

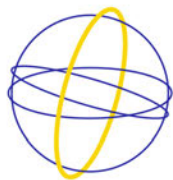


## Subject Design & Technology

### Year 8

### Curriculum Map 2023 -2024

Week Commencing	Rotation 1 – Graphics Rotation 2 – Product Design Rotation 3 – Textiles Rotation 4 – Food & Nutrition *Rotations may vary see class list on last page*	Assessment Window
<p>STAFF INSET 04/09 ALL STUDENT IN 05/09</p> 	<p><b>Rotation 1 – Graphics</b></p> <p>The Nightmare Before Christmas Project – Students will; analyse products using ACCESS FM; explore creating jewellery designs based on the theme of The Nightmare Before Christmas; design using industry methods.</p> <p><b>Lesson 1 – Introduction to the Design Brief</b> Students explore the project brief and record initial thoughts in response to the brief</p> <p><b>Key words:</b></p> <ul style="list-style-type: none"> <li>brief – is the statement of need and describes the requirements of the project.</li> <li>influence - is the power to have an important effect on someone or something.</li> <li>characteristics - a feature or quality belonging typically to a person, place, or thing and serving to identify them.</li> <li>theme - the subject of a talk, piece of writing, exhibition, etc.; a topic.</li> </ul> <hr/> <p><b>Lesson 2 – Examine and discuss key features of the theme, The Nightmare Before Christmas.</b></p> <p><b>Key words:</b> brief - is the statement of need and describes the requirements of the project. influence - is the power to have an important effect on someone or something. characteristics - a feature or quality belonging typically to a person, place, or thing and serving to identify them. theme - the subject of a talk, piece of writing, exhibition, etc.; a topic. <b>plastic</b> - material with outstanding strength, stiffness, and optical clarity.</p>	<p>Students marked on 10 'I can' Statements linking to practical, theory and independent learning for the subject rotation throughout the 10 weeks.</p>
<p>11/09/2023</p>  <p><small>Choose two different jewellery examples, how you must comment on your thoughts about them using the questions on slide 5 to help you.</small></p>	<p><b>Lesson 3 (&amp; 4) – Students will analyse existing acrylic jewellery designs using ACCESS FM.</b></p> <p><b>Key words:</b> ACCESS FM analyse - Remember when we <u>analyse</u> we are studying how well a product does its job. evaluate - designers <u>evaluate</u> finished products in order to test whether they work well and if the design can be corrected or improved in any way. acrylic - is a type of plastic.</p>	



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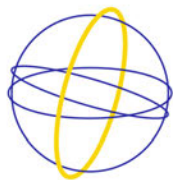
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<p>18/09/2023</p>	<p><b>Lesson (3 &amp; 4) 4</b> – Students will analyse existing acrylic jewellery designs using ACCESS FM.</p> <p><b>Key words:</b> ACCESS FM Analyse Remember when we <u>analyse</u> we are studying how well a product does its job. evaluate - designers <u>evaluate</u> finished products in order to test whether they work well and if the design can be corrected or improved in any way. acrylic - is a type of plastic</p> <hr/> <p><b>Lesson 5</b> – Students will analyse existing acrylic jewellery designs using ACCESS FM.</p> <p><b>Key words:</b> ACCESS FM Analyse- remember when we <u>analyse</u> we are studying how well a product does its job. evaluate - designers <u>evaluate</u> finished products in order to test whether they work well and if the design can be corrected or improved in any way. acrylic - is a type of plastic.</p>	
<p>25/09/2023</p>	<p><b>Lesson 6</b> – Students will sketch out a range of initial ideas for possible designs using characters and scenes to inspire them. Sketches will be done using oblique projection.</p> <p><b>Key words:</b> oblique drawing - a projective <i>drawing</i> of which the frontal lines are given in true proportions influence - the capacity to have an effect on the development of someone or something. Brooch Pendant key fob decorative - make something look more attractive; ornamental.</p>	
<p>02/10/2023</p>	<p><b>Lesson 7 &amp; 8</b> - as part of the design process students will now need to try sketching in more detail using <u>isometric drawing skills</u> and key words associated with the layering and cutting of <u>acrylic</u> in annotations used.</p> <p><b>Key words:</b> engrave - This means to cut or carve into a hard surface without going all the way through. The design looks scratched on. inset - This means when parts are placed in or inserted to fit exactly into the design. relief - This means parts are raised up from the background surface. layers - a quantity, or thickness of material, typically one of several, covering a surface oblique - a projective <i>drawing</i> of which the frontal lines are given in true proportions. isometric – a method of graphic representation of three-dimensional objects, used by engineers and technical illustrators.</p>	

