

CITY OF  
ROCHESTER



SCHOOL

# **City of Rochester School**

## **Art and Design**

### **Technology Curriculum**

# Art and Design Curriculum

## Key Stage 1 – 4

### Intent

- At City of Rochester school, we value and are dedicated to the teaching of Art and Design Technology. We see this as a fundamental part of school life.
- We are committed to providing an 'Arts Rich Curriculum' for our children. We believe that by developing this, we can contribute to the quality of our children's lives, both within and beyond school.
- We see art and design as a means to support learning in a range of ways. The skills that are developed in these subjects can be transferred across the curriculum and thus aid learning.
- The Board of Trustees which comprises experts in SEN and in particular ASD, have been actively involved in curriculum design. This means that the curriculum is fit for purpose for children with special educational needs. A large part of the curriculum is experiential as it is important for children on the autism spectrum to be able to make cohesive links that are not abstract. A fully immersive experience is required. Examples include through World Book Day, author and poet visits and a range of trips and visits which enrich and complement children's learning.

### Implementation

As a school and in accordance with the National Curriculum's expectations, we aim to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms
- Art and DT are taught as part of a half-termly topic. For two terms each year the Arts including Music focus on students achieving an Arts Award. For KS1 and KS2 we aim for students to achieve an Arts Award Discover or Explore. Arts Award Explore is an Entry level 3 qualification. Students in KS3 will work towards an Arts Award Bronze, a level 1 qualification. At KS4 students can then choose an Arts Award Silver, a Level 2 qualification, GCSE Art and Design or BTEC Level 1 in Digital Media. From KS5 students can achieve an Arts Award Gold, a level 3 qualification.
- We use LMTW units to support our planning.
- The Art and Design units have been created to inspire, engage and develop an enthusiasm for art and design. Focusing on building key skills, the units secure children's understanding of observational drawing, sculpture, texture and colour through a range of suggested media. With a key emphasis on the work of different artists, children are taught about artistic practices and styles through history until the present day.
- The Design and Technology units encourage children to learn through a variety of creative and practical activities - through these activities pupils are equipped with the knowledge, understanding and skills to engage successfully and with increasing independence in the process of designing and making. The units include investigative and evaluative activities where children learn from a range of existing products. Pupils are then encouraged to use the knowledge gained when designing and making their own products. Children develop skills to be able to evaluate their products, considering the views of others and their own design criteria.
- There is a key emphasis on looking at design and technology in a wider context by linking it to Learning Means the World topics. Each unit has been written with an emphasis on cross-curricular links, so children see how design and technology is integral to the modern world in which they live.
- Staff have access to a bespoke and whole school training programme which enables them to meet the individual needs of pupils in relation to their diagnosis of ASD and other co-morbidities together with subject specific/curriculum training. Examples include: Understanding Autism, how the developing brain works, visits to other schools to observe and learn from best practice, subject specific training, memberships and participation in subject associations, participating in curriculum meetings, access to on-line resources – for example Optimus Education.
- Quality Assurance activities include book monitoring, learning walks, formal and informal lesson observations.

## Impact

Our children enjoy the self-expression that they experience in both Art and Design Technology.

- They are always keen to learn new skills and work hard to perfect those shown to them.
- The children's art is very often cross-curricular and helps them to express feelings and emotions in art, as well as show their knowledge and understanding in History, Geography, English and Science.
- The Art and Design curriculum impacts on children's personal development in creativity, independence, judgement and self-reflection. Students have the opportunity from KS1 up to KS4 to attain an Arts Award certificate. From KS1 to KS2 they can achieve a Discover or Explore Arts Award. From KS3 they work towards a Bronze Award. In KS4 we offer Arts Award Silver and Gold as options. Most students by the end of KS2 have already achieved an Arts Award Explore, an Entry level qualification.
- A new focus on Digital Media in the Arts has allowed students to exploring using technology such as photography, digital drawing pads, animation and virtual reality. The art room has cameras, tripods, an animation rig, a virtual reality headset and a photography studio. Using VR headsets, students can now make visits to museums and cultural sites around the world including the Lascaux caves in France.
- Due to the popularity of the arts with students, we have introduced new qualifications from 2022 including BTEC Level 1 in Digital Media, Arts Award Silver and GCSE Art and Design. We also have introduced Arts Award discover, explore and Bronze for KS1, KS2 and KS3 students.
- Attainment is measured using Solar and is designed for continuous use. Teachers record the small steps pupils make and use these steps to build a bigger picture of the pupils' learning and achievements.
- Regular feedback is sought from pupils through the School Council (half-termly), pupil surveys, (termly), parent surveys (annually), staff surveys (annually)
- Confidence, Resilience and Success are core values at City of Rochester School. This means that the acquisition of social skills and personal development are of paramount importance to our pupils to life beyond school. Impact is therefore demonstrated through social and linguistic development which the school evidence through case studies.
- Pupils have significant barriers to learning which the school works hard to help pupils overcome. This means that the school works with a wide variety of partners such as medical professionals, curriculum partners, parents/carers, education professionals and the wider community to promote pupil's engagement in learning.

# Statutory Guidance – Art and Design

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

The national curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook

## Links To Other Subjects

Planning to establish cross-curricular links in the following areas will enhance the delivery of the subject:

**ICT:** Children use software to explore shape, colour and pattern in their work e.g., Programming Adventures and Photography. All children can collect visual information to help them develop their ideas by using the digital cameras. They can record their observations and manipulate them through editing or painting software to create their own designs. The children also use the Internet and the VR headset to find out more about the lives and works of famous artists and designers.

**Literacy:** Art and design contributes to the teaching of English in our school by encouraging children to ask and answer questions about the starting points for their work. They can compare ideas, methods and approaches in their own work and that of other children, and to say what they think and feel about them. Students in KS3 will begin to write reflective annotations.

**Mathematics:** Art and design contributes to the teaching of mathematics in our school by giving opportunities to develop the children's understanding of shape and space through work in two and three dimensions.

**Personal, social and health education (PSHE) and citizenship:** Art and design contributes to the teaching of some elements of personal, social and health education and citizenship. The children discuss how they feel about their own work and the methods and approaches used by others. They can meet and talk with artists and other talented adults whilst undertaking their work.

**Music:** Art and music cross collaborate for two terms so students can achieve an Arts Award. We use evidence from both subjects to build a portfolio of artistic work.

**Learning Means the World:** Where possible the Art or Design and Technology is linked to the LMTW termly subject. Such as students in KS1 will study Mary Anning in Jurassic Hunter. In Art, students will explore sculpture by making fossils and volcanoes.

**Careers Education:** This subject links to careers education through discussion, information sharing and practical activities and experiences. These opportunities can lead to a better understanding of the further study options, training and work placements available in this field.

Learning in this subject may lead to possible careers in the following areas:

In Art, students can work across various mediums leading to different careers in the arts. This includes working in the theatre or movie industry as a prop designer, make-up artists, animators or storyboarders.

Students may work in digital media such as photography which could lead to them becoming professional wedding photographers. Students in KS4

In design and technology product design and graphic design, designing products and following briefs could lead to a career as a graphic or product designer.

In design and technology food learning cooking skills could lead to a career as a chef.

In learning construction skills such as tiling could lead to a career as a plasterer.

## Curriculum Overview

- \* Our curriculum is designed with our children in mind but is subject to change. Units may be moved around to suit children’s interests, current affairs and to make better use of resources. If this happens staff, ensure that there is breadth and balance across the year to ensure coverage.

### KS1

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS (Explorers)	<b>Expressive Arts and Design:</b> Happy to be Me	<b>Expressive Arts and Design:</b> Art: Come fly with me Asia	<b>Expressive Arts and Design:</b> DT: Come fly with me Asia	<b>Expressive Arts and Design:</b> Lets play	<b>Expressive Arts and Design:</b> No place like home	<b>Expressive Arts and Design:</b> Tell us a story
<b>Year 1 (Pathfinders)</b>	<b>Design and Technology Product Design:</b> Building structures	<b>Art:</b> Jurassic Hunter	<b>Design and Technology Food:</b> Dips and Dippers	<b>Arts Award Discover:</b> Discovering Animation	<b>Arts Award Discover:</b> Discovering Animation	<b>Art:</b> Portraits
<b>Year 2 (Pathfinders)</b>	<b>Design and Technology Product Design:</b> Moving Picture Traditional Tales	<b>Art:</b> Aquatic Sculptures	<b>Design and Technology Textiles:</b> Going Wild Making a puppet	<b>Art</b> Stories of the forest	<b>Design and Technology Product Design:</b> Designing movement	<b>Design and Technology Food:</b> Sensational salads

### KS2

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 3 (Adventurers)</b>	<b>Art:</b> Comic Design	<b>Design and Technology Textiles:</b> The Lion King	<b>Art:</b> Out Of This World	<b>Arts Award Explore:</b> Formula T Car Workshop	<b>Arts Award Explore:</b> Formula T Car Workshop	<b>Design and Technology Food:</b> Under The Canopy

<b>Year 4 (Adventurers)</b>	<b>Art:</b> The Gutenberg	<b>Design and Technology Product Design:</b> Electrical circuits	<b>Art:</b> Insects	<b>Arts Award Explore:</b> DT Computer Aided Design	<b>Arts Award Explore:</b> DT Computer Aided Design	<b>Design and Technology Food:</b> The Great Bread Bake Off
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	<b>Term 1 and 2</b>	<b>Term 3 and 4</b>	<b>Term 5 and 6</b>
<b>Year 5 Art (Navigators)</b>	<b>Art:</b> Come fly with me America	<b>Arts Award Explore:</b> Unit 1 Photography	<b>Art:</b> South and Central American Art
<b>Year 5 DT (Navigators)</b>	<b>Design and Technology Product Design:</b> Pneumatics	<b>Design and Technology Product Design:</b> Programming Adventures	<b>Design and Technology Food:</b> My Burger Enterprise
<b>Year 6 Art (Navigators)</b>	<b>Art:</b> Ancient Egypt	<b>Arts Award Explore:</b> Unit 1 Film Making	<b>Art:</b> Graffiti Art and Symbolism
<b>Year 6 DT (Navigators)</b>	<b>Design and Technology Product Design:</b> Designing a clock	<b>Design and Technology Textiles:</b> Drawstring bags	<b>Design and Technology Product Design:</b> Automata Animals

## KS3

<b>Year 7 Art</b>	<b>Print Making on fabrics</b>  <b>Bronze Arts Award: Level 1 Award in the Arts - Qualification number: 501/0081/6</b>	<b>Drawing for Purpose: Portraits</b>  <b>Bronze Arts Award: Level 1 Award in the Arts - Qualification number: 501/0081/6</b>	<b>Becoming Proficient in Painting: Portraits</b>  <b>Bronze Arts Award: Level 1 Award in the Arts - Qualification number: 501/0081/6</b>	<b>Cultural Studies: Pop Art and Street Art</b>  <b>Bronze Arts Award: Level 1 Award in the Arts - Qualification number: 501/0081/6</b>	<b>Digital Media: Fashion Portraiture</b>  <b>Bronze Arts Award: Level 1 Award in the Arts - Qualification number: 501/0081/6</b>	<b>Mixed Media: Collage Passing on an Arts Skill</b>  <b>Bronze Arts Award: Level 1 Award in the Arts - Qualification number: 501/0081/6</b>
<b>Year 7 DT</b>	<b>Graphic Design: Research and Design paper packaging</b>	<b>Graphic design: Make and review paper packaging</b>	<b>Product design: Research and design a children's toy.</b>	<b>Product design: Make a prototype of a children's toy.</b>	<b>Food Technology Learn how to cook a starter</b>	<b>Food Technology Create a curry</b>
<b>Year 8 Art</b>	<b>Becoming Proficient in Painting: Landscapes</b>	<b>Cultural Studies: Impressionism</b>	<b>Sculpture: Using clay and plaster</b>	<b>Fine Art: Fashion Design</b>	<b>Drawing for Purpose: Observational drawing</b>	<b>Digital Media: Film Making</b>

Year 8 DT	Graphic Design: Research and design a reusable water bottle.	Graphic Design: Make and review a design of a water bottle.	Product design: Research and design a sign for a wildlife reserve.	Product design: Make a prototype of a sign for a nature reserve	Food technology Learn how to cook a main meal	Food Technology Create a pasta dish
Year 9 Art	Becoming Proficient in Painting: Ink, Watercolour and silk painting	Cultural Studies: Cubism	BTEC Level 1 Introductory Award in Digital Media: A2 Developing a Personal Progression Plan DM9 Creating an animation	BTEC Level 1 Introductory Award in Digital Media: DM9 Creating an animation DM12 Editing and Sharing a Media Product	Experiencing the arts: Drawing, painting, sculpture and digital media	Student Led Personal Project
Year 9 DT	Graphic Design: Research and Design Children's book	Graphic Design: Make and review a children's book	Product design: Research and design a product	Product design: Make a prototype of a product	Food Technology Learn how to cook a dessert	Food Technology Create a kebab

