

<p>Overall curriculum intent - Graphics</p> <p>The De La Salle Graphic Design curriculum intends students to think conceptually, exploring, analysing and evaluating Graphic Design work.</p>	<p>Year 7</p> <p>The foundations of Graphic Design - The students learn how to use tone and colour theory in design and they will be introduced to typography. Students learn about soft/hardwoods, sustainability in design, importance of measuring accurately, health and safety in the classroom and using tools in a responsible manner. Students create their own designs and make their own wooden Block Bot toy, selecting the appropriate medium to decorate it. Year 7 students learn how to draw their toy packaging in a 3D isometric drawing. They will explore logos, their target customers and how packaging can promote the product.</p> <p>Note: KS3 students do a short exercise every lesson, developing their observational, descriptive, analytical and reflective abilities when viewing and discussing graphic design and other products designed for viewing and using by the public. These exercises are designed to develop these skills and increase our students' confidence</p>	<p>Year 8</p> <p>Exploring 3D drawing - the students learn the fundamental skills of drawing in perspective. Year 8 students will recap their colour theory in design knowledge and learn about logos and typography. Students are given a brief to design a British restaurant or cafe of their choice. They will research their ideas before deciding on their chosen restaurant theme, creating a logo and advertising for their restaurant. Students will then learn how to draw in a 2-point perspective, to visualise their shop front in 3D, culminating in a final 3D drawing of their restaurant or café. Some students will follow a design brief to create a music CD cover explaining design composition, colour, typography, and the target audience.</p> <p>Note: KS3 students do a short exercise every lesson, developing their observational, descriptive, analytical and reflective abilities when viewing and discussing graphic design and other products designed for viewing and using by the public. These exercises are designed</p>	<p>Year 9</p> <p>Explore sustainability, pollution, and the 6R's, cumulating in their own research on a current Greenpeace issue. Year 9 students will learn about how analysing and emulating current and past successful designers can impact on their own work. Students will work to create a promotional campaign about 'Saving the Ocean'. From how to analyse a brief, form ideas and develop their designs to conveying information and creating an impactful poster. This unit culminates in a final poster designed for a target audience and applies the theory of publicity to campaign for an issue relevant in society. Some students will study textiles - students will explore colour theory in textiles -gaining skills in designing their own ocean creature using fabric & embroidery. This scheme of work follows the same schema as the Graphics GCSE to help prepare students, especially when analysing and reflecting on their own work.</p>
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<p>Overall curriculum intent – Food Technology</p> <p>The De La Salle Food Technology curriculum intends to create learners with a deep understanding of the practical cooking skills, the health and safety requirements of food preparation, nutrition and the catering industry.</p>	<p>Year 7</p> <p>Healthy eating – this unit explores food preparation, the equipment of a food preparation area, and nutritional values linked with healthy eating. Year 7 students have the opportunity to create several healthy dishes using a variety of key ingredients and cooking techniques. These include vegetable couscous, chicken goujons and apple crumble.</p>	<p>Year 8</p> <p>Advanced food safety – this unit builds upon the fundamentals of food safety, including the scientific properties and terms linked with food deterioration. This unit deepens them understanding of the potential risks of food preparation and storage. Year 8 students have the opportunity to produce several high-risk dishes focusing on preventing food poisoning and reducing the risk of bacteria and</p>	<p>Year 9</p> <p>Food choice and influence – this unit explores different food cultures from around the world, and dietary requirements and restrictions. It looks at different food movements that are having a larger impact on our intake and food fashions.</p> <p>Year 9 students have the opportunity to produce several dishes using a wide variety of ingredients from around the</p>
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	<p>Students explore the basics of healthy eating and nutrients identifying their uses and the effect they have on the human body. Students are also given the opportunity to discover where their food comes from and discuss the effects this has on our environment.</p>	<p>contamination. These include chicken curry, sausage rolls and carrot cake.</p> <p>Students begin to explore different nutrients to further develop their knowledge of healthy eating and a balanced diet.</p>	<p>world. These include lasagne, chicken and chickpea curry and Quorn chilli.</p> <p>This unit teaches students about influences on food choice from a personal as well as a global perspective.</p> <p>students will develop their knowledge of nutrients discussing functions as well as exploring government guidelines and their</p>
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			influence on our diet.
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Curriculum Map

COMPLIANT MATERIALS

Overall curriculum intent	The De La Salle Compliant Materials curriculum intends students to think conceptually, exploring, analysing and evaluating their own Photographic practice.
Culture	To create an environment that enriches the cultural identity of the school, and offers opportunities beyond the classroom in all aspects of Design Technology.
Skills	I intend to develop learners who can research, explore and be innovative using different Compliant materials, processes and techniques to communicate their intentions and the design ideas to create 3D outcomes.
Analysis and Evaluation	I intend to develop learners who know how to analyse their own work and the work of others. I intend to develop the learners' ability to evaluate what went well and what needs improvement in their own work.
Social and Historical understanding	I intend to develop learners that have a broad understanding about the historical journey of 3D practice and its' impact on current practice.
Sequenced learning	I intend to develop independent, confident and experimental learners that stretch and challenge themselves creatively within their work. The process of development is embedded from year 7, and the students will cumulatively build their ability to work autonomously and develop their work independently.

Year 7	Technology Rotation – Compliant Materials TYPOGRAPHY
	Introduction to Compliant Materials - The students learn how to recognise everyday Compliant Materials and how they can be manipulated. The focus of this subject is Typology. Students will create a 3D letter sculpture.

Year 8	Technology rotation – Compliant Materials THE BUILT WORLD
	Exploring Cultural, contemporary and local architecture. Building on Year 7, students' students learn how to practically progress from 2D design and use of Compliant Materials to create 3D architectural models. They will learn how to adapt their ideas, build and improve their work from experimentation and self-evaluation The final outcome for this unit will be a cultural landmark of their choice.

Year 9	Technology rotation – Compliant Materials THE CHAIR PROJECT
	This project focuses on a more industry- based design brief preparing for a potential GCSE option choice including elements of their own ideas, researching and designing their own

	<p>concepts and that of others. More focus is placed on working to a client brief and specifications culminating in a personal response to contemporary chair design. The final outcome for this project will be a 3D contemporary chair modelled to a theme of their choice.</p>
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