

Curriculum Overview –Design & Technology

(Food, Product Design & Textiles Design)



THE CONSORTIUM
ACADEMY TRUST

Shaping Positive Futures

Introduction

This document outlines the curriculum and key considerations including:

- Aims and purpose
- Alignment with the whole school provision and curriculum intent
- A summary programme of study which includes sequencing of taught content

We use the National Curriculum as our statutory foundation and broadly share its principles and aims including:

- ‘To provide pupils with an introduction to the essential knowledge that they need to be educated citizens. To introduce pupils to the best that has been thought and said; and help engender an appreciation of human creativity and achievement’.
- To prepare students to be confident in themselves, to have a fulfilled and successful life beyond our school – one where they contribute positively to society.
- Our statutory curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond statutory specifications.
- Provision of a framework of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils’ knowledge, understanding and skills as part of the wider school curriculum.
- The wider school curriculum includes an extensive range of opportunities and activities that are routinely available to students, are inclusive and reflect our diverse community.

Numeracy and literacy

Teachers should take opportunities to develop pupils’ mathematical fluency, spoken language, reading, writing and vocabulary within their specific discipline and in line with the expectations laid out in our school curriculum statement.

Purpose of study

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others’ needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines

such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Curriculum Aims

The Howden School curriculum for **Product Design** and **Textiles Design** aims to ensure that all pupils:

- 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 of which they will be proud.
- Critique, evaluate and test their ideas and products and the work of others
- Explore the rich history of design through a wide range of historical, cultural, and social examples.
- Build the resilience needed to accept critical feedback, handle mistakes and explore and experiment to find creative solutions to problems.

The Howden School curriculum for **food and nutrition** aims to ensure that all pupils:

- understand and apply the principles of nutrition and learn how to cook
- build and apply a repertoire of knowledge, understanding and skills in order to produce high-quality, healthy food products for a wide range of users
- critique, evaluate and test their food products using sensory, cost and nutritional analysis

Building on prior learning -Product Design and Textiles Design

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of textiles applications including but not limited to: art textiles, fashion design and illustration, costume design, constructed textiles, printed and dyed textiles, surface pattern, stitched and/or embellished textiles, soft furnishings and/or textiles for interiors, digital textiles, installed textiles.

Pupils should be taught:

- how to create sketch books and portfolios to record their observations and use them to review, develop and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and modelling with a range of materials [for pencil, watercolour, pastel, pen, fabric and stitch]
- about great artists and designers in history.

What can students do by the end of KS2?

The majority of students leaving KS2 have basic drawing skills, have experimented with tone, texture and proportion within their drawings and have the ability to identify detail within images. Some students understand basic colour theory and colour mixing, have experimented with collage and basic sculptural techniques using basic materials such as cardboard clay. All students are generally familiar with use of tools such as scissors, rulers, glue etc. and are able to work with paper and glue to create simple images. Some students have knowledge of a variety of artistic movements and artists.

What are the skills gaps?

Students arrive to KS3 having had a very varied exposure to Textiles as a discrete subject. Some students arrive highly advanced personal skills and interests, however, most arrive with less well-developed practical skills. Experiences are varied, and do not often cover specialisms such as use of sewing machines, embellishment techniques or photography. Pupils struggle most with fine motor skills such as threading needles for hand embroidery or cutting out fabrics.

Building on prior learning- Food & nutrition

Students will build upon their knowledge of healthy eating to understand and apply the principles of nutrition and health. They will extend their practical skills by learning to cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet. They will become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes] and understand the source, seasonality and characteristics of a broad range of ingredients.

What can students do by the end of KS2?

Understand and apply the principles of a healthy and varied diet; prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques; understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

What are the skills gaps?

Facilities for practical cooking at primary schools vary enormously so students experience of practical cooking varies greatly, therefore there are gaps in using food preparation equipment and food preparation skills. Cooking is often completed as a paired or group activity at KS2, often with component ingredients so there are gaps in independent working, organisational skills and working within time constraints.

Baseline expectations

- Use basic food preparation and cooking equipment safely.
- Basic practical skills.
- Know the origin and simple functions of ingredients; basic healthy eating and The Eatwell Guide; reasons for food choice and awareness that food needs change and that some people eat or avoid certain foods, e.g. allergy/intolerance or religious belief.
- Knowledge, understanding and skills needed to engage in an iterative process of designing and making in a range of contexts, such as the home, school and culture.

Curriculum Structure -[Product Design](#) & [Textiles](#)

Key Disciplinary Concepts (These reflect the GCSE Assessment objectives)

Research

- Develop and understanding of different points of inspiration and experiencing how to begin a creative journey. Exploring the work of others relating to the initial themes.

Design and Refine Ideas

- Exploring, selecting, and experimenting with design ideas, materials, techniques, and processes.

Manufacture

- Bring together experience from previous steps to make products of which they are proud, and which reflect their creative journey.

Evaluate and critique

- Develop and understanding of their strengths and weaknesses and reflect on their developing skills.

Key subject skills -[Product Design](#)

AO1	AO2	AO3	AO4
Identify, investigate and outline design possibilities to address needs and wants.	Design and make prototypes that are fit for purpose.	Analyse and evaluate: <ul style="list-style-type: none"> • design decisions and outcomes, including for prototypes made by themselves and others • wider issues in design and technology. 	Demonstrate and apply knowledge and understanding of: <ul style="list-style-type: none"> • technical principles • designing and making principles.

Disciplinary Knowledge	Year 7 Block bot product inspired by school life and future careers	Year 8 Clocks inspired by a design movement or culture	Year 9 Bug hotels/ bird houses and other products inspired by nature	Year 10 AQA GCSE Art- 3D Design	Year 11 GCSE D&T Eduqas
Research	Use research and exploration, such as the study of different cultures, to identify and	Identify and solve their own design problems and understand how to	Develop specifications to inform the design of innovative, functional, appealing products that	Know the sources, origins, physical and working properties of the material categories or the	Identify alternative processes that can be used to manufacture products to

