

Art, Design & Technology, including Food

KS3 ADT rotations

Students will follow a carousel during Key Stage 3 and will spend 7/8 weeks in each of the subject areas below to gain knowledge and skills in all areas of Design and Technology

		1	2	3	4	5
Y7	Area	Food 1: Skills 1	Food 2: Skills 2	Textiles: Pencil case/cushion cover project	DT: Memphis inspired Clock project	DT: Desk Tidy
	Assessment	2 x practical assessments End of rotation written test	1 x practical assessment End of rotation test	2 x Assessed pieces of work End of unit test	2 x Assessed pieces of work End of unit test	2 x Assessed pieces of work End of unit test
Y8	Area	Food 1: Skills	Food 2: Fruit and vegetables	Ceramics: Monster project	DT: Box Project	Textiles: Pencil case/cushion cover project
	Assessment	2 x practical assessments	1 x practical assessments	2 x Assessed pieces of work End of unit test	2 x Assessed pieces of work End of unit test	2 x Assessed pieces of work End of unit test

		End of rotation written test	End of rotation written test			
Y9	Area	Food 1: Healthy eating	Food 2: Food science	DT: Art Deco inspired Thermometer/Clock project	Art Over to You– Mixed Media themed based work	Art Under the Microscope– craft based project (ceramics and textiles)
	Assessment	2 x practical assessments End of rotation written test	1 x practical assessment End of rotation written test	2 x Assessed pieces of work End of unit test	2 interim assessed pieces (one research, one drawing) Final assessment	2 interim assessments (one research, one design) Final assessment

Art & Design KS3

Key stage 3 (Y7-Y9) *Click on the blue hyperlinks to open the Knowledge Organiser for that topic*

	Year 7	Year 8	Year 9
Term 1	<p>DRAW – skills</p> <p>Students are introduced to a variety of drawing techniques and are given opportunities to practice new drawing skills.</p>	<p>Proportion and Structure- Living World</p> <p>Students build their skills in drawing and sculpture further, focussing on</p>	<p>In Year 9, students experience 2 Art, craft and design rotations over the year, as part of their Art, Design and Technology experience. Other</p>

	Year 7	Year 8	Year 9
	<p>They are guided through 3 different drawing challenges that encourage experimentation and imaginative responses in their use of the formal elements of drawing (line, shape, tone, texture, pattern.) Along the way, they will encounter and respond to a variety of artists.</p> <ol style="list-style-type: none"> 1. Monster challenge- students experiment with mark making, producing a monster drawing 2. Life Journey challenge- looking at Aboriginal Art, students produce a life journey drawing using symbols, and build skills in pencil control. <p>Robot challenge- students are introduced to perspective and the illusion of 3D, and use this to create imaginative robot designs.</p> <p>Year 7 DRAW knowledge organiser</p>	<p>proportion, structure and form as they develop 2D and 3D responses.</p> <p>They develop their understanding of the difference between representational and stylised depictions of “living world” themes, such as the human figure. There is a focus on individual responses, and artists are referenced throughout to support student work.</p> <ol style="list-style-type: none"> 1. Sculpture- experimenting with building techniques, focussing on structure and form. Materials might include clay, wire or card and paper. <p>2D response- building and planning accurate and stylised images to ensure good proportion, structure and form</p> <p>Y8 OBSERVATION knowledge organiser</p>	<p>rotations focus on Food and Product Design.</p> <p>Art, Craft and Design Rotation 1- Dust Bunnies</p> <p>Students explore ceramics and textile techniques, producing practical, experimental samples. They research the work of artists and craftspeople before developing ideas for a character. They then use techniques they have learned to make their own “Dust Bunny.”</p> <p>Year 9 CRAFT knowledge organiser</p>
Assessment	<p>Verbal feedback is given throughout.</p> <p>Teachers assess challenges on completion.</p>	<p>Verbal feedback is given throughout.</p> <p>Teachers assess challenges on completion.</p>	<p>Teacher assessment of class work and homeworks throughout the project.</p> <p>Overall teacher assessment on completion of the unit.</p>

	Year 7	Year 8	Year 9
Term 2	<p>DRAW- Illustration Project</p> <p>Students work more independently on a given theme, in conjunction with the English department’s “Everyone’s a Writer” anthology theme.</p> <p>Students produce mind maps, gather research, plan and produce an imaginative illustration on the theme.</p>	<p>Media- Imaginative Development</p> <p>Students are encouraged to take an experimental response to exploring new media, techniques and processes. They are guided through a series of imaginative tasks and encouraged to take a playful approach. Each task exposes students to the work of artists and designers.</p> <ol style="list-style-type: none"> 1. Exquisite Corpse- students devise and improvise imaginary figures, exploring and selecting from media such as ink, oil pastel and collage. 2. Printmaking- students consider the effect of repeat pattern, designing print blocks and using them to create a finished piece. 	<p>Art, craft and design Rotation 2- 2D Art - Merchandising</p> <p>Students create a new brand within one of 3 areas, sport, music or nature.</p> <p>They look at examples of brand art work and develop their own visual designs using typography and image.</p> <p>They adapt, refine and experiment with different possibilities that reflect their brand identity, eventually developing outcomes for a variety of merchandise.</p>
Assessment	<p>Verbal feedback is given throughout.</p> <p>Teachers assess challenges on completion.</p>	<p>Verbal feedback is given throughout.</p> <p>Teachers assess challenges on completion.</p>	<p>Ongoing teacher and self assessment throughout the project. Teacher assessment on completion</p>