## KS4

Year 10 Art	GCSE Art and Design  BTEC Level 1 Introductory Certificate/Diploma in Digital Media  Silver Arts Award	GCSE Art and Design  BTEC Level 1 Introductory Certificate/Diploma in Digital Media  Silver Arts Award	GCSE Art and Design  BTEC Level 1 Introductory Certificate/Diploma in Digital Media  Silver Arts Award
Year 10 DT	ASDAN Foodwise Short Course  BTEC Level 1 Award in Home Cooking Skills - Qualification number 500/8084/2  BTEC Level 2 Award in Home Cooking Skills - Qualification number 500/8084/2  Level 1 / 2 Vocational Award in Hospitality and Catering – Qualification number 603/7022/1  ASDAN Construction Vocational Taster	ASDAN Foodwise Short Course  BTEC Level 1 Award in Home Cooking Skills - Qualification number 500/8084/2  BTEC Level 2 Award in Home Cooking Skills - Qualification number 500/8084/2  Level 1 / 2 Vocational Award in Hospitality and Catering – Qualification number 603/7022/1  ASDAN Construction Vocational Taster  BTEC Level 1 Introductory Award/ Certificate/Diploma in Construction	ASDAN Foodwise Short Course  BTEC Level 1 Award in Home Cooking Skills - Qualification number 500/8084/2  BTEC Level 2 Award in Home Cooking Skills - Qualification number 500/8084/2  Level 1 / 2 Vocational Award in Hospitality and Catering – Qualification number 603/7022/1  ASDAN Construction Vocational Taster  BTEC Level 1 Introductory Award/ Certificate/Diploma in Construction

	<b>BTEC Level 1 Introductory Award/ Certificate/Diploma in Construction</b>		
<b>Year 11 Art</b>	<b>GCSE Art and Design</b> <b>BTEC Level 1 Introductory Certificate/Diploma in Digital Media</b> <b>Silver Arts Award</b>	<b>GCSE Art and Design</b> <b>BTEC Level 1 Introductory Certificate/Diploma in Digital Media</b> <b>Silver Arts Award</b>	<b>GCSE Art and Design</b> <b>BTEC Level 1 Introductory Certificate/Diploma in Digital Media</b> <b>Silver Arts Award</b>
<b>Year 11 DT</b>	<b>ASDAN Foodwise Short Course</b> <b>BTEC Level 1 Award in Home Cooking Skills - Qualification number 500/8084/2</b> <b>BTEC Level 2 Award in Home Cooking Skills - Qualification number 500/8084/2</b> <b>Level 1 / 2 Vocational Award in Hospitality and Catering – Qualification number 603/7022/1</b> <b>ASDAN Construction Vocational Taster</b> <b>BTEC Level 1 Introductory Award/ Certificate/Diploma in Construction</b>	<b>ASDAN Foodwise Short Course</b> <b>BTEC Level 1 Award in Home Cooking Skills - Qualification number 500/8084/2</b> <b>BTEC Level 2 Award in Home Cooking Skills - Qualification number 500/8084/2</b> <b>Level 1 / 2 Vocational Award in Hospitality and Catering – Qualification number 603/7022/1</b> <b>ASDAN Construction Vocational Taster</b> <b>BTEC Level 1 Introductory Award/ Certificate/Diploma in Construction</b>	<b>ASDAN Foodwise Short Course</b> <b>BTEC Level 1 Award in Home Cooking Skills - Qualification number 500/8084/2</b> <b>BTEC Level 2 Award in Home Cooking Skills - Qualification number 500/8084/2</b> <b>Level 1 / 2 Vocational Award in Hospitality and Catering – Qualification number 603/7022/1</b> <b>ASDAN Construction Vocational Taster</b> <b>BTEC Level 1 Introductory Award/ Certificate/Diploma in Construction</b>

## KS5

<b>Year 12 to 13 Art</b>	<b>Gold Arts Award: Level 3 Certificate in the Arts – Qualification number: 500/9666/7</b>
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## Detailed Curriculum Map

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>EYFS</b>	<b>Expressive Arts and Design: Happy to be Me</b>	<b>Expressive Arts and Design:</b> Art: Come fly with me Asia	<b>Expressive Arts and Design:</b> DT: Come fly with me Asia	<b>Expressive Arts and Design:</b> Lets play	<b>Expressive Arts and Design:</b> No place like home	<b>Expressive Arts and Design:</b> Tell us a story
<b>Learning Objectives Covered</b>	Children can Explore and experiment with a range of media through sensory exploration Experiments with blocks, colours and marks Begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces Join pieces together to build and balance Experiment with a range of construction materials i.e., wooden bricks, duplo, play dough and clay Using finger painting to make a picture Make pictures that relate to family experiences	Children can Use drawing to represent an idea i.e., movement and sound Show different emotions in a drawing i.e.. Happiness, sadness, fear Explore colour and colour mixing Respond to an imaginary story using painting	Children can Make imaginative and complex small worlds i.e. city with different buildings and a park Explore the textures of materials Explore ways to make moving wheels using split pins and simple axles. Use construction materials and reclaimed materials to make a moving vehicle	Children can Join materials and explore different textures Develop own ideas and then decide which materials to use Explore materials to develop ideas about how to use them and what to make Explore objects i.e., toys that have similarities i.e., teddys which are different sizes Talk about how an object moves and experiment with the movements i.e., how a toy moves	Children can Explore colour and colour-mixing Create closed shapes with continuous lines and use these shapes to represent objects Draw with increasing complexity and detail such as representing a face using a circle, house using a square Talk about different colours and where they are used Look at images of houses created in different ways	Children can Explore different materials to develop their ideas about how to use them and what to make Develop their own ideas and decide which materials to use to express them Join different materials and explore textures Create closed shapes with continuous lines Draw shapes to represent objects Draw with increasing complexity and detail Explore colour and colour-mixing

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 1</b>	<b>Design and Technology Product Design:</b> Building structures	<b>Art:</b> Jurassic Hunter	<b>Design and Technology Food:</b> Dips and Dippers	<b>Arts Award Discover:</b> Discovering Animation	<b>Arts Award Discover:</b> Discovering Animation	<b>Art:</b> Portraits
<b>Learning Objectives Covered</b>	Children can <ul style="list-style-type: none"> <li>Explore the sensory qualities of materials</li> <li>Explore ways to construct models</li> </ul>	Children can <ul style="list-style-type: none"> <li>Make marks in print with a variety of objects, including natural and made objects</li> <li>Build a repeating pattern</li> </ul>	Children can <ul style="list-style-type: none"> <li>Discover where foods come from in choosing, preparing and tasting different dishes</li> <li>Explore the sensory qualities of materials</li> </ul>	Children can <ul style="list-style-type: none"> <li>Explore Part A try two things</li> <li>Part B find out about an artist or organisation</li> <li>Part C create an artwork</li> </ul>	Children can <ul style="list-style-type: none"> <li>Explore Part A try two things</li> <li>Part B find out about an artist or organisation</li> <li>Part C create an artwork</li> </ul>	Children can <ul style="list-style-type: none"> <li>Experiment with the visual elements of line, shape, pattern and colour</li> <li>Work out ideas for drawings in a sketchbook</li> </ul>

	<ul style="list-style-type: none"> <li>• Identify a target group for what they intend to design and make</li> <li>• Recognise how structures can be made stronger, stiffer and more stable</li> <li>• Generate and talk about their own ideas</li> <li>• Follow safe procedures</li> <li>• Take account of simple properties of materials when deciding how to cut, shape, combine and join them</li> <li>• Use tools and materials with help</li> <li>• Identify a purpose for what they intend to design and make</li> <li>• Identify simple design criteria then plan what to do next, using a variety of methods</li> <li>• Observe and take account of properties of materials when deciding how to cut, shape, combine and join them</li> <li>• Identify what they could have done differently or how they could improve their work in the future</li> <li>• Follow safe procedures</li> <li>• Take account of simple properties of materials when deciding how to cut, shape, combine and join them</li> <li>• Use tools and materials with help</li> <li>• Evaluate a range of existing products</li> <li>• Communicate their ideas using a variety of methods e.g. drawing, making mock-ups, ICT</li> <li>• Measure, mark, cut out and shape a range of materials</li> </ul>	<ul style="list-style-type: none"> <li>• Manipulate materials in a variety of ways e.g. rolling, kneading and shaping</li> <li>• Explore ideas</li> <li>• Investigate and design patterns of increasing complexity and repetition</li> <li>• Observe the work of a range of artists, craft makers and designers</li> <li>• Respond to ideas</li> <li>• Make changes to their own work</li> <li>• Make changes to their own work</li> <li>• Observe and comment on differences in their own and others' work</li> <li>• Describing the differences and similarities between different practices and disciplines, and making links to their own work</li> <li>• Print using a variety of materials, objects and techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore ways to construct models</li> <li>• Identify a target group for what they intend to design and make</li> <li>• Recognise how structures can be made stronger, stiffer and more stable</li> <li>• Generate and talk about their own ideas</li> <li>• Follow safe procedures</li> <li>• Take account of simple properties of materials when deciding how to cut, shape, combine and join them</li> <li>• Use tools and materials with help</li> <li>• Explore a range of existing products</li> <li>• Explore a range of existing products</li> <li>• Identify a purpose for what they intend to design and make</li> <li>• Identify simple design criteria then plan what to do next, using a variety of methods</li> <li>• Observe and take account of properties of materials when deciding how to cut, shape, combine and join them</li> <li>• Identify what they could have done differently or how they could improve their work in the future</li> <li>• Follow safe procedures</li> <li>• Take account of simple properties of materials when deciding how to cut, shape, combine and join them</li> <li>• Use tools and materials with help</li> <li>• Evaluate a range of existing products</li> </ul>			<ul style="list-style-type: none"> <li>• Experiment with a variety of tools and techniques, including mixing a range of secondary colours, shades and tones</li> <li>• Draw for a sustained period of time using real objects, including single and grouped objects</li> <li>• Layer different media e.g. crayons, pastels, felt tips, charcoal and ballpoint</li> <li>• Use a variety of tools, including pencils, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media</li> <li>• Respond to ideas</li> <li>• Make changes to their own work</li> <li>• Make changes to their own work</li> <li>• Observe and comment on differences in their own and others' work</li> <li>• Describing the differences and similarities between different practices and disciplines, and making links to their own work</li> <li>• Print using a variety of materials, objects and techniques.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Use simple finishing techniques</li> <li>• Talk about their ideas, saying what they like and dislike, and evaluate against their design criteria</li> </ul>		<ul style="list-style-type: none"> <li>• Communicate their ideas using a variety of methods e.g. drawing, making mock-ups, ICT</li> <li>• Measure, mark, cut out and shape a range of materials</li> <li>• Use simple finishing techniques</li> <li>• Talk about their ideas, saying what they like and dislike, and evaluate against their design criteria</li> </ul>			
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	Term 1		Term 2	Term 4	Term 5	Term 6
<b>Year 2</b>	<b>Design and Technology Product Design:</b> Moving Picture Traditional Tales	<b>Art:</b> Aquatic Sculptures	<b>Design and Technology Textiles:</b> Going Wild Making an Animal Toy	<b>Art</b> Stories of the forest	Design and technology: Designing movement	<b>Design and Technology Food:</b> Sensational Salads
<b>Learning Objectives Covered</b>	Children can <ul style="list-style-type: none"> <li>• Explore ways to construct models with paper</li> <li>• Identify a target group for what they intend to design and make</li> <li>• Generate and talk about their own ideas</li> </ul>	Children can <ul style="list-style-type: none"> <li>• Explore sculpture with a range of malleable media e.g., clay</li> <li>• Draw for a sustained period of time using real objects, including single and grouped objects</li> </ul>	Children can <ul style="list-style-type: none"> <li>• Recognise pattern in the environment</li> <li>• Investigate using a wide variety of media, including card, fabric, plastic, tissue, magazines, crepe paper etc.</li> </ul>	Children can <ul style="list-style-type: none"> <li>• Draw for a sustained period of time using real objects from nature</li> <li>• Experiment, construct and join recycled, natural and man-made materials more confidently</li> </ul>	Children can <ul style="list-style-type: none"> <li>• Explore ways to construct models which generate movement i.e. adding wheels</li> <li>• Identify a target group for what they intend to design and make</li> </ul>	Children can <ul style="list-style-type: none"> <li>• Discover where foods come from in choosing, preparing and tasting different dishes</li> <li>• Explore the sensory qualities of materials</li> <li>• Explore ways to construct models</li> </ul>

