Can statements at the end of the project. This will clearly show what skills you have developed.

Emerging	Achieving	Excelling
EVALUATE		
- I can use my five senses and simple star diagrams to say what I liked or did not like about my practical work. - I can describe what I made , which techniques I used, and how my food turned out, with help.	- I can evaluate my practical work explaining strengths and improvements. - I can describe thorough evaluation of my dish, describing techniques used and results.	- I can critically evaluate my practical work. - I can confidently describe thorough evaluation of my dish, describing techniques used and results and adapt dish
TECHNICAL KNOWLEDGE		
- I can identify key nutrients. - I can choose a food product and explain simply how it gets from source to table. - I can identify some food allergies	- I can identify and explain 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 explain common allergies and explain how to cook safely for those with allergies	I can confidently 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 a number of food allergies and suggest safe cooking strategies and alternative ingredients
MAKING SKILLS		
- I can follow a recipe to make a dish with support - I can use basic equipment safely with support	- I can follow a recipe independently to make a dish - I can use basic equipment safely independently and demonstrate medium skills while making a dish	- I can follow a recipe independently to make a dish and explain how I could improve and adapt - I can use equipment safely independently and demonstrate complex skills while making my dish

Topic: Key Skills in Food Tech

Golden Nuggets and Work Hard

FOOD

	Golden Nugget (tested through hinge questions)	Work Hard (independent work checked via live marking)
1	Emerging (catching up): Know basic kitchen safety rules and hazards	Create a kitchen safety poster showing hazards and prevention methods.
	Achieving (keeping up): Be able to identify risks in a kitchen	
	Excelling (going beyond): Be able to explain how to prevent accidents independently.	
2	Emerging (catching up): Know the importance of hand washing and hygiene.	Demonstrate and write the steps for correct hand washing and kitchen hygiene.
	Achieving (keeping up): Be able to demonstrate correct hygiene routines	
	Excelling (going beyond): Be able to explain why hygiene prevents contamination	
3	Emerging (catching up): Know what food poisoning is	Create a flow chart showing how food poisoning can occur and how to prevent i
	Achieving (keeping up): Be able to identify common causes of food poisoning	
	Excelling (going beyond): Be able to explain how bacteria spreads in kitchens	
4	Emerging (catching up): Know safe cooking and storage temperatures	Complete a temperature safety chart for fridge, freezer and cooking temperature
	Achieving (keeping up): Be able to explain why temperature control is important.	
	Excelling (going beyond): Be able to apply safe food storage independently.	
5	Emerging (catching up): Know the main food groups	Design a balanced eatwell plate using labelled foods
	Achieving (keeping up): Be able to identify foods within each group	
	Excelling (going beyond): Be able to explain the role of each food group in a balanced diet.	

6	Emerging (catching up): Know what macronutrients are	Create an information table about carbohydrates, proteins and fats with food examples
	Achieving (keeping up): Be able to identify carbohydrates, proteins and fats	
	Excelling (going beyond): Be able to explain the function of each macronutrient in the body.	
7	Emerging (catching up): Know different dietary needs	Modify a recipe to suit a chosen dietary requirement.
	Achieving (keeping up): Be able to identify vegetarian, vegan and allergy-based diets	
	Excelling (going beyond): Be able to adapt recipes for different dietary need	
8	Emerging (catching up): Know what allergies and intolerances are	Create an allergen awareness checklist for a kitchen environment
	Achieving (keeping up): Be able to identify common allergens	
	Excelling (going beyond): Be able to explain how cross contamination can occur.	
9	Emerging (catching up): Know that food differs across cultures	Research and present one traditional dish from another culture.
	Achieving (keeping up): Be able to identify dishes from different cultures	
	Excelling (going beyond): Be able to explain how culture influences food choices.	
10	Emerging (catching up): Know the importance of healthy eating.	Analyse a meal and improve it to make it healthier.
	Achieving (keeping up): Be able to identify unhealthy food choices	
	Excelling (going beyond): Be able to suggest healthier alternatives in meals.	
11	Emerging (catching up): Know what micronutrients are.	Produce a vitamins and minerals fact file with sources and function
	Achieving (keeping up): Be able to identify vitamins and minerals	
	Excelling (going beyond): Be able to explain deficiency diseases linked to micronutrients.	
12	Achieving (keeping up): Be able to plan a balanced meal safely	Plan and design a healthy multicultural meal including nutritional information
	Excelling (going beyond): Be able to justify food choices using nutritional knowledge.	

