

Year 7 Rotation	Art & Design - Rotation 1 (9 weeks)	Art & Design - Rotation 2 (9 weeks)	Food & Nutrition - Rotation 3 (9 weeks)	Design Technology - Rotation 4 (9 weeks)
Knowledge	<p><b>Year Art 7 theme: Natural World</b></p> <p><b>Context and culture:</b></p> <p><b>Understand how the elements of art are used for human expression and design throughout history &amp; across world cultures by studying:</b></p> <ul style="list-style-type: none"> <li>Drawing with line</li> <li>Making marks &amp; expressive marks</li> <li>Tonal range &amp; shading techniques</li> <li>Observational drawing from still-life</li> <li>Colour, the colour wheel, colour mixing &amp; optical blending</li> <li>Colour theory &amp; colour symbolism</li> <li>Drawing the human face</li> <li>Creating expressionist portraits</li> <li>The use of pattern, including traditional Islamic and Indian patterns and zentangles</li> <li>The artist Yayoi Kusama's patterns inspired by nature</li> </ul> <p><b>Careers:</b></p> <ul style="list-style-type: none"> <li>Understand the 'real world' applications of Art &amp; Design in the Creative Industries - careers focus on Illustrators</li> </ul>	<p><b>Year Art 7 theme: Natural World</b></p> <p><b>Context and culture:</b></p> <p><b>Understand how Artists, Designers and Architects respond to the natural world around them and are inspired by natural forms, including issues such as ecological design &amp; sustainability by studying traditional and contemporary:</b></p> <p>Architects:</p> <ul style="list-style-type: none"> <li>Antoni Gaudi,</li> <li>Hundertwasser</li> <li>Jean Gang</li> <li>Thomas Heatherwick</li> </ul> <p>Artists:</p> <ul style="list-style-type: none"> <li>Ernst Haeckle</li> <li>Peter Randall</li> <li>Yayoi Kusama</li> <li>Raku Inoue</li> <li>Louise Bourgoise</li> </ul> <p><b>Careers:</b></p> <ul style="list-style-type: none"> <li>Understand the 'real world' applications of Art &amp; Design in the Creative Industries, with a careers focus on Architecture</li> </ul>	<p><b>Technical and nutrition knowledge:</b></p> <p>Understand how we can make better food choices and promote better health by studying;</p> <ul style="list-style-type: none"> <li>the origins of fruit and vegetables, seasonal fruit and veg, to understand the '5 a day' system, the 4 dietary goals, the 8 tips for healthy eating and the 'Eat well guide'</li> <li>to be able to discuss food from different cultures and religions</li> <li>Food-poisoning bacteria and how it's transported in the kitchen, importance of washing hands correctly.</li> <li>How sugar originates, how it is processed, the advantages and disadvantages of consuming it.</li> <li>Development the skills needed to Evaluate and analyse recipes made in lessons.</li> <li>Analyse the nutrition within the recipes made, students will analyse their making skills, peer and self-assessment and gathering families' opinions, using subject specific language</li> <li>Food waste and climate change.</li> </ul> <p><b>Careers:</b></p> <ul style="list-style-type: none"> <li>Understand the 'real world' applications of Food studies, with a careers focus on chefs and food inspectors.</li> </ul>	<p><b>Technical skills and knowledge:</b></p> <p>Understand how Designers respond to the natural world around them, including issues such as ecological design &amp; sustainability, students will do this by studying:</p> <ul style="list-style-type: none"> <li>How to research and gain ideas</li> <li>Analyse research findings and use this information to create designs</li> <li>Create initial design ideas</li> <li>Develop initial designs to create a final design</li> <li>Create planning to make the final design</li> <li>Learn the Health and Safety rules of the design technology room and its tools and equipment</li> <li>Learn about a wide range of materials used in DT, plastics, woods, metals and cards, what they are made from, how they are processed, advantages and disadvantages of using them</li> <li>Recycling and climate change</li> <li>2 D design</li> </ul> <p><b>Careers:</b></p> <p>Understand the 'real world' applications of Design Technology studies, with a careers focus on carpenters and designers.</p>
