



St Katherine's School

DAT Curriculum Guide

Year 7

In Key stage 3 students rotate through modules that cover the areas of

- Food, Preparation and Nutrition,
- Product Design
- Textiles

Across all areas students learn to problem solve, be independent learners, and produce quality items that could be commercially viable.

Students are assessed at the end of each design stage during the modules

Design stages are

- Investigation
- Designing
- Manufacturing
- Evaluation

Parents can support their child in

- Going through their work and looking at how the presentation of the work can be improved.
- Looking at the feedback given by the teacher and making improvements to the work.
- Looking at the extension tasks.

Food, Preparation and nutrition	<p>Make a range of dishes which demonstrate skills in a safe, hygienic and creative way</p> <p>Food safety and hygiene</p> <p>Healthy eating</p> <p>Nutrition</p>
Product Design	<p>Design and make a storage box including a personalised handle using basic hand skills and creative design techniques.</p> <p>Present design ideas in 3D using isometric sketching.</p>
Textiles	<p>Design and make a mini monster using hand skills such as embroidery, applique and pattern cutting as well as some machine skills.</p> <p>Present ideas in 2D format to aid in the production of a pattern.</p>

Assessment

Subject		Design & Technology	
Assessment type	Frequency	Control	Weighting
Research, Design and evaluation based Work.	Fortnightly	Mixture of Homework and classwork.	80%
Manufacturing	Twice per module	Working with a teacher to produce a product.	20%

Art

Students are assessed on the following every three weeks, and at the end of each project (that lasts for two terms):

- Observational drawing
- Artist research
- Development of personal ideas
- A final outcome

Parents can support their child by:

- Looking at their work together and the feedback given by the teacher and discussing ways of improving the outcomes.
- Looking at the extension tasks together and supporting their child to complete them.

Natural Forms (3D)	<p>'Blind contour' (1st hand) Working from <u>observation</u> <u>Pencil</u> - tonal shading and step- by-step 'building up' a pencil drawing <u>Charcoal</u> - expressive shading <u>Watercolour</u> - washes plus detail (mixed media) <u>Clay</u> - handbuilding and carving with oxide colour</p>
Fantasy Built Environment (2D)	<p><u>Pencil</u> - tonal shading Colour wheel - <u>gouache</u>, warm / cool / complementary / contrasting colours Working from <u>imagination</u> <u>Colour pencil</u> - pattern and bold colours <u>Watercolour</u> - wash plus <u>oil pastel</u> blending & <u>Indian ink</u>. <u>Composition</u> 2D planning <u>Sgraffito</u> - oil pastel</p>
Mythical Creatures (Print)	<p><u>Pencil</u> - tonal shading and detail <u>Fineliner</u> - hatching, stippling and line variation. <u>Collage</u> - cutting <u>Monoprinting</u> - onto a variety of backgrounds (including layered grounds)</p>
Analytical Writing	<div style="border: 1px solid red; padding: 5px; margin-bottom: 10px;"> 3D <ul style="list-style-type: none"> • Peter Randall-Page </div> <div style="border: 1px solid red; padding: 5px; margin-bottom: 10px;"> 2D <ul style="list-style-type: none"> • Hundertwasser • Gaudi </div> <div style="border: 1px solid red; padding: 5px; margin-bottom: 10px;"> PRINT <ul style="list-style-type: none"> • Medieval wood cuts </div> <p>Personal opinions using sentence starters and key words</p>

Assessment

Subject		Art	
Assessment type	Frequency	Control	Weighting
Observational drawing, artist research, developing personal ideas, final outcome.	Fortnightly	Mixture of homework and classwork, medium control.	100%

Year 8

In Key stage 3 students rotate through modules that cover the areas of

- Food, Preparation and Nutrition,
- Product Design
- Textiles

Across all areas students learn to problem solve, be independent learners, and produce quality items that could be commercially viable.

Students are assessed at the end of each design stage during the modules

Design stages are

- Investigation
- Designing
- Manufacturing
- Evaluation

Parents can support their child in

- Going through their work and looking at how the presentation of the work can be improved.
- Looking at the feedback given by the teacher and making improvements to the work.
- Looking at the extension tasks.

Food, Preparation and nutrition	Make a range of dishes which demonstrate skills in a safe, hygienic and creative way Diet and health British foods and afternoon tea
Product Design	Design and make a mood light inspired by calming influences to show imagination. Build upon previous hand tool skills and work with computer aided design and manufacture to develop products. Present design ideas in 3D using isometric sketching and computer aided design.
Textiles	Design and make a creative container To build up on previous hand skills and develop tie dying, batik and machine skills to aid them in producing a creative design Present ideas in 2D format to aid in the production of a pattern.