	understand user needs	reformulate problems given to them. Research design movements and the design elements of cultures to inspire a design.	respond to needs in a variety of situations use a variety of approaches (for example, biomimicry and user-centred design), to generate creative ideas and avoid stereotypical responses	components and systems, and their ecological and social footprint Understand the impact of new and emerging technologies on industry, enterprise, sustainability, people, culture, society and the environment, production techniques and systems	different scales of production Understand the impact of forces and stresses on materials and objects and the ways in which materials can be reinforced and stiffened
Design	Develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations and computer-based tools	Develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations and computer-based tools	Develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations and computer-based tools	Understand how energy is generated and stored in order to choose and use appropriate sources to make products and to power systems	Demonstrate how electronic systems provide functionality to products and processes, including sensors and control devices to respond to a variety of inputs, and devices to produce a range of outputs Use stock forms, types and sizes in order to calculate and determine the quantity of materials or components required
Manufacture	Select from and use specialist tools, techniques, processes, equipment and machinery, including computer-aided manufacture Select from and use a wider, more complex	Select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture Select from and use a wider, more complex range of	Select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture Select from and use a wider, more complex range	Use specialist techniques and processes to shape, fabricate, construct and assemble a high-quality prototype Apply appropriate surface treatments and finishes that can be applied for	Use programmable components to embed functionality into products in order to enhance and customise their operation Build mechanical devices, to produce different sorts of movement, changing the

	range of materials, components and ingredients, taking into account their properties	materials, components and ingredients, taking into account their properties	of materials, components and ingredients, taking into account their properties	functional and aesthetic purposes	magnitude and direction of forces Use the functions of mechanical devices, to produce different sorts of movement, changing the magnitude and direction of forces
Evaluate	Analyse the work of past and present professionals and others to develop and broaden their understanding	Test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups	Investigate new and emerging technologies Understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists	Demonstrate knowledge of the developments in modern and smart materials, composite materials and technical textiles Categorise of the types and properties of materials	Evaluate how the selection of materials or components is influenced by a range of factors, such as functional, aesthetic, environmental, availability, cost, social, cultural and ethical Understand how the critical evaluation of new and emerging technologies informs design decisions; considering contemporary and potential future scenarios from different perspectives, such as ethics and the environment

Key subject skills relating to the KS4 course. -Food

AO1	AO2	AO3	AO4
Demonstrate knowledge and understanding of nutrition, food, cooking and preparation.	Apply knowledge and understanding of nutrition, food, cooking and preparation.	Plan, prepare, cook and present dishes, combining appropriate techniques.	Analyse and evaluate different aspects of nutrition, food, cooking and preparation, including food made by themselves and others.

Disciplinary Knowledge Food	Year 7	Year 8	Year 9	Year 10	Year 11
Research	<p>Research Seasonal produce in the UK. Including cost. Conduct Primary research into customer preferences including a questionnaire.</p>	<p>Research festival and street food. Investigate food from around the world.</p>	<p>Healthy Eating, recipes and building on their growing knowledge of nutrition and the food groups.</p>	<p>Understand the relationship between diet, nutrition, and health, including the physiological and psychological effects of poor diet and health</p> <p>Understand the economic, environmental, ethical and sociocultural influences on food availability, production processes, diet and health choices.</p> <p>Understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international) to inspire new ideas or modify existing recipes.</p>	<p>Apply knowledge and understanding of the functional properties and chemical characteristics of food to investigate a specific brief as well as a good knowledge of the nutritional content of food and drinks</p> <p>Apply knowledge, understanding and explain the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health</p> <p>Understand and explain the economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices.</p>
Practical Skills	<p>Demonstrate the principles of food hygiene and safety.</p> <p>Demonstrate a range of food skills and techniques, in particular knife skills.</p>	<p>Demonstrate the principles of food hygiene and safety in a range of situations.</p> <p>Adapt and follow recipes using a variety of ingredients and equipment</p>	<p>Demonstrate the principles of food hygiene and safety in a range of situations.</p> <p>Adapt and follow recipes to prepare and cook a range</p>	<p>Demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment</p>	<p>Demonstrate effective and safe high level cooking skills by planning, preparing and cooking a variety of food commodities for a specific brief whilst using different cooking techniques and</p>

	Follow recipes using appropriate ingredients and equipment to prepare and cook a range of dishes.	to prepare and cook a range of predominately savoury dishes. Demonstrate a wider range of food skills and techniques.	of more complex savoury dishes. Demonstrate confidence and independence in a wide range of food skills and techniques.		equipment to a high standard.
Evaluate	Demonstrate the knowledge, understanding and skills needed to engage discussing the sensory properties of foods and how they can be altered/ improved.	Recall sensory testing. Creating star profile graphs to present their findings and then interpret and communicate their improvements in written form.	Demonstrate the knowledge, understanding and skills needed to engage in an iterative process of evaluation and development of potential products.	Show knowledge and understanding of the functional properties and chemical characteristics of food as well as a sound knowledge of the nutritional content of food and drinks. Demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food	Apply knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food for a specific brief. Describe a range of ingredients and processes from different culinary traditions (traditional British and international) to inspire new ideas or modify existing recipes and demonstrate this through their planning, preparing and making.

Curriculum Sequencing- Textiles

Key Stage 3: Pupils work on a rotation with Design Technology and Food technology so will spend one term on Textiles Design in year 7 and 8 and split one term between Food and Textiles in year 9 where the rotation includes 1 term of ICT.

Theme & Product	Year 7- Theme- Life at secondary school Mascots.	Year 8 -Cultural Theme African inspired Cushions	Year 9 -Nature theme Mark Hearld inspired Embellished piece/ garland
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<p>Knowledge</p>	<ul style="list-style-type: none"> • Designing from a design brief and initial theme. • Researching the existing solutions and producing a mood board. • Understanding scales of production in industrial manufacture • Understanding fabric construction methods and properties of fabrics • Developing their own design ideas • Making templates to create their own product. • Cut and hand sew fabrics and embellish to create an accurate product that fits the design brief • Analyse and evaluate their skills using ACCESS FM and identify areas for development. 	<ul style="list-style-type: none"> • Designing from a design brief and initial theme. • Critiquing and researching the work of African Artists and mark making. • Colour theory. • Experimenting with pattern and colour in design. • Iterative design. • Use new embellishment techniques • Construction techniques and key terms. • Use of sewing machines. • Analyse and evaluate their skills and product using ACCESS FM and identify areas for development and SCAMPER. 	<ul style="list-style-type: none"> • Artist research including critique of their work, colour palette and identification of key words/ themes within their work. • Artist example • Iterative design- inspired by the work of the Artist. • Fabric embellishment
<p>Practical skills</p>	<p>Designing and making their own templates. Cutting fabric Hand embroidery to embellish. Stitching on beads and sequins. Use of the sewing machines for decorative embellishment and sewing on the elastic.</p>	<p>Marking and understanding seam allowances Fabric Painting Stencilling Printing Use of the iron Use of sewing machine:</p> <ul style="list-style-type: none"> • Threading • Straight stitch & reverse for accurate construction & seams • Use of embroidery stitches to embellish 	<p>Fabric painting Free-hand machine embroidery Hand embroidery Use of the Iron Construction techniques -seam allowances and use of sewing machine to construct a cushion or wall hanging from their art piece.</p>
<p>Vocabulary</p>	<ul style="list-style-type: none"> • Applique • Embroidery • Research • Iterative Design/ Manufacture/ Evaluate • Prototype • ACCESS FM -Aesthetics, Cost, Customer, Environment, Size, Safety, Function, Materials. 	<ul style="list-style-type: none"> • Construction • Seams • Seam allowance • Tolerance • Embellish • Iterative design/ Manufacture/ Evaluate 	<p>All previous, plus: Colour palette Artist study Inspiration (within this context)</p>