	Year 7	Year 8	Year 9
Term 3	<p>PAINT - colour theory and paint skills</p> <p>Students are guided through the basics of colour theory and control of paint. They respond to painters in producing an individual landscape painting, revisiting the formal elements of tone, texture and pattern.</p> <p>Year 7 PAINT knowledge organiser</p>	<p>Surrealism - Personal Responses</p> <p>Students explore, study and analyse examples of Surrealism from a variety of contexts.</p> <p>They are then guided to devise, research and develop individual ideas in response to what they have learned. They will have the opportunity to build skills and understanding of the media selected.</p>	
Assessment	<p>Verbal feedback is given throughout.</p> <p>Teachers assess work on completion.</p>	<p>Verbal feedback is given throughout.</p> <p>Teachers assess work on completion.</p>	<p>Verbal feedback is given throughout.</p> <p>Teachers assess work on completion.</p>

Food Nutrition KS3

KS3	Key Questions / Key Concepts	Content/Coverage	Key Tier 3 Vocabulary
<p>Year 7</p> <p>Food and Nutrition Skills</p>	<p>To work safely in the kitchen, demonstrating basic food skills to</p>	<ul style="list-style-type: none"> Hygiene and safety including cross-contamination of bacteria 	<p>Hygiene</p> <p>Safety</p>

KS3	Key Questions / Key Concepts	Content/Coverage	Key Tier 3 Vocabulary
Rotation (7-8 weeks)	<p>produce a range of nutritionally balanced and cost effective meals.</p> <p>What is the difference between hygiene and safety?</p> <p>To use a vegetable knife and the oven safely.</p> <p>What is a balanced diet?</p> <p>Why do we use certain ingredients?</p> <p>Food Skills 1</p> <p>Food Skills 2</p>	<ul style="list-style-type: none"> • Equipment – names and functions • Healthy eating including reading food labels • Nutrition – 5 nutrients and a basic function of each. • Food preparation skills: rubbing-in, weighing out, measuring, knife skills (bridge and claw techniques), using the hob and oven, bread making, all-in-one sauce. • Functions of ingredients: thickening of sauces (two methods), yeast as a raising agent, binding. 	<p>Cross-contamination</p> <p>Bacteria</p> <p>Bridge</p> <p>Claw</p> <p>Oven</p> <p>Hob</p> <p>Yeast</p> <p>Rubbing in</p>
Assessment	<p>End of rotation written test.</p> <p>Assessed practical lessons – chilli (knife skills) and pizza (bread making).</p>		
Year 8 Food and Nutrition	<p>How can money be saved on food shopping?</p>	<ul style="list-style-type: none"> • Budgeting for food - how to reduce the amount of money spent on 	<p>Budgeting</p> <p>Nutritional needs</p>

KS3	Key Questions / Key Concepts	Content/Coverage	Key Tier 3 Vocabulary
Rotation (8 weeks)	<p>What ingredient thickens a sauce? What is the science behind it?</p> <p>Why are fruit and vegetables important in the diet?</p> <p>Fruit and Veg</p> <p>Food Skills</p>	<p>food and planning meals on a budget.</p> <ul style="list-style-type: none"> Food preparation skills – Y8 students will build upon knowledge from year 7 of safe and hygienic working to produce a variety of different dishes successfully. Functions of ingredients e.g. the use of starch to thicken a sauce, starch to thicken a risotto, ingredient functions in pastry and cake making. Understanding the importance of fruit and vegetables in the diet and how they can be incorporated into meals. 	<p>Coeliac</p> <p>Lactose intolerance</p> <p>Vegan</p> <p>Gelatinisation</p> <p>Coagulation</p> <p>Starch</p> <p>Rubbing in</p> <p>Bridge</p> <p>Claw</p> <p>Creaming</p> <p>Cross contamination</p>
Assessment	<p>End of rotation written test.</p> <p>Assessed practical lessons – quiche and chicken tikka masala (knife skills).</p>		
Year 9	<p>What are the 5 main nutrients and what are their functions?</p>	<ul style="list-style-type: none"> Nutrients – the 5 main nutrients. What they are and their functions. 	<p>Nutrients</p>

KS3	Key Questions / Key Concepts	Content/Coverage	Key Tier 3 Vocabulary
Food and Nutrition Rotation (8 weeks)	<p>What are the consequences of eating too much fat?</p> <p>What role does fibre play in the diet?</p> <p>Why is it important to stay hydrated?</p> <p>What are the ingredient functions in cake, pastry and bread.</p> <p>Healthy Eating</p> <p>Food Science</p>	<ul style="list-style-type: none"> • Portion control – importance of portion control. • Consequences of consuming too much fat. • How to modify recipes to make them healthier. • Types of vegetarian and reasons for becoming a vegetarian. • Importance of fibre with the diet. • Hydration – reasons for staying hydrated, symptoms of dehydration. • Food preparation skills – Y9 students will build upon knowledge from year 7+8 of safe and hygienic working to produce a variety of different dishes successfully. The emphasis will be on higher level skills. • Understanding ingredient functions in cake, pastry and bread. 	<p>Function</p> <p>Saturated</p> <p>Unsaturated</p> <p>Portion</p> <p>Lacto vegetarian</p> <p>Lacto-ovo vegetarian</p> <p>Pescatarian</p> <p>Vegan</p> <p>Modify</p> <p>Function</p>

KS3	Key Questions / Key Concepts	Content/Coverage	Key Tier 3 Vocabulary
Assessment	End of rotation written test. Assessed practical lessons – Viennese fingers and dough balls.		