

KS3 ADT



Course Outline for Key Stage 3

Our vision for Art & Design Technology is that everyone IS creative! We believe that all students should have an opportunity to discover and develop this creativity for themselves. The KS3 curriculum has been designed to give all students a strong foundation for continuing the subjects at KS4 and 5.

Over the three years at KS3, students will experience a wide range of relevant and challenging projects. These have been designed to give breadth and depth of **knowledge** and **practical skills** to all students.

KS3 students will follow a subject rotation lasting approximately 6 weeks (In Y9 projects last 9-weeks):

	Year 7	Year 8	Year 9
Food	Food Preparation & Nutrition	'Fake-Away' – quick and healthy alternative to take aways	Factors affecting food choice
Graphics/Photography	Digital Branding - Who Am I?	Digital Branding - Rebranding NASA	
Product Design	Card modelling project	Shadow box - Themed Lighting	Handheld Device – concept modelling
Textiles	Mauzio Anzeri Textiles	E-Textiles	Soft Sculpture
Art	Art foundations	Architectural Art	Art Movements
Ceramics	Gnomes	Coil bowls	

For each topic/project students will receive a **learning journey** so they can see what they will learn (this will be in their ADT book)

Homework:

Homework will be largely project based and linked to the project themes in school. They will run for the duration of the 6 week rotation and will involve opportunities for students to present their homework in front of their peers.

Assessment and feedback:

During each project students will be assessed based on their **performance** focusing mainly on design & making skills. The ADT assessment and feedback system has been created to be visual & give support and challenge students to improve (see example on next page)

Points of contact:

Your child's ADT teacher
Or Malcolm Simpson – Head of Department – msimpson@tcolc.aspirelp.uk



more accurately, he gave himself his head, and earned these animal-like name Cephalopod, its stretched a distance twice the length of its body, writing like the spinnet hair of the funnel, the plainly see its 250 suckers, arranged over the

Ingredients: Self-Raising Flour, Margarine/Butter, Water, Baking Powder, Salt.

Step 1 – Line baking trays with greaseproof paper.

Step 2 – Weigh the 150g self-raising flour and 50g butter and place in a large plastic bowl. Break the butter into small pieces with your fingers.

Step 3 – Rub the butter into the flour to create a sandy breadcrumb texture. **DO NOT OVER RUB.**

Step 4 – Measure the liquid and gradually add with a table knife. **DO NOT OVER ADD.** Put your hands in and dough.

Step 5 – Flour your work top and gently roll out/press down your dough into a pizza shape base. Carefully lift onto your baking tray.

Step 6 – Prepare your toppings: Grate cheese, Slice & chop all other ingredients into bite-size pieces.

Step 7 – Evenly spread to the back of the spoon. Place on toppings, followed by grated cheese. Bake for 20 minutes or until golden & cooked.

Step 8 – Washing up / Drying up. Work surface clean. Cupboard & equipment check. **All Knives back in block.**

EQUIPMENT LIST: Baking tray with paper, White Cloth, Knife, Tablespoon, Teaspoon, Roll...

Company branding

PRINTED PARTS

KS3 ADT

At the start of each project/topic students are given a 'learning journey' with an overview of what they will be learning.



Product Design Learning Journey
Year 9: Control Device Project

Name: _____ Group: _____

Sketching Ideas

Prototyping

Developing Ideas

Computer Aided Design

Assessment			H = Homework	
Piece	Mark	Uplevelled	Mark/ Uplevelled	
Design ideas				
Prototypes				
CAD				

Ambitious Learners: Look out for Feedback slips on your work, take advantage of the advice and opportunity to improve your work

Golden Threads: Researching, Analysing, Evaluating, Generating Ideas, Refining, Modelling, Quality Control

Recording the design Journey H

Students also have access to knowledge organisers

Each project or topic has been planned with key knowledge and skills that are sequenced and embedded across the three years. We have called these 'golden threads' as they are fundamental to ensuring that students have all the necessary knowledge and skills to be more independent and creative designers before Ks4.