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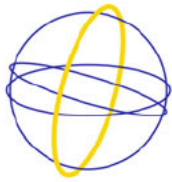
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<p>9/10/2023</p>	<p><b>Lesson 9 (&amp; 10)</b> - as part of the design process students will now need to try sketching in more detail using <b>isometric drawing skills</b> and key words associated with the layering and cutting of <b>acrylic</b> in annotations used.</p> <p><b>Key Words:</b>          engrave - This means to cut or carve into a hard surface without going all the way through. The design looks scratched on.          inset - This means when parts are placed in or inserted to fit exactly into the design.          relief -This means parts are raised up from the background surface.          layers - a quantity, or thickness of material, typically one of several, covering a surface          oblique - a projective <b>drawing</b> of which the frontal lines are given in true proportions.          isometric – a method of graphic representation of three-dimensional objects, used by engineers and technical illustrators.</p>	
<p>16/10/2023</p>	<p><b>Lesson (9 &amp; 10)</b> - as part of the design process students will now need to try sketching in more detail using <b>isometric drawing skills</b> and key words associated with the layering and cutting of <b>acrylic</b> in annotations used.</p> <p><b>Key words:</b>          engrave - this means to cut or carve into a hard surface without going all the way through. The design looks scratched on.          inset - This means when parts are placed in or inserted to fit exactly into the design.          relief - this means parts are raised up from the background surface.          layers - a quantity, or thickness of material, typically one of several, covering a surface          oblique - a projective <b>drawing</b> of which the frontal lines are given in true proportions.          isometric – a method of graphic representation of three-dimensional objects, used by engineers and technical illustrators.</p> <hr/> <p><b>Lesson 11</b> - Cardboard Modelling of two design ideas.</p> <p><b>Key words:</b>          trial - test of the performance, qualities, or suitability of something.          relief - this means parts are raised up from the background surface.          engrave - this means to cut or carve into a hard surface without going all the way through. The design looks scratched on.          inset - This means when parts are placed in or inserted to fit exactly into the design.          analyse - Remember when we <b>analyse</b> we are studying how well a product does its job.</p> <p>evaluate - designers <b>evaluate</b> finished products in order to test whether they work well and if the design can be corrected or improved in any way.</p>	

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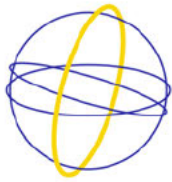
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23/10/2023	<p><b>Lesson 12– Final Design Idea</b> Students will need to communicate a final design idea through images and annotation.</p> <p><b>Key Words:</b> acrylic - is a transparent <i>plastic</i> material with outstanding strength, stiffness, and optical clarity. CAD – computer aided design CAM – computer aided manufacture</p>	AR1
October Half Term		
06/11/2023	<p><b>Lesson 13 – TechSoft Awareness</b> As part of the design process you now need to develop your awareness of CAD (Computer Aided Design).</p> <p><b>Key Words:</b> 2D Design - 2-dimensional, or flat, images used in mechanical drawings layers - a quantity, or thickness of material, typically one of several, covering a surface</p> <p>Clip 1 <a href="https://www.youtube.com/watch?v=L09CPpsqHQ">https://www.youtube.com/watch?v=L09CPpsqHQ TechSoft Basics</a></p> <p>Clip 2 <a href="https://www.youtube.com/watch?v=C3fAALoh9jo">https://www.youtube.com/watch?v=C3fAALoh9jo Contour Image</a></p> <p><b>Lesson 14 – Computer Experimentation</b> Students are asked to communicate 2D design ideas using a computer manipulation.</p> <p><b>Key Words:</b> 2D Design - 2-dimensional, or flat, images used in mechanical drawings layers - a quantity, or thickness of material, typically one of several, covering a surface tools – functions within software programs</p>	AR1
13/11/2023	<b>Lesson 15 – Final Evaluation and Critical Reflection</b>	
<p>20/11/2023</p> 	<p><b>Rotation 1 – Product Design</b></p> <p><b>Discussion</b> – what does the design brief tell us that we are going to do.</p> <p>Introduce the <b>assessment criteria</b> to the students, explain how they will be assessment against the 'I can' statements throughout the rotation – all students will need to be able to articulate this (page 3)</p> <p><b>Introduction to the task:</b> <b>Situation:</b> As a freelance product designer, you are being asked to design and make a new fashionable analogue clock for a well-known company.</p>	Students marked on 10 'I can' Statements linking to practical, theory and independent learning for the subject rotation throughout the 10 weeks.