	<ul style="list-style-type: none"> <li>Follow safe procedures</li> <li>Take account of simple properties of materials when deciding how to cut, shape, combine and join them</li> <li>Use tools and materials with help</li> <li>Explore a range of existing products</li> <li>Identify a purpose for what they intend to design and make</li> <li>Identify simple design criteria then plan what to do next, using a variety of methods</li> <li>Observe and take account of properties of materials when deciding how to cut, shape, combine and join them</li> <li>Identify what they could have done differently or how they could improve their work in the future</li> <li>Communicate their ideas using a variety of methods e.g. drawing, making mock-ups, ICT</li> <li>Measure, mark, cut out and shape a range of materials</li> <li>Use simple finishing techniques</li> <li>Talk about their ideas, saying what they like and dislike, and evaluate against their design criteria</li> <li>Use mechanisms in their products e.g., sliders and pivots</li> </ul>	<ul style="list-style-type: none"> <li>Work on a range of scales e.g. large brush on large paper etc.</li> <li>Manipulate materials in a variety of ways e.g. rolling, kneading and shaping</li> <li>Manipulate clay for a variety of purposes e.g. thumb pots, simple coil pots and models</li> <li>Respond to ideas</li> <li>Make changes to their own work</li> <li>Make changes to their own work</li> <li>Observe and comment on differences in their own and others' work</li> <li>Describing the differences and similarities between different practices and disciplines, and making links to their own work</li> <li>Print using a variety of materials, objects and techniques.</li> </ul>	<ul style="list-style-type: none"> <li>Explore texture using a variety of media</li> <li>Experiment with, construct and join recycled, natural and man-made materials more confidently</li> <li>Use a variety of techniques e.g. weaving, fabric crayons, sewing</li> <li>Use a variety of techniques e.g. fabric printing, rubbings Design patterns of increasing complexity and repetition.</li> <li>Use a variety of techniques e.g. tie-dyeing, wax or oil resist, mosaic</li> <li>Respond to ideas</li> <li>Make changes to their own work</li> <li>Make changes to their own work</li> <li>Observe and comment on differences in their own and others' work</li> <li>Describing the differences and similarities between different practices and disciplines, and making links to their own work</li> <li>Print using a variety of materials, objects and techniques.</li> <li>Explore a range of existing products</li> <li>Identify a purpose for what they intend to design and make</li> <li>Identify simple design criteria then plan what to do next, using a variety of methods</li> <li>Observe and take account of properties of materials when deciding how to cut, shape,</li> </ul>	<ul style="list-style-type: none"> <li>Explore pattern and shape in the natural world</li> <li>Recognise pattern in the environment</li> <li>Drawing using a variety of tools including pencils, crayons, pastels, felt tips, charcoal, chalk and other dry media</li> <li>Build a repeating pattern</li> <li>Use a variety of techniques e.g. fabric crayons</li> <li>Explore texture using a variety of media</li> <li>Layer different media e.g. crayons, pastels, charcoal and other dry media</li> <li>Print using rubbings</li> <li>Use a variety of techniques e.g. wax resist</li> <li>Respond to ideas</li> <li>Make changes to their own work</li> <li>Make changes to their own work</li> <li>Observe and comment on differences in their own and others' work i.e famous British illustrators</li> <li>Describing the differences and similarities between different practices and disciplines, and making links to their own work</li> <li>Work out ideas for drawings in a sketchbook</li> </ul>	<ul style="list-style-type: none"> <li>Generate and talk about their own ideas</li> <li>Follow safe procedures</li> <li>Take account of simple properties of materials when deciding how to cut, shape, combine and join them</li> <li>Use tools and materials with help</li> <li>Explore a range of existing products</li> <li>Identify a purpose for what they intend to design and make</li> <li>Identify simple design criteria then plan what to do next, using a variety of methods</li> <li>Observe and take account of properties of materials when deciding how to cut, shape, combine and join them</li> <li>Identify what they could have done differently or how they could improve their work in the future</li> <li>Communicate their ideas using a variety of methods e.g. drawing, making mock-ups, ICT</li> <li>Measure, mark, cut out and shape a range of materials</li> <li>Use simple finishing techniques</li> <li>Talk about their ideas, saying what they like and dislike, and evaluate against their design criteria</li> <li>Use mechanisms in their products e.g., wheels,</li> </ul>	<ul style="list-style-type: none"> <li>Identify a target group for what they intend to design and make</li> <li>Recognise how structures can be made stronger, stiffer and more stable</li> <li>Generate and talk about their own ideas</li> <li>Follow safe procedures</li> <li>Take account of simple properties of materials when deciding how to cut, shape, combine and join them</li> <li>Use tools and materials with help</li> <li>Explore a range of existing products</li> <li>Explore a range of existing products</li> <li>Identify a purpose for what they intend to design and make</li> <li>Identify simple design criteria then plan what to do next, using a variety of methods</li> <li>Observe and take account of properties of materials when deciding how to cut, shape, combine and join them</li> <li>Identify what they could have done differently or how they could improve their work in the future</li> <li>Follow safe procedures</li> <li>Take account of simple properties of materials when deciding how to cut, shape, combine and join them</li> <li>Use tools and materials with help</li> <li>Evaluate a range of existing products</li> <li>Communicate their ideas using a variety of</li> </ul>
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			combine and join them Identify what they could have done differently or how they could improve their work in the future			methods e.g. drawing, making mock-ups, ICT <ul style="list-style-type: none"><li>• Measure, mark, cut out and shape a range of materials</li><li>• Use simple finishing techniques</li><li>• Talk about their ideas, saying what they like and dislike, and evaluate against their design criteria</li></ul>
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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 3	<b>Art:</b> Comic Design	<b>Design and Technology Textiles:</b> The Lion King	<b>Art:</b> Out of this World	<b>Arts Award Explore: Entry Level Award in the Arts (Entry 3) – Qualification number: 600/3894/9</b> Formula T Car Workshop	<b>Arts Award Explore: Entry Level Award in the Arts (Entry 3) - Qualification number: 600/3894/9</b> Formula T Car Workshop	<b>Design and Technology Food:</b> Under the canopy
<b>Learning Objectives Covered</b>	<p>Children can</p> <ul style="list-style-type: none"> <li>Experiment with different grades of pencil and other implements</li> <li>Experiment with different effects and textures e.g., blocking in colour, colour washes, thickened paint etc.</li> <li>Explore pattern and shape</li> <li>Research, plan, design and make models</li> <li>Find out about artists, architects and designers</li> <li>Use their sketchbook to observe, collect and record visual information from different sources</li> <li>Use different media to achieve variations in line, texture, tone, colour, shape and pattern</li> <li>Draw independently for a sustained period</li> <li>Plan, refine and alter their work as necessary</li> <li>Work confidently on a range of scales e.g., thin brush on small picture etc.</li> <li>Mix a variety of colours and know which primary colours make secondary colours</li> <li>Work with a degree of independence</li> <li>Design and create images and artefacts in</li> </ul>	<p>Children can</p> <ul style="list-style-type: none"> <li>Generate, develop and explain ideas for products to meet a range of needs</li> <li>Identify a purpose and establish criteria for a successful product</li> <li>Evaluate work, adapting and improving where appropriate</li> <li>Communicate design ideas in different ways e.g., Discussion, annotated sketches, cross-sectional diagrams and prototypes</li> <li>Selecting appropriate tools and techniques, name and describe them</li> <li>Measure, mark, cut out and shape a range of materials and assemble, join and combine components and materials with some accuracy</li> <li>Use research to inform their design</li> <li>Explore ways of meeting design challenges with a textile focus</li> <li>Evaluate work, adapting and improving through the views of others to improve their work</li> <li>Communicate design ideas in different ways e.g., Discussion,</li> </ul>	<p>Children can</p> <ul style="list-style-type: none"> <li>Experiment with different grades of pencil and other implements</li> <li>Experiment with a range of media e.g., overlapping, layering etc.</li> <li>Research, plan, design and make models</li> <li>Find out about artists, architects and designers</li> <li>Use their sketchbook to observe, collect and record visual information from different sources</li> <li>Use different media to achieve variations in line, texture, tone, colour, shape and pattern</li> <li>Draw independently for a sustained period</li> <li>Plan, refine and alter their work as necessary</li> <li>Work confidently on a range of scales e.g., thin brush on small picture etc.</li> <li>Mix a variety of colours and know which primary colours make secondary colours</li> <li>Work with a degree of independence</li> <li>Design and create images and artefacts in response to their personal ideas</li> <li>Explore relationships between line and tone,</li> </ul>	<p>Part A: Active participation in a range of arts activities, providing a personal response about what they have learnt from taking part</p> <p>Part B Experience of arts organisations, artists and their work</p> <p>Part C Creativity and arts skills through making artwork</p> <p>Part D Identification of what they have enjoyed and/or achieved, and their communication of this to others</p> <p>Generate and develop ideas for a product i.e. uses electrical circuits to generate movement</p> <p>Generate, develop and explain ideas for products to meet a range of needs</p> <p>Identify a purpose and establish criteria for a successful product</p> <p>Communicate design ideas in different ways e.g. Discussion, annotated sketches, cross-sectional diagrams and prototypes</p>	<p>Part A: Active participation in a range of arts activities, providing a personal response about what they have learnt from taking part</p> <p>Part B Experience of arts organisations, artists and their work</p> <p>Part C Creativity and arts skills through making artwork</p> <p>Part D Identification of what they have enjoyed and/or achieved, and their communication of this to others</p> <p>Evaluate work, adapting and improving where appropriate</p> <p>Measure, mark, cut out and shape a range of materials and assemble, join and combine components and materials with some accuracy</p> <p>Evaluate work, adapting and improving through the views of others to improve their work</p> <p>Select from and use a range of materials and components, including construction materials according to their functional properties and aesthetic qualities</p>	<p>Children can</p> <ul style="list-style-type: none"> <li>Generate, develop and explain ideas for products to meet a range of needs</li> <li>Explore ways of meeting design challenges with a food focus using a range of cooking techniques</li> <li>Identify a purpose and establish criteria for a successful product</li> <li>Evaluate work, adapting and improving where appropriate</li> <li>Communicate design ideas in different ways e.g., Discussion, annotated sketches, cross-sectional diagrams and prototypes</li> <li>Selecting appropriate tools and techniques, name and describe them</li> <li>Use research to inform their design</li> <li>Explore ways of meeting design challenges with a food focus</li> <li>Evaluate work, adapting and improving through the views of others to improve their work</li> <li>Select from and use a range of materials and components, including construction materials, textiles and ingredients, according to their</li> </ul>