Skills	<p><b>Introduction to the Formal Elements of art and design: Line, Tone, Colour, Pattern, Texture, Shape, Form, Space.</b></p> <p><b>Learn how to manipulate the formal elements through the practice and application of:</b></p> <ul style="list-style-type: none"> <li>Observational drawing</li> <li>Shading</li> <li>Colour mixing/blending/shades/tints/tones</li> <li>Collage</li> <li>Painting</li> <li>3D/clay manipulation</li> <li>Designing &amp; applying pattern</li> <li>Research the history of art and design</li> <li>Develop visual literacy and analytical skills</li> </ul>	<p><b>Extended project:</b></p> <p><b>Use clay to make a 3D architectural sculpture inspired by nature.</b></p> <p><b>Learn how to develop ideas for a 3D to design &amp; make a 3D sculpture inspired by the natural world</b></p> <ul style="list-style-type: none"> <li>Research how Artists are inspired by nature and make presentations on the Architects Antoni Gaudi and Hundertwasser</li> <li>Make a mosaic design based on an animal</li> <li>Design and build a final 3D design in clay</li> <li>Apply colour and pattern</li> </ul>	<p><b>Making skills:</b></p> <ul style="list-style-type: none"> <li>To become proficient in food preparation, considering food poisoning and health and safety rules at all times</li> <li>Development of using knives, using knives and chopping boards correctly and safely,</li> <li>Making 5 recipes, cooking independently whilst keeping H&amp;S rules and food safety rules.</li> <li>Working independently alone/ in pairs and in teams, to cook and test recipes made.</li> <li>Good understanding of health and safety rules</li> <li>Understanding the principles of healthy eating</li> <li>Ability to choose and use cooking tools and equipment correctly. To make 5 recipes.</li> </ul>	<p><b>Making skills:</b></p> <ul style="list-style-type: none"> <li>To become proficient in using tools and equipment correctly, keeping health and safety rules at all times</li> <li>To watch demonstrations teaching students how to use tools and equipment correctly and safely</li> <li>To develop technical skills in being able to use a range of different materials and making processes; sawing, chiselling, sanding, cutting, soldering, bending, drilling etc.</li> <li>To develop a reflective practice, analysing students own practical skills and that of their peers.</li> </ul>
Outcomes	<ul style="list-style-type: none"> <li>A4 sketchbook</li> <li>Drawn &amp; painted outcomes</li> <li>An expressive self portrait</li> <li>Presentations about Artist research</li> <li>3D ceramic sculpture based on nature and architecture</li> </ul>		A4 exercise book, which includes, final designs, planning, H&S worksheets, peer and self-assessment, teacher feedback	<ul style="list-style-type: none"> <li>A4 exercise book, which includes; research, initial designs, final designs, planning, H&amp;S worksheets, peer and self-assessment, teacher feedback</li> <li>A hand held game.</li> </ul>
Independent Learning Link	<ul style="list-style-type: none"> <li><a href="https://www.tate.org.uk/kids">https://www.tate.org.uk/kids</a></li> <li><a href="https://creativejourneyuk.com/">https://creativejourneyuk.com/</a> (scroll down to Paul Jackson Illustrator film)</li> <li><a href="https://www.bbc.co.uk/bitesize/subjects/z76sr82">https://www.bbc.co.uk/bitesize/subjects/z76sr82</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="https://nationalcareers.service.gov.uk/job-profiles/architect">https://nationalcareers.service.gov.uk/job-profiles/architect</a></li> <li><a href="https://www.funkidslive.com/learn/building-london/">https://www.funkidslive.com/learn/building-london/</a></li> <li><a href="https://www.architecture.com/education">https://www.architecture.com/education</a></li> </ul>	<a href="https://lovefoodhatewaste.com">https://lovefoodhatewaste.com</a>  <a href="https://www.youtube.com/watch?v=jCKt02NGjfM">https://www.youtube.com/watch?v=jCKt02NGjfM</a>	<a href="https://www.dyson.co.uk/air-treatment?">https://www.dyson.co.uk/air-treatment?</a>  <a href="https://Hornby.Com">https://Hornby.Com</a>

Year 8 Rotation	Art & Design - Rotation 1 (9 weeks)	Art & Design - Rotation 2 (9 weeks)	Food & Nutrition - Rotation 3 (9 weeks)	Design Technology - Rotation 4 (9 weeks)