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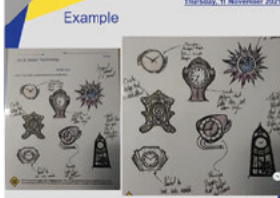
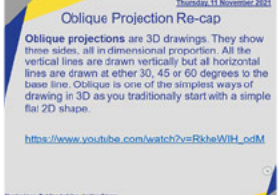
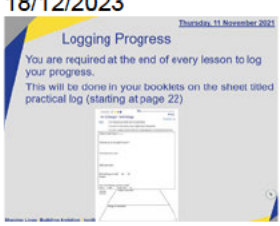




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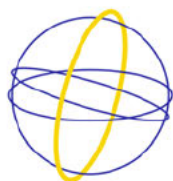
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	<p><b>Design Brief:</b> Your design brief is to design and make a WALL MOUNTED CLOCK in the style of either Art Deco or Art Nouveau.</p> <p><b>Student Task:</b> In your booklet create a mind map of all the things that you think can be done. What colour will you be using? What materials will you be using? What theme are you having? Who will you be aiming your money box at?</p>	
<p>27/11/2023</p> 	<p>Product Analysis following the ACCESS FM model. Students will be given the following instructions.</p> <ul style="list-style-type: none"> <li>In today's lesson you will be required to look a number of different clock ideas.</li> <li>In a moment you will be shown the ACCESS FM meanings.</li> <li>You will need to use these when developing your responses about what you like and what you don't like about specifically about the product.</li> </ul>	
<p>4/12/2023</p> 	<p>Students to be given the following instructions:</p> <p>Using your research and specification you will now need to create at least 8 ideas that have had coloured applied to them. You need to ensure that you have annotated all of your designs. Once you have developed and completed all 8 designs you need to then <b>develop</b> two ideas into more detailed developed ideas.</p>	
<p>11/12/2023</p> 	<p>Students will be developing their developed ideas. These are a continuation of their initial ideas. Students are required to 'improve' on their initial ideas. Students are to be given the following instructions: You are now required to develop your ideas further. To do this you are going to look at initial ideas and improve on them further. <i>Remember, look back at your specification and make sure that your ideas meet all the points.</i> <b>All 4 of your developed ideas will need to be completed in oblique projection (you did this drawing style in year 7).</b></p>	
<p>18/12/2023</p> 	<p><b>Manufacturing steps</b> Equipment you will need - Metal rule, try square, pencil, coping saw, wood glue, panel pins, hammer, cork block, glass paper</p> <ol style="list-style-type: none"> <li>set up for practical – space/dress</li> <li>get out equipment</li> <li>draw out your design onto the wood (you may need to consider layers)</li> <li>use a try square to draw on straight lines if required</li> </ol> <p>ensure that your design looks correct and get it checked before you attempt to start cutting out</p>	
<p><b>Christmas Break</b></p>		
<p>08/01/2024</p>	<p><b>Manufacturing steps</b></p> <ol style="list-style-type: none"> <li>use the coping saw to cut the wood in the vice</li> <li>use the glass paper to smooth the wood</li> <li>use panel pins and nails to develop points of fixing you will need to knock in the nails (but not attaching it any other pieces of wood)</li> <li>add glue to the wood before hammering each piece of wood together</li> </ol> <p>paint or varnish your work</p>	