	<ul style="list-style-type: none"> • Mass/ continuous flow • Batch/ Just in Time • Bespoke/ One-off • Template/ pattern piece 	<ul style="list-style-type: none"> • ACCESS FM -Aesthetics, Cost, Customer, Environment, Size, Safety, Function, Materials. 	
Assessment	<p>Key Assessment Piece – create a mascot toy with a clear subject or career theme.</p> <p><u>Success Criteria:</u></p> <ul style="list-style-type: none"> • Complex and imaginative product that clearly relates to your designing and research. • Creative and thoughtful visual connections to the research undertaken. • Skilful embellishment using a range of stitches and components. 	<p>Key Assessment Piece – Create an African inspired cushion.</p> <p><u>Success Criteria:</u></p> <ul style="list-style-type: none"> • Product is skilfully made using all of the following techniques well to enhance the design: Fabric painting, printing, stencilling and machine embroidery. • Construction is neat and accurate. • Product and skills applied are critiqued and reflected upon in a meaningful way to develop the learners’ future projects. 	<p>Key Assessment Piece – Create a David Hockney inspired piece of Art -could be made into a product depending on length of rotation.</p> <ul style="list-style-type: none"> • Skilfully made using appropriate techniques -painting, embroidery. • Construction is neat and accurate; seam allowances have been used and followed.

Curriculum Sequencing- Product Design

Key Stage 3

In KS3, product Design is taught in a rotation alongside food technology and textiles. As such, the units are relatively short in KS3 and focuses on the core subject knowledge to equip pupils with the key skills needed for future life and study. Students can opt to continue to study design and technology at KS4 and currently follow the Eduqas specification.

	Year 7	Year 8	Year 9
Knowledge	<p>Students learn about basic workshop health & safety requirements. Students will investigate different design and drawing techniques including isometric and then design and make their own ‘Block Bot’ using various types of wood and other materials.</p> <p><u>Health & Safety</u></p>	<p>Students learn about design movements and cultural influences. Students will analyse different design and practical techniques and then design and make their own clock</p> <p><u>Exploring design movements</u></p> <ul style="list-style-type: none"> • Bauhaus • Memphis • Modernism <p><u>Iterative design process</u></p>	<p>Students research existing products and needs more closely. They apply their knowledge of manufacturing techniques to their product showing independence and skill.</p> <p><u>Research Ideas</u></p> <ul style="list-style-type: none"> • Produce a full research page of Memphis style

	<ul style="list-style-type: none"> • General health and safety rules in the workshop. • Traffic light system • Safety buttons, • PE • Knowledge of risks and safety (universal) symbols <p><u>Design Ideas and Isometric drawing</u></p> <ul style="list-style-type: none"> • Knowing the difference in 2D and 3D drawings • Using isometric paper to aid production of 3D • Produce a range of samples using different practical techniques • Isometric drawings cubes, cuboids and cylinders - rendering them to show light directions <p><u>Using tools and equipment</u></p> <ul style="list-style-type: none"> • Transferring design ideas and choosing the correct tools for each task • Learning the properties of materials and their constraints 	<ul style="list-style-type: none"> • Benefits of iterative design • Explaining the key features of a product • Analysing and comparing differences of more than one product <p><u>Computer Aided Design</u></p> <ul style="list-style-type: none"> • Understand the different functions and buttons on V3 2D design and what they do. 	<ul style="list-style-type: none"> • Use images from architecture, furniture & product design • Annotate the design - How does it link to 'Memphis' style? <p><u>Design and development</u></p> <ul style="list-style-type: none"> • Use of the sketch up 3D modelling programme. • Transferring the design template • Checking that tabs and slits fit together • Making adjustments <p><u>Using the laser cutter</u></p> <ul style="list-style-type: none"> • Exporting the design <p><u>Applying knowledge of techniques</u></p> <ul style="list-style-type: none"> • Joints/ material properties/ finishes and scale.
Skills	<p>Developing isometric drawing techniques Crafting and rendering techniques Use of machinery - Pillar drill, linisher, hand tools</p>	<p>Responding creatively to the design briefs Using their understanding of others' designs by reinterpreting and applying learning in new contexts Use of the computer for design Taking measurements Fixing Cutting</p>	<p>Using the iterative design process to plan, prototype and evaluate a product. Linking design to that of others Measuring precisely to form a high-quality model and prototype.</p>

Subject specific vocabulary and key terms	Design Manufacture Research Iterative design Aesthetics Hard wood Soft wood Linisher Isometric Laser cutter Research 2D design	MDF/Man-made board Amplify Cut, kiss cut, engrave Laser cutter Acrylic Line bending Thermoplastics Thermo-setting plastics Plotter cutter Tenon Saw	All previous terminology, plus terminology specific to the materials and techniques used in the practical.
Assessment	Focused Assessed pieces <ul style="list-style-type: none"> Design and make a block bot inspired by your life in school or your future career. <p><u>Success Criteria</u> Demonstrate the knowledge of tools, materials and skills gained during their practical activities. Reflect on how they used components, tools and materials and what went well. Evaluate what went well and determine what and how they would change certain parts in future development.</p>	Focused Assessed piece <ul style="list-style-type: none"> Design and make a clock inspired by a design movement or culture. <p><u>Success Criteria</u> Evaluate how effectively they have used information sources, using the results of their research to inform their judgements when developing products Adapt their methods of manufacture to changing circumstances as they solve technical problems Identify a broad range of criteria for evaluating their products, clearly relating their findings to environmental, ethical, and social and cultural dimensions.</p>	Focused Assessed piece <ul style="list-style-type: none"> Design and make a bird house/ bug hotel or similar product inspired by nature. <p>Using ACCESSFM and the evaluation writing frame, answer the questions and make notes in purple pen.</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> Does it fit the brief? Does it stand correctly? Does it fit the style of your designer? <p>Task 2 Evaluation: Transfer the notes that you have made with your peer into full paragraphs and sentences.</p>

Curriculum Sequencing- Food

In KS3, food technology is taught in a rotation alongside design technology and textiles. As such, the units are one term in years 7 and 8 and focuses on the core subject knowledge to equip pupils with the key skills needed for future life and study. In Year 9 ICT comes into the rotation so pupils focus on these practical skills for one half term alongside resistant materials. Students can opt to continue to study food technology at KS4 and currently follow the NCFE VCert - Food and Cookery.