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

Textiles

Mid-point assessment	Assessed against the I Can statements at the mid-point of the project. This will clearly show what skills you need to develop to move to the next band in the project.
End of project assessment	Assessed against the I Can statements at the end of the project. This will clearly show what skills you have developed.

Emerging

Achieving

Excelling

DESIGNING

- I can create a simple appliqué design with help
- I can create a one shaped pattern
- I can create a sabori style pattern for the .

- I can create a applique design based on the sustainability theme.
- I can design and pattern using 2 or more shapes
- I can create a sabori pattern using a number of resources giving a more complex outcome.

- I can create a detailed appliqué design with neat, decorative stitching.
- I can create a complex shaori design using the traditional rules
- I can create a pattern using a number of shapes that have been used in different directions.

TECHNICAL KNOWLEDGE

- I can identify 1 environmental problem linked to textiles, like waste or pollution.
- I can describe what appliqué is.
- I can describe what block printing is
- I can name parts of the sewing machine.

- I can name one natural and one synthetic material.
- I can understand natural dyes
- I can explain how Batik is made and its cultural significance.
- I can name parts of the sewing machine and describe their function.

- I can explain the cotton production process and its impact on the environment.
- I can explain 4 ways the textile industry causes pollution and suggest more sustainable alternatives.

MAKING SKILLS

- I can apply a basic block print to fabric with some support.
- I can join textile patches with help to start making my tote bag.
- I can apply the Batik technique with support.
- I can describe the basic idea of Batik.

- I can accurately create an appliqué patch.
- I can sew together textile patches accurately to construct a tote bag or banner.
- I can apply Shibori safely and effectively
- I can apply Batik safely and effectively
- I can accurately apply a block print design to cotton.

- I can independently create a high-quality, sustainable tote bag/ banner with neat finishing and strong construction.
- I can thread and use the sewing machine safely and correctly.
- I can apply Batik with precision and creativity.
- I can apply a clean, well-aligned block print with good ink distribution.

Topic: Sustainable Textiles

Golden Nuggets and Work Hard Textiles

	Golden Nugget (tested by hinge questions)	Work Hard (independent work)
1	Emerging (catching up): I can identify some environmental impacts of the fashion and textile industry, such as waste or pollution, with help.	Create a mind map that explains how and why textiles are bad for the environment
	Achieving (keeping up): I can identify key environmental impacts of the fashion and textile industry, including waste, pollution, and overproduction, and explain what they mean.	
	Excelling (going beyond): I can clearly explain and analyse environmental impacts of the fashion and textile industry, including waste, pollution, and overproduction, and link them to sustainability	
2	Emerging (catching up): I can describe that cotton comes from a plant and say a little about where it is grown, with help.	Identify the sustainable and unsustainable items and to understand cotton and its properties.
	Achieving (keeping up): I can explain where cotton is grown and describe the main steps of how it is processed into fabric.	
	Excelling (going beyond): I can clearly explain where cotton is grown, how it is harvested and processed, and give detailed reasons why these stages are important. If you'd like, I can combine all your "I can" statements into one consistent checklist for your unit.	
3	Emerging (catching up): I can describe what appliqué is and recognise that it has been used in different cultures, with some help.	Answer questions on information about the applique technique and thread a needle.
	Achieving (keeping up): I can explain the technique of appliqué and describe where it has been used in different historical and cultural contexts.	
	Excelling (going beyond): I can clearly explain how appliqué is used, explore its historical and cultural origins in detail, and make links between different traditions and designs.	
4	Emerging (catching up): I can create a simple fabric patch using appliqué, using support to attach the fabric and practise basic stitching.	Stitch an applique design, that is inspired by the coral reef, to a patch of cotton.
	Achieving (keeping up): I can create a fabric patch using appliqué techniques, stitching with increasing accuracy and securing the fabric in place	
	Excelling (going beyond): I can confidently create a high-quality fabric patch using appliqué techniques, with precise, neat stitching and securely applied fabric, showing strong attention to detail.	

