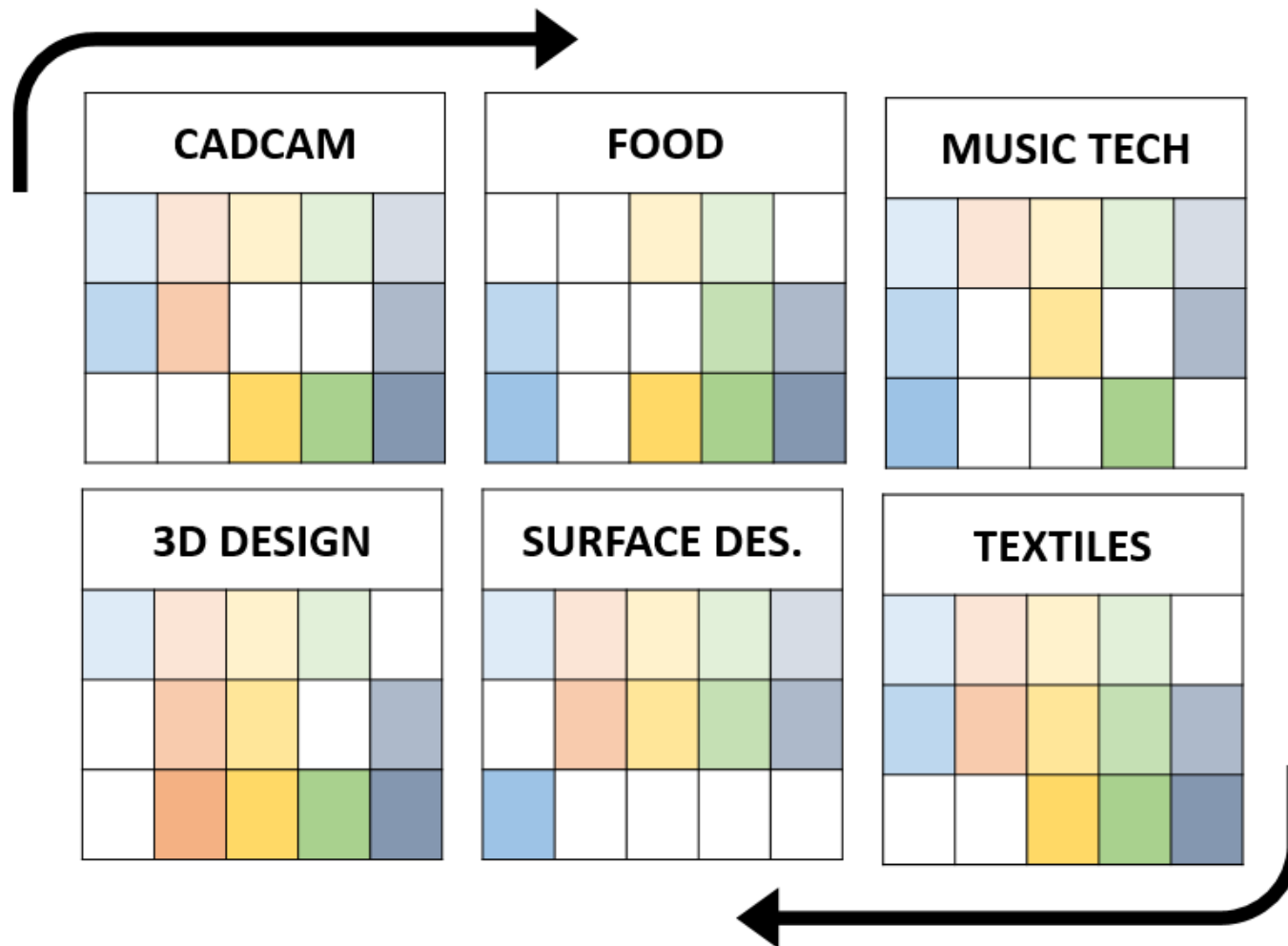


RESPONDING TO DESIGN SCENARIOS	DESIGN DEVELOPMENT	HEALTH AND SAFETY	MARKING AND MEASURING	USING SOFTWARE
PRODUCT ANALYSIS	VISUAL COMMUNICATION TECHNIQUES	PROPERTIES OF MATERIALS	OPERATING MACHINERY	QUALITY CONTROL
CLIENT PROFILING	ANTHROPOMETRICS AND ERGONOMICS	SUSTAINABILITY	PROTOTYPING	3D MODELLING

KS3 DESIGN ROTATION – CURRICULUM OVERVIEW



Knowledge builds and connects over time

Each rotation will develop;

- Understanding of the design process
- Specialist technical skills
- Confidence using shared concepts and vocabulary