Key Stage 3

	Year 7	Year 8	Year 9
Knowledge	<p>Students develop a basic understanding of the skills needed to cook good quality food. They will be shown how to use equipment and the basic skills such as General practical skills, food hygiene and knife skills. In theory lessons they will learn about food safety, food provenance, healthy food choices and the Eatwell guide.</p> <p>Lesson content: Eatwell Guide recall Health & Safety in the Food room - hygiene/food safety Products include:</p> <ol style="list-style-type: none"> 1. Coleslaw (Knife skills) 2. Fruit Fusion (knife skills, preparing fruits) 3. Vegetable Couscous salad (knife skills, kettle) 4. Scones (rubbing in method, baking) 5. Cheese straws (Pastry, rubbing in, baking) 	<p>Students in year 8 develop creative techniques such as prepare combine and shape and are expected to cook with confidence and independence. We cook products from around the world to develop pupils understanding of flavours, seasonings and other cultures.</p> <p>Lesson content: Recall health and safety rules 4Cs for hygiene. Use of equipment Products include:</p> <ol style="list-style-type: none"> 1. Vegetable spring rolls (Prepare, combine & shape, marinade, baking) 2. Fajitas (Knife skills, handling high risk foods, frying, marinade -altering a recipe) 3. Stir fry with rice or noodles (boiling, frying, knife skills, handling high risk food /alternatives) 4. Samosas (prepare/combine and shape, marinade, baking) 5. Thai Green curry (including presentation) Frying, sauce making, boiling, knife skills. 	<p>Students in year 9 focus on the quality of their practical skills in a short rotation with resistant materials.</p> <p>Lesson content: Recall health & safety/ 4Cs</p> <p>Products for the academic year 25-26 include:</p> <ol style="list-style-type: none"> 1. Spaghetti Bolognese (Reduction sauce, boiling, frying, handling high risk foods -meat/ alternatives, knife skills) 2. Pizza (Bread base, baking) 3. Glazed chicken & Rice (Boiling, frying, knife skills, handling high risk foods) 4. Jam Tarts (Pastry -recall, baking, shaping, food safety. 5. Cooking their own dish adapted from others or designed from scratch.
Skills	<p>English</p> <ul style="list-style-type: none"> • Vocabulary and evaluations <p>Maths</p> <ul style="list-style-type: none"> • Weight, volume and measure <p>Practical</p> <ul style="list-style-type: none"> • Knife skills – bridge hold and claw grip • Use of the oven • Time management 	<p>English</p> <ul style="list-style-type: none"> • Vocabulary and evaluations <p>Maths</p> <ul style="list-style-type: none"> • Weight, volume and measure <p>Practical</p> <ul style="list-style-type: none"> • Knife skills – bridge hold and claw grip • Use of the oven • Time management 	<p>English</p> <ul style="list-style-type: none"> • Vocabulary and evaluations <p>Maths</p> <ul style="list-style-type: none"> • Weight, volume and measure <p>Practical</p> <ul style="list-style-type: none"> • Knife skills – bridge hold and claw grip • Use of the oven • Time management

	<ul style="list-style-type: none"> Applying food safety and hygiene Use of equipment 	<ul style="list-style-type: none"> Applying food safety and hygiene Use of equipment 	<ul style="list-style-type: none"> Applying food safety and hygiene Use of equipment
Subject specific vocabulary and key terms	<p>ALLERGEN ALLERGIC REACTION AROMA BAKING BEATING BRIDGE HOLD CARBOHYDRATE CEREALS CLAW GRIP COELIAC DISEASE DIET DOUGH NUTRIENTS OBESITY SHORTENING WHOLEGRAIN MACRONUTRIENTS MICRONUTRIENTS</p>	<p>BIND CUISINE SEASONING COMBINE SHAPE SAUTE MARINADE</p>	<p>AL DENTE BACTERIA CONTAMINATE CUISINE DIARRHOEA DOUGH SEASONING SIMMERING WHISKING</p>
Assessment	<p>Recall and apply the principles of The Eatwell Guide and the 8 tips for healthy eating to their own diet.</p> <p>Quality of dishes – ie. cooked/ hygiene.</p> <p>Apply health & safety principles to practical.</p>	<p>Complete and understand Sensory analysis graphs for their product(s) using appropriate terminology.</p> <p>Quality of dishes.</p> <p>Apply health & safety principles to practical.</p>	<p>Explain the characteristics of ingredients and how they are used in cooking.</p> <p>Quality of dishes- regarding finishing techniques and development of recipes.</p> <p>Apply health & safety principles to practical.</p>

Key Stage 4 Year 10 – Long Term Planning *AQA GCSE Art & Design – Textiles Design*