Golden Thread - Food (KS3-4)
(Key knowledge & skills developed/enhanced/built on throughout the curriculum)

Food Safety	Food Skills	Health & Nutrition	Food Science
<ul style="list-style-type: none"> Storage - Temperatures Buying Food Cross-Contamination The 4 C's Hygiene 	<ul style="list-style-type: none"> Knife Skills - Bridge & Claw Prep: Shape & Combine Doughs Sauce Making Tenderise & Marinade Raisin Agents de-boning/filleting Setting Mixtures Decorating Presentation & Garnish 	<ul style="list-style-type: none"> Eatwell's Guide Government Guidelines Nutrients Energy Balance Diet related disease Life stages Nutritional analysis DRVs & RIs 	<ul style="list-style-type: none"> Enzymic Browning Functions of ingredients Emulsification Denaturation Gelatinisation Aeration Shortening Plasticity Coagulation Foams
<ul style="list-style-type: none"> Use of the cooker Use of equipment Use of electrical equipment 	<ul style="list-style-type: none"> Frying Boiling/Simmering Baking Spit-Frying Groiling Microwave Spagging Steaming Brasling Heat transfer methods 	<ul style="list-style-type: none"> Special Diets Marketing & Advertising Allergens Food Waste Organic v intensive farming Fortification & Additive Food Labelling & the law Food Miles GM Foods 	<ul style="list-style-type: none"> Where food comes from Animal welfare Primary & Secondary Processing Farming - grown foods Fairtrade Fishing Multicultural foods

We record student progress and attitude to learning on ADT performance sheets; We assess DESIGNING, MAKING & EVALUATING (as part of the National Curriculum).

Example of a feedback slip that students interact with

Teacher feedback

NASA rebranding Designs

Orange

Some ideas drawn showing space theme

Some labelling/details of thoughts

Yellow

Range of ideas: relevant to theme

Annotation showing thinking

Clear link to theme

Green

Detailed range of ideas showing clear intention and links to theme

Detailed annotation discussing thought

Quality illustrations presentation is neat and appropriate

Colour considered

Software limitations

Purple

Full and thorough annotation showing thoughts

High quality illustrations

Quality presentation

Shows understanding of theme

To improve my work, I have.....

Date: _____

KS3 ADT Performance

Ambitious

Fully prepared on time and presented to face of challenging situation

Proactively seeks opportunities and feedback

Always been confident, assertive and shows initiative

Always willing to listen and accept constructive feedback

Always taking control of own learning

Always showing through planning and organisation the best of their abilities

Active

Fully prepared on time and prepared to face of learning challenges

Confident and engaged with class activities

Proactively seeks feedback

Always willing to listen and accept constructive feedback

Always taking control of own learning

Always showing through planning and organisation the best of their abilities

Resistant

Not fully prepared on time and presented to face of challenging situation

Not always confident, assertive and shows initiative

Not always willing to listen and accept constructive feedback

Not always taking control of own learning

Not always showing through planning and organisation the best of their abilities

Passive

Not fully prepared on time and presented to face of learning challenges

Not confident and engaged with class activities

Not proactively seeking feedback

Not always willing to listen and accept constructive feedback

Not always taking control of own learning

Not always showing through planning and organisation the best of their abilities

PP1

amb	act	pas	res
amb	act	pas	res

PP2

amb	act	pas	res
amb	act	pas	res

PP3

amb	act	pas	res
amb	act	pas	res

ADT PROJECTS - PERFORMANCE COLOURS

AR	D	M	E	CR	D	M	E	FD	D	M	E
GR	P	D									

DESIGN - MAKE - EVALUATE

VAFI Assessment system

As Art and Design Technology is very visual as a subject, we decided to use a colour system linked to exemplar work to help students to make progress. The colour bands are orange, yellow, green and purple. We encourage our students to aim to complete their work to a 'green' or 'purple' standard as this will mean they are more likely to achieve the higher grades at GCSE (if they choose one of the ADT subjects to study)

Design Planning assessment criteria

- The Design plan is very simple
- 1 or 2 stitches or techniques have been suggested
- Colour applied or labelled
- Use of basic labelling

- 3 different stitches used
- full colour clearly labelled
- More than one side of the product designed
- Some mention of textile techniques
- Some links to previous research (analysis, drawings, mood board)

- Design is fully annotated with links to research
- Wide range of techniques explored and explained
- Construction details have been considered
- All sides of the product designed and annotated

- Explains why the materials / materials are being used, link to research
- Sketch shows multiple view (side / back)
- Detailed annotation of how the soft sculpture will be made, include techniques and structure
- Use of colour and stitches are consistently strong and reflect the product outcome