

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	Maurizio 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 be learning (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 the head, and earned these animals name (cephalopod), its stretched a distance twice the length of its body, writing like the serpentine hair of the fur, for plainly see its 250 suckers, arranged over the

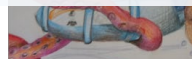
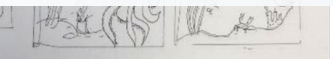
INGREDIENTS
Self-Raising Flour
Margarine/Butter
Water
Egg
Pizza sauce
Pepperoni
Mozzarella (or cheddar)
Onion, Chilli,
Sweetcorn, Olives, chilli,
SAUCE!
SAUCE!

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 stirring into the crumbs with a table knife. **DO NOT OVER ADD.** Put your hands in and bring it together to a



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.

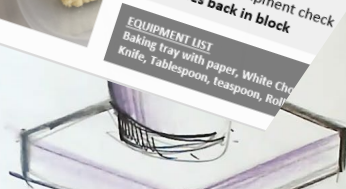
Step 6 – Prepare your toppings: Grate cheese, Slice & chop all other ingredients into bitesize pieces.

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

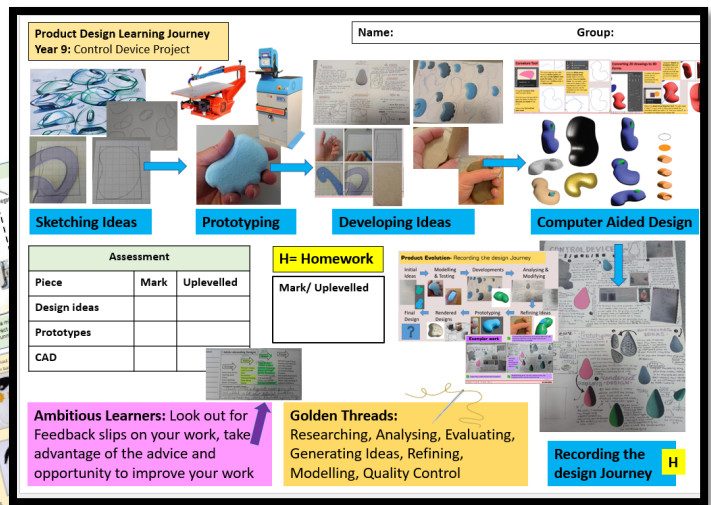
Step 8 – Washing up / Drying up Work surface clean Cupboard & equipment check **All Knives back in block**

EQUIPMENT LIST
Baking tray with paper, White Chocolate, Knife, Tablespoon, Teaspoon, Rolling Pin

Company branding



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



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.



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

Teacher feedback

NASA rebranding Designs

Orange → **Yellow** → **Green** → **Purple**

- Orange**
 - Some Ideas drawn showing space theme
 - Some labelling/ details of thoughts
- Yellow**
 - Relevant shapes used to create ideas
 - Annotation showing thinking
 - Clear link to theme
- Green**
 - Range of ideas relevant to theme
 - Detailed annotation discussing thought
 - Quality illustrations
 - Presentation is neat and appropriate
 - Colour considered
 - Software considered
- Purple**
 - Detailed range of ideas showing clear intention and links to theme
 - Full and thorough annotation showing thoughts
 - High quality illustrations
 - Quality presentation
 - Shows understanding of software limitations

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

Data:

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)

- 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 components / 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