	Autumn term	Spring term	Summer term
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<p>Knowledge</p>	<p>Introduction to GCSE Textiles Design</p> <ul style="list-style-type: none"> • Share sketchbooks and example photos of projects on screen. • Explore past exam papers – read and discuss • Present Assessment objectives and mark scheme terminology -what is expected at grade points. <p>Unit 1 Portfolio – Accompanying project 1: Natural forms mini project following into Birds & Feathers (HOW to tackle a project)</p> <ul style="list-style-type: none"> • Mood board to inspire research. • Research into theme and Artists inspired by this theme. • Recording ideas experimentation- pen/ pastel/ coloured pencil/ watercolour/ mixed media. • Own photos and recording ideas from them. • Make a visual link to the work of an artist. • Experiment with practical skills to develop an art textiles response. • Produce fabric bird sculpture as final piece. <p>Unit 1: portfolio -Accompanying project 2: Garment construction project continues- Experimentation with techniques. (HOW to construct textiles products)</p> <p>1: Plain/ open/ French seams 2: Gathers/ knife pleats/ box pleats/ cluster pleats. 3: Button holes/ plain zip/ enclosed zip. 4: applique /free hand machine embroidery/ beading.</p>	<p>Unit 1: portfolio -Accompanying project 2: Garment construction project continues- design and final piece.</p> <p>1: title page/ theme board</p> <p>2: Design ideas using templates/ watercolour and annotation.</p> <p>3: Final design and working drawing annotated with swatches and construction techniques.</p> <p>4: Garment showcasing their knowledge and understanding of construction techniques.</p> <p>Unit 1: portfolio -Accompanying project 3: Sense of self wall hanging project (HOW to embellish textiles products)</p> <ul style="list-style-type: none"> • Patchwork • Lino printing. • Free-hand machine embroidery. • Hand embroidery • Printing. <p>Design development and experimentation recorded in A4 sketchbook.</p> <p>Product: Small A3 wall-hanging, patchwork base, lino printed body part/ representative motif/ free-hand embroidered values (words) and hand embroidered details.</p>	<p>Unit 1 Portfolio - Extended Project - Choice of themes. Varies with each cohort.</p> <ul style="list-style-type: none"> • Introduction to new themes and illustrated mind map - explore initial ideas in visual and written form. • Photography using primary resources • Annotation – write comments for photography page – what went well, even better if, what next, ideas for drawings • Develop ideas - Choose x2/3 relevant artists– carefully consider why they are choosing them – experiment with techniques used by these artists. • style/theme/composition/media/colour scheme/other creative influence. • Artist critical study - Full written analysis using the LOOK / THINK / LINK format. • Development of ideas - Development of x2 design ideas. • Prototype and further design development. • Final outcome(s) to realise intentions.
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	All samples overlocked and pressed.		
Themes	Experimenting with Media Observational drawing, mood boards, existing solutions, design and manufacturing techniques.		
Skills	Design development All recording ideas ie paint, pencil, pen, pastel, charcoal, collage. Etc And practical skills as outlined above.	Develop ideas – image research, mood board, artist research, context, art movements. Record ideas - observational drawing, photography, printmaking, annotation. Refine ideas – photoshop editing, design ideas, development of ideas as work progresses. Present ideas – outcomes, prints, annotation, realising intentions, critical understanding. Analyse - Critical study - written analysis using the LOOK / THINK / LINK format.	
Assessment	Ongoing – Unit 1 AOs are marked holistically.	Ongoing – Unit 1 AOs are marked holistically. MOCK EXAM - Students to sit a 5hr practical exam in the Art room, full exam conditions.	

Key Stage 4 Year 10 – Long Term Planning AQA GCSE Art & Design – 3D Design

	Autumn term	Spring term	Summer term
Knowledge	<p>Introduction to GCSE 3D Design</p> <ul style="list-style-type: none"> Share sketchbooks and example photos of projects on screen. Explore past exam papers – read and discuss Present Assessment objectives and mark scheme terminology -what is expected at grade points. <p>Unit 1 Portfolio – Accompanying project 1: Natural forms mini project following into the Birds & Feathers (HOW to tackle a project)</p> <ul style="list-style-type: none"> Mood board to inspire research. Research into theme and Artists inspired by this theme. Recording ideas experimentation- pen/ pastel/ coloured pencil/ watercolour/ mixed media. Own photos and recording ideas from them. Make a visual link to the work of an artist. 	<p>Unit 1: portfolio -Accompanying project 2: construction techniques project Experimentation with techniques. (HOW to construct products safely and using correct methods</p> <p>1: title page/ theme board</p> <p>2: Design ideas using a variety of drawing techniques- isometric paper/ 2D and 3D drawing. 2 point perspective. Plan views. CAD development.</p> <p>3: Final design and working drawing annotated with materials construction techniques.</p> <p>4: final product showcasing their knowledge and understanding of construction techniques. Product TBC</p>	<p>Unit 1 Portfolio - Extended Project – Architecture through the ages (specifically looking at designing historically accurate rooms/ maquettes or full house models looking at a specific era or style of architecture.</p> <p>or International Architecture. (Specifically focused on cultural aspects of architecture and design. Again could lead to rooms/ interior designed pieces or full building models in the correct style or mixed styles depending on the direction of research.)</p> <ul style="list-style-type: none"> Introduction to new themes and illustrated mind map - explore initial ideas in visual and written form. Photography using primary resources Annotation – write comments for photography page – what went well, even better if, what next, ideas for drawings

	<ul style="list-style-type: none"> Experiment with practical skills to develop a 3D outcome (clay or wire) <p>Unit 1: portfolio -Accompanying project 2: construction techniques project Experimentation with techniques. (HOW to construct products safely and using correct methods</p> <p>1: Joints 2: Holes 3: Hinges/ lids etc 4: Decorative techniques- varnish/ paint etc. 5: Lazer cutting- curf cuts/ understanding the detail and accuracy required with your technical drawings. 6: any other reasonable practical construction techniques that come about through the half term.</p>		<ul style="list-style-type: none"> Develop ideas - Choose x2/3 relevant artists– carefully consider why they are choosing them – experiment with techniques used by these artists. style/theme/composition/media/colour scheme/other creative influence. Artist critical study - Full written analysis using the LOOK / THINK / LINK format. Development of ideas - Development of x2 design ideas. Prototype and further design development. Final outcome(s) to realise intentions.
Themes	Experimenting with Media Observational drawing, mood boards, existing solutions, design and manufacturing techniques.		
Skills	Design development All recording ideas ie paint, pencil, pen, pastel, charcoal, collage. Etc And practical skills as outlined above. CAD -use of sketch up and 2D design. Tinkercad also available.	Develop ideas – image research, mood board, artist research, context, art movements. Record ideas - observational drawing, photography, printmaking, annotation. Refine ideas – photoshop editing, design ideas, development of ideas as work progresses. Present ideas – outcomes, prints, annotation, realising intentions, critical understanding. Analyse - Critical study - written analysis using the LOOK / THINK / LINK format.	
Assessment	Ongoing – Unit 1 AOs are marked holistically.	Ongoing – Unit 1 AOs are marked holistically. MOCK EXAMS. 5 hour exams working on one assessment objective relevant to the point in the current project. In either the design room or workshop.	

