

DESIGN Department

Programme of Study: 2024-2025

Discovery - KS3:

Curriculum intent:

Our KS3 curriculum comprises Fine Art, Resistant Materials, Textiles, Food Technology and Child development beneath the 'Design' banner. Central to our educational ethos is to instill a passion and excitement for creativity whether via a paintbrush, pan or pillar drill. We believe artistic expression and creative, practical problem solving to be an integral tool children need to become successful adults. Art and Technology provide a platform for practical competence, life-skills and confident problem solving much sought after by every employer in the 21st century.

<https://www.theguardian.com/education/2018/dec/20/future-graduates-will-need-creativity-and-empathy-not-just-technical-skills>

As an 'Arts Mark' school we are immensely proud to spearhead a passion for the arts within our students. The Design dept lead a 'criss-cross' day for yr 7 annually where the year group are responsible for producing a mural which decorate the school, and students can be proud of all through their time at EPCS.

We believe that young people must develop independence and practical knowledge which is why our Design curriculum is so important. Art enables un-constrained creative thinking and problem solving, and our food curriculum enable students to share nutritional knowledge and prepare healthy meals for themselves and their family. In an increasingly 'disposable' society we believe practical skills learnt in the Technology workshops can help the next generation engineer a brighter, more sustainable future.

The Design dept feel passionately about students gaining cultural as well as intellectual wealth during their time with us. To this end we would normally provide trips to Tate Modern, the Science Museum and a working organic farm during KS3. These visits feed directly into class-work and enable students the experience of the Arts and Technology in a non-classroom environment.

Design Dept KS3 SOW overview 2024/2025						
Year & Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
7 Art	<p>The formal elements of Art (Tone, shape, Form, colour, Line, Texture, Pattern) https://www.bbc.co.uk/bitesize/guides/z3pp3k7/revision/1</p>	<p>The formal elements of Art (Tone, shape, Form, colour, Line, Texture, Pattern) https://www.bbc.co.uk/bitesize/guides/z3pp3k7/revision/1</p>	<p>Kandinsky and Abstraction. This project links to a visit to Tate modern and an exploration into abstraction and the work of Wassily Kandinsky https://www.tate.org.uk/search?q=kandinsky</p>	<p>Kandinsky and Abstraction. This project links to a visit to Tate modern and an exploration into abstraction and the work of Wassily Kandinsky https://www.tate.org.uk/search?q=kandinsky</p>	<p>Cubism & Picasso This project introduces students to the work of Picasso and culminates in a cubist self-portrait https://www.tate.org.uk/search?q=pablo+picasso</p>	<p>Cubism & Picasso This project introduces students to the work of Picasso and culminates in a cubist self-portrait https://www.tate.org.uk/search?q=pablo+picasso</p>
8 Art	<p>Pop Art This is an expressive project exploring the work of Roy Lichtenstein and Andy Warhol causing students to question the relationship between art and the pop-culture they are surrounded by. https://www.tate.org.uk/search?q=pop+art</p>	<p>Pop Art This is an expressive project exploring the work of Roy Lichtenstein and Andy Warhol causing students to question the relationship between art and the pop-culture they are surrounded by. https://www.tate.org.uk/search?q=pop+art</p>	<p>Steampunk An exciting project where students explore this contemporary style influenced by Victorian Science fiction leading to a Steampunk design of their own. https://www.youtube.com/watch?v=QbDvMg3uqK8</p>	<p>Steampunk An exciting project where students explore this contemporary style influenced by Victorian Science fiction leading to a Steampunk design of their own. https://www.youtube.com/watch?v=QbDvMg3uqK8</p>	<p>Fantastical Food A sculptural unit where students will work in groups/pairs, to design and construct a large scale food sculpture. Work will be inspired by the works of Clase Oldenberg and the writings of Roald Dahl Willy Wonka & the Chocolate Factory - Pure Imagination Scene (4/10) Movieclips</p>	<p>Fantastical Food A sculptural unit where students will work in groups/pairs, to design and construct a large scale food sculpture. Work will be inspired by the works of Clase Oldenberg and the writings of Roald Dahl Claes Oldenburg The Store</p>
9 Art	<p>Maggi Hambling Waves and the Sea In this unit students will be introduced to the energetic works of the contemporary artist</p>		<p>Architecture In this unit students will explore a range of artworks based on the theme of</p>		<p>Portrait In this unit students will be taught the grid method to accurately draw a portrait from a</p>	