5	Emerging (catching up): I can say that block printing is a way of decorating fabric and recognise that it comes from different cultures, with some help	Design and make a block print inspired by sea creature silhouettes.
	Achieving (keeping up): I can explain what block printing is and describe its origins and cultural significance in different parts of the world.	
	Excelling (going beyond): I can clearly explain how block printing works, explore its cultural importance in detail, and make links between traditions, patterns, and meanings.	
6	Emerging (catching up): I can apply a simple block print design to fabric with support, using basic tools and beginning to control placement.	Complete block printing patch whilst creating a neat pattern
	Achieving (keeping up): I can apply a block printing design to cotton fabric using the correct tools and techniques, showing accuracy in placement and neatness.	
	Excelling (going beyond): I can confidently apply a detailed block printing design to cotton fabric with precision, using tools skilfully and producing a high-quality, accurate finish	
7	Emerging (catching up): I can say that Batik is a way of decorating fabric and recognise that it comes from different cultures, with some help.	Answer questions on information about the technique of Batik and draw your Batik design
	Achieving (keeping up): I can explain what Batik is and describe its origins and traditional uses in different cultures.	
	Excelling (going beyond): I can clearly explain how Batik is used, explore its cultural significance in detail, and make links between traditions, patterns, and meanings.	
8	Emerging (catching up): I can use the Batik technique with support, following safety rules and creating a simple design on fabric.	Create Batik patch with wax and apply ink. Then remove wax to reveal design
	Achieving (keeping up): I can safely apply the Batik technique to decorate cotton fabric, using the correct tools and techniques to create a clear design.	
	Excelling (going beyond): I can confidently and safely apply the Batik technique to create a detailed, high-quality design on cotton fabric, showing control, precision, and strong attention to detail.	
9	Emerging (catching up): I can identify some basic parts of a sewing machine and follow simple rules to use it safely with help.	Complete sewing machine driving test neatly
	Achieving (keeping up): I can name the main parts of a sewing machine, explain their functions, and operate the machine safely using the correct procedures.	
	Excelling (going beyond): I can confidently explain the parts and functions of a sewing machine and use it safely and independently, showing control and awareness at all times.	
10	Emerging (catching up): I can use basic sewing techniques to join textile patches and begin to construct a tote bag with support.	Construct tote bag correctly by sewing seams neatly and straps on correctly
	Achieving (keeping up): I can construct a sustainable tote bag by sewing textile patches together, using appropriate techniques and showing good finishing skills.	
	Excelling (going beyond): I can confidently construct a high-quality sustainable tote bag, joining patches accurately and using advanced sewing and finishing techniques to create a strong, neat, and well-made product.	

Y9 Design and Technology

Practical Skills

Cook a repertoire of predominantly savoury and few sweet dishes using a wide range of basic medium and complex techniques to achieve high-quality dishes

Food and Nutrition

Understand and apply the principles of nutrition and health, Understand the source, seasonality and characteristics of a broad range of ingredients.

Researching the work of Jean-Michel Basquiat

Basquiat

Inspiration: Jean-Michel Basquiat
Create a mindmaps of research linked to his work and identify key themes and features.

Practical Skills

Use textiles equipment to measure and mark to a pattern and develop print making skills to create a pencil case inspired by the work of Basquiat. Sewing machines, pattern making, seam allowance, transfer printing, collage, zips, bagging out.

Practical Skills

Use workshop machinery and equipment to construct a frame from recycled timber. Use workshop tools, equipment and machinery to add decoration in the style of Yinka Ilori.

CAD and CAM skills

Learn basics of 2D Design and how to turn design ideas into a reality using the laser cutter. Including cut outs and engraving.

Researching Yinka Ilori and analysing the design brief

Inspiration: Yinka Ilori. Create a mindmaps of research linked to Yinka and own identity, use this to produce design ideas for a 'Recycled Frame'.

