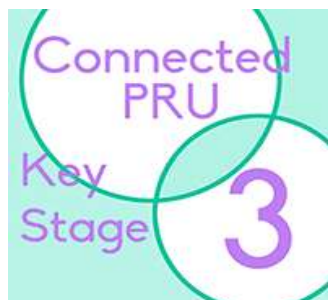




Curriculum Map

DT



Key stage 3 Curriculum map 2020-21 Subject: DT Options

	Art	Craft	Tool Box	Food Technology
Key learning questions and concepts	<p>Identifying differences between different types of art work and art media</p> <p>Recognising differences between the art works of different fine artists.</p> <p>Understanding what sculpture means and comment on different types of sculpture/architecture.</p> <p>Understanding what graffiti is and how it impacts on individuals and in the wider community</p> <p>Exploring the concept of comics/comic strips and what they are intended for</p> <p>Gaining a basic understanding of the fine art industry.</p>	<p>Identifying differences between hand-crafted/mass-produced goods</p> <p>Comparing personalised goods with generic products and consider cost and impact of personalising merchandise</p> <p>Considering how originality and personal identity are related to and reflected by individual designs</p> <p>Linking basic crafting skills and techniques to broader context (life skills)</p> <p>Recognising the positive environmental value of re-use, recycling and upscaling</p>	<p>Identifying a range of sources for materials and supplies (including sustainable)</p> <p>Comparing cost of DIY materials with identical mass produced goods (including labour)</p> <p>Exploring the benefits of made-to-measure furniture/items</p> <p>Identifying ways to make a positive contribution to local environment</p> <p>Relating to the terms: Personal fulfilment and job satisfaction</p> <p>Recognising the positive environmental value of re-use, recycling and upscaling</p>	<p>Identifying the sources seasonality and characteristics of a broad range of ingredients</p> <p>Applying knowledge of nutritional value when planning a dish</p> <p>Comparing a range of ingredients</p> <p>Exploring how herbs and spices are used to enhance flavour/colour in dishes</p> <p>Identifying alternative ingredients to adapt recipes to suit a range of requirements.</p> <p>Understanding how applying heat in different ways affects taste and texture of dishes</p> <p>Broaden experience of foods and flavours</p>
Skills and abilities	<p>Effectively manage own workspace</p> <p>Use of a range of art materials safely</p> <p>Create and plan a project</p> <p>Develop life drawing skills</p> <p>Improve 3D crafting skills through basic sculpture</p> <p>Convey movement and sequence through drawing</p> <p>Produce a basic comic strip and stencil</p>	<p>Develop fine motor skills</p> <p>Use a wide range of materials (including natural components)</p> <p>Compare the functional properties and aesthetic qualities of natural/man-made textiles</p> <p>Identify suitable items for upscaling and or re-uses for discarded items</p> <p>Design a personalised gift</p> <p>Safely use tools and equipment</p>	<p>Use ICT/design software to plan a project</p> <p>Use estimation and actual measurements to produce costings for a project</p> <p>Use a range of tools (manual and power)</p> <p>Organise work space</p> <p>Understand and follow safety guidance</p> <p>Identify and wear PPE required for task</p> <p>Complete a project within budget/time scale</p>	<p>Organise own workspace</p> <p>Select and prepare a range of ingredients</p> <p>Use a range of utensils and electrical equipment safely</p> <p>Apply heat in different ways to cook</p> <p>Combine/substitute ingredients to adapt recipes</p> <p>Relate to taste, texture, smell when seasoning dishes – using fresh and dried herbs and spices</p> <p>Apply health and hygiene rules consistently</p>

Extension and independence	Identify their own preferences and strengths in art Ability to draw from life and not from memory	Run a workshop to share skills with older/younger pupils (KS2/4) Upscale own belongings	Set up an enterprise project e.g selling page to raise money for a charity Participate in community projects	Addition of alternative ingredients/seasonings to create a variation from a basic recipe Feedback from parents
Executive functioning focus	Planning and prioritisation Task initiation	Flexibility Sustained attention	Goal directed persistence Working memory	Organisation Response inhibition
Feedback and assessment methods	Individual responses to questioning Project plan Finished pieces Evaluation (self/peer)	Practice samples Personalised design Finished pieces Evaluation (self/peer)	Research evidence Project plan and costing Finished pieces Evaluation (self/peer)	Participation in preparation, practical and tasting activities Final dishes
Links to broader curriculum content	ENG: media/advertising MA: Geometry PBL: Media	PSHE: Personal identity	MA: Measure, Money, Geometry	PSHE: Healthy Lifestyles PBL: Food
Personal development and enrichment	Share own opinions with others Give constructive verbal feedback to peers	Identify and enrol in external activities/ clubs	Create a portfolio of completed tasks and projects for future skills based evidence (college applications etc)	Increased independence Explores new textures and flavours Enhanced cultural experiences
Celebration of achievement:	Contribute to exhibition/gallery Photographs for website/newsletter	Work on display in conference room Head of school commendation	Presentation of project to Executive Head/Governing body/Management committee	Photographs for gallery on website Entry in enrichment passport