	<p>Maggi Hambling, with specific reference to her wave series. Students will explore her work in two ways, practically using artist materials and theoretically looking at her history, what inspires her and the technical method of her painting. Students will produce a range of artworks using oil pastel, paint and paper relief. Students will also produce a research document including independent research, personal opinion of the artist and analysis of her work using subject specific terminology. Building on their practical skills, research skills and writing skills for the purpose of developing their understanding of Art and narrative, technique and processes. BBC on Maggi Hambling</p>		<p>architecture. They will look at historical references from the 1800's and Jon Sell Cotman and contemporary examples, artists such as Lucy Jones and Sean Briggs. Students will explore their own local area and reference images they have collected in their own work. Students will experiment with printing techniques and collage as well as refining their drawing skills and understanding of shape, value, tone and texture. Students will produce a range of prints using techniques such as mono printing.</p>	<p>source photograph. Students will build up their shading skills and apply this to shading a face, creating texture and shape. Students will look at the photomontages of the artist David Hockney, looking specifically at the portraits. Students will experiment and explore distorting their own portrait drawings through the idea of FRACTURED. Using techniques such as collage, drawing, folding and layering, students will construct a range of self portraits based on the idea of fractured. Students will build on their analytical and critical thinking and writing skills when evidencing their ideas, both in artworks and in annotation as it progresses. Hockney talking about his photographs</p>		
7 Tech	<p>Health and safety/ wooden keyring Students learn how to work safely in a workshop and are introduced to timber production, conservation and identification. This knowledge is then developed into production of a hard wood and soft wood keyring.</p>	<p>Health and safety/ wooden keyring Students learn how to work safely in a workshop and are introduced to timber production, conservation and identification. This knowledge is then developed into production of a hard wood and soft wood keyring.</p>	<p>Wooden toy This gives students an opportunity to further develop and refine their workshop craft in designing and building a wooden toy with moving parts. This project should secure confidence and mastery of woodwork and safe working practices.</p>	<p>Wooden toy This gives students an opportunity to further develop and refine their workshop craft in designing and building a wooden toy with moving parts. This project should secure confidence and mastery of woodwork and safe working practices.</p>	<p>Wooden toy This gives students an opportunity to further develop and refine their workshop craft in designing and building a wooden toy with moving parts. This project should secure confidence and mastery of woodwork and safe working practices</p>	<p>Phone Cradle A practical project enabling students to employ all skills and confidence with different materials learnt over 2 years. Students produce a mobile phone accessory of their own design from timber.</p>

8 Tech	<p>Mechanical Energy This project is an introduction to mechanical engineering. They will explore the process of mechanical energy transfer, then construct their own working gear-train from plywood, MDf, nuts and bolts.</p>	<p>Mechanical Energy This project is an introduction to mechanical engineering. They will explore the process of mechanical energy transfer, then construct their own working gear-train from foam board, MDf, nuts and bolts.</p>	<p>Steampunk clock An exciting project where students explore this contemporary style influenced by Victorian Science fiction leading to production of a Syeampunk inspired clock in a variety of different materials inc MDF shapes and copper soldering. This project is supported by a trip to the Science museum in London. https://www.youtube.com/watch?v=QbDvmG3uqK8</p>	<p>Steampunk clock An exciting project where students explore this contemporary style influenced by Victorian Science fiction leading to production of a Syeampunk inspired clock in a variety of different materials inc MDF shapes and copper soldering. This project is supported by a trip to the Science museum in London. https://www.youtube.com/watch?v=QbDvmG3uqK8</p>	<p>Steampunk clock An exciting project where students explore this contemporary style influenced by Victorian Science fiction leading to production of a Syeampunk inspired clock in a variety of different materials inc MDF shapes and copper soldering. This project is supported by a trip to the Science museum in London. https://www.youtube.com/watch?v=QbDvmG3uqK8</p>	<p>Graphic Design This project allows student the chance to design an make a a graffiti inspired name plaque for their room. It will be designed on computer then realised 3D with cardboard prionted templates, coloured paper and paint.</p>
9 Tech	<p>Passive, Acoustic phone speaker/charging dock An extremely useful Product Design project where students are invited to explore the use of different materials to design and build a passive phone speaker for use at home (19) How to make a Acoustic iPhone Amplifier - YouTube</p>	<p>Passive, Acoustic phone speaker/charging dock An extremely useful Product Design project where students are invited to explore the use of different materials to design and build a passive phone speaker for use at home (19) How to make a Acoustic iPhone Amplifier - YouTube</p>	<p>Passive, Acoustic phone speaker/charging dock An extremely useful Product Design project where students are invited to explore the use of different materials to design and build a passive phone speaker for use at home (19) How to make a Acoustic iPhone Amplifier - YouTube</p>	<p>Graphic Design Students will refine Graphic design and typography skills developed in year 7 to produce a personalised bookmark design. This design will then be realised in acrylic in term 6 with a working LED light to aid reading</p>	<p>Acrylic/electronic bookmark Students will refine Graphic design and typography skills developed in year 7 to produce a personalised bookmark design. This design will then be realised in acrylic in term 6 with a working LED light to aid reading</p>	<p>Acrylic/electronic bookmark Students will refine Graphic design and typography skills developed in year 7 to produce a personalised bookmark design. This design will then be realised in acrylic in term 6 with a working LED light to aid reading</p>
7 Food	Food commodities & Production	Food commodities & technical skills	Local produce/Wheat	Factors affecting food choice	International dishes	Healthy eating The ingredients