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

Textiles

Mid-point assessment	Assessed against the I Can statements at the mid-point of the project. This will clearly show what skills you need to develop to move to the next band in the project.
End of project assessment	Assessed against the I Can statements at the end of the project. This will clearly show what skills you have developed.

Emerging

Achieving

Excelling

DESIGNING

- | | | |
|---|---|---|
| <ul style="list-style-type: none"> I can design a heat transfer design for a pencil case | <ul style="list-style-type: none"> I can design a heat transfer design for a pencil case inspired by Jean Michel Basquiat | <ul style="list-style-type: none"> I can design a heat transfer inspired by JMB independently without stencils |
|---|---|---|

TECHNICAL KNOWLEDGE

- | | | |
|--|---|---|
| <ul style="list-style-type: none"> I can explain that the design needs heat to go on to fabric I can state one element of JMB's design style | <ul style="list-style-type: none"> I can explain that a high heat is needed to transfer the dyes to the fabric I can explain that only some fabric work with this technique. I can explain a few elements of JMB's design style. | <ul style="list-style-type: none"> I can independently explain what heat and time is needed to successful transfer heat to the fabric. I can explain why synthetic fabrics work better than natural fabric with dye I can accurately articulate JMB's design style and influence |
|--|---|---|

MAKING SKILLS

- | | | |
|--|--|--|
| <ul style="list-style-type: none"> I can cut fabric with help using the pattern for the pencil case I can make a piece of fabric with the heat press with help from staff. I can apply dye to paper and build a design with use of templates and guidance I can sew parts of the pencil case together with help and guidance | <ul style="list-style-type: none"> I can cut the fabric with the pattern for the pencil case I can accurately create a piece of fabric using a heat press I can apply dye to fabric using collage, acrylic/ fabric pens I can sew the fabric together to construct the pencil case I can sew the pencil case together neatly with a little guidance | <ul style="list-style-type: none"> I can cut the fabric using the pattern I can independently create a high-quality fabric with a heat press I can apply dye to material using collage techniques and detailed painting with dyes. I can neatly sew the pencil case together and guide others how to complete this task. |
|--|--|--|

Topic: Pencil Case - Inspired by Jean Michel Basquiat

Golden Nuggets and Work Hard
Textiles

	Golden Nugget (tested by hinge questions)	Work Hard (independent work)
1	Emerging: Basquiat used bold shapes, bright colours and symbols in his work.	I can describe Basquiat's style and identify key features of his work that could inspire a textile print design.
	Achieving: Basquiat layered text, symbols and bold outlines to express his identity and culture.	
	Excelling: Basquiat's mark-making and use of text challenged fine art rules and reflected his personality.	
2	Emerging: Bold shapes and limited colours make a strong print design.	I can create at least 3 initial design ideas for a transfer ink print inspired by Basquiat's style.
	Achieving: Bold shapes, limited colours and simple marks make a strong print design.	
	Excelling: Strong print designs use a motif, specific colour palette and intentional mark-making to create impact.	
3	Emerging: Press firmly and keep the heat press still to get a clear print.	I can heat press my transfer ink design onto polyester fabric accurately and safely.
	Achieving: Pressure and time matter as much as temperature, press firmly and evenly for the most vibrant transfer.	
	Excelling: Uneven pressure, incorrect press time or wrong temperature causes patchy, faded or over-transferred results. Each variable must be controlled.	
4	Emerging: Transfer inks are drawn on paper and ironed onto polyester fabric.	I can produce a final design for my transfer ink print, choosing a colour palette inspired by Basquiat.
	Achieving: Transfer inks work best on polyester. Draw in reverse on transfer paper, then heat press onto fabric.	
	Excelling: Transfer inks bond with synthetic fibres through heat — the colour intensity depends on fabric content, temperature and dwell time.	

