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|  | **Half term 1**  **Learning Overview** | **Half term 2**  **Learning Overview** | **Half term 3**  **Learning Overview** | **Half term 4**  **Learning Overview** | **Half term 5**  **Learning Overview** | **Half term 6**  **Learning Overview** |
| **Year 7**  **DT**  ***Group:*** | **1: Graphics**  **Mechanisms and structures**  Nets- disassembly  2D- 3D  How things move | **1:Graphics**  **Mechanisms and structures**  Building secure structures  Cams and followers | **1:Food**  **Food safety & nutrition**  Introduction to the food room  The 4C’s  Knife safety and enzymic browning  Government guidelines  The Eatwell guide  Sugar in our diet | **1: Food**  **Cooking methods and culinary skills**  Convection and conduction  Sensory analysis  Presentation of practical work  Writing a time plan | **1: RM**  **Health and Safety in the workshop.**  Introduction to the workshop  Team building activity – straw structures  What is design/ technology?  Introduction to basic tools and materials to make a Bauhaus style product.  Introduction to the pillar drill.  Sustainable resources  Introduction to 2D Design. | **1:RM**  **Trinket box/ small gadget storage**  Developing making skills to make a small gadget storage container.  Raw materials  Using pillar drills to make different size holes.  Introduction to belt sander and polishing machine.  Cutting and shaping acrylic.  Cutting and shaping steel rod.  Assembly.  Drawing skills. |
| **2: Food**  **Food safety & nutrition**  Introduction to the food room  The 4C’s  Knife safety and enzymic browning  Government guidelines  The Eatwell guide  Sugar in our diet | **2:Food**  **Cooking methods and culinary skills**  Convection and conduction  Sensory analysis  Presentation of practical work  Writing a time plan | **2:RM**  **Health and Safety in the workshop.**  Introduction to the workshop  Team building activity – straw structures  What is design/ technology?  Introduction to basic tools and materials to make a Bauhaus style product.  Introduction to the pillar drill.  Sustainable resources  Introduction to 2D Design. | **2:RM**  **Trinket box/ small gadget storage**  Developing making skills to make a small gadget storage container.  Raw materials  Using pillar drills to make different size holes.  Introduction to belt sander and polishing machine.  Cutting and shaping acrylic.  Cutting and shaping steel rod.  Assembly.  Drawing skills. | **2: Graphics**  **Mechanisms and structures**  Nets- disassembly  2D- 3D  How things move | **2: Graphics**  **Mechanisms and structures**  Building secure structures  Cams and followers |
| **3: RM**  **Health and Safety in the workshop.**  Introduction to the workshop  Team building activity – straw structures  What is design/ technology?  Introduction to basic tools and materials to make a Bauhaus style product.  Introduction to the pillar drill.  Sustainable resources  Introduction to 2D Design. | **3: RM**  **Trinket box/ small gadget storage**  Developing making skills to make a small gadget storage container.  Raw materials  Using pillar drills to make different size holes.  Introduction to belt sander and polishing machine.  Cutting and shaping acrylic.  Cutting and shaping steel rod.  Assembly.  Drawing skills. | **3: Graphics**  **Mechanisms and structures**  Nets- disassembly  2D- 3D  How things move | **3: Graphics**  **Mechanisms and structures**  Building secure structures  Cams and followers | **3: Food**  **Food safety & nutrition**  Introduction to the food room  The 4C’s  Knife safety and enzymic browning  Government guidelines  The Eatwell guide  Sugar in our diet | **3: Food**  **Cooking methods and culinary skills**  Convection and conduction  Sensory analysis  Presentation of practical work  Writing a time plan |
| **Art** | **Tone and shade**  Introduction to Art, what is art?  Drawing skills using tones and different pencils  Observational drawings | **Using colour**  Colour wheels  Primary and secondary colour  Colour association  Researching the work of Matisse | **Using colour**  Producing work in the style of Matisse  Mondrian and DeStijl | **Portraits and proportions**  Drawing facial features  Using scale and proportion to create a self portrait  Cubism: portrait in the style of Pablo Picasso | **3D Art, environment and architecture**  Drawing in perspective  **Architecture**  Model making project  Zaha Hadid  Hunterwasser collagraphs | **3D Art, environment and architecture**  Hunterwasser collagraphs  **Installation Art: Miro mobiles** |