	<p>response to their personal ideas</p> <ul style="list-style-type: none"> <li>• Explore relationships between line and tone, pattern and shape, line and texture and make informed choices in drawing, including use of paper and media</li> <li>• Show increasing independence and creativity with the painting process, demonstrating a willingness to experiment and take risks</li> <li>• Find out about artists, architects and designers</li> <li>• Use research to inspire drawings from memory and imagination</li> <li>• Alter and refine drawings and describe changes, based on close observation, using appropriate vocabulary</li> <li>• Match the correct tool to the material</li> <li>• Through observation, talk about their own and others' work, understanding that it has been sculpted, modelled or constructed</li> <li>• Make informed choices in drawing including use of paper and media</li> <li>• Collect images and information independently in a sketchbook</li> <li>• Make and match colours with increasing accuracy</li> <li>• Use more specific colour language e.g., tint, tone, shade, hue.</li> <li>• Plan and create different effects and textures with paint</li> </ul>	<p>annotated sketches, cross-sectional diagrams and prototypes</p> <ul style="list-style-type: none"> <li>• Select from and use a range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> <li>• Join and combine materials and components accurately in temporary and permanent ways</li> <li>• Measure, mark, cut out and shape a range of materials and assemble, join and combine components and materials with increasing accuracy</li> </ul>	<p>pattern and shape, line and texture and make informed choices in drawing, including use of paper and media</p> <ul style="list-style-type: none"> <li>• Show increasing independence and creativity with the painting process, demonstrating a willingness to experiment and take risks</li> <li>• Find out about artists, architects and designers</li> <li>• Use research to inspire drawings from memory and imagination</li> <li>• Alter and refine drawings and describe changes, based on close observation, using appropriate vocabulary</li> <li>• Match the correct tool to the material</li> <li>• Through observation, talk about their own and others' work, understanding that it has been sculpted, modelled or constructed</li> <li>• Make informed choices in drawing including use of paper and media</li> <li>• Collect images and information independently in a sketchbook</li> <li>• Make and match colours with increasing accuracy</li> <li>• Use more specific colour language e.g., tint, tone, shade, hue.</li> <li>• Plan and create different effects and textures with paint</li> <li>• Select broadly the kinds of material to print with in order to achieve the desired effect</li> </ul>	<p>Selecting appropriate tools and techniques, name and describe them with regards to electrical circuits</p> <p>Use research to inform their design i.e. the designs of racing cars, products that use electrical circuits</p> <p>Explore electrical circuits i.e. series circuit</p>	<p>Join and combine materials and components accurately in temporary and permanent ways</p>	<p>functional properties and aesthetic qualities</p>
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	<ul style="list-style-type: none"><li>• Show an understanding of shape, space and form</li><li>• Design and create images and artefacts for clearly defined purposes</li></ul>		<ul style="list-style-type: none"><li>• Show an understanding of shape, space and form</li><li>• Plan, design, make and adapt models using a variety of materials</li><li>• Talk about their work, understanding that it has been sculpted, modelled or constructed</li><li>• Design and create images and artefacts for clearly defined purposes</li></ul>			
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	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Year 4</b>	<b>Art:</b> The Gutenberg	<b>Design and Technology Product Design:</b> Electrical circuits	<b>Art:</b> Insects	<b>Arts Award Explore: Entry Level Award in the Arts (Entry 3) - Qualification number: 600/3894/9</b> Exploring Film Making	<b>Arts Award Explore: Entry Level Award in the Arts (Entry 3) - Qualification number: 600/3894/9</b> Exploring Film Making	<b>Design and Technology Food:</b> The Great Bread Bake Off
<b>Learning Objectives Covered</b>	<p>Children can</p> <ul style="list-style-type: none"> <li>• Explore pattern and shape, creating designs for printing</li> <li>• Experiment with a range of media e.g., overlapping, layering etc.</li> <li>• Find out about artists, architects and designers</li> <li>• Use their sketchbook to observe, collect and record visual information from different sources</li> <li>• Observe and discuss the processes used to produce a simple print</li> <li>• Use different media to achieve variations in line, texture, tone, colour, shape and pattern</li> <li>• Plan, refine and alter their work as necessary</li> <li>• Print using a variety of materials, objects and techniques including layering.</li> <li>• Work with a degree of independence</li> <li>• Research, create and refine a print using a variety of techniques</li> <li>• Explore resist printing including marbling and silkscreen</li> <li>• Find out about artists, architects and designers</li> <li>• Use research to inspire drawings from memory and imagination</li> </ul>	<p>Children can</p> <ul style="list-style-type: none"> <li>• Generate, develop and explain ideas for products to meet a range of needs</li> <li>• Identify a purpose and establish criteria for a successful product</li> <li>• Evaluate work, adapting and improving where appropriate</li> <li>• Communicate design ideas in different ways e.g., Discussion, annotated sketches, cross-sectional diagrams and prototypes</li> <li>• Selecting appropriate tools and techniques, name and describe them</li> <li>• Measure, mark, cut out and shape a range of materials and assemble, join and combine components and materials with some accuracy</li> <li>• Use research to inform their design</li> <li>• Evaluate work, adapting and improving through the views of others to improve their work</li> <li>• Communicate design ideas in different ways e.g., Discussion, annotated sketches, cross-sectional diagrams and prototypes</li> </ul>	<p>Children can</p> <ul style="list-style-type: none"> <li>• Experiment with different grades of pencil and other implements</li> <li>• Use their sketchbook to observe, collect and record visual information from different sources</li> <li>• Use different media to achieve variations in line, texture, tone, colour, shape and pattern</li> <li>• Draw independently for a sustained period</li> <li>• Plan, refine and alter their work as necessary</li> <li>• Work confidently on a range of scales e.g., thin brush on small picture etc.</li> <li>• Work with a degree of independence</li> <li>• Explore relationships between line and tone, pattern and shape, line and texture and make informed choices in drawing, including use of paper and media</li> <li>• Show increasing independence and creativity with the painting process, demonstrating a willingness to experiment and take risks</li> <li>• Alter and refine drawings and describe changes, based on close</li> </ul>	<p>Part A: Active participation in a range of arts activities, providing a personal response about what they have learnt from taking part</p> <p>Part B Experience of arts organisations, artists and their work</p> <p>Part C Creativity and arts skills through making artwork</p> <p>Part D Identification of what they have enjoyed and/or achieved, and their communication of this to others</p>	<p>Part A: Active participation in a range of arts activities, providing a personal response about what they have learnt from taking part</p> <p>Part B Experience of arts organisations, artists and their work</p> <p>Part C Creativity and arts skills through making artwork</p> <p>Part D Identification of what they have enjoyed and/or achieved, and their communication of this to others</p>	<p>Children can</p> <ul style="list-style-type: none"> <li>• Generate, develop and explain ideas for products to meet a range of needs</li> <li>• Explore ways of meeting design challenges with a food focus using a range of cooking techniques</li> <li>• Identify a purpose and establish criteria for a successful product</li> <li>• Evaluate work, adapting and improving where appropriate</li> <li>• Communicate design ideas in different ways e.g., Discussion, annotated sketches, cross-sectional diagrams and prototypes</li> <li>• Selecting appropriate tools and techniques, name and describe them</li> <li>• Use research to inform their design</li> <li>• Evaluate work, adapting and improving through the views of others to improve their work</li> <li>• Communicate design ideas in different ways e.g., Discussion, annotated sketches, cross-sectional diagrams and prototypes</li> <li>• Select from and use a range of materials and components, including construction materials,</li> </ul>

	<ul style="list-style-type: none"> <li>Alter and refine drawings and describe changes, based on close observation, using appropriate vocabulary</li> <li>Match the correct tool to the material</li> <li>Through observation, talk about their own and others' work, understanding that it has been sculpted, modelled or constructed</li> <li>Make informed choices in drawing including use of paper and media</li> <li>Plan and create different effects and textures with paint</li> <li>Select broadly the kinds of material to print with in order to achieve the desired effect.</li> <li>Design and create images and artefacts for clearly defined purposes</li> </ul>	<ul style="list-style-type: none"> <li>Select from and use a range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> <li>Join and combine materials and components accurately in temporary and permanent ways</li> <li>Measure, mark, cut out and shape a range of materials and assemble, join and combine components and materials with increasing accuracy</li> </ul>	<p>observation, using appropriate vocabulary</p> <ul style="list-style-type: none"> <li>Match the correct tool to the material</li> <li>Make informed choices in drawing including use of paper and media</li> <li>Collect images and information independently in a sketchbook</li> <li>Make and match colours with increasing accuracy</li> <li>Use more specific colour language e.g., tint, tone, shade, hue.</li> <li>Show an understanding of shape, space and form</li> <li>Design and create images and artefacts for clearly defined purposes</li> </ul>			<p>textiles and ingredients, according to their functional properties and aesthetic qualities</p>
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	Term 1 and 2	Term 3 and 4	Term 5 and 6
<b>Year 5 Art</b>	<b>Art:</b> Come fly with me America	<b>Bronze Arts Award: Level 1 Award in the Arts - Qualification number: 501/0081/6</b> Unit 1 Photography	<b>Art:</b> South and Central American Art
<b>Learning Objectives Covered</b>	<p>Children can</p> <ul style="list-style-type: none"> <li>Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours</li> <li>Use, a sketchbook to develop ideas</li> <li>Research and use a variety of source material for their work</li> <li>Explore the potential properties of the visual elements of line, tone, pattern, texture, colour and shape</li> <li>Compare and comment on ideas, methods and approaches used in their own and others' work, beginning to relate these to intention, in order to adapt and improve outcomes</li> </ul>	<p>Part A develop ideas, knowledge and skills through active participation in any art form</p> <ul style="list-style-type: none"> <li>Description of an arts activity</li> <li>Evidence participating in an arts activity with annotated photos</li> <li>Summary of what they have learned, how their skills, knowledge and interest has developed, more reflection</li> </ul>	<p>Children can</p> <ul style="list-style-type: none"> <li>Use, a sketchbook to develop ideas</li> <li>Research and use a variety of source material for their work</li> <li>Explore the potential properties of the visual elements of pattern and texture</li> <li>Compare and comment on ideas, methods and approaches used in their own and others' work, beginning to relate these to intention, in order to adapt and improve outcomes</li> <li>Work on preliminary studies to test media and materials Investigate, explore and record information to generate imaginative ideas</li> <li>Work in a sustained and independent way from observation, experience and imagination</li> </ul>

	<ul style="list-style-type: none"> <li>• Work on preliminary studies to test media and materials Investigate, explore and record information to generate imaginative ideas</li> <li>• Work in a sustained and independent way from observation, experience and imagination</li> <li>• Use a range of media to create collage</li> <li>• Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape</li> <li>• Carry out preliminary studies, test media and materials and mix appropriate colours</li> <li>• Work from a variety of sources, including some researched independently</li> <li>• Investigate, explore and record information about famous artists showing appreciation of aesthetic qualities</li> <li>• Identify artists who have worked in a similar way to their own work</li> <li>• Create shades and tints using black and white. Work from a variety of sources, including some researched independently</li> <li>• Show an awareness of how paintings are created</li> <li>• Show awareness of the potential of the uses of materials</li> <li>• Use different techniques, colours and textures when designing and making pieces of work</li> </ul>		<ul style="list-style-type: none"> <li>• Use a range of media to create sculpture and collage</li> <li>• Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape</li> <li>• Carry out preliminary studies, test media and materials and mix appropriate colours</li> <li>• Work from a variety of sources, including some researched independently</li> <li>• Investigate, explore and record information about famous artists showing appreciation of aesthetic qualities</li> <li>• Identify artists who have worked in a similar way to their own work</li> <li>• Show an awareness of how murals are created</li> <li>• Show awareness of the potential uses of materials</li> <li>• Use different techniques, colours and textures when designing and making pieces of work</li> </ul>
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	<b>Term 1</b>	<b>Term 3</b>	<b>Term 6</b>
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<b>Year 5</b>	<b>Design and Technology: Pneumatics</b>	<b>Design and Technology Product Design: Programming Adventures</b>	<b>Design and Technology Food: My Burger Enterprise</b>
<b>Learning Objectives Covered</b>	<p>Children can</p> <ul style="list-style-type: none"> <li>Investigate ways of meeting design challenges with a construction focus i.e exploring pneumatics</li> <li>Investigate how the work of individuals in design and technology has helped to shape the world</li> <li>Identify users' views and take these into account</li> <li>Estimate and measure using appropriate instruments and units</li> <li>Plan what they have to do, including how to use materials, equipment and processes</li> <li>Communicate design ideas in different ways e.g. Discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> <li>Apply knowledge of mechanical and control when designing and making functional products</li> <li>Refine sequences of instructions to control events or make things happen</li> <li>Explore alternative ways of making their product, if first attempts fail</li> <li>Check work as it develops and modify as necessary</li> <li>Evaluate their products, identifying strengths and areas for development, and make appropriate changes</li> <li>Generate and clarify ideas for products, considering intended purpose</li> <li>Draw on and use various sources of information, including ICT sources</li> <li>Plan what they have to do, suggesting a sequence of actions and alternatives if needed</li> <li>Choose how to communicate design ideas as they develop, considering use and purpose</li> <li>Select from a wide range of tools and equipment to perform practical tasks accurately</li> </ul>	<p>Children can</p> <ul style="list-style-type: none"> <li>Apply knowledge of mechanical and electrical control when designing and making functional products</li> <li>Refine sequences of instructions to control events or make things happen</li> <li>Explore alternative ways of making their product, if first attempts fail</li> <li>Check work as it develops and modify as necessary</li> <li>Evaluate their products, identifying strengths and areas for development, and make appropriate changes</li> <li>Draw on and use various sources of information, including ICT sources</li> </ul>	<p>Children can</p> <ul style="list-style-type: none"> <li>Estimate and measure using appropriate instruments and units</li> <li>Plan what they have to do, including how to use materials, equipment and processes</li> <li>Generate, develop and explain ideas for products to meet a range of needs</li> <li>Explore ways of meeting design challenges with a food focus using a range of cooking techniques</li> <li>Identify a purpose and establish criteria for a successful product</li> </ul>

	<b>Term 1 and 2</b>	<b>Term 3 and 4</b>	<b>Term 5 and 6</b>
<b>Year 6 Art</b>	<b>Art: Ancient Egypt</b>	<b>Bronze Arts Award: Level 1 Award in the Arts - Qualification number: 501/0081/6 Unit 1 Film Making</b>	<b>Art: Graffiti Art and Symbolism</b>