Key Stage 4: Year 11 – Long Term Planning AQA GCSE Art & Design – *Textiles Design*

	Autumn term	Spring term	Summer term
Knowledge	<u>Unit 1 Portfolio – Extended Project</u> Continued from Y10	<u>Unit 2 Externally Set Task</u> Choice of 7 starting points. Approx. 12 weeks preparation time.	

	<p>All elements of portfolio finished by Christmas deadline for marking.</p>	<ul style="list-style-type: none"> • Receive exam paper. Class discussion, collaborative mind maps. • Select one starting point, detailed mind map, research appropriate imagery for inspiration, research artist. • Start exploring ideas through various drawings and practical techniques. • Continue to record initial ideas through various drawings techniques and written annotation. • Experiment with appropriate media. • Print and present your own photographs as a double page. • Artist research- create x2 artist research pages - include in-depth critical study analysis for the main artist, quick notes for the 2nd artist, a range of example images by both artists, mini transcriptions. • Design ideas—select appropriate media to experiment/test out on a section of your most successful design. • Prototype with design development • Critical evaluation of successes/difficulties—keep every experiment to show the development and journey. • Annotate and include reference images to show where ideas came from. Show how you have been inspired by artists and other sources. • Design developments SCAMPER / further media experimentation. • Add in further artist links if appropriate. • Final outcome(s) planning, experimentation, practise —REFINE / SELECT/ REALISE INTENTIONS. • Write an exam plan, practise media techniques, ensure all sketchbook pages are complete and have enough drawing and written annotation throughout.
<p>Skills</p>	<p>Control - Develop drawings using texture/mark making. Accuracy - Neat and effective presentation. Accuracy - Strong application of tone, texture and fine detail. Control - photoshop editing/ printing/ presenting. Analyse - In-depth analysis/step by step of editing techniques used.</p>	<p>Develop ideas – image research, mood board, artist research, context, art movements. Record ideas - observational drawing, photography, printmaking, annotation. Refine ideas – photoshop editing, design ideas, development of ideas as work progresses. Present ideas – outcomes, prints, annotation, realising intentions, critical understanding. Analyse - Critical study - written analysis using the LOOK / THINK / LINK format.</p>

	Control - Blend different shades of colour together by overlapping them. All practical skills relevant to the artists selected and personal journey.		
Assessment	60% of final grade. Marked out of 96 against the assessment objectives indicated below.	40% of final grade. Marked out of 96 against the assessment objectives indicated below.	10hr practical exam over 2 school days.

GCSE Assessment Objectives **VCERT Food & Cookery**

AO1	AO2	AO3	AO4
Develop ideas through investigations, demonstrating critical understanding of sources.	Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	Record ideas, observations and insights relevant to intentions as work progresses.	Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.
	Autumn term	Spring term	Summer term
Knowledge (Core Topics)	Health & Safety & Hygiene Practical Skill	Food Choice Food legislation & provenance	Healthy Eating & balanced diet Planning & adapting recipes/ evaluating dishes.
Skills	Core Practical skills Complex knife skills, dough making, sauce making, prepare/combine & shape, garnishing and finishing techniques.	Developing recipes for different needs/ consumers. Students will design their own dishes, plan, make and evaluate them against sensory properties. Suggesting improvements.	Stretching practical skill and finishing techniques. Selecting own recipes and developing own ideas/ dishes. Experimenting with techniques in preparation for NEA in September. Exam skills -how to answer Food questions, command words and what the exam paper will look like.
Vocabulary	<u>H&S/ Hygiene:</u> AMBIENT DANGER ZONE FOOD POISONING PASTEURISATION <u>Practical skills:</u>	<u>Food legislation & Food provenance</u> FOOD PROVENANCE FOOD SECURITY FORTIFICATION FREE RANGE GENETICALLY MODIFIED (GM) CONVENTIONAL FARMING	<u>Healthy eating and balanced diet</u> GELATINE LACTIC ACID SUSTAINABLE ADDITIVES ANAEMIA ANTIOXIDANT

	<p>CONDUCTION GLIADIN AND GLUTENIN CONVECTION FERMENTATION FOLDING GELATINISATION GLUTEN LACTOSE PROVE REDUCTION ROUX STEAMING TEMPERATURE PROBE DENATURATION AERATION AGITATE BATTER CAMELISATION COAGULATION CHEMICAL RAISING AGENT BIOLOGICAL RAISING AGENT CHOUX PASTRY DEXTRINISATION DRY-FRYING ENZYMIC ACTION and BROWNING EMULSIFICATION</p>	<p>DATE MARKS ENVIRONMENTAL ISSUES FAIRTRADE ANIMAL WELFARE BEST BEFORE DATE CAUGHT INGREDIENTS GROWN INGREDIENTS MYCOPROTEIN ORGANIC CLIMATE CHANGE REARED INGREDIENTS SEASONAL FOODS SUSTAINABILITY TOFU</p> <p><u>Food Choice:</u></p> <p>HINDUISM ISLAM JUDAISM RASTAFARIANISM SIKHISM FOOD INTOLERANCE FOOD MARKETING RELIGIOUS MORAL /ETHICAL ALLERGIES INTOLERANCES COELIAC</p>	<p>BASAL METABOLIC RATE (BMR) BIOLOGICAL CATALYSTS BONE HEALTH CARDIOVASCULAR DISEASE (CHD) DEFICIENCIES ENZYMES PHYSICAL ACTIVITY LEVEL (PAL) MACRONUTRIENT MICRONUTRIENTS LIFE STAGES ABSORB AMINO ACIDS CHOLESTEROL FAT-SOLUBLE VITAMINS FOLIC ACID HIGH BIOLOGICAL VALUE (HBV) LOW BIOLOGICAL VALUE (LBV) SATURATED FATS UNSATURATED FATS WATER-SOLUBLE VITAMINS STARCH COLOURINGS TRAFFIC LIGHT FOOD LABEL CALCIUM DIETARY FIBRE DISACCHARIDE</p> <p><u>Planning/ adapting/ evaluating dishes:</u></p> <p>TRIANGLE TEST UMAMI TIME PLAN DOVETAIL DISCRIMINATION TESTS NUTRITIONAL ANALYSIS RANKING</p>
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<p>Assessment Topic tests using past questions and recall activities in exam conditions carried out at the end of each topic and then used as recall activities throughout the year.</p>	<p>Teacher Assessed: Topic test on Health & safety and hygiene. Week before October half Term. Also, practical application of the theory in practical lessons.</p> <p>Peer /Self Assessed: Coursework practice task. 2b, evaluating a dish.</p> <p>Peer /Self Assessed: Coursework practice task. 1a: Adapting a Recipe and following a design brief.</p>	<p>Teacher Assessed: Topic test of Food choice. Week before February Half term.</p> <p>Teacher Assessed: Topic test on Food legislation & provenance Week before Easter.</p> <p>Peer/Self Assessed: Coursework practice task. 3a: Planning a two-course meal including action plan.</p>	<p>Teacher Assessed: Topic test on Healthy Eating & balanced diet. -Half term.</p> <p>Teacher Assessed: Y10 Formal mock exam. 1hour 30 minutes in the hall.</p> <p>Peer /Self Assessed: Mock NEA assessment marked against the VCERT mark-scheme. 12 marks for each task. Task 4a: Designing a desert with a dietary requirement in mind. Task 4a: making the desert and presenting it in 1 hour.</p>
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Key Stage 4: Year 11 – Long Term Planning -Food & Cookery

