# DT CURRICULUM MAP
# 2024 – 2025

## Intent:

- Students have an understanding of contextual studies and theoretical artistic studies alongside exploring and mastering different techniques and materials.
- Students build fine motor skills, technical understanding and application; students are initially introduced to the formal elements and once the basics are acquired, these are then applied to different contexts with growing complexity throughout the curriculum.
- In DT students are given the opportunity to explore and master the design and making process through engaging and innovate briefs that require students to design, make and evaluate; students learn fluency when considering the iterative design process as all projects are structured in consideration of it.
- Students develop transferrable skills which can be used across the curriculum and will serve them well when seeking employment (creativity, communication, critical thought and analysis, cultural/social/historical awareness, perseverance and resilience).
- Students use a range of different processes and techniques from painting to printing to photographic manipulation. As contextual understanding grows, students are required to consider concept and visual language at a greater level, demonstrating this through the design and creation of personal ideas that explore the society and culture that individuals are immersed in; work often acts as social commentary as students challenge the issues that cause them concern.
- Students understand the role of a contemporary artist and can independently follow the creative process (Research, analyse, experiment, design develop, present, evaluate) to realise their own creative intentions.
- Students can fluently analyse artwork using key artistic terminology.

## Implementation:

| Year | |
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| **7** | **DT: Tiny House Project**<br>Students will explore the professional world of architecture working towards a brief to create a Tiny house which is eco-friendly, better for our mental health and affordable.<br>Students will work using the iterative design process and self-reflective practice to ensure they are meeting their targets.<br><br>**Each project ensures that they: Research/ Design / Evaluate / Present**<br><br>**Technical drawing learnt:**<br>1. Freehand sketching<br>2. 1 point perspective drawing<br>3. 2 point perspective<br>4. Isometric drawing<br>5. Orthographic drawing<br>6. Exploded drawing<br><br>**Knowledge and understanding**<br>• Understand contextual challenges and how it can improve the society. Students become more conscious as young designers to think about the user and how it will benefit them in a healthy way.<br>• Students are also taught to become more conscious of the environment and apply sustainable ways of designing and making.<br>• To be inspired by the work of others, emerging technologies and the environment we live in, in order to come up with innovative design ideas<br>• Equipment: learning how to use different basic tools used with in the architectural industry to present accurate drawings. |

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| **Year 8** | **DT: Funny Ugly Monsters**<br>Students will use the knowledge acquired in the Year 7 project 'Tiny House' project to further develop their iterative design skills through the designing, making and evaluating of a product. This project will run alongside a curriculum that teaches students about the social, moral and cultural responsibilities held as a designer. Focusing on specific case studies that explore discrimination and stereotypes of different race and gender within the toy industry. Environmental awareness will be revisited and pupils will broaden their knowledge of sustainability within design throughout their project. Students will be further challenged with their independent researching, designing and evaluating their final outcomes.<br><br>**Students will achieve these processes of iterative design.**<br>**Each project ensures that they: Research -> Design -> Make -> Evaluate**<br><br>**Technical skills:**<br>1. Freehand sketching<br>2. Model Making<br>3. Cutting, sticking<br>4. Sewing (whip stitch, cross stitch, back stitch, running stitch and applique techniques)<br><br>**Knowledge and understanding**<br>• Understand contextual challenges and how Design and Technology can improve aspects of society. Students become more conscious as young designers to think about the user and their lifestyle can be improved.<br>• Students are also taught to become more conscious of the environment and apply sustainable ways of designing and making.<br>• To be inspired by the work of others and the environment we live in, in order to come up with innovative design ideas<br>• Gain knowledge and understanding of how to use a range of materials for making e.g. fabrics, paper and boards<br>Equipment: learning how to use basic tools in order to cut with precision, sew safely and gain a heightened awareness on health & safety. |
| | **DT: Lighting**<br>Utilising and further developing all of the skills students have developed thus far in Design and Technology/Art, this project aims to investigate the aesthetics of interior lamps/lanterns. Students will study a range of structures and architecture, allowing pupils to access and use previous knowledge from the Tiny House project. Students will form an investigation of different design ideas and processes. Students will then utilise this knowledge to develop a range of design ideas, allowing further exploration of the technical drawing skills developed in Year 7. Students will plan and make their lamps using a range of different materials, reviewing and refining throughout the making process. Students will use electronics to power their product, learning about circuits and computer automated systems. As students have developed a strong understanding of the iterative design process, this project will require greater levels of independence.<br><br>**Technical skills:**<br>1. Freehand sketching<br>2. Formal elements: Shape and form<br>3. Understanding shapes and structures<br>4. How to use a range of materials to form a 3D object<br><br>**Students will achieve the processes of iterative design.**<br>**Each project ensures that they: Research -> Design -> Make -> Evaluate**<br><br>**Knowledge and understanding:**<br>• Understand contextual challenges and how Design and Technology can improve aspects of society. Students become more conscious as young designers to think about the user and their lifestyle can be improved.<br>• Students are also taught to become more conscious of the environment and apply sustainable ways of designing and making.<br>• To be inspired by the work of others and the environment we live in, in order to come up with innovative design ideas<br>• Gain knowledge and understanding of how to use a range of materials for making e.g. fabrics, paper and boards<br>• Equipment: learning how to use basic tools in order to cut with precision and a heightened awareness on health & safety. |

## Enrichment Opportunities:

To add to the DT curriculum students also attend cooking courses at stages in the year – these are delivered in professional kitchens offsite.

Additionally, throughout the year we run a range of gallery visits for KS4 students as well as offering photography students the opportunity to explore different photography techniques through location shooting.

## Impact:

Formative assessment is an integral part of our approach to Teaching and Learning. Over the course of their study, we will use weekly/fortnightly cumulative formative diagnostic assessments (in class or for homework) to ensure that students are consistently retrieving their knowledge of different components. The purpose of this is to ensure all knowledge is retained (and any gaps are identified and addressed promptly) and also to inform teachers' planning. Using this style of assessment, we will make use of the advantages of spaced practice as well as allowing pupils to be able to apply their knowledge to a wide variety of contexts.

Students will also sit a summative assessment every term. This assessment will be cumulative and will assess not only what the students have learned over the previous term, but also their understanding of all relevant material previously taught. Staff are supported to mark these accurately and post assessment moderation also takes place to ensure the validity of the data. All data is analysed centrally (not by teachers) and each Subject Leader is given a report outlining the areas of strength and weakness. This is used to inform future planning, support with additional interventions and set changes.

Verbal feedback is championed within the arts and this is utilised consistently to give students real time, detailed feedback that is a catalyst for progress – all teachers have attended CPD sessions within the art department that focus on quality of assessment and identify how to continuously improve the value of feedback.