5	Emerging: Add 1cm extra around every edge of your pattern so there is room to sew	I can make a simple paper pattern for a rectangular pencil case with accurate seam allowance marked.
	Achieving: Seam allowance (1cm) is added to every edge so the finished size is correct after sewing.	
	Excelling: Seam allowance must be consistent and marked clearly, varying allowances distort the finished shape and affect the product.	
6	Emerging: Sew in a straight line and backstitch at the start and end of every seam.	I can set up a sewing machine correctly and sew a straight, neat seam with consistent stitch length.
	Achieving: Straight seams, consistent stitch length and backstitch at each end contribute to a high quality construction.	
	Excelling: Stitch length, tension and seam accuracy all affect the strength and appearance of the finished product - each must be set correctly for the fabric used.	
7	Emerging: Zigzag stitch stops the fabric edges from fraying.	I can neaten the raw edges of my pencil case using a zigzag stitch and sew the remaining side seam.
	Achieving: Zigzag stitch stops raw edges fraying, a neat finish will mean a longer lasting product.	
	Excelling: Choosing the right neatening method for each fabric type (zigzag, overlocking, binding) affects durability, bulk and professional finish.	
8	Emerging: A zip foot helps you sew close to the zip without the foot getting stuck.	I can insert a zip into my pencil case using a zip foot on the sewing machine.
	Achieving: A zip foot lets you stitch right next to the teeth. Without it, your stitching will be wonky.	
	Excelling: Correct zip insertion requires precise positioning, even seam allowance and correct foot selection. Errors will affect the function and aesthetics.	
9	Emerging: Check your work carefully, trim loose threads and press your seams flat.	I can finish my pencil case to a high standard, trimming threads, pressing seams and checking all fastenings work.
	Achieving: The final 10%, trimming, pressing, checking, makes 90% of the difference to quality	
	Excelling: Professional quality control is systematic, each element (stitching, fastenings, surface, structure) is assessed against the original brief.	
10	Emerging: Say what went well and what you would change about your pencil case.	I can write a detailed evaluation of my pencil case that links to the original design brief and considers sustainability.
	Achieving: A strong evaluation is specific, not 'I liked it' but what worked, what didn't, and why.	
	Excelling: A sophisticated evaluation links outcomes directly to the brief, thinks about the user, reflects on decisions and suggests realistic modifications.	

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

3D Design

Mid-point assessment	Assessed against the I Can statements at the mid-point of the project. This will clearly show what skills you need to develop to move to the next band in the project.
End of project assessment	Assessed against the I Can statements at the end of the project. This will clearly show what skills you have developed.

Emerging	Achieving	Excelling
DESIGNING		
I can find basic facts about Yinka Ilori and create a simple mindmap with at least 5 ideas about my own culture and his work.	I can carry out research on a designer/artist to create a mindmap to use as inspiration with clear links to Yinka Ilori and my own culture.	I can create a detailed mindmap that makes clear personal connections between my own cultural identity and Ilori's design philosophy. The mindmap includes words and images.
I can write a basic design specification with at least 4 points about what my frame should look like, how big it should be and what it should be made from.	I can explain what a design specification is and why designers use them. I can write a design specification for my own project.	I can write a detailed design specification with specific measurable criteria (size, material, colour, finish, inspiration source and intended audience) and explain why each point matters.
TECHNICAL KNOWLEDGE		
I can identify how a company works sustainability and name 2 advantages of this work.	I can analyse real design work for sustainability and explain the advantages and disadvantages of this work.	I can analyse how a company works sustainability and I can explain a range of advantages and disadvantages of this work.
MAKING SKILLS		
I can laser cut basic shapes for my frame with teacher support and begin to assemble the frame using PVA glue.	I can laser cut shapes for my frame and convert online files into usable files for the laser cutter to read.	I can laser cut complex shapes for my frame and convert online files into usable files for the laser cutter to read. I can explain how CAD and CAM is used in a real life context.
I can try out at least two different decorative techniques on a sample piece and say which worked best and why.	I can try out at least two different decorative techniques on a sample piece and analyse which techniques best suit my specification and why.	I have tested a range of different technique sto add decoration to my frame and I have evaluated how effective each one is and justified my decisions.
I can measure and mark out all of the joints will some degree of accuracy.	I can accurately measure and mark out all four frame pieces to the correct dimensions using a try square and marking gauge.	I can measure and mark out with precision and independence, explaining why accuracy at this stage is important for the quality of the final mitre joints.