Knowledge	<p><b>Year 8 Art theme: Everyday objects as art</b></p> <p><b>Context and culture:</b>  <b>Identify how the visual arts have shaped modern Western culture by studying the Art and Design of the 20<sup>th</sup> and 21<sup>st</sup> centuries</b></p> <ul style="list-style-type: none"> <li>Modernist Art – Cubism</li> <li>Pablo Picasso</li> <li>Georges Braque</li> <li>Guernica 1937 – historical context</li> <li>Collage</li> <li>Pop Art and the Pop Artists</li> <li>Micheal Craig Martin</li> <li>Keith Herring – Street Art/Hip-hop/'80s NY</li> <li>Jean Michal Basquiat</li> <li>Marlene Dumas</li> </ul> <p><b>Careers:</b></p> <ul style="list-style-type: none"> <li>Understand the 'real world' applications of Art &amp; Design in the Creative Industries - careers focus Graphic Design (publishing, media, advertising, marketing applications)</li> </ul>	<p><b>Year 8 Art theme: Everyday objects as art</b></p> <p><b>Context &amp; culture:</b>  <b>Further understand the formal elements of art by studying how Artists and Designers create abstraction or graphic symbolism in their work in different cultures</b></p> <ul style="list-style-type: none"> <li>Cubism</li> <li>Baya Mahieddine</li> <li>Pablo Picasso's guitar</li> <li>Nedebale community</li> <li>Nedebale house painting</li> <li>Nedebale Artist, Esther Mahlangu</li> <li>Graphic designers;</li> <li>Paula Scher, Alan Fletcher</li> </ul> <p><b>Careers:</b></p> <ul style="list-style-type: none"> <li>Understand the 'real world' applications of Art &amp; Design in the Creative Industries, with a careers focus Graphic Design (medical/botanical, political, fine art, street art applications )</li> </ul>	<p><b>Technical and nutrition knowledge:</b>  Understand how we can make better food choices and promote better health by studying;</p> <ul style="list-style-type: none"> <li>Hazards in the kitchen and how to correct them</li> <li>The origins and processing of fats and salt and the advantages and disadvantages of consuming them.</li> <li>To understand '5 a day', 4 dietary goals and the 'Eat well guide'</li> <li>Food-poisoning bacteria and how it's transported in the kitchen, importance of washing hands correctly.</li> <li>Development the skills needed to test, evaluate and analyse recipes made in lessons.</li> <li>Analyse the nutrition within the recipes made, students will analyse their making skills, peer and self-assessment and gathering families' opinions, using subject specific language.</li> <li>Lowering amounts of fats and salt in recipes before making them.</li> <li>Pastry making. A practice at completing a controlled assessment.</li> </ul> <p><b>Careers:</b>  Understand the 'real world' applications of Food studies, with a careers focus on bakers and food factory workers.</p>	<p><b>Technical skills and knowledge:</b>  Understand how the manufacturing industry responds to the natural world around us, including issues such as ecological design &amp; sustainability, recycling</p> <ul style="list-style-type: none"> <li>Research the natural world to gain ideas</li> <li>Analyse research findings and use this information to create designs</li> <li>Create initial design ideas</li> <li>Develop initial designs to create a final design</li> <li>Create planning to make the final design</li> <li>Learn the Health and Safety rules of the design technology room and its tools and equipment</li> <li>Learn about a wide range of materials used in DT, plastics, woods, metals and cards, what they are made from, how they are processed, advantages and disadvantages of using them</li> <li>Recycling and climate change</li> <li>2 D design and laser cutting</li> </ul> <p><b>Careers:</b>  Understand the 'real world' applications of Design Technology studies, with a careers focus on Computer aided software designers and industrial laser cutter operatives.</p>