	<p>This scheme of work bridges the gap from KS2 to KS3 to ensure that students have a sound understanding of ingredients, knife skills, food production and nutritional values. Dishes prepared include cous-cous salad.</p>	<p>This scheme of work bridges the gap from KS2 to KS3 to ensure that students have a sound understanding of ingredients and safe working practices in the kitchen. Dishes prepared include savory scones.</p>	<p>and dairy This project continues theoretical and practical kitchen knowledge with a range of dishes and lessons about understanding the source, seasonality and characteristics of a broad range of ingredients. Dishes prepared include vegetable soup.</p>	<p>This project continues theoretical and practical kitchen knowledge with a range of dishes and lessons about understanding the source, seasonality and characteristics of a broad range of ingredients. Dishes prepared include savory muffins.</p>	<p>The ingredients which are explored within theoretical lessons will be utilised in a range of healthy savoury dishes which students will be able to cook confidently, safely and hygienically. Dishes prepared include vegetarian chili.</p>	<p>which are explored within theoretical lessons will be utilised in a range of healthy savoury dishes which students will be able to cook confidently, safely and hygienically. Dishes prepared include Chinese Chow-mein.</p>
8 Food	<p>Traditional British dishes and technical skills Through this repertoire of dishes students will learn a range of cooking techniques, be able to use a range of utensils and electrical equipment safely, hygienically and appropriately. Dishes prepared include Toad-in-the-hole.</p>	<p>Traditional dishes and technical skills Through this repertoire of dishes students will learn a range of cooking techniques, be able to use a range of utensils and electrical equipment safely, hygienically and appropriately. Dishes prepared include Sausage rolls.</p>	<p>International dishes Through this repertoire of dishes students will learn a range of cooking techniques, be able to use a range of utensils and electrical equipment safely, hygienically and appropriately. Dishes prepared include Macaroni Cheese.</p>	<p>International dishes Through this repertoire of dishes students will learn a range of cooking techniques, be able to use a range of utensils and electrical equipment safely, hygienically and appropriately. Dishes prepared include Thai Curry.</p>	<p>Healthy Take-aways This project enables students to develop their nutritional understanding to produce healthy versions of classic takeaway meals for themselves and their family. Dishes prepared include Pizza.</p>	<p>Healthy Take-aways This project enables students to develop their nutritional understanding to produce healthy versions of classic takeaway meals for themselves and their family. Dishes prepared include Paella.</p>
9 Food	<p>Traditional dishes Students will learn a range of cooking</p>	<p>Traditional dishes Students will learn a range of cooking</p>	<p>International dishes Students will learn a range of cooking</p>	<p>International dishes Students will learn a range of cooking</p>	<p>The Hospitality and Catering industry This unit introduces</p>	<p>Designing a Street-food dish This project builds on technical skills,</p>