<b>Learning Objectives Covered</b>	Children can <ul style="list-style-type: none"> <li>• Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours</li> <li>• Use recycled, natural and man-made materials to create sculpture</li> <li>• Plan a sculpture through drawing and other preparatory work</li> <li>• Explore further the use of clay e.g., slabs, coils</li> <li>• Analyse and comment on ideas and methods</li> <li>• Demonstrate a wide variety of ways to make different marks with dry and wet media</li> <li>• Develop ideas using different or mixed media, using a sketchbook</li> <li>• Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape</li> <li>• Choose appropriate paint, paper and implements to adapt and extend their work</li> <li>• Describe varied techniques</li> <li>• Create sculpture and constructions with increasing independence</li> </ul>	Part A develop ideas, knowledge and skills through active participation in any art form <ul style="list-style-type: none"> <li>• Description of an arts activity</li> <li>• Evidence participating in an arts activity with annotated photos</li> <li>• Summary of what they have learned, how their skills, knowledge and interest has developed, more reflection</li> </ul>	Children can <ul style="list-style-type: none"> <li>• Demonstrate a secure knowledge about symbolism and meaning in art</li> <li>• Plan a sculpture through drawing and other preparatory work</li> <li>• Plan a</li> <li>• Explore further the use of clay e.g., slabs, coils</li> <li>• Analyse and comment on ideas and methods</li> <li>• Demonstrate a wide variety of ways to make different marks with dry and wet media</li> <li>• Develop ideas using different or mixed media, using a sketchbook</li> <li>• Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape</li> <li>• Choose appropriate paint, paper and implements to adapt and extend their work</li> <li>• Describe varied techniques</li> <li>• Create sculpture and constructions with increasing independence</li> <li>• Investigate, explore and record information about famous artists showing appreciation of aesthetic qualities</li> </ul>
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	Term 1 and 2	Term 3 and 4	Term 5 and 6
<b>Year 6 DT</b>	<b>Design and Technology Product Design: Designing a clock</b>	<b>Design and Technology Textiles: Drawstring bags</b>	<b>Design and Technology Product Design: Automata Animals</b>
<b>Learning Objectives Covered</b>	Children can <ul style="list-style-type: none"> <li>• Generate and clarify ideas for products, considering intended purpose</li> <li>• Choose how to communicate design ideas as they develop, considering use and purpose</li> <li>• Select from a wide range of tools and equipment to perform practical tasks accurately</li> </ul>	Children can <ul style="list-style-type: none"> <li>• Join fabrics in different ways, including stitching</li> <li>• Design and create images and artefacts in response to personal ideas and for clearly defined purposes by selecting and developing techniques and using a range of materials</li> <li>• Investigate ways of meeting design challenges with a textile focus</li> <li>• Identify users' views and take these into account</li> <li>• Estimate and measure using appropriate instruments and units</li> <li>• Plan what they have to do, including how to use materials, equipment and processes</li> <li>• Communicate design ideas in different ways e.g. Discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> <li>• Explore alternative ways of making their product, if first attempts fail</li> <li>• Check work as it develops and modify as necessary</li> </ul>	Children can <ul style="list-style-type: none"> <li>• Investigate ways of meeting design challenges with a construction focus</li> <li>• Communicate design ideas in different ways e.g., Discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> <li>• Plan what they have to do, suggesting a sequence of actions and alternatives if needed</li> <li>• Select from a wide range of tools and equipment to perform practical tasks accurately</li> </ul>

		<ul style="list-style-type: none"> <li>• Evaluate their products, identifying strengths and areas for development, and make appropriate changes</li> <li>• Generate and clarify ideas for products, considering intended purpose</li> <li>• Plan what they have to do, suggesting a sequence of actions and alternatives if needed</li> <li>• Choose how to communicate design ideas as they develop, considering use and purpose</li> </ul>	
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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 7</b>	<b>Print Making on fabrics</b>  <b>Bronze Arts Award: Level 1 Award in the Arts - Qualification number: 501/0081/6</b>	<b>Drawing for Purpose: Portraits</b>  <b>Bronze Arts Award: Level 1 Award in the Arts - Qualification number: 501/0081/6</b>	<b>Becoming Proficient in Painting: Portraits</b>  <b>Bronze Arts Award: Level 1 Award in the Arts - Qualification number: 501/0081/6</b>	<b>Cultural Studies: Pop Art and Street Art</b>  <b>Bronze Arts Award: Level 1 Award in the Arts - Qualification number: 501/0081/6</b>	<b>Digital Media: Fashion Portraiture</b>  <b>Bronze Arts Award: Level 1 Award in the Arts - Qualification number: 501/0081/6</b>	<b>Mixed Media: Collage Passing on an Arts Skill</b>  <b>Bronze Arts Award: Level 1 Award in the Arts - Qualification number: 501/0081/6</b>
<b>Learning Objectives Covered</b>	Pupils are taught <ul style="list-style-type: none"> <li>• to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas</li> <li>• to use a range of techniques and media, including screen printing, mono printing and block printing</li> <li>• to increase their proficiency in the handling of different materials</li> <li>• to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</li> </ul>	Pupils are taught <ul style="list-style-type: none"> <li>• To explore a range of formal elements i.e., line, tone and shape</li> <li>• to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas</li> <li>• to use a range of techniques and media, including drawing</li> <li>• to increase their proficiency in the handling of different materials i.e., using different grades of pencil</li> <li>• Becoming increasingly proficient in drawing i.e., shading, adding detail and tone.</li> </ul>	Pupils are taught <ul style="list-style-type: none"> <li>• To explore a range of formal elements i.e., colour</li> <li>• Using implied and actual texture</li> <li>• Use a range of techniques including colour theory and colour mixing</li> <li>• To increase their proficiency in the handling of different materials i.e., acrylic paint and different sized brushes</li> <li>• To explore perspective by painting at different scales</li> </ul> Part A develop ideas, knowledge and skills through active participation in any art form <ul style="list-style-type: none"> <li>• Description of an arts activity</li> </ul>	Pupils are taught <ul style="list-style-type: none"> <li>• about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day i.e., Pop Art and Street Art</li> <li>• to record their research in sketchbooks, journals and other media as a basis for exploring their ideas</li> <li>• to present work and consider their own view about the artwork</li> </ul> Part C Research into the work of an artist or crafts person that inspires them <ul style="list-style-type: none"> <li>• Evidence of their research</li> </ul>	Pupils are taught <ul style="list-style-type: none"> <li>• to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas</li> <li>• to use a range of techniques and media i.e., depth of field and cropping</li> <li>• to increase their proficiency in the handling of different materials i.e., including cameras, lighting and tripods</li> <li>• to analyse and evaluate their own work, and that of others, in order to strengthen the visual</li> </ul>	Pupils are taught <ul style="list-style-type: none"> <li>• to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas</li> <li>• to use a range of techniques and media i.e., collage and layering, sewing into images, printing on to fabric</li> <li>• to increase their proficiency in the handling of different materials i.e., using scissors, affixing, different stitches</li> <li>• to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</li> <li>• about the history of art, craft, design and</li> </ul>

	<ul style="list-style-type: none"> <li>Explore the formal element pattern</li> </ul> <p>Part A develop ideas, knowledge and skills through active participation in any art form</p> <ul style="list-style-type: none"> <li>Description of an arts activity</li> <li>Evidence participating in an arts activity with annotated photos</li> <li>Summary of what they have learned, how their skills, knowledge and interest has developed, more reflection</li> </ul>	<ul style="list-style-type: none"> <li>Exploring observational drawing and the tonal shading of 2D objects.</li> <li>Developing mark making, varying lines and implying textures.</li> <li>Developing skills in adding detail.</li> <li>Becoming proficient in drawing to scale and in proportion.</li> <li>Show increasing independence and creativity with the painting process, demonstrating a willingness to experiment and take risks</li> </ul> <p>Part A develop ideas, knowledge and skills through active participation in any art form</p> <ul style="list-style-type: none"> <li>Description of an arts activity</li> <li>Evidence participating in an arts activity with annotated photos</li> <li>Summary of what they have learned, how their skills, knowledge and interest has developed, more reflection</li> </ul>	<ul style="list-style-type: none"> <li>Evidence participating in an arts activity with annotated photos</li> <li>Summary of what they have learned, how their skills, knowledge and interest has developed, more reflection</li> </ul>	<ul style="list-style-type: none"> <li>Summary of what they have found out, why they chose them and what they learned about the person</li> <li>An exploration of art history such as Pop Art and street art</li> </ul>	<p>impact or applications of their work</p> <ul style="list-style-type: none"> <li>Explore the formal element tone and space</li> <li>To consider positive and negative space</li> </ul> <p>Part A develop ideas, knowledge and skills through active participation in any art form</p> <ul style="list-style-type: none"> <li>Description of an arts activity</li> <li>Evidence participating in an arts activity with annotated photos</li> <li>Summary of what they have learned, how their skills, knowledge and interest has developed, more reflection</li> </ul>	<p>architecture, including periods, styles and major movements from ancient times up to the present day i.e., DADA movement</p> <p>Part D: Their experience of passing on an arts skill</p> <ul style="list-style-type: none"> <li>Explanation of their activity they are passing on, why they chose it and a general plan</li> <li>Evidence of the activity and passing on their skills</li> <li>Reflection on how well they passed on their skills</li> </ul>
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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 7 DT</b>	<b>Graphic Design: Research and Design paper packaging</b>	<b>Graphic design: Make and review paper packaging</b>	<b>Product design: Research and design a children's toy.</b>	<b>Product design: Make a prototype of a children's toy.</b>	<b>Food Technology Learn how to cook a starter</b>	<b>Food Technology Create a curry</b>
<b>Learning Objectives Covered</b>	<ul style="list-style-type: none"> <li>Research the use of packaging to transport.</li> </ul>	<ul style="list-style-type: none"> <li>Use a utility knife to cut accurately</li> </ul>	<ul style="list-style-type: none"> <li>Follow a design brief.</li> </ul>	<ul style="list-style-type: none"> <li>-Vacuum forming process</li> <li>-Shape a material</li> </ul>	<ul style="list-style-type: none"> <li>Explore different types of salads.</li> </ul>	<ul style="list-style-type: none"> <li>Explore where the components come from.</li> </ul>

	<ul style="list-style-type: none"> <li>• Discuss the meaning of function and appealing.</li> <li>• Use a specification to design a product that is functional and appealing.</li> <li>• Create a detailed mock-up using measurements and annotations.</li> <li>• Draw a design using oblique technique.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow the safe use of equipment and machinery i.e. using a cutting mat</li> <li>• Measure with some accuracy to create a net</li> <li>• Create a mock-up of a product</li> <li>• -Self evaluate the prototype</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse products against a simple criterion and make judgements.</li> <li>• Discuss age classifications for toys, child safety and small parts.</li> <li>• -How vacuum forming is carried out in industry.</li> <li>• How to classify polymers, their properties and sustainability issues.</li> <li>• Research sustainability and recycling polymers</li> <li>• -Investigate the needs of the user.</li> <li>• -Demonstrate creativity when coming up with a range of ideas</li> <li>• -Research polymers</li> </ul>	<ul style="list-style-type: none"> <li>• -Follow the safe use of equipment and machinery</li> <li>• -Self evaluate the prototype</li> </ul>	<ul style="list-style-type: none"> <li>• Apply the principles of nutrition</li> <li>• Understand the source, seasonality, and characteristics of a broad range of ingredients.</li> <li>• Explore the culture of food i.e. Greek salad</li> <li>• Prepare ingredients</li> <li>• Combine ingredients</li> </ul>	<ul style="list-style-type: none"> <li>• Use a list of ingredients to create a recipe</li> <li>• Prepare ingredients</li> <li>• Use utensils</li> <li>• Use electrical equipment</li> <li>• Apply heat in different ways</li> <li>• Use taste, texture and smell to season a dish</li> <li>• Combine ingredients</li> <li>• Adapt own recipe</li> </ul>
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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 8 Art</b>	<b>Becoming Proficient in Painting: Landscapes</b>	<b>Cultural Studies: Impressionism</b>	<b>Sculpture: Using clay and plaster</b>	<b>Fine Art: Fashion Design</b>	<b>Drawing for Purpose: Observational drawing</b>	<b>Digital Media: Film Making</b>
<b>Learning Objectives Covered</b>	<p>Pupils are taught</p> <ul style="list-style-type: none"> <li>to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas</li> <li>to use a range of techniques and media, including priming, stippling, blending and sgraffito</li> <li>to increase their proficiency in the handling of different materials i.e., acrylic paint and gesso</li> <li>to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</li> <li>Explore the formal element line, shape and colour</li> </ul>	<p>Pupils are taught</p> <ul style="list-style-type: none"> <li>about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day i.e., impressionism</li> <li>to record and annotate their research in sketchbooks, journals and other media as a basis for exploring their ideas about an artwork</li> <li>to present work and consider their own view about the artwork with positives and negatives</li> </ul>	<p>Pupils are taught</p> <ul style="list-style-type: none"> <li>to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas</li> <li>to use a range of techniques and media, including carving, casting modelling and using slip</li> <li>to increase their proficiency in the handling of different materials i.e., clay</li> <li>to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</li> <li>Explore the formal element form</li> </ul>	<p>Pupils are taught</p> <ul style="list-style-type: none"> <li>to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas</li> <li>to use a range of techniques and media, including upcycling, joining fabrics</li> <li>to increase their proficiency in the handling of different materials i.e., plaster</li> <li>to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</li> <li>Explore the formal element form</li> </ul>	<p>Pupils are taught</p> <ul style="list-style-type: none"> <li>to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas</li> <li>to use a range of techniques and media, including mark making and observational drawing</li> <li>to increase their proficiency in the handling of different materials i.e., charcoal</li> <li>to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</li> <li>Explore the formal element line and shape</li> </ul>	<p>Pupils are taught</p> <ul style="list-style-type: none"> <li>to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas</li> <li>to use a range of techniques and media i.e., tracking and angles</li> <li>to increase their proficiency in the handling of different materials i.e., including cameras, lighting and tripods</li> <li>to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</li> </ul> <p>Part A develop ideas, knowledge and skills through active participation in any art form</p> <ul style="list-style-type: none"> <li>Description of an arts activity</li> <li>Evidence participating in an arts activity with annotated photos</li> <li>Summary of what they have learned, how their skills, knowledge and interest has developed, more reflection</li> </ul>