Skills	<p><b>Review the Formal Elements: Line, Tone, Colour, Pattern, Texture, Shape, Form, Space.</b>  <b>Understand how contemporary visual culture and media are rooted in the Modernist Art movements of the early 20<sup>th</sup> century.</b></p> <ul style="list-style-type: none"> <li>Research the work of the Cubist artists</li> <li>Explore the relationship between abstract v figurative art</li> <li>Research and analyse Picasso's paintings 'Guernica' and the 1937 war crime which inspired it, also look at 'Weeping Woman'</li> <li>Make observational drawings of a still life of everyday objects and create a Cubist style collage</li> <li>Research the influence of the 1960s Pop Art movement and make links with modern graphics</li> <li>Design products inspired by Pop Art</li> </ul>	<p><b>Extended project 1:</b>  <b>Make a 3D relief sculpture of a cubist style guitar, using cardboard, textures and collage.</b>  <b>Understand the 'real world' applications of Art &amp; Design in the Creative Industries (Graphic Design).</b></p> <ul style="list-style-type: none"> <li>Review the principals of Cubism and the 'fragmented' image seen from multiple angles</li> <li>Draw a guitar or violin from observation</li> <li>Deconstruct the image to create a Cubist style design for a 3D relief sculpture, draw the component parts</li> <li>Cut and assemble the 3D relief sculpture</li> <li>Collage with different papers, textures and mixed media</li> </ul> <p><b>Project 2:</b></p> <ul style="list-style-type: none"> <li><b>Study the graphic Art of the Nedebale community in Africa, analyse their meanings</b></li> <li>Apply graphic designs to everyday objects and products</li> </ul>	<p><b>Making skills:</b></p> <ul style="list-style-type: none"> <li>To become proficient in food preparation, considering food poisoning and health and safety at all times.</li> <li>Practice cooking processes; Baking and boiling, Pastry making, kneading and rolling.</li> <li>Making 5 recipes, cooking independently whilst keeping H&amp;S rules and food safety rules.</li> <li>Working independently alone/ in pairs and in teams, to cook and test recipes made.</li> <li>5 recipes made, tested and evaluated.</li> <li>Good understanding of health and safety rules</li> <li>Understanding the principles of healthy eating</li> <li>Ability to make, test and evaluate a range of products made.</li> </ul>	<p><b>Making skills:</b></p> <ul style="list-style-type: none"> <li>To become proficient in using tools and equipment correctly, keeping health and safety rules at all times</li> <li>To watch demonstrations teaching students how to use tools and equipment correctly and safely</li> <li>To develop technical skills in being able to use a range of different types of wood and joints, practice sawing, chiselling, sanding, cutting, soldering, bending, drilling, 2D design, laser printer, laser cutting.</li> <li>To develop a reflective practice, analysing students own practical skills and that of their peers.</li> </ul>
Outcomes	<ul style="list-style-type: none"> <li>A4 sketchbook</li> <li>Drawn &amp; painted outcomes</li> <li>Presentations about Artist research</li> <li>3D relief sculpture of a guitar</li> <li>2D/3D piece inspired by Nedebale art</li> </ul>		<ul style="list-style-type: none"> <li>A4 exercise book, which includes, final designs, planning, H&amp;S worksheets, peer and self-assessment, teacher feedback</li> </ul>	<ul style="list-style-type: none"> <li>A4 exercise book, which includes; research, initial designs, final designs, planning, H&amp;S worksheets, peer and self-assessment, teacher feedback</li> <li>A wooden storage box/ keepsakes box/ jewellery box.</li> </ul>
Independent Learning Link	<ul style="list-style-type: none"> <li><a href="https://www.tate.org.uk/kids">https://www.tate.org.uk/kids</a></li> <li><a href="https://creativejourneyuk.com/">https://creativejourneyuk.com/</a> (scroll down to careers films)</li> </ul>	<ul style="list-style-type: none"> <li><a href="https://www.dba.org.uk/careers/graphic-designer/">https://www.dba.org.uk/careers/graphic-designer/</a></li> <li><a href="https://nationalcareers.service.gov.uk/job-profiles/graphic-designer">https://nationalcareers.service.gov.uk/job-profiles/graphic-designer</a></li> </ul>	<p><a href="#">Gordon Ramsay - How to make shortcrust pastry - YouTube</a></p> <p><a href="#">The History of Salt - YouTube</a></p>	<p><a href="#">Hardwoods and Softwoods GCSE DT - YouTube</a></p> <p><a href="#">Types of wood and Manufactured Boards 001 - YouTube</a></p>

Year 9 Rotation	Art & Design - Rotation 1 (9 weeks)	Art & Design - Rotation 2 (9 weeks)	Food & Nutrition - Rotation 3 (9 weeks)	Design Technology - Rotation 4 (9 weeks)