	techniques, be able to use a range of utensils and electrical equipment safely, hygienically and appropriately. Dishes prepared include Spaghetti Bolognese.	techniques, be able to use a range of utensils and electrical equipment safely, hygienically and appropriately. Dishes prepared include Apple Pie	techniques, be able to use a range of utensils and electrical equipment safely, hygienically and appropriately. Dishes prepared include Cinnamon rolls.	techniques, be able to use a range of utensils and electrical equipment safely, hygienically and appropriately. Dishes prepared include Burgers.	students to the Food industry as a career and the laws and protocols which govern the profession. Students produce fish and chips using an industry inspired time-plan.	previous knowledge of international cuisine and street-food, to encourage students to create their own street-food dish. Students will design and prepare their dish using a self-determined time-plan.
7 Textiles	Sewing skills This is an introductory unit to textiles and the principles of textile design and production. Students will explore different forms of stitching and be introduced to the use of a sewing machine	School Bunting This project develops student understanding of fabric dyeing techniques including tie-dye and use of brusho inks. Students will design a bunting section and learn how to sew a seam with a sewing machine.	School Bunting This project develops student understanding of fabric dyeing techniques including tie-dye and use of brusho inks. Students will design a bunting section and learn how to sew a seam with a sewing machine.	Stress Buddy This project builds on textile knowledge to design and produce a hand-held 'stress-buddy' in fabric using hand-stitching and machine stitching.	Stress Buddy This project builds on textile knowledge to design and produce a hand-held 'stress-buddy' in fabric using hand-stitching and machine stitching.	Plastic Fantastic This project develops students' understanding of recycling by using recycled plastic as a material in tandem with hand and machine sewing. Inspired by the artist Beatriz Milhazes, students will produce a recycled plastic card wallet.
8 Textiles	Sewing skills This is a unit to develop textiles skills learnt in year 7 with more sophisticated stitching. Students will explore different forms of dying applique.	School Bunting This project develops student understanding of fabric dyeing techniques including tie-dye and use of brusho inks. Students will design a bunting section and learn how to sew a seam with a sewing machine.	School Bunting This project develops student understanding of fabric dyeing techniques including tie-dye and use of brusho inks. Students will design a bunting section and learn how to sew a seam with a sewing machine.	Pod pouch This project builds on confidence with machine sewing to include sewing in a zip to a purpose designed and produced fabric pouch for earphones.	Pod pouch This project builds on confidence with machine sewing to include sewing in a zip to a purpose designed and produced fabric pouch for earphones.	Pod pouch This project builds on confidence with machine sewing to include sewing in a zip to a purpose designed and produced fabric pouch for earphones.

<p>9 Child Development</p>	<p>Introduction to child development</p> <p>This sow is an introduction to child development and is suited to its learners in year 9, who will not have studied this subject before. This sow provides an overview to the roles and responsibilities of parenthood. All of the learners will have a varied understanding of the concept of family and the factors affecting the decision to have children based on their own experiences and cultures. This sow will focus on students gaining a theoretical understanding of key concepts which will prepare all learners for the GCSE sow for year 10 and 11.</p> <p>This sow will provide learners with the clear definition of what a family is and types of families which exist, alongside their advantages and disadvantages. This will enable learners to analyse and evaluate the structures of family using the correct terminology. Moving forwards students will then explore the five theoretical factors affecting the decision to have children giving opportunities for cross curricular learning to take place (literacy, numeracy, science, ICT and drama). An assessment will take place through the form of an in class test on completion of these two topics. After the test has been teacher assessed, students will have the opportunity to analyse their results to ensure that they understand their strengths and areas for improvement.</p> <p>All students will be introduced to and briefly explore the five primary needs which is a theoretical concept linked to all sow. Learning and understanding of this concept will be demonstrated through self and peer assessed activities.</p>	<p>Contraception</p> <p>This sow provides learners with the opportunity to develop their knowledge and understanding of the range of contraceptive devices available in the UK. The aim of this sow is to give an overall view as to how contraceptives work and why they are essential to prevent pregnancy and STD's. Furthermore, students will be able to evaluate each type of contraception. This sow follows on from the term 1 sow which focuses on the factors that lead to the decision to have children and will prepare students for the third sow in the Spring term, which introduces the reproductive systems.</p> <p>The developmental stages from birth to five years old (R019 and R020) Definitions of physical, social and intellectual development. Development from birth - 12 months. Development from 1 - 5 years old.</p> <p>Introduction to equipment from birth to five years old (R019) Types of travel, sleeping, clothing/footwear and feeding equipment needed from birth to 12 months old</p> <p>Introduction to nutrition The eatwell guide. Macro nutrients (fats, proteins and carbohydrates) Micro nutrients (vitamins and minerals) The importance of water.</p>
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Design Dept KS3 Assessment tasks 2023/2024