Topic: 3D Design

Golden Nugget and Work Hard

3D Design

	Golden Nugget (tested through hinge questions)	Work Hard (independent work checked via live marking)
1	Emerging (catching up): With support, identify key facts about the designer/artist Yinka Ilori and record them on a mindmap.	Create a mindmap 'My Culture and Yinka Ilori'
	Achieving (keeping up): Know how to carry out research on a designer/artist to use as inspiration.	
	Excelling (going beyond): Carry out research on Yinka Ilori and at least one other designer, comparing their use of culture and colour, and explain how this will influence design decisions.	
2	Emerging (catching up): Able to identify some basic requirements a design must meet. Generate some design ideas.	Write a design specification specific to their own project and a range of design ideas that follow this.
	Achieving (keeping up): Know what a design specification is and why designers use them and use these to inform design ideas.	
	Excelling (going beyond): Write a detailed, well-justified design specification generate a varied range of design ideas that clearly link back to each point.	
3	Emerging (catching up): Identify one or two ways that materials can affect the environment.	Carousel of practical tasks linking to a range of recycled/reused materials. Complete sample pages.
	Achieving (keeping up): Know that design choices impact the environment.	
	Excelling (going beyond): Independently evaluate which recycled/reused materials are most suitable for the project, justifying the choice with environmental reasoning.	
4	Emerging (catching up): Be able to identify simple sustainable features of the 'Are You Mad?' company.	Complete company profile on Are You Mad?
	Achieving (keeping up): Be able to analyse real design work for sustainability.	
	Excelling (going beyond): Analyse a company's sustainable work in detail and explain advantages and disadvantages.	
5	Emerging (catching up): With close supervision, use mitre boxes and tenon saws to make basic cuts.	Measure and mark out mitre joints and cut them using mitre boxes and tenon saws.
	Achieving (keeping up): Safely and accurately use cutting tools.	
	Excelling (going beyond): Measure, mark out and cut mitre joints to a high level of accuracy with minimal supervision, and support/model safe technique for others.	
6 - 7	Emerging (catching up): Able to identify what has gone wrong and follow guidance to adjust the design panels	Draw up final design panels on 2D Design. Send completed design to laser cutter.
	Achieving (keeping up): Know how to adapt the making process when something goes wrong.	
	Excelling (going beyond): Independently troubleshoot problems and refine work with clear justification for adaptations made.	

8	Emerging (catching up): Able to sand a frame to remove obvious rough edges.	Assemble and finish frame. Add decoration using the materials and techniques learnt about earlier in the project e.g. recycled bottle tops.
	Achieving (keeping up): Know how to achieve a high-quality shaped and sanded finish.	
	Excelling (going beyond): Know how to assemble and finish frame to a professional standard with a consistently smooth, high-quality finish, and add decoration that shows creativity and originality.	
9	Emerging (catching up): Able to identify basic 2D tools.	Use 2D Design to draw up and cut out some basic shapes from scrap workshop materials for decoration on frame.
	Achieving (keeping up): Be able to use CAD/CAM tools with support to refine ideas.	
	Excelling (going beyond): Able to use 2D Design independently to draw up and cut out a range of more complex, precise shapes, refining designs through trial pieces before final production.	
10	Emerging (catching up): Select tools/materials from a given range to finish the frame.	Finish frame.
	Achieving (keeping up): Identify and select the best tools/materials for a task independently.	
	Excelling (going beyond): Independently identify and select the best tools/materials, justifying choices	

How is your progress measured in class in D&T in Food? (summative assessment)

Food

Mid-point assessment	Assessed against the I Can statements at the mid-point of the project. This will clearly show what skills you need to develop to move to the next band in the project.
End of project assessment	Assessed against the I Can statements at the end of the project. This will clearly show what skills you have developed.