Knowledge	<p><b>Year Art 9 theme: Identity</b></p> <p><b>Context and culture:</b>  <b>Understand the human need to express identity &amp; self-portraiture. Explore contemporary expressions of visual identity and consider issues such as social media and global events</b></p> <ul style="list-style-type: none"> <li>The roots of Surrealism in the aftermath of WW1</li> <li>Identify links to Sigmund Freud's work on dreams, the unconscious mind and Psychoanalysis</li> <li>Surrealist Artists; Dali, Magritte, Man Ray</li> <li>Historical context: WW1, trauma, anti-war art</li> <li>Contemporary Surrealist artists: Eugenia Loli, Sarah Esenlohr, Rocio Montoya</li> <li>Cyanotype photography Process, Robert Langham</li> <li>Surrealist photography, Man Ray</li> </ul> <p><b>Careers:</b></p> <ul style="list-style-type: none"> <li>Understand the 'real world' applications of Art &amp; Design in the Creative Industries - careers focus on Graphic Design (Photographic and Film)</li> </ul>	<p><b>Year Art 9 theme: Identity</b></p> <p><b>Context and culture:</b>  <b>Understand the formal elements by studying representations of identity in Non-Western Cultures as seen in their traditional or contemporary masks</b></p> <ul style="list-style-type: none"> <li>Research how different Cultures use masks to reflect, change or hide identities</li> <li>Masks in different Cultures: <ul style="list-style-type: none"> <li>African (traditional &amp; modern)</li> <li>Mexican Day of the Dead</li> </ul> </li> <li>Street Art and stencil Artists: Banksy, Eduardo Kobra, JR Kenya</li> <li>Photoshop: Digital media, manipulation, editing</li> <li>Analyse issues around the digital manipulation of photographs in the media.</li> </ul> <p><b>Careers:</b></p> <ul style="list-style-type: none"> <li>Understand the 'real world' applications of Art &amp; Design in the Creative Industries, with a careers focus on Photography</li> </ul>	<p><b>Technical and nutrition knowledge:</b>  Understand how we can make better food choices and promote better health by studying;</p> <ul style="list-style-type: none"> <li>The origins and processing of ingredients used to make bread, pasta, pastry and white sauces.</li> <li>How to implement the guidelines gained from the '5 a day' system, the 4 dietary goals and the 'Eat well guide' into the recipes chosen for the students to make.</li> <li>Considering different diets, allergies, diabetes, gluten intolerance, religious diets etc.</li> <li>Implement Food safety rules into the planning of cooking lessons.</li> <li>Understand how to set up tests to test recipes made, evaluate and analyse recipes made in lessons.</li> <li>Analyse the nutrition within the recipes made.</li> <li>Analysing making skills, peer and self-assessment and gathering families' opinions</li> </ul> <p><b>Careers:</b>  Understand the 'real world' applications of Food studies, with a careers focus: Food technologists and product developers.</p>	<p><b>Technical skills and knowledge:</b>  Understand how Graphic Designers and manufacturers respond to the natural world around them, including issues such as ecological design &amp; sustainability, students will do this by studying:</p> <ul style="list-style-type: none"> <li>Researching of pewter materials and tools</li> <li>How graphic designers create logos</li> <li>How products are mass produced in factory settings</li> <li>Create initial, developed and final designs</li> <li>Learn the Health and Safety rules of the design technology room and its tools and equipment</li> <li>Learn about a wide range of materials used in DT, pewter, forging, soldering, woods, metals and cards, what they are made from, how they are processed, advantages/disadvantages</li> <li>Recycling and climate change</li> </ul> <p><b>Careers:</b>  Understand the 'real world' applications of Design Technology studies, with a careers focus on graphic designers and mass production factory workers.</p>