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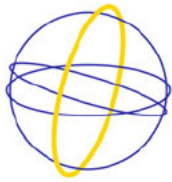
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15/01/2024	<p>Manufacturing steps</p> <p>Continue to manufacture your final product.</p>	AR2
22/01/2024	<p>Manufacturing steps</p> <p>Continue to manufacture your final product.</p>	AR2
29/01/2024	<p>Manufacturing steps</p> <p>Continue to manufacture your final product.</p>	
5/02/2024	<p><b>Students are required to evaluate their practical work.</b> Students to be given the following instructions: Using pages 26 and 27 you are now going to decide if your product was successful. Evaluations help us decide if we achieved our goal and met the original targets we were set in the design brief.</p>	
February Half Term		
19/02/2024	<p><b>Rotation 3 – Textiles</b></p> <p><b>Lesson 1 &amp; 2 – Mini practical project (emoji keyrings)</b> to enable the retrieval of previously learnt skills from the Y7 Textiles rotation – applique, embellishment and embroidery while learning the new skill of a blanket stitch.</p> <p>Once completed students will evaluate their product to identify the strengths and weaknesses of the final outcome.</p> <p>Blanket stitch - <a href="https://www.youtube.com/watch?v=HWiRU7WoQ6c">https://www.youtube.com/watch?v=HWiRU7WoQ6c</a></p>	Students marked on 10 'I can' Statements linking to practical, theory and independent learning for the subject rotation throughout the 10 weeks.
26/02/2024	<p><b>Lesson 3 (3 &amp; 4) – Lesson part 1 - Decorative techniques theory.</b> <b>Lesson part 2 Pop Art shopper bags: Designs ideas</b></p> <p>Students will be introduced to two new decorative techniques, tie dye and dye sublimation using heat transfer inks.</p> <p>Students will use their HAIL task on Pop Art to design a range of Pop Art themed shopper bags.</p> <p>Students will explain their ideas through the use of annotation, including the decorative techniques, materials and components they would use to create their bag designs.</p> <p>Students will apply appropriate colour to their design ideas that reflects the theme of Pop Art.</p>	
4/03/2024	<p><b>Lesson 4 (3 &amp; 4) – Pop Art shopper bags: Designs ideas – as above</b></p> <p><b>Lesson 5 (5 &amp; 6) – Pop Art shopper bags: Final idea</b></p> <p>Follow a peer discussion students will develop their ideas into one final design that fits the brief.</p>	



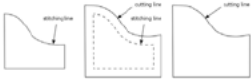
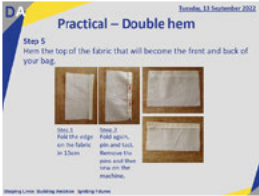
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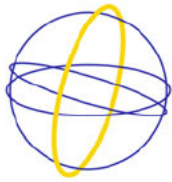
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<p>11/03/2024</p> 	<p><b>Lesson 6 (5 &amp; 6) – Pop Art shopper bags: Final idea - applying appropriate annotation to clearly communicate design</b></p> <p>Students will develop the language used in their annotation to ensure key vocabulary is used to fully explain their final idea. Annotation is completed in sentences using correct spelling, punctuation and grammar.</p> <p>Students will apply appropriate colour to their final idea that reflects the theme of Pop Art.</p>	
<p>18/03/2024</p>  	<p><b>Lesson 7 (7 – 13) – Practical: Producing Pop Art themed shopper bag</b></p> <p>Creating scale drawing of final design ready for dye sublimation.</p> <p>Students will learn about seams and hems; including why there needs to be a seam allowance; the standard sizing for this and what a double hem is.</p> <p><b>Lesson 8 (7 – 13) Practical: Producing Pop Art themed shopper bag</b></p> <p>Applying heat transfer inks to scale drawing of final design.</p> <p>Students will use heat transfer inks painted directly onto their paper 'to scale' drawing. Once dried students will, with the assistance of the classroom teacher, transfer their designs onto fabric using a heat press.</p>	
<p>Easter</p>		
<p>8/04/2024</p>	<p><b>Lesson 9 (7 – 13) Practical: Producing Pop Art themed shopper bag</b></p> <p>Creating applied section templates and accurately cutting fabric.</p> <p>Using their 'to scale' drawing, students will create templates for any design features that will be applied onto their dye-sublimated fabric. These templates will be pinned to felt to ensure it is cut accurately.</p>	
<p>15/04/24</p>	<p><b>Lesson 10 &amp; 11 (7 – 13) Practical: Producing Pop Art themed shopper bag</b></p> <p>Decorative practical work on students own Pop Art themed shopper bag depending on individual designs.</p> <p>Students will work on the decoration of their bags based on their individual designs, this may consist of stitching applied sections, hand embroidery or applying embellishment such as beads, buttons and sequins etc.</p>	
<p>22/04/2024</p>	<p><b>Lesson 12 (7 – 13) Practical: Producing Pop Art themed shopper bag</b></p> <p>Tie dying fabric for the back of the Pop Art themed shopper bag.</p>	