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
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<b>Year 8 Design and Technology</b>	<b>Graphic Design: Research and design a reusable water bottle.</b>	<b>Graphic Design: Make and review a design of a water bottle.</b>	<b>Product design: Research and design a sign for a wildlife reserve.</b>	<b>Product design: Make a prototype of a sign for a nature reserve</b>	<b>Food technology Learn how to cook a main meal</b>	<b>Food Technology Create a pasta dish</b>
<b>Learning Objectives Covered</b>	<ul style="list-style-type: none"> <li>Use the access acronym when analysing a product.</li> <li>Carry out research into a user.</li> <li>Design a product making it user centred.</li> <li>Accurately calculate the cost of materials</li> <li>Render a design in 3D</li> <li>Draw a mock-up using isometric technique.</li> </ul>	<ul style="list-style-type: none"> <li>Use 2D software to create a vector to cut.</li> <li>Use a laser cutter.</li> <li>Use Adobe Photoshop to manipulate images of the product.</li> <li>Create a mock-up of a product</li> <li>-Self evaluate the prototype</li> </ul>	<ul style="list-style-type: none"> <li>Analyse products from different perspectives using the 6 thinking hats.</li> <li>Apply ergonomics and anthropometrics in design.</li> <li>Generate a design specification with categories such as must, should and could</li> </ul>	<ul style="list-style-type: none"> <li>Use a fret saw and disc sander</li> <li>Combine materials with increasing accuracy and competence.</li> <li>Evaluate and rate their work against a criterion</li> <li>Give constructive feedback to others on how to improve.</li> </ul>	<ul style="list-style-type: none"> <li>Apply the principles of nutrition and a balanced meal</li> <li>Understand the source, seasonality, and characteristics of a broad range of ingredients.</li> <li>Explore the culture of food i.e. British food and where it comes from</li> <li>Prepare ingredients</li> <li>Combine ingredients</li> </ul>	<ul style="list-style-type: none"> <li>Explore where the components come from.</li> <li>Use a list of ingredients to create a recipe</li> <li>Prepare ingredients</li> <li>Use utensils</li> <li>Use electrical equipment</li> <li>Apply heat in different ways</li> <li>Use taste, texture, and smell to season a dish</li> <li>Combine ingredients</li> <li>Adapt own recipe</li> </ul>

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Year 9</b>	<b>Becoming Proficient in Painting: Ink, Watercolour and silk painting</b>	<b>Cultural Studies: Cubism</b>	<b>BTEC Level 1 Introductory Award in Digital Media: A2 Developing a Personal Progression Plan DM9 Creating an animation</b>	<b>BTEC Level 1 Introductory Award in Digital Media: DM9 Creating an animation DM12 Editing and Sharing a Media Product</b>	<b>Experiencing the arts: Drawing, painting, sculpture and digital media</b>	<b>Student Led Personal Project</b>
<b>Learning Objectives Covered</b>	<p>Pupils are taught</p> <ul style="list-style-type: none"> <li>to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas</li> <li>to use a range of techniques and media, including using wet on</li> </ul>	<p>Pupils are taught</p> <ul style="list-style-type: none"> <li>about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day i.e., Cubism</li> <li>to record and annotate their research in</li> </ul>	<p>A2 Developing a Personal Progression Plan</p> <ul style="list-style-type: none"> <li>A Explore the skills and behaviours needed to meet personal progression goal</li> <li>B Produce a progression plan to meet intended progression goal.</li> </ul>	<p>A2 Developing a Personal Progression Plan</p> <ul style="list-style-type: none"> <li>A Explore the skills and behaviours needed to meet personal progression goal</li> <li>B Produce a progression plan to meet intended progression goal.</li> </ul>	<p>Pupils are taught</p> <ul style="list-style-type: none"> <li>Exploring different arts activities i.e., digital media, sculpture, painting and illustration</li> <li>Finding inspiration from contextual links</li> </ul>	<p>Pupils are taught</p> <ul style="list-style-type: none"> <li>Exploring different arts activities i.e., digital media, sculpture, painting and illustration</li> <li>Finding inspiration from contextual links</li> <li>Develop ideas for a sustained project</li> </ul>

	<p>wet and washes, using gutta, adding salt to create texture</p> <ul style="list-style-type: none"> <li>to increase their proficiency in the handling of different materials i.e., water colour paint and Indian ink</li> <li>to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</li> <li>Explore the formal element line, shape and colour</li> </ul>	<p>sketchbooks, journals and other media as a basis for exploring their ideas about an artwork</p> <ul style="list-style-type: none"> <li>to present work and consider their own view about the artwork with positives and negatives</li> </ul>	<p>DM9 Creating an animation</p> <ul style="list-style-type: none"> <li>A Plan an animation and solve problems</li> <li>B Produce an animation, demonstrating self-management.</li> </ul> <p>DM12 Editing and Sharing a Media Product</p> <ul style="list-style-type: none"> <li>A Produce an audio recording</li> <li>B Produce a mix of an audio recording.</li> </ul>	<p>DM9 Creating an animation</p> <ul style="list-style-type: none"> <li>A Plan an animation and solve problems</li> <li>B Produce an animation, demonstrating self-management.</li> </ul> <p>DM12 Editing and Sharing a Media Product</p> <ul style="list-style-type: none"> <li>A Produce an audio recording</li> <li>B Produce a mix of an audio recording.</li> </ul>	<ul style="list-style-type: none"> <li>Develop ideas for a sustained project</li> <li>Annotate and record ideas using appropriate vocabulary</li> <li>Reflect and refine the project</li> <li>Realise own ideas</li> <li>Description of an arts activity with annotated photos</li> <li>Summary of what they have learned, how their skills, knowledge and interest has developed, more reflection</li> </ul>	<ul style="list-style-type: none"> <li>Annotate and record ideas using appropriate vocabulary</li> <li>Reflect and refine the project</li> <li>Realise own ideas</li> <li>Description of an arts activity</li> <li>Evidence participating in an arts activity with annotated photos</li> <li>Summary of what they have learned, how their skills, knowledge and interest has developed, more reflection</li> </ul>
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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 9 Design and Technology</b>	<b>Graphic Design: Research and Design Children's book</b>	<b>Graphic Design: Make and review a children's book</b>	<b>Product design: Research and design a product</b>	<b>Product design: Make a prototype of a product</b>	<b>Food Technology Learn how to cook a dessert</b>	<b>Food Technology Create a kebab</b>
<b>Learning Objectives Covered</b>	<ul style="list-style-type: none"> <li>The origin of paper and how it is manufactured into different products.</li> <li>The environmental impact of using paper.</li> <li>Use 2D software with competence.</li> <li>Carry out research into the user considering ergonomics and anthropometrics.</li> </ul>	<ul style="list-style-type: none"> <li>Use design software to generate a prototype</li> <li>Select and use appropriate paper</li> <li>Select and use a binding technique</li> <li>Apply pop-up book mechanisms</li> <li>Manufacture a viable prototype of a product i.e. a pop-up book</li> </ul>	<ul style="list-style-type: none"> <li>Discuss new and emerging technologies</li> <li>Discuss the properties of materials</li> <li>The origin</li> <li>The classification of a smart materials.</li> <li>Research biomimicry and how it can find solutions for design problems.</li> </ul>	<ul style="list-style-type: none"> <li>Use tools and machinery with a higher degree of precision with a focus on quality and accuracy.</li> <li>Self-select appropriate tools and equipment</li> <li>Manufacture a viable prototype</li> <li>Carry out consumer research, evaluate the results and alter their designs.</li> </ul>	<ul style="list-style-type: none"> <li>Explore desserts from different cultures</li> <li>Apply the principles of nutrition</li> <li>Understand the source, seasonality, and characteristics of a broad range of ingredients.</li> <li>Explore the culture of food</li> <li>Prepare ingredients</li> </ul>	<ul style="list-style-type: none"> <li>Explore where the components come from.</li> <li>Use a list of ingredients to create own recipe</li> <li>Prepare ingredients</li> <li>Use utensils</li> <li>Use electrical equipment</li> <li>Apply heat in different ways</li> <li>Use taste, texture, and smell to season a dish</li> <li>Combine ingredients</li> </ul>

		<ul style="list-style-type: none"> <li>-Self evaluate the prototype</li> <li>Select tools with a focus on precision and accuracy.</li> <li>Carry out consumer research and alter their designs</li> </ul>	<ul style="list-style-type: none"> <li>Uses of thermochromic, photochromic and phosphorescent pigments.</li> <li>Research different mechanisms and apply the findings to my design.</li> <li>Use 2D design software.</li> <li>Write a viable design specification.</li> </ul>		<ul style="list-style-type: none"> <li>Combine ingredients</li> </ul>	<ul style="list-style-type: none"> <li>Adapt own recipe</li> <li>Prepare and cut protein</li> <li>Prepare and cut vegetables</li> <li>Cook and test the temperature of meat to see if it is cooked</li> </ul>
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KS4 Art	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10/11	<p><b>Silver Arts Award: Level 2 Award in the Arts</b>  <b>Qualification number: 500/9914/0</b></p> <p>A identify leadership role and plan the projects aims</p> <ul style="list-style-type: none"> <li>Details of leadership skills they wish to develop and what makes a good leader</li> <li>Choosing an art project, its aims and scope, assessing the needs of the participants and their role. How it will develop their skills</li> </ul> <p>B Plan the practical issues</p> <ul style="list-style-type: none"> <li>Plan a project detailing practical issues, timescales, promoting the project, how to recruit participants, delivering the project, how they will get feedback and how they will evaluate leadership development</li> </ul> <p>C Effective arts leadership</p> <ul style="list-style-type: none"> <li>Evidence of delivering the project with annotated photos</li> <li>Reflection on where they are developing and applying leadership skills during the project</li> </ul> <p>D Working with others</p> <ul style="list-style-type: none"> <li>Evidence working with others</li> <li>Evidence resolving issues</li> <li>Evidence collecting feedback from others about project and leadership skills</li> </ul> <p><b>BTEC Level 1 Introductory Certificate/Diploma in Digital Media:</b></p> <p>A1 Being Organised:</p> <ul style="list-style-type: none"> <li>A Explore techniques to improve own organisational skills</li> <li>B Review the use of techniques to improve own organisational skills.</li> </ul> <p>A2 Developing a Personal Progression Plan</p> <ul style="list-style-type: none"> <li>A Explore the skills and behaviours needed to meet personal progression goal</li> <li>B Produce a progression plan to meet intended progression goal.</li> </ul> <p>A3 Working with Others</p> <ul style="list-style-type: none"> <li>A Demonstrate the ability to work with others on a given activity</li> <li>B Review own and others' performance on a given activity.</li> </ul> <p>A4 Researching a Topic</p> <ul style="list-style-type: none"> <li>A Carry out research into an agreed topic</li> <li>B Present a summary of research findings into an agreed topic.</li> </ul> <p>DM5 Creating a Storyboard</p> <ul style="list-style-type: none"> <li>A Explore the components of storyboards and how they are used</li> <li>B Produce a storyboard for a specified media product.</li> </ul>					

	<p>DM6 Designing an Interactive Presentation</p> <ul style="list-style-type: none"> <li>• A Design and create an interactive presentation.</li> <li>• B Present and communicate information through an interactive presentation.</li> </ul> <p>DM7 Producing an Advert</p> <ul style="list-style-type: none"> <li>• A Plan an advert that meets the requirements of a brief</li> <li>• B Work with others to create an advert.</li> </ul> <p>DM9 Creating an Animation</p> <ul style="list-style-type: none"> <li>• A Plan an animation and solve problems</li> <li>• B Produce an animation, demonstrating self-management.</li> </ul> <p>DM10 Shooting a Short Film</p> <ul style="list-style-type: none"> <li>• A Plan a film shoot and solve problems</li> <li>• B Capture footage while demonstrating self-management.</li> </ul> <p>DM12 Editing and Sharing a Media Product</p> <ul style="list-style-type: none"> <li>• A Produce an audio recording</li> <li>• B Produce a mix of an audio recording.</li> </ul> <p><b>GCSE Art and Design</b></p> <p>Personal Portfolio:</p> <ul style="list-style-type: none"> <li>• develop and explore ideas</li> <li>• research primary and contextual sources</li> <li>• experiment with media, materials, techniques and processes</li> <li>• Develop ideas through investigations, demonstrating critical understanding of sources</li> <li>• Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</li> <li>• Record ideas, observations and insights relevant to intentions as work progresses</li> <li>• Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</li> </ul> <p>Externally set assignment</p> <ul style="list-style-type: none"> <li>• develop and explore ideas</li> <li>• research primary and contextual sources</li> <li>• experiment with media, materials, techniques and processes</li> <li>• present personal response(s) to the externally set theme.</li> <li>• Develop ideas through investigations, demonstrating critical understanding of sources</li> <li>• Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</li> <li>• Record ideas, observations and insights relevant to intentions as work progresses</li> <li>• Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</li> </ul>
<p><b>Gold Arts Award</b></p>	<p><b>Gold Arts Award: Level 3 Certificate in the Arts – Qualification number: 500/9666/7</b></p> <p>Unit 1 Part A – Extend Own Arts Practice  Part B – Career Development Opportunities in the Arts  Part C – Research Practitioners and Review Arts Events  Part D – Form and Communicate a View on an Arts Issue  Unit 2 Part A – Leadership Project Aims and Outcomes  Part B – Organise People and Resources  Part C – Manage the Project  Part D – Manage A Public Showing</p>