Emerging	Achieving	Excelling
EVALUATE		
- I can evaluate a dish - I can say what I would I do differently	- I can evaluate a dish and suggest adaptations - I can suggest adaptations ti improve my dish and explain how I would make it batter	- I can critically evaluate a dish and justify my adaptations - I can explain my improvements would affect my dish and how changes can make dish sucessful
TECHNICAL KNOWLEDGE		
- I can name key micronutrients and macronutrients - I can name some functions ingredients - I can name symptoms for food poisoning - I can identify some food groups and cooking skills	- I can explain how micronutrients and macronutrients can meet dietary needs - I can identify and explain functions of ingredients - I can identify and explain symptoms for food poisoning - I can explain food groups. Cooking skills and adapt dish for dietary needs	I can confidently explain how micronutrients and macronutrients can meet dietary needs I can identify and explain functions of ingredients and how they affect the dish I can confidently identify and explain symptoms for food poisoning and explain how to avoid it
MAKING SKILLS		
I can use basic preparation skills for a multicultural dish with help	I can independently prepare and cook a multicultural dish using appropriate skills and equipment.	I can adapt cooking methods confidently and demonstrate high-level practical skills for a range of international dishes.

Topic: Key Skills in Food

Golden Nuggets and Work Hard

FOOD

	Golden Nugget (tested through hinge questions)	Work Hard (independent work checked via live marking)
1	Emerging (catching up): Know the importance of food safety rules.	Create a food safety checklist for practical lessons.
	Achieving (keeping up): Be able to identify unsafe kitchen practices.	
	Excelling (going beyond): Be able to explain how to prevent contamination independently.	
2	Emerging (catching up): Know the main causes of food poisoning	Produce a flow chart showing how to prevent food poisoning.
	Achieving (keeping up): Be able to identify how bacteria spreads	
	Excelling (going beyond): Be able to explain how safe storage and cooking prevents illness.	
3	Emerging (catching up): Know what allergens are.	Design an allergen awareness poster with examples of common allergens.
	Achieving (keeping up): Be able to identify common allergens.	
	Excelling (going beyond): Be able to explain how cross contamination can occur.	
4	Emerging (catching up): Know the key nutrients needed for health	Complete a nutrient table showing functions and food sources.
	Achieving (keeping up): Be able to identify nutrients in foods	
	Excelling (going beyond): Be able to explain the role of nutrients in the body.	
5	Emerging (catching up): Know how food provides energy and supports the body.	Create an information sheet explaining how food works in the body.
	Achieving (keeping up): Be able to describe how nutrients help body functions.	
	Excelling (going beyond): Be able to explain links between diet and health.	

6	Emerging (catching up): Know where food comes from	Research and label the sources of ingredients used in a recipe.
	Achieving (keeping up): Be able to identify food sources such as plant and animal origins	
	Excelling (going beyond): Be able to explain how food production affects people and the environment.	
7	Emerging (catching up): Know a range of kitchen equipment	Match equipment to cooking tasks and demonstrate safe use.
	Achieving (keeping up): Be able to use equipment safely and correctly.	
	Excelling (going beyond): Be able to select the most suitable equipment independently	
8	Emerging (catching up): Know basic cooking methods	Create a comparison chart of cooking methods and their effects on food
	Achieving (keeping up): Be able to identify different cooking methods used in recipes.	
	Excelling (going beyond): Be able to explain how cooking methods affect food.	
9	Emerging (catching up): Know how to improve practical skills	Practise preparing and cooking a dish using a range of techniques.
	Achieving (keeping up): Be able to follow recipes with increasing independence	
	Excelling (going beyond): Be able to demonstrate confidence and accuracy in practical work.	
10	Emerging (catching up): Know how to evaluate food products	Complete a detailed evaluation sheet for a practical outcome
	Achieving (keeping up): Be able to describe taste, texture and appearance	
	Excelling (going beyond): Be able to suggest realistic improvements to dishes.	
11	Achieving (keeping up): Be able to present dishes neatly	Plate and present a practical dish attractively with annotations.
	Excelling (going beyond): Be able to explain how presentation improves food appeal.	
12	Achieving (keeping up): Be able to make simple changes to recipes.	Adapt a recipe to make it healthier or suitable for a dietary need.
	Excelling (going beyond): Be able to adapt recipes for health, dietary or flavour needs independently.	