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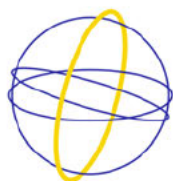
	<p>Students will be taught a range of different tie dyeing techniques and will then produce their own tie dyed piece of fabric using a technique of their choosing. This will be used to form the back of their bag.</p>	
<p>29/04/2024</p>	<p><b>Lesson 13 (7 – 13) Practical: Producing Pop Art themed shopper bag</b> Students will hem the top of the two pieces of fabric for their bag – bags then to be machine stitched together.</p> <p><b>Lesson 14 – Evaluation</b> Evaluation of practical outcome – students will evaluate their final outcome, identify the strengths and weaknesses of their project and discuss improvements that could be made.</p>	
<p>6/05/24</p>	<p><b>Lesson 15 – Critical Reflection</b> - Class teacher will review 'I can' assessment spreadsheet and wave 1 and 2 improvements will be identified and retaught.</p>	
<p>13/05/24</p>	<p><b>Rotation 4 – Food &amp; Nutrition</b></p> <p><b>Lesson 1 – Health, safety and hygiene</b> Students will retrieve previous knowledge of working safely and hygienically in the kitchen and explore in greater detail the hazards of poor personal hygiene and control measures to prevent contamination. Student will also begin to learn about colour coded equipment used in the kitchen to reduce the risk of contamination.</p> <p><b>Lesson 2 – Burger video demonstration and planning</b> Students will be shown how to make a homemade burger using ingredients and methods aimed at reducing the fat content. Students will complete a practical planning sheet that will include a list of ingredients, equipment and all the necessary steps to produce their own burger.</p>	<p>Students marked on 10 'I can' Statements linking to practical, theory and independent learning for the subject rotation throughout the 10 weeks.</p>
<p>20/05/24</p>	<p><b>Lesson 3 – Burger practical</b> Students will work safely and hygienically to produce their burgers, through this practical session they will develop skills in the following areas; cutting methods (bridge and claw), shaping, working with high risk foods and grilling.</p> <p><a href="https://www.youtube.com/watch?v=HY_ygiwVICM">https://www.youtube.com/watch?v=HY_ygiwVICM</a></p>	
<p>May Half Term</p>		
<p>3/06/2024</p>	<p><b>Lesson 4 – Special diets</b> Students will learn about a range of special dietary needs including medical, religious, cultural and optional diets.</p>	

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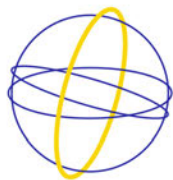
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	<p><b>Lesson 5 - Cupcake video demonstration and functions of ingredients</b> Students will be shown how to make cupcakes using the creaming method. Students will develop an awareness of the various functions of different ingredient in the cupcake recipe and how these may change in other recipes.</p>	
10/06/2024	<p><b>Lesson 6 – Cupcake practical</b> Students will work safely and hygienically to produce their cupcakes, through this practical session they will develop skills in the following areas; accurate weighing and measuring, the creaming method and using the oven safely.</p> <p><a href="https://www.bbc.co.uk/food/techniques/creaming">https://www.bbc.co.uk/food/techniques/creaming</a></p>	
17/06/204	<p><b>Lesson 7 – Healthy eating</b> Students will retrieve knowledge from Y7 on the Eatwell Guide and the main food groups. They will be introduced to the key terms 'macronutrients' and 'micronutrients' and begin to learn about the functions and sources of important vitamins and minerals. Students will also begin to develop an awareness of dietary related deficiencies and the effect of these on the body.</p> <p><b>Lesson 8 – Pizza video demonstration</b> Students will be shown how to make a pizza with a homemade base. Students will complete a practical planning sheet that will include a list of ingredients, equipment and all the necessary steps to produce their own pizza.</p>	KS3 END OF YEAR ASSESSMENTS
24/06/2024	<p><b>Lesson 9 – Pizza practical</b> Students will work safely and hygienically to produce their own pizza, through this practical session they will develop skills in the following areas; accurate weighing and measuring, kneading, shaping, cutting methods (bridge and claw), grating and using the oven safely.</p> <p><a href="https://www.bbc.co.uk/food/techniques/kneading">https://www.bbc.co.uk/food/techniques/kneading</a></p>	KS3 END OF YEAR ASSESSMENTS
1/07/2024	<p><b>Lesson 10 – Health, safety &amp; hygiene 2: cleaning and contamination</b> Students will learn about the different types of contamination (physical, biological and chemical) and begin to develop an awareness of the conditions needed for the growth of bacteria. Students will be taught where food should be kept in a refrigerator to reduce food spoilage from contamination and the correct process for cleaning down in a kitchen.</p> <p><b>Lesson 11 – Viennese Whirls video demonstration and Design task</b> Students will be shown how to make Viennese Whirls. Students will develop ideas to modify the original recipe to give Viennese Whirls a different appearance and/or flavour. Student will compare ideas and begin to develop an awareness of customer appeal.</p>	KS3 END OF YEAR ASSESSMENTS