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| **Year 8**  **DT**  ***Group:*** | **1: Graphics**  **Celebration kits**  Disassembly of existing products  Festivals and celebrations  Sensory analysis  Costing pre- portioned vs homemade  Contexts and users | **1: Graphics**  **Celebration kits**  Typography  Labelling legislation  Production plans- photo  Testing of production plans  Quality control  Printing processes  Registration marks | **1: Food**  **Nutrition**  Macro and micro nutrients  Special diets  Traffic light labelling  Food around the world | **1 :Food**  **Food safety**  Food poisoning  Accident prevention  Food temperatures | **1: RM**  **Photograph/picture frame**  Design movements – Pop Art  2D Design – drawing designs  Timber joint uses - Half lap joint  Vacuum forming  Laser cutting  Fixing methods | **1:RM**  **Design movement clock**  Target audience  Learning aids  Product analysis  Design skills  Iterative design process  Selecting materials and processes  Orthographic drawings  Assembly drawings |
| **2: Food**  **Nutrition**  Macro and micro nutrients  Special diets  Traffic light labelling  Food around the world | **2: Food**  **Food safety**  Food poisoning  Accident prevention  Food temperatures | **2:RM**  **Photograph/picture frame**  Design movements – Pop Art  2D Design – drawing designs  Timber joint uses - Half lap joint  Vacuum forming  Laser cutting  Fixing methods | **2:RM**  **Design movement clock**  Target audience  Learning aids  Product analysis  Design skills  Iterative design process  Selecting materials and processes  Orthographic drawings  Assembly drawings | **2: Graphics**  **Celebration kits**  Disassembly of existing products  Festivals and celebrations  Sensory analysis  Costing pre- portioned vs homemade  Contexts and users | **2: Graphics**  **Celebration kits**  Typography  Labelling legislation  Production plans- photo  Testing of production plans  Quality control  Printing processes  Registration marks |
| **3: RM**  **Photograph/picture frame**  Design movements – Pop Art  2D Design – drawing designs  Timber joint uses - Half lap joint  Vacuum forming  Laser cutting  Fixing methods | **3: RM**  **Design movement clock**  Target audience  Learning aids  Product analysis  Design skills  Iterative design process  Selecting materials and processes  Orthographic drawings  Assembly drawings | **3:Graphics**  **Celebration kits**  Disassembly of existing products  Festivals and celebrations  Sensory analysis  Costing pre- portioned vs homemade  Contexts and users | **3: Graphics**  **Celebration kits**  Typography  Labelling legislation  Production plans- photo  Testing of production plans  Quality control  Printing processes  Registration marks | **3: Food**  **Nutrition**  Macro and micro nutrients  Special diets  Traffic light labelling  Food around the world | **3 : Food**  **Food safety**  Food poisoning  Accident prevention  Food temperatures |
| **Art** | **Tone and Colour recap**  Using different types of media  **Pen work pattern and ornamentation**  Alex Konahin: exploring patterns, symbols and ornamentation | **Pen work pattern and ornamentation**  Alex Konahin: exploring patterns, symbols and ornamentation  Using secondary sources: insects, wild animals, human anatomy | **Still life drawing from observation**  Using primary sources: natural and manmade objects  Analyze the work of Paul Cezanne and Georgia O’Keefe  Exploring a range of media: paint, water colour, oil pastels and chalk | **Still life drawing from observation**  Exploring a range of media: paint, water colour, oil pastels and chalk  Digital Art: using a computer to create art | **Cultural Art**  India recycled plastic project  Researching and recreating art from found materials/products. | **Cultural Art**  African mask project: card and paper based  Mexican tin art (hojalata) |