	Autumn	Spring	Summer
<p>Knowledge/ skills</p>	<p>Recall of theory strands after summer holidays. Introduction of Synoptic assignment and preparation of the 4 page supporting document (2hours allowed for this document)</p> <p>Applying knowledge and skills from Year 10 to their coursework tasks.</p> <p>Task 1a: Adapting a recipe Task 2b: Cook the adapted recipe . AM practical the week before October half term. Task 2b: Evaluate adapted recipe.</p> <p>Task 3a: Planning a 2-course meal inc time plan. Task 3b: Prepare the 2 course meal -AM examination early December. Task 3c: Evaluate 2 course meal</p>	<p>Applying knowledge and skills from year 10 in the remaining coursework tasks</p> <p>Task 4a: Prepare & cook a dish for someone with a dietary need. Week before February half term. Task 4b: Evaluate the dish.</p> <p>Deadline for NEA is 30th March.</p> <p>Recall of theory in readiness for mock and real exams.</p>	<p>Submit marks for NEA and upload work 30th April</p> <p>Revision lessons surrounding recall of the 5 theory content areas.</p> <p>1 Health and safety relating to food, nutrition and the cooking environment 2 Food legislation and food provenance 3 Food groups, key nutrients and a balanced diet 4 Factors affecting food choice 5 Food preparation, cooking skills and techniques</p> <p>Exam technique practice.</p>

Vocabulary	Building on depth and specific use of previous terms, see detailed list from Y10 theory content.		
Assessment	<p>Each NEA Task assessed independently out of 12 against NCFE Mark scheme.</p> <p>Synoptic assignment worth 60% of overall grade.</p> <p>Teacher Assessed: Task 1a: Recipe adaptation Task 2a: Cooking the adapted recipe Task 2b: Evaluating the adapted recipe</p> <p><i>Half term</i></p> <p>Task 3a: Planning a 2-course meal Task 3b: Cooking a 2-course meal Task 3b: Evaluating a 2-course meal</p>	<p>Each NEA Task assessed independently out of 12 against NCFE Mark Scheme.</p> <p>Teacher Assessed: Task 4a: Planning and cooking a dish for a specific dietary requirement. Task 4b: Evaluating the dish for a specific dietary requirement.</p> <p><i>Half Term</i></p> <p>Teacher Assessed: Spring Mock 1.5 hours. Written paper out of 80.</p> <p>Peer/self Assessed: Topic tests and extended revision questions.</p>	<p>Summer examination</p> <p>1.5 hours. Written paper. 80 marks. Worth 40% overall grade.</p>

Key Stage 4: Year 11 – Long Term Planning -[Product Design](#)

	Autumn	Spring	Summer
Knowledge	<p>The coursework element of the course offers a unique opportunity in the curriculum for learners to identify and solve real problems by designing and making products or systems.</p> <p>Learners will be prepared to participate confidently and successfully in an increasingly technological world; and be aware of, and learn from, wider influences on design and technology, including historical, social/cultural, environmental and economic factors.</p> <p><u>Technical principles</u></p> <p>Core knowledge and understanding is presented in five clear and distinct topic areas:</p> <ul style="list-style-type: none"> • design and technology and our world • smart materials • electronic systems and programmable components • mechanical components and devices 		<p>Revision and examination preparation, covering the following key areas, developed throughout the course.</p> <p><u>Core Technical principles</u></p> <ul style="list-style-type: none"> • new and emerging technologies • energy generation and storage • developments in new materials • systems approach to designing • mechanical devices • materials and their working properties <p><u>Specialist technical principles</u></p> <ul style="list-style-type: none"> • selection of materials or components

	<ul style="list-style-type: none"> • materials <p>Learners are required to study all the content in these five areas, to ensure they have a broad knowledge and understanding of design and technology and that they are able to make effective choices in relation to which materials, components and systems to utilise within design and make activities.</p> <p>In-depth knowledge and understanding is presented in six clear and distinct topic areas:</p> <ol style="list-style-type: none"> a. electronic systems, programmable components & mechanical devices b. papers & boards c. natural & manufactured timber d. ferrous & non-ferrous metals e. thermoforming & thermosetting polymers f. fibres & textiles <p>Learners are required to study at least one of these six areas, to ensure they have an in-depth knowledge and understanding of a specific material area and/or components and systems to support their design and make activities.</p> <p><u>Designing and making principles</u></p> <p>Core knowledge and understanding that learners are required to develop and apply is presented in ten clear topic areas:</p> <ul style="list-style-type: none"> • understanding design and technology practice • understanding user needs • writing a design brief and specifications • investigating challenges • developing ideas • investigating the work of others • using design strategies • communicating ideas • developing a prototype • making decisions <p>Learners are required to cover all the content in these ten areas, to ensure they are able to apply a broad knowledge and understanding of design and technology principles within design and make activities.</p>	<ul style="list-style-type: none"> • forces and stresses • ecological and social footprint • sources and origins • using and working with materials • stock forms, types, and sizes • scales of production • specialist techniques and processes • surface treatments and finishes <p><u>Designing and making principles</u></p> <ul style="list-style-type: none"> • investigation, primary and secondary data • environmental, social, and economic challenge • the work of others • design strategies • communication of design ideas • prototype development • selection of materials and components • tolerances • material management • specialist tools and equipment • specialist techniques and processes
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	<p>In-depth knowledge and understanding are presented in five clear topic areas:</p> <ul style="list-style-type: none"> • selecting and working with materials and components • marking out • using tools and equipment • using specialist techniques • using surface treatments and finishes <p>Learners are required to cover all the content in these five areas, in relation to at least one of the topic areas (a to f) identified in the in-depth knowledge and understanding section of technical principles.</p>	
Skills	<p>Numeracy – Measuring materials effectively, tolerances.</p> <p>Literacy – in spoken and written communication, analysis and evaluation.</p> <p>IT Skills – use of CAD 2D design, tinkercad, sketch up, as well as Microsoft package.</p> <p>Self-management – planning the time of the practical activities. Learning to be an independent learner with equipment.</p> <p>Creative thinking –use of different materials and processes to produce creative products.</p> <p>Problem solving – Identifying the correct equipment and technique to use for a given task.</p>	
Subject specific vocabulary and key terms	<p>OHMS law</p> <p>Current</p> <p>Polarity</p> <p>Amps</p> <p>Plywood</p> <p>MDF</p> <p>HIPS</p> <p>Acrylic</p> <p>Sustainability</p>	
Assessment	<p>Theory activity which covers the whole project embedding assessment opportunities throughout</p> <p>Focused Assessed pieces</p> <ul style="list-style-type: none"> • Final Design - Design • Final Piece - Manufacture <p><u>Success Criteria</u></p>	<p><u>Core technical principles</u></p> <p>A mixture of short answer questions covering a breadth of technical knowledge and understanding</p> <p><u>Specialist technical principles</u></p>