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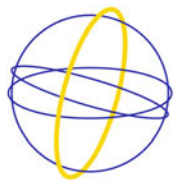
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<p>8/07/2024</p>	<p><b>Lesson 12 – Viennese Whirls practical</b> Students will work safely and hygienically to produce their own Viennese Whirls, through this practical session they will develop skills in the following areas; creaming method, piping, estimation and using the oven safely.</p> <p><a href="https://www.bbc.co.uk/food/techniques/using_piping_bags">https://www.bbc.co.uk/food/techniques/using_piping_bags</a></p>	
<p>15/07/2024</p>	<p><b>Lesson 13 – DDI and food miles</b> 'I can' assessment spreadsheet will be reviewed by class teacher and wave 1 and 2 improvements will be identified and retaught. Students will be taught about the palm oil industry and the environmental, moral and ethical impact of this. They will develop an awareness of the impact of single use plastic as well as exploring the origins of the food they eat.</p> <p><a href="https://www.youtube.com/watch?v=oA10-oZi4Xc">https://www.youtube.com/watch?v=oA10-oZi4Xc</a> <a href="https://www.youtube.com/watch?v=yM1CRFKvWT0">https://www.youtube.com/watch?v=yM1CRFKvWT0</a></p> <p><b>Lesson 14 – Bolognese sauce video demonstration and planning</b> Students will be shown how to make a homemade Bolognese sauce. Students will complete a practical planning sheet that will include a list of ingredients, equipment and all the necessary steps to produce their own Bolognese.</p>	
<p>22/07/20234</p>	<p><b>Lesson 15 – Bolognese sauce practical</b> Students will work safely and hygienically to produce the Bolognese sauce, through this practical session they will develop skills in the following areas; cutting methods (bridge and claw), dry frying, simmering, using the hob safely.</p>	

Ormiston Meridian Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.





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## 8O Design Technology

Rotation 1	Rotation 2	Rotation 3	Rotation 4
8O1/DT FD	8O4/DT FD	8O2/DT FD	8O3/DT GR
8O2/DT TX	8O1/DT TX	8O3/DT TX	8O4/DT GR
8O3/DT PD	8O2/DT PD	8O4/DT PD	8O2/DT GR
8O4/DT TX	8O5/DT TX	8O1/DT PD	8O5/DT PD
8O5/DT FD	8O3/DT FD	8O5/DT GR	8O1/DT GR

## 8M Design Technology

Rotation 1	Rotation 2	Rotation 3	Rotation 4
8M1/DT GR	8M6/DT FD	8M4/DT FD	8M2/DT FD
8M2/DT GR	8M1/DT TX	8M6/DT TX	8M3/DT TX
8M3/DT GR	8M2/DT TX	8M5/DT TX	8M4/DT TX
8M4/DT GR	8M3/DT PD	8M1/DT PD	8M5/DT PD
8M5/DT GR	8M4/DT PD	8M2/DT PD	8M6/DT PD
8M6/DT GR	8M5/DT FD	8M3/DT FD	8M1/DT FD

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