The design process

Research

Ideas

Plan

Make

Evaluate



KS3 Curriculum Intent

Intent	What new knowledge/content do we introduce?		How does this curriculum go beyond the National Curriculum? How does going beyond the NC ensure challenge?	
By the end of KS3 students are able to...	Each teaching group rotates around our 6 specialism in year 8 and 9			
<p>After following the complete rotation pupils will have;</p> <ul style="list-style-type: none"> developed 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 	SURFACE DESIGN	<p>Lesson sequence</p>	<p>Progression of knowledge and skill</p>	<p>Students are able to build and connect knowledge over time by revisiting the design process; research, ideas, plan, make and evaluate throughout each specialism.</p> <p>Students will also develop confidence using shared design concepts and vocabulary.</p> <p>Students are challenged through the range of specialisms they will experience, allowing them to explore a wide variety of ways of designing and making using specialist technical skills</p>
		Artist and Designer Research Design Brief and Design Speculation	RESEARCH/IDEAS. Understanding of design brief and speculation, mood board expectations, contextual design research and analysis, layout and presentation skills. Making choices about design style and influence.	
		Mood Board and Inspiration Page	RESEARCH/IDEAS. Understanding of design brief, mood board expectations, contextual design research and analysis, layout and presentation skills.	
		Initial Ideas and Designs	IDEAS/ PLAN. Design development using line, tone, texture, shape, pattern and colour, drawing skills, working to a design brief and specification, design annotation and refining.	
		Refining ideas and designs	IDEAS/ PLAN. Design development using line, tone, texture, shape, pattern and colour, drawing skills, working to a design brief and specification, design annotation and refining.	
		Batik Introduction 1 & Refining ideas and designs	IDEAS/PLAN/MAKE. Health and Safety induction into using wax pots, tjantings and dyes safely. Students activate a design detail from their initial design ideas to learn the craft of batik.	
		Batik Introduction 2 & Presenting Batik	IDEAS/PLAN/MAKE/EVALUATE. Health and Safety induction into using an iron safely. Students complete their knowledge of the Batik process, learning how to iron off wax. Students present their finished practice batik with an evaluation of learnt skills and knowledge.	
		Lino Print introduction 1 & Refining ideas and designs	IDEAS/PLAN/MAKE. Health and Safety induction into using lino cutting tools and lino safely. Students activate a design detail from their initial design ideas to learn the craft of lino cutting & printing.	
		Lino Print Introduction 2. Colour mixing and printing	IDEAS/PLAN/MAKE/EVALUATE. Induction and of lino printing and colour mixing. Students complete their knowledge of the lino printing process, learning how print.	
		Presenting Prints & Independent working. Realizing a final piece	IDEAS/PLAN/MAKE/EVALUATE Students present their finished lino prints with an evaluation of learnt skills and	

<p>nutrition and learn how to cook.</p> <p>Pupils will also learn how to problem solve and take risks, becoming resourceful, innovative, enterprising and capable citizens. They will develop a critical understanding of design and its impact on daily life and the wider world and how high-quality design makes an essential contribution to the creativity, culture, wealth and well-being of the nation.</p>			<p>knowledge. Students begin the process of independently translating their design ideas into a finished piece. Assessing and evaluating the most suitable technique to apply: Print, Batik, Stich, whilst also remembering the design brief and specification. To be successful students need to show an understanding of colour, technique, technique function, quality control, aesthetics and written evaluation skills.</p>	<p>We also offer additional opportunities such as</p> <p>Architecture day in partnership with local architecture firms and the University of Cambridge</p> <p>Design Ventura competition</p> <p>Drop down food days</p> <p>Weekly art/textiles club</p>
		Independent working. Realizing a final piece	<p>MAKE Students continue the process of independently translating their design ideas into a finished piece. Assessing and evaluating the most suitable technique to apply: Print, Batik, Stich, whilst also remembering the design brief and specification. To be successful students need to show an understanding of colour, technique, technique function, quality control, aesthetics and written evaluation skills.</p>	
		Independent working. Realizing a final piece	<p>MAKE. Students refine their design ideas making progress with their final piece. Assessing and evaluating additional techniques to apply: Print, Batik, Stich, Embroidery and Applique, whilst also remembering the design brief and specification. To be successful students need to show an understanding of colour, technique, technique function, quality control, aesthetics and written evaluation skills.</p>	
		Evaluation	<p>EVALUATE. Understanding of function, quality control and aesthetics and written evaluation skills</p>	

	<p>Rationale for this sequence</p>	<p>This choice of activity and lesson sequence has been developed to give students opportunities to revisit the design process and shared concepts and vocabulary whilst experiencing particular ways of working with batik, print and stitch on fabric. This develops student's safe working practices, their fine motor control and precision. The design inspiration give students an opportunity to learn about an established historical designers and artists: Cas Holmes, Lucienne Day, Hundertwasser, Kandinsky and Folk Art or other artists and designers of their choice. Introducing folk art, both traditional and contemporary promotes diversity in design and provides students with the option to explore their own heritage and interests to create personalised designs.</p>	
	<p>How does the KS3 Curriculum build on previous learning at KS2?</p>	<p>Students come to us with mixed knowledge and skills from KS2 so we build on prior learning, establishing a use of the design process and building on shared concepts and vocabulary throughout the two-year rotation. All with a focus on enjoying practical experiences.</p>	