	<ul style="list-style-type: none"> • Demonstrate the knowledge of tools, materials and skills gained during their practical activities. • Reflect on how they used components, tools and materials and what went well. • Evaluate what went well and determine what and how they would change certain parts in future development. • Evaluate how effectively they have used information sources, using the results of their research to inform their judgements when developing products • Adapt ideas to that of their clients wishes. • Adapt their methods of manufacture to changing circumstances as they solve technical problems • Identify a broad range of criteria for evaluating their products, clearly relating their findings to environmental, ethical, and social and cultural dimensions. 	<p>Several short answer questions (2–5 marks) and one extended response to assess a more in-depth knowledge of technical principles</p> <p><u>Designing and making principles</u></p> <p>A mixture of short answer and extended response questions.</p> <p>Students should know and understand that all design and technology activities take place within a wide range of contexts. They should also understand how the prototypes they develop must satisfy wants or needs and be fit for their intended use. For example, the home, school, work or leisure.</p>
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Appendix - Vocabulary and key terms definitions (All specialisms- general)

ANALYSIS - Analysis is a stage in art criticism in which one focuses on the relationships between the elements of an artwork and principles of its design in hopes of gaining an understanding of the works design qualities, or how well the work is ordered, or put together.

APPLICATION - To apply one material to another is to place it on another surface. Application is such an act of placement, as when a mark is left behind by a brush loaded with paint, by an eyedropper loaded with dye, or a crayon, pencil, or pen.

BLENDING - Is the action of mixing or combining things together. To merge a colour or tone with another so that one is not clearly distinguishable from the other.

CHARCOAL - Is a black drawing material made of slowly charred wood and available in varying degrees of hardness, it is one of the oldest materials used for drawing. Because of susceptibility to smudging, the finished charcoal drawing needs to be sprayed with a fixative in order to be permanent.

CRITIC - A person who describes, analyses, interprets, evaluates, and expresses judgments of the merits, faults and value of artworks.

CRITICAL STUDY - Is the process of analysing an artwork through either written response or creating composition sketches, diagrams showing the primary structure of an artwork, detailed enlargements of small sections, experiments imitating the use of media or technique, or illustrations overlaid with arrows showing leading lines based on the original artwork.

ETCHING - A process of scratching a design on a hard surface such as glass, plastic or metal plate that can subsequently be inked up and printed.

FORM - Is the visible shape or configuration of something.

GRAPHITE - A type of carbon used for pencils and in stick form for drawing. Synthetic graphite is made from carborundum. A soft black mineral substance, a form of carbon, available in powder, stick, and other forms. It has a metallic lustre and a greasy feel.

HYPER REALISTIC - Hyperrealism is a genre of painting and sculpture resembling a high-resolution photograph. Hyperrealism is considered an advancement of Photorealism

ILLUSION - A deceptive or misleading image or idea, a perception, as of visual stimuli (optical illusion), that represents what is perceived in a way different from the way it is in reality.

IMAGINATION - The ability of the mind to be creative or resourceful

INFLUENCE - The capacity to have an effect on the character, development, or behaviour of someone or something, or the effect itself

INTERPRETATION - The action of explaining the meaning of something or a stylistic representation of a creative work

LINO PRINTING - Lino Printing is a form of block printing that involves carving a pattern or design into a linoleum, rubber or vinyl surface that can then be printed from.

MARK MAKING - Describes the different lines, dots, marks, patterns, and textures we create in an artwork. It can be loose and gestural or controlled and neat.

PERCEPTION - Is the way in which something is regarded, understood, or interpreted

PERSONAL RESPONSE - Is your own artwork that responds to preparatory research on another artists work clearly showing how you have developed ideas, refined your work, recorded your - process and created a personal and meaningful response.

PERSPECTIVE - The technique artists use to project an illusion of the three-dimensional world onto a two-dimensional surface.

PHOTO REALISTIC - A painting and drawing style of the mid-20th century in which people, objects, and scenes are depicted with such naturalism that the paintings resemble photographs, an almost exact visual duplication of the subject.

PINCH POT - Pinching is a pottery technique, fundamental to manipulating clay. Making a pinch-pot is pressing the thumb into a ball of clay, and drawing the clay out into a pot by repeatedly squeezing the clay between the thumb and fingers.

RENDERING - Is a process using colour and shading in order to make an image appear solid and three-dimensional

TECHNIQUE - A way of carrying out a particular task, especially the execution or performance of an artistic work.

TEXTURE - The tactile quality of the surface of something.

TINT - Is a colour variation that results from mixing the dominant colour with a small quantity of another colour. For example, white paint has the tint of pink because of the - addition of a small amount of red to white. Tint can also refer to the name of whatever hue is dominant in a colour.

TONE - Refers to the relative lightness or darkness of a colour. One colour can have an almost infinite number of different tones.

WEAVE - To interlace long, thin materials, such as yarn or thread to make cloth (fabric) or baskets etc

1 POINT PERSPECTIVE - A form of linear perspective in which all lines (describing straight edges that go from points nearer to points farther) appear to meet at a single point on the horizon.

2 POINT PERSPECTIVE - An application of linear perspective in which all lines (representing straight edges that go from points nearer to points farther) appear to meet at either of two points on the horizon