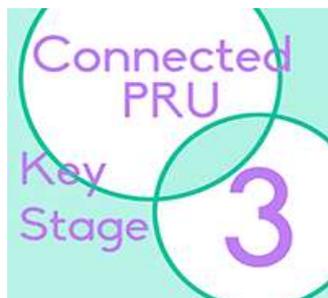




# Curriculum Map

**DT**



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

	Art	Craft	Tool Box	Food Technology
<b>Key learning questions and concepts</b>	<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>
<b>Skills and abilities</b>	<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>

<b>Extension and independence</b>	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
<b>Executive functioning focus</b>	Planning and prioritisation Task initiation	Flexibility Sustained attention	Goal directed persistence Working memory	Organisation Response inhibition
<b>Feedback and assessment methods</b>	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
<b>Links to broader curriculum content</b>	ENG: media/advertising MA: Geometry PBL: Media	PSHE: Personal identity	MA: Measure, Money, Geometry	PSHE: Healthy Lifestyles PBL: Food
<b>Personal development and enrichment</b>	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
<b>Celebration of achievement:</b>	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