KS4 DT Food	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10/11	<p><b>ASDAN Foodwise Short Course</b></p> <p>The FoodWise Short Course will enable learners to:</p> <ul style="list-style-type: none"> <li>• learn what is meant by healthy eating and wellbeing</li> <li>• learn and demonstrate the skills and techniques needed to cook</li> <li>• gain an understanding of the importance of sustainability and cooking on a budget</li> <li>• learn about aspects of the food industry and how it operates</li> </ul> <p>Topics include:</p> <ul style="list-style-type: none"> <li>• Healthy eating</li> <li>• Basic food safety</li> <li>• Food preparation and presentation</li> <li>• Cooking on a budget</li> <li>• Entertaining</li> <li>• The food industry</li> <li>• Practical cooking skills</li> </ul> <p><b>BTEC Level 1 Award in Home Cooking Skills - Qualification number 500/8084/2</b></p> <p><b>Unit 1 Home Cooking Skills (Level 1)</b></p> <p>Unit 1 Be able to use cooking skills to make home-cooked food that does not use pre-prepared, ready-cooked food:</p> <p>1.1 Select and prepare ingredients for a recipe:</p> <ul style="list-style-type: none"> <li>• Choosing ingredients: meal planning; fresh food e.g. use by date, recognising when fish is fresh; seasonal food e.g. vegetables, fruit; sourcing e.g. free range, locally produced, organic, country of origin; value for money; nutritional e.g. contribution to five-a-day initiative, eatwell plate; food labelling; fridge and store cupboard management</li> <li>• Kitchen basics: store cupboard ingredients e.g. oil, vinegar, seasonings, spices, flour, sugar, stock cubes, tinned food (tomatoes, tuna), rice, pasta, frozen food (peas, sweetcorn, pastry), kitchen equipment e.g. knives, saucepans, frying pan, mixing bowls, measuring jug</li> <li>• Recipes: eggs e.g. boiled eggs and soldiers, scrambled eggs and toast, fried eggs; breakfast e.g. toast and toppings, flapjacks, porridge, bacon sandwich, fruit smoothies; packed lunches e.g. sandwich with fruit and drink; simple soups e.g. tomato soup, leek and potato, minestrone; salads e.g. basic preparation, chopped salads, basic green salad, simple jam jar dressings; basic bread making e.g. focaccia; pasta e.g. spaghetti with pesto sauce, spaghetti with tomato sauce; simple seasoned vegetables e.g. broccoli with butter and salt and pepper, baked potatoes, potato wedges; mince e.g. meatballs, Bolognese sauce, chilli; with lentils; stews e.g. vegetable curry and fluffy rice, lamb stew; fish e.g. cod simmered in tomato sauce, summer tray baked salmon, fish parcels in foil; quick cooked meat e.g. minute steak, sausages; chicken e.g. baked on a tray, chicken fajitas; puddings e.g. ice cream and crushed biscuits, stewed fruit, fruit crumble; barbecue food e.g. chicken fillets, simple kebabs, burgers; fruit salad with toppings e.g. yoghurt and maple syrup; baking e.g. brownies, biscuits</li> </ul> <p>1.2 Use cooking skills when following a recipe:</p> <ul style="list-style-type: none"> <li>• Skills: preparation skills e.g. chopping, slicing, grating, peeling, mashing, beating; cooking skills e.g. roasting, frying, baking, boiling; knowing when food is cooked; presentation</li> <li>• Follow recipe: weights and measures e.g. use of scales, measuring jugs and spoons; oven temperatures</li> </ul> <p>1.3 Demonstrate food safety and hygiene throughout the preparation and cooking process:</p> <ul style="list-style-type: none"> <li>• Food safety and hygiene: food storage e.g. raw meat on the bottom shelf of the fridge; food labelling e.g. follow storage instructions, use by dates; food preparation e.g. wash and dry hands before handling food, keep surfaces clean, keep raw fish and meat away from other food, cover cuts; ensuring meat is properly cooked; storing leftover food e.g. cooling quickly, refrigerating or freezing; using knives safely</li> </ul> <p>Unit 2 Understand the value of passing on information about home cooking:</p> <p>2.1 Reflect on own learning about the value of gaining cooking skills</p> <ul style="list-style-type: none"> <li>• Value of learning home cooking skills: change food habits e.g. prepare and eat home cooked food; benefits to long term wellbeing of self and family; sense of achievement; enjoyment; confidence; enthusiasm; able to transfer skills to new recipes; continue to cook at home</li> </ul> <p>2.2 Identify ways to pass on information about home cooking</p> <ul style="list-style-type: none"> <li>• Ways to pass on information: inspire others; share recipes e.g. written, email; cook with family</li> </ul>					

## **BTEC Level 2 Award in Home Cooking Skills - Qualification number 500/8084/2**

### **Unit 1 Home Cooking Skills (Level 2)**

Unit 1 Be able to plan a nutritious, homecooked meal using basic ingredients

- 1.1 Plan a nutritious two-course meal 2 Be able to prepare, cook and present a nutritious, homecooked meal using basic ingredients
  - Planning: selecting recipes for courses e.g. starter, main course, dessert; nutrition e.g. eatwell plate (fruit and vegetables, meat, fish, eggs and beans, milk and dairy produce, bread, rice potatoes and pasta, high fat/sugar food), contribution to five-a-day initiative; asking advice; timings e.g. for preparation, cooking; assembling ingredients and equipment
- 2.1 Select and prepare ingredients for recipes for a nutritious, two-course meal
  - Selecting ingredients: factors e.g. fresh, seasonal, locally produced
  - Kitchen basics: store cupboard ingredients e.g.; oil, vinegar, seasonings, spices, flour, sugar, stock cubes, tinned food (tomatoes, tuna), rice, pasta, frozen food (peas, sweetcorn, pastry), kitchen equipment e.g. knives, saucepans, frying pan, mixing bowls, measuring jug
  - Recipes: eggs e.g. poached eggs, folded omelettes and frittata; breakfasts e.g. French toast, porridge with different toppings, cooked breakfast; packed lunches e.g. homemade pasty; soups e.g. roasted squash soup; salads e.g. Caesar salad and warm salads; bread e.g. pizza with toppings, basic loaf; pasta e.g. lasagne; vegetables e.g. potatoes dauphinoise, roasted vegetables; mince e.g. shepherd's pie, vegetarian burger (including salad and potato wedges); stews e.g. hotpots, pies, dumplings and curry; fish e.g. fish pie, pan fried tuna with tomato and coriander salsa, Italian spaghetti with prawns; quick cooked meat e.g. chops with mixed herbs; puddings e.g. apple pie, bread and butter pudding; barbecue food e.g. vegetables in foil, marinated lamb kebabs; stir fries e.g. vegetable, chicken, rice; fruit e.g. baked apples, grilled fruit; baking e.g. Victoria sponge, cupcakes and muffins; chicken e.g. roast chicken dinner
- 2.2 Use cooking skills when following the recipes
  - Skills: preparation skills e.g. chopping, slicing, grating, peeling, mashing, beating; cooking skills e.g. roasting, frying, baking, boiling • Follow recipe: weights and measures e.g. use of scales, measuring jugs and spoons; oven temperatures; timings
- 2.3 Demonstrate food safety and hygiene throughout the preparation and cooking process
  - Food safety and hygiene: food storage e.g. raw meat on the bottom shelf of the fridge; food labelling e.g. follow storage instructions, use by dates; food preparation e.g. wash and dry hands before handling food, keep surfaces clean, keep raw fish and meat away from other food, cover cuts; ensuring meat is properly cooked; storing leftover food e.g. cooling quickly, refrigerating or freezing; using knives safely
- 2.4 Apply presentation skills when serving the meal
  - Meal presentation: portion size; colour; temperature of food; relaxed atmosphere; table setting
- 3.1 Explain ways to economise when cooking at home
  - Cooking economically: meal planning, buy food in season; plan ahead; buy in larger quantities to cook and freeze e.g. mince for Bolognese sauce; use leftovers e.g. potato salad, chicken sandwich; ask advice when shopping e.g. from butcher about alternative cuts of meat.
- 4.1 Identify ways information about cooking meals at home from scratch has been passed on to others
  - Ways to pass on information: inspire others; share recipes e.g. written, email; cook with family members e.g. children; cook for friends and family; 'cook and eat' groups; lunch clubs

### **Level 1 / 2 Vocational Award in Hospitality and Catering – Qualification number 603/7022/1**

Unit 1 The hospitality and catering industry

1.1. Hospitality and catering provision:

1.1.1 Hospitality and catering providers

Learners should know and understand the two different types of hospitality and catering provision: commercial and non-commercial: Commercial (residential):

- B&B, guest houses and Airbnb
- campsites and caravan parks
- cruise ships
- holiday parks, lodges, pods and cabins
- hotels, motels and hostels. Commercial (non-residential):
- airlines and long distance trains
- cafés, tea rooms and coffee shops
- fast food outlets
- food provided by stadia, concert halls and tourist attractions
- mobile food vans and street food trucks
- pop-up restaurants
- public houses, bars

- restaurants and bistros
- takeaways
- vending machines. Non-commercial (residential):
- armed forces
- boarding schools, colleges, university residences
- hospitals, hospices and care homes
- prisons. Non-commercial (non-residential):
- canteens in working establishments (subsidised)
- charity run food providers
- meals on wheels
- schools, colleges and universities.

Learners should know and understand the following types of service in commercial and non-commercial provision: Food service:

- table: plate, family-style, silver, Gueridon, banquet
- counter: cafeteria, buffet, fast food
- personal: tray or trolley, vending, home delivery, takeaway. Residential service:
- rooms: single, double, king, family, suite (en-suite bath/shower room, shared facilities)
- refreshments: breakfast, lunch, evening meal, 24-hour room service/restaurant available
- conference and function facilities
- leisure facilities (spa, gym, swimming pool).

Learners should know and understand the importance of the following standards and ratings:

- hotel and guest house standards (star ratings)
- restaurant standards, AA Rosette Award, Good Food Guide, Michelin stars.

#### 1.1.2 Working in the hospitality and catering industry

Learners should know and understand the following types of employment roles and responsibilities within the industry:

- front of house manager, head waiter, waiting staff, concierge, receptionist, maître d'hôte, valets
- housekeeping: chambermaid, cleaner, maintenance, caretaker • kitchen brigade: executive chef, sous-chef, chef de partie, commis chef, pastry chef, kitchen assistant, apprentice, kitchen porter/plongeur
- management: food and beverage, housekeeping, marketing.

Learners should know and understand the following specific personal attributes, qualifications and experience an employer would look for to fulfil the roles:

- organised
- hardworking
- punctual
- hygienic
- pleasant
- calm
- friendly
- good communicator
- team player
- good people skills
- willingness to learn and develop
- flexible.

Qualifications and experience:

- apprenticeships
- experience in the role/sector – part-time job, summer employment
- school, college and/or university qualifications relevant to the job.

#### 1.1.3 Working conditions in the hospitality and catering industry

Learners should know and understand the following types of employment contracts and working hours:

- casual
- full time permanent (temporary)
- part-time (temporary)



- seasonal
- zero hours contract.

Learners should be aware of the following remuneration and benefits in the industry:

- a salary
- a wage (hourly)
- holiday entitlement
- pension
- sickness pay
- rates of pay
- tips, bonuses and rewards.

The hospitality and catering industry normally provides more part-time than full time contracted positions. Learners should be aware of the fluctuating needs of the industry, such as:

- supply and demand: staffing during peak times, large events, seasonal times and the location of the provision.

#### 1.1.4 Contributing factors to the success of hospitality and catering provision

Learners should know and understand the following basic costs incurred within the hospitality and catering industry:

- labour
- material
- overheads.

Learners should know and understand the basic calculation of gross profit and net profit within the hospitality and catering industry.