Skills	<p><b>Review Formal Elements + principals of design:</b> Line, Tone, Colour, Pattern, Texture, Shape, Form, Space + balance, proportion, rhythm, emphasis and unity</p> <p><b>Understand the role of Art in responding to major historical events (Surrealism- WW1) and how Artists reflect human identity.</b></p> <p><b>Begin Extended Project about Identity:</b></p> <ul style="list-style-type: none"> <li>Portrait Line drawing response to Frank Auberach and Vince Low</li> <li>Research and analysis</li> <li>Create a Surreal Collage inspired by Eugenia Loli, made from photographs and magazines</li> <li>Make 'exquisite corpse' character</li> <li>Explore the photographic process of cyanotype</li> <li>Use acrylic painting techniques to create a surrealist painting developed from the collage</li> <li>Respond to deconstructed text artists</li> </ul>	<p><b>Identity project continued from rotation 1:</b></p> <p><b>Explore concepts of personal identity and hidden identity through self-image and mask making</b></p> <ul style="list-style-type: none"> <li>Create an A3 portfolio of work about 'Identity'</li> <li>Draw stencil designs for a spray paint African mask Response, focusing on shape and pattern</li> <li>Explore Stencil Street Artists and cut own spray paint stencils</li> <li>Digital image manipulation, Photoshop portraits</li> <li>Ink mark-making techniques to create a background for spray painting</li> <li>Spray paint techniques</li> <li>Add 3D elements to the spray paint mask outcome</li> <li>Extension: Mexican Day of the dead mask design</li> </ul>	<p><b>Making skills:</b></p> <ul style="list-style-type: none"> <li>To become proficient in food preparation, considering food poisoning at all times</li> <li>Develop beating, whisking, kneading, shaping boiling, baking, proving, assembling skills by making, fresh pasta, puff pastry, bread and cheese sauce.</li> <li>Working independently alone/ in pairs and in teams, to cook and test recipes made.</li> <li>5 recipes made and tested</li> <li>Using <b>Explore food</b> to calculate nutrition within the recipes students make.</li> <li>Good understanding of health and safety rules</li> <li>Understanding the principles of healthy eating</li> <li>Ability to choose and use cooking tools and equipment correctly.</li> <li>Have made pasta, bread, sauces and pastry.</li> </ul>	<p><b>Making skills:</b></p> <ul style="list-style-type: none"> <li>To become proficient in using tools and equipment correctly, keeping health and safety rules at all times</li> <li>To watch demonstrations teaching students how to use tools and equipment correctly and safely</li> <li>To develop technical skills in being able to use a range of different materials, soldering, casting pewter, sawing, chiselling, sanding, cutting.</li> <li>Creating a logo design, using 2D design.</li> <li>To develop a reflective practice, analysing students own practical skills and that of their peers.</li> </ul>
Outcomes	<ul style="list-style-type: none"> <li>A3 Mini-portfolio of work on the theme of 'Identity'</li> <li>Range of 2D outcomes</li> <li>Stencil Mask designs</li> <li>Presentations about Artist research</li> <li>2D/3D Outcome inspired by African masks</li> </ul>		<ul style="list-style-type: none"> <li>A4 exercise book, which includes, final designs, planning, H&amp;S worksheets, peer and self-assessment, teacher feedback</li> </ul>	<ul style="list-style-type: none"> <li>A4 exercise book, which includes; research, initial designs, final designs, planning, H&amp;S worksheets, peer and self-assessment, teacher feedback</li> <li>A pewter casted keyring or jewellery and a wooden gift box containing an acrylic lid with a logo laser cut into it.</li> </ul>
Independent Learning Link	<ul style="list-style-type: none"> <li><a href="https://www.tate.org.uk/kids">https://www.tate.org.uk/kids</a></li> <li><a href="https://creativejourneyuk.com/">https://creativejourneyuk.com/</a> (scroll down to careers films)</li> </ul>	<ul style="list-style-type: none"> <li><a href="https://www.the-aop.org/information/the-industry/job-specifications/photographer-spec">https://www.the-aop.org/information/the-industry/job-specifications/photographer-spec</a></li> <li><a href="https://thephotographersgallery.org.uk/">https://thephotographersgallery.org.uk/</a></li> </ul>	<p><a href="#">How to Make Puff Pastry   Tesco Food - YouTube</a></p> <p><a href="#">GORDON RAMSAY How to make a classic white sauce with cheese YouTube - YouTube</a></p>	<p><a href="#">Metal Casting with Pewter - YouTube</a></p> <p><a href="#">How to Design a Logo - From Start to Finish. - YouTube</a></p>