Subject	Year	Task	Duration	Term/Date/FP
Art	Yr 7	Tonal Shoe study	60 mins	Term 2/FP1
Art	Yr 7	Mini Still Life Tonal Study	4 Lessons	Term 4/FP2
Art	Yr 7	Kandinsky Composition	3 Lessons	Term 6/ FP3
Art	Yr 8	Artist copy Roy Lichtenstein	4 Lessons	Term 2/FP1
Art	Yr 8	Pop Art Relief	5 Lessons	Term 4/FP2
Art	Yr 8	Steampunk Fine Art Mixed Media	5 Lessons	Term 6/ FP3
Art	Yr9	Oil Pastel Wave Maggi Hambling Artist Copy	3 Lessons	Term 2/FP1
Art	Yr9	Architecture Artist Copy Lucy Jones	3 Lessons	Term 4/FP2
Art	Yr9	Portrait Drawing Grid Method	4 Lessons	Term 6/ FP3
Tech	Yr 7	Hardwood keyring	4 lessons	Term 2/FP1
Tech	Yr 7	Wooden toy orthographic design sheet	3 Lessons	Term 4/FP2
Tech	Yr 7	Wooden toy	12 lessons	Term 6/ FP3
Tech	Yr 8	Gearing model	6 lessons	Term 2/FP1
Tech	Yr 8	SteamPunk clock design orthographic	3 lessons	Term 4/FP2
Tech	Yr 8	Steampunk clock	8 lessons	Term 6/ FP3
Tech	Yr9	Desk passive speaker design orthographic	2 lessons	Term 2/FP1 Fri 2nd Dec
Tech	Yr9	Desk passive speaker	8 lessons	Term 4/FP2 Fri 17th March
Tech	Yr9	Bookmark Design	10 lessons	Term 6/ FP3 Fri 7th July
Food	Yr 7	Knife Skills/Couscous salad	1 lesson	Term 2/FP1 Fri 2nd Dec
Food	Yr 7	Scones	1 lesson	Term 4/FP2 Fri 17th March

Food	Yr 7	Vegetable chilli	1 lesson	Term 6/ FP3 Fri 7th July
Food	Yr 8	Minestrone soup	1 lesson	Term 2/FP1 Fri 2nd Dec
Food	Yr 8	Macaroni cheese	1 lesson	Term 4/FP2 Fri 17th March
Food	Yr 8	Paella	1 lesson	Term 6/ FP3 Fri 7th July
Food	Yr9	Bolognese sauce	1 lesson	Term 2/FP1 Fri 2nd Dec
Food	Yr9	Cinnamon rolls	1 lesson	Term 4/FP2 Fri 17th March
Food	Yr9	Own design street food dish	3 lessons	Term 6/ FP3 Fri 7th July
Textiles	Yr 7	Sewing skills	3 lessons	Term 2/FP1 Fri 2nd Dec
Textiles	Yr 7	Bunting	6 lessons	Term 4/FP2 Fri 17th March
Textiles	Yr 7	Stress buster buddy	6 lessons	Term 6/ FP3 Fri 7th July
Textiles	Yr 8	Sewing skills	3 lessons	Term 2/FP1 Fri 2nd Dec
Textiles	Yr 8	Bunting	6 lessons	Term 4/FP2 Fri 17th March
Textiles	Yr 8	Pod pouch	6 lessons	Term 6/ FP3 Fri 7th July
Child Development	Yr 9			Term 2/FP1 Fri 2nd Dec
Child Development	Yr 9			Term 4/FP2 Fri 17th March
Child Development	Yr 9			Term 6/ FP3 Fri 7th July

Assessment

- **A01** - Develop their ideas through investigations informed by contextual and other sources demonstrating analytical and cultural understanding.
- **A02** - Refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes.
- **A03** - Record ideas, observations and insights relevant to their intentions in visual and / or other forms.
- **A04** - Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and where appropriate, making connections between visual, written, oral or other elements.