Learners should be aware of how the economy can impact business in the following ways:

- strength of the economy • value added tax (V.A.T)
- value of the pound and exchange rate. Learners should be aware of the importance of environmental needs and the environmental impact within the hospitality and catering industry through:
- seasonality
- sustainability: reduce, reuse, recycle. Learners should know and understand how new technology impacts the hospitality and catering service industry in a positive way through:
- cashless systems
- innovative digital technology (apps, web-booking, key card access, digital menu)
- software. Learners should know and understand the positive and negative impacts that the following media types can have on the hospitality and catering industry:
- printed media (newspaper, magazines)
- broadcast (television, radio)
- internet (social media, websites)
- competitive (other establishments)

#### 1.2 How hospitality and catering providers operate

##### 1.2.1 The operation of the front and back of house

Learners should be aware of the operational requirements of:

- workflow of the front of house – reception, seating area, counter service, bar
- workflow of the catering kitchen – delivery, staffing area, wash area, storage area, preparation and cooking area, serving area, washing/cleaning area.

Learners should be aware of the following equipment and materials required, used and managed within catering provision/kitchens:

- large equipment: large conventional oven, glass chiller, floor standing food mixer, deep fat fryers, hot water urns, walk-in fridgefreezer, standing bain marie, steamers, pass-through dishwasher and glass washer, hot plates
- materials for cleaning, first aid kit and safety materials
- small equipment
- utensils. Learners should know and understand the following documentation and administration requirements used in a catering kitchen:
- stock controlling systems, ordering, delivery notes, invoices, food safety documentation and health and safety documentation.

Learners should be aware of the typical dress code requirements for front and back of house of hospitality and catering establishments.

##### 1.2.2 Customer requirements in hospitality and catering

Learners should know and understand how hospitality and catering provision meets the requirements of:

- customer needs (catering, equipment, accommodation)
- customer rights and inclusion (disability) •equality

##### 1.2.3 Hospitality and catering provision to meet specific requirements

Learners should know and understand how hospitality and catering provision adapts to satisfy the following ever-changing customer climate:

- customer requirements/needs: lifestyle, nutritional needs, dietary needs, time available

- customer expectations: service, value for money, trends, awareness of competition from other providers, media influence/interest, environmental concerns, seasonality
- customer demographics: age, location, accessibility, money available, access to establishments/provision.

### 1.3 Health and safety in hospitality and catering

#### 1.3.1 Health and safety in hospitality and catering provision

Learners should be aware of the responsibilities for personal safety in the workplace of employers and of employees in relation to the following laws:

- Control of Substances Hazardous to Health Regulations (COSHH) 2002
- Health and Safety at Work Act 1974
- Manual Handling Operations Regulations 1992
- Personal Protective Equipment at Work Regulations (PPER) 1992
- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013
- Risks to health and security including the level of risk (low, medium, high) in relation to employers, employees, suppliers and customers.

Learners should know the importance of and be able to complete the following documentation:

- accident forms
- risk assessments.

#### 1.3.2 Food safety

Learners should know and understand the principles of Hazard Analysis and Critical Control Points (HACCP) and be able to:

- identify any critical control points and ensure that risks are removed or reduced to safe levels
- decide on what actions to take if something goes wrong
- complete a HACCP document
- complete records to show that procedures are working

### 1.4 Food safety in hospitality and catering

#### 1.4.1 Food related causes of ill health

Learners should know that ill health could be caused by the following:

- allergies
- bacteria
- chemicals
- intolerances.

Learners should know the following food poisoning causes:

- bacillus cereus
- campylobacter
- clostridium perfringens
- e-coli
- listeria
- salmonella
- staphylococcus aureus.

Learners should know and understand the following food related causes of ill health: Food allergies:

- cereals (gluten)
- crustaceans
- dairy products
- eggs
- fish
- fruit and vegetables
- lupin
- molluscs
- nuts
- peanuts
- sesame seeds
- soya
- wheat.

Food intolerance:

- gluten
- lactose
- aspartame
- MSG.

Learners should be aware of the following:

- food labelling laws
- food safety legislation
- food hygiene.

#### 1.4.2 Symptoms and signs of food-induced ill health

Learners should know and understand the following symptoms of food induced ill health:

Visible:

- anaphylactic shock
- bloating
- breathing difficulties
- chills
- diarrhoea
- facial swelling
- pale or sweating skin
- rash
- vomiting
- weight loss.

Non-visible:

- constipation
- feeling sick
- painful joints
- stomach-ache
- weakness
- wind/flatulence.

#### 1.4.3 Preventative control measures of food-induced ill health

Learners should know and understand the control measures to prevent food-induced ill health:

- cross contamination
- correct temperature in delivery, storage, preparation and service
- physical contamination.

#### 1.4.4 The Environmental Health Officer (EHO)

Learners should know and understand the role of the Environmental Health Officer (EHO) and that responsibilities include:

- collecting evidence including samples for testing, photographs, interviews
- enforcing environmental health laws follow up complaints
- follow up outbreaks of food poisoning
- inspecting business for food safety standards
- giving evidence in prosecutions
- maintaining evidence
- submitting reports.

### Unit 2 Hospitality and catering in action

#### 2.1 The importance of nutrition

##### 2.1.1 Understanding the importance of nutrition

Learners should know and understand the function of the following nutrients and have an awareness of the need for a balanced/varied diet:

Macro-nutrients:

- carbohydrate
- fat

- protein.

Micro-nutrients: Vitamins:

- fat soluble vitamin A and vitamin D
- water soluble: vitamin B group and vitamin C.

Minerals:

- calcium
- iron
- sodium
- potassium
- magnesium as well as:
- dietary fibre (NSP)
- water.

Learners should be able to apply their knowledge of nutrition to:

Different life-stages:

- adults; early, middle, late (elderly)
- children; babies, toddlers, teenagers. Special dietary needs for individuals who:
  - require different energy requirements based on lifestyle, occupation, age or activity level
  - require special diets
  - have medical conditions; allergens, lactose intolerance, gluten intolerance, diabetes (type 2), cardiovascular disorder, iron deficiency
  - have dietary requirements, such as religious beliefs
  - are pescatarians, vegetarians, vegans.

## 2.2 Menu planning

### 2.1.2 How cooking methods can impact on nutritional value

Learners should know and understand how the following cooking methods impact on nutritional value:

- boiling
- frying
- grilling
- poaching
- roasting
- steaming
- baking
- stir-frying

### 2.2.1 Factors affecting menu planning

Learners should be aware of the following factors when planning menus:

- cost
- portion control
- balanced diets/current nutritional advice
- time of day
- clients/customers.

Learners should know and understand the following factors when planning menus:

- equipment available – the type of equipment required to produce a menu, specialist equipment, hand-held and electrical equipment.
- skills of chef – preparation, cooking and presentation, related to the needs of the dishes/menu/customer.
- time available – and type of provision e.g. service, location, size, standards – the production of dishes/menu in the time allowed. How to prepare, cook and present more than one dish at the same time.
- environmental issues – conservation of energy and water – how can the production of dishes be sustainable by using less energy and reducing consumption of water?

Learners should know and understand the following terms:

- reduce
- reuse
- recycle
- sustainability

- time of year – seasonality of commodities.
- organoleptic qualities.

#### 2.2.2 How to plan production

Learners should be able to plan dishes for a menu and know and understand the following:

- commodity list with quantities
- contingencies
- equipment list
- health, safety and hygiene
- quality points
- sequencing/dove-tailing
- timing
- mise en place
- cooking
- cooling
- hot holding
- serving
- storage

#### 2.3 The skills and techniques of preparation, cooking and presentation of dishes

##### 2.3.1 How to prepare and make dishes

Learners should be able to identify types of skills and skill levels when selecting dishes to produce.

Learners should know and understand that some dishes require the use of more complex, skills than other dishes.

Learners should be able to demonstrate a range of the following food preparation and cooking techniques for the production of dishes :

The preparation and cooking techniques are categorised as follows: Basic\* Medium\*\* Complex\*\*\* Ready-made/prepared components used in the preparation and cooking of dishes are all classed as basic.

Preparation techniques:

- blending\* • beating\* • creaming\*\* • crimping\*\*\* • dehydrating\*\* • folding\*\* • grating\* • hydrating\* • juicing\* • kneading\*\* • laminating (pastry)\*\*\* • marinating\* • mashing\* • measuring\*\* • melting\* • melting using bain-marie\*\*\* • mixing\*\* • piping\*\*\* • proving\* • puréeing\*\* • rub-in\*\* • rolling \*\* • shaping\*\*\* • shredding\* • sieving\* • skinning\*\* • tenderising\* • toasting(nuts/seeds) \*\* • unmoulding\*\*\* • weighing\*\* • whisking(aeration)\*\*\* • zesting\* Knife techniques: • chopping\* • bâton\*\* • chiffonade\*\* • brunoise\*\*\* • dicing\*\* • julienne\*\*\* • mincing\*\*\* • slicing\*\* • deboning\*\*\* • deseeding\*\* • filleting\*\*\* • peeling\* • segmenting\*\*\* • spatchcock\*\* • trimming\* Cooking techniques: • basting\* • baking\*\* • baking blind\*\*\* • blanching\*\* • boiling\* • braising\*\* • caramelising\*\*\* • chilling\* • cooling\* • deep fat frying\*\*\* • deglazing\*\* • dehydrating\* • emulsifying\*\*\* • freezing\* • frying\*\* • griddling\*\* • grilling\* • pickling\*\* • poaching\*\*\* • reduction\*\* • roasting\*\* • sautéing\*\* • setting\*\* • skimming\* • steaming\*\* • stir-frying\*\* • tempering\*\*\* • toasting\* • water-bath (sous-vide) \*\*

##### 2.3.2 Presentation techniques

Learners should know and understand the importance of using the following appropriate presentation techniques during the production of dishes:

Presentation techniques:

- creativity
- garnish and decoration
- portion control
- accompaniments.

##### 2.3.3 Food safety practices

Learners should know, understand and be able to demonstrate how to work safely, follow correct personal and food safety and hygiene practices and procedures in relation to the preparation and cooking of food and use of equipment and facilities.

#### 2.4 Evaluating cooking skills

##### 2.4.1 Reviewing of dishes

Learners should be able to provide a brief review of their planning, preparation and cooking; highlighting areas of success and of potential further development.

Areas to consider:

- dish production
- dish selection
- health and safety
- hygiene
- improvements

	<ul style="list-style-type: none"> <li>• organoleptic</li> <li>• presentation</li> <li>• waste.</li> </ul> <p>2.4.2 Reviewing own performance Learners should be able to identify personal strengths and weaknesses relating to:</p> <ul style="list-style-type: none"> <li>• decision making</li> <li>• organisation</li> <li>• planning – including the advantages and disadvantages of chosen options and how they meet specific needs</li> <li>• time management.</li> </ul>

KS4 Construction	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10/11	<p><b>ASDAN Construction Vocational Taster</b></p> <ul style="list-style-type: none"> <li>• General construction operations</li> <li>• Bricklaying</li> <li>• Carpentry and joinery</li> <li>• Painting and decorative finishing</li> <li>• Health and safety in the construction sector</li> <li>• Careers in the construction sector</li> </ul> <p><b>BTEC Level 1 Introductory Award/ Certificate/Diploma in Construction</b></p> <p>A1 Being Organised A Explore techniques to improve own organisational skills B Review the use of techniques to improve own organisational skills.</p> <p>A2 Developing a Personal Progression A Explore the skills and behaviours needed to meet personal progression goal B Produce a progression plan to meet intended progression goal.</p> <p>A3 Working with Others A Demonstrate the ability to work with others on a given activity B Review own and others' performance on a given activity.</p> <p>A4 Researching a Topic A Carry out research into an agreed topic B Present a summary of research findings into an agreed topic.</p> <p>CON5 Drawing a Plan of a Room A Produce a plan of a room B Manage and communicate construction information on a plan.</p> <p>CON6 Building a Simple Wall A Prepare the tools and materials to build a simple wall B Build a simple wall and solve problems.</p> <p>CON7 Making Carpentry Joints A Plan tasks and manage own responsibilities when making carpentry joints B Use selected tools and materials to make a wooden frame.</p> <p>CON8 Fixing a Water Pipe A Manage information and self when constructing a pipe rig B Construct a pipe rig using plumbing skills.</p>					

	<p>CON9 Costing a Small Repair Job  A Carry out the costing of a small repair job B Present information and costings for a small repair job</p> <p>CON10 Making Minor Repairs in a House  A Make minor repairs in a house using maintenance skills B Manage own responsibilities and communicate effectively with others when making minor repairs in a house.</p> <p>CON11 Decorating an Inside Wall  A Manage self and communicate information when decorating an inside wall B Decorate an inside wall.</p> <p>CON12 Making an Electrical Circuit  A Carry out a basic risk assessment before making an electrical circuit B Use equipment and tools safely to make an electrical circuit</p> <p>CON13 Developing Plastering Skills  A Prepare to carry out plastering work B Carry out plastering work.</p> <p>CON14 Developing Building Maintenance Skills  A Carry out an audit in response to given scenarios for building maintenance work B Carry out building maintenance work safely.</p>