| **Year 9**  **DT**  ***Group:*** | **1: Graphics**  **Lampshade**  Review of nets and developments  Papers and boards theory  Paper and board practical experience | **1: Graphics**  **Lampshades**  Iterative design  Design movements  Final outcome  Dye cutting  Embossing  Laser cutting  Professional finishes  Textiles  Decoration | **1: Food**  **Factors affecting food choice**  Energy needs for different lift stages  Seasonal foods  Food miles | **1: Food**  **Food Science**  Denaturation and coagulation  Raising agents  Caramelisation | **1: RM**  **Desktop light**  Understanding electronics  Inputs and outputs  Structure/balance/movement  Architectural influences  Biomimicry  Iterative design skills  Introduction to Fusion 360  Prototyping  2D Design – laser cutting  Selecting correct tools and machines  Making and assembling  Packaging  Evaluation | **1:RM**  **Sweet dispenser**  Mechanisms  Systems and control  Robotics and automation  Movement  Be the expert - Design skills  3D printing  Planning for manufacture  Testing  Improvements/ modifications |
| **2: Food**  **Factors affecting food choice**  Energy needs for different lift stages  Seasonal foods  Food miles | **2: Food**  **Food Science**  Denaturation and coagulation  Raising agents  Caramelisation | **2:RM**  **Desktop light**  Understanding electronics  Inputs and outputs  Structure/balance/movement  Architectural influences  Biomimicry  Iterative design skills  Introduction to Fusion 360  Prototyping  2D Design – laser cutting  Selecting correct tools and machines  Making and assembling  Packaging  Evaluation | **2:RM**  **Sweet dispenser**  Mechanisms  Systems and control  Robotics and automation  Movement  Be the expert - Design skills  3D printing  Planning for manufacture  Testing  Improvements/ modifications | **2: Graphics**  **Lampshade**  Review of nets and developments  Papers and boards theory  Paper and board practical experience | **2: Graphics**  **Lampshades**  Iterative design  Design movements  Final outcome  Dye cutting  Embossing  Laser cutting  Professional finishes  Textiles  Decoration |
| **3: RM**  **Desktop light**  Understanding electronics  Inputs and outputs  Structure/balance/movement  Architectural influences  Biomimicry  Iterative design skills  Introduction to Fusion 360  Prototyping  2D Design – laser cutting  Selecting correct tools and machines  Making and assembling  Packaging  Evaluation | **3: RM**  **Sweet dispenser**  Mechanisms  Systems and control  Robotics and automation  Movement  Be the expert - Design skills  3D printing  Planning for manufacture  Testing  Improvements/ modifications | **3: Graphics**  **Lampshade**  Review of nets and developments  Papers and boards theory  Paper and board practical experience | **3: Graphics**  **Lampshades**  Iterative design  Design movements  Final outcome  Dye cutting  Embossing  Laser cutting  Professional finishes  Textiles  Decoration | **3: Food**  **Factors affecting food choice**  Energy needs for different lift stages  Seasonal foods  Food miles | **3: Food**  **Food Science**  Denaturation and coagulation  Raising agents  Caramelisation |
| **Art** | **One image 4 media**  Pop art celebrity portrait  Commercial product still life  Revisit tonal skills  Compare media outcomes | **We are from Derby**  Exploration of the artist or designers from Derby  Analyse the style of artists to inform a personal response | **We are from Derby**  Analyse the style of artists to inform a personal response  Evaluate final response | **Lettering**  Peter Blake collage and commercial artwork  Paper Back Cover Art:Exploring the design to portray a story in fonts and images | **Lettering**  Paper Back Cover Art:Exploring the design to portray a story in fonts and images  Development of outcome:  Own choice of media/justification of selection | **Clay work**  Grayson Perry:  Exploring current concerns, outcomes of lockdown and gender identity  Ceramic techniques:  Handling and making skills  This is me Outcome:  Ceramic outcome drawing on years learning |

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| **Year 10** |  |  |  |  |  |  |
| **Year 11** |  |  |  |  |  |  |