In year 7 students have two lessons of computing per fortnightly cycle in a dedicated computing suite. Students cover four topics over the course of the year that address some of the key skills in all three of the National Curriculum strands, E-safety, Digital Literacy and Computing.

All students are registered for a Google account, which includes an email address and computing lessons are delivered through Google Classrooms, where students can access teaching resources as well as learning materials. Students build an e-portfolio of work throughout the year by 'turning in' their work on Google Classrooms and all of their assessments are completed online and form part of their e-portfolio.

Term	Topic
1	Passwords and file management
2	Exploring google docs and spreadsheets
3	Introduction to coding: Scratch programming
4	Cloud computing and online services
5	Website design using google sites
6	Robotics

Assessment

Assessment will take place in the form of 5 termly assessments and one formalised high control assessment covering the range of prior learning.

Subject		Computing	
Assessment type	Frequency	Control	Weighting
End of topic online assessment	Every term	In class medium control,	75%
High control assessment	Annually	High control	25%

How can I support my child's learning?

Where available encourage students to use Microsoft and Google based applications in developing their work. Encourage use of free coding websites such as www.code.org and www.codecademy.com. Develop their digital literacy with www.typingclub.com to encourage their typing skills.

Year 9

In Key stage 3 students rotate through modules that cover the areas of

- Food, Preparation and Nutrition,
- Product Design

Across all areas students learn to problem solve, be independent learners, and produce quality items that could be commercially viable.

Students are assessed at the end of each design stage during the modules

Design stages are

- Investigation
- Designing
- Manufacturing
- Evaluation

Parents can support their child in

- Going through their work and looking at how the presentation of the work can be improved.
- Looking at the feedback given by the teacher and making improvements to the work.
- Looking at the extension tasks.

Food, Preparation and nutrition	<p>Make a range of dishes which demonstrate skills in a safe, hygienic and creative way</p> <p>Food from around the world</p> <p>Multicultural foods</p> <p>Cooking methods</p>
Product Design	<p>Design and make a mirror inspired by world cultures or 20th Century design movements to show imagination and creativity.</p> <p>Use hand tools, machinery and computer aided design and manufacture to develop the product.</p> <p>Use of the 3D software google sketchup to produce a finished presentation drawing of their product.</p>
Textiles	<p>Design and make an upcycled denim garment or mini tote bag.</p> <p>To build up on previous hand skills and develop applique, embroidery, surface manipulation of fabrics and expanding their knowledge of pattern cutting, use of sewing machine to aid them in producing a creative design</p> <p>Present ideas in 2D format to aid in the production of a pattern.</p>

Art

Students are assessed on the following every three weeks, and at the end of each project (that lasts for two terms):

- Observational drawing
- Artist research
- Development of personal ideas
- A final outcome

Parents can support their child by:

- Looking at their work together and the feedback given by the teacher and discussing ways of improving the outcomes.
- Looking at the extension tasks together and supporting their child to complete them, especially if their child plans to choose art as a GCSE option.

Animal Lino (Print)	<u>Pencil</u> - (blending tool) blending and multi mark making. <u>Fine black felt tip</u> - monochrome and pattern (lino design) <u>Lino</u> - cutting and repetition and rotation. Tool safety
3D Letters (3D)	<u>Colour pencil</u> - strong blending <u>Thin felt pens</u> - outline and varied line thickness <u>Card</u> construction and papier mâché and craft knife safety <u>Acrylic paint</u> - tints, tones & blending
Stencils (2D)	<u>Pencil</u> - building up, tonal blending, texture, detail, rubber highlights <u>Pencil and pen</u> - 'silhouette' / stencil designs <u>Stencil card / craft knife / stencil brush</u> - cutting / knife safety / stencilling
Analytical Writing	<div style="text-align: center; border: 1px solid red; width: 100px; margin: 0 auto; padding: 5px;"> PRINT </div> <p>Ancient Aztec Prints</p> <div style="text-align: center; border: 1px solid red; width: 60px; margin: 10px auto; padding: 5px;"> 3D </div> <p>Variety of graffiti artists</p> <div style="text-align: center; border: 1px solid red; width: 60px; margin: 10px auto; padding: 5px;"> 2D </div> <p>Banksy Blek Le Rat Other stencil artists</p> <p>Personal opinions, analysing, and making connections with, their own work and the work of others creatively and thoroughly. Use of specific vocabulary Visiting and responding to independent gallery visits</p>

Assessment

Subject		Art	
Assessment type	Frequency	Control	Weighting
Observational drawing, artist research, developing personal ideas, final outcome.	Fortnightly	Mixture of homework and classwork, medium control.	100%

Assessment

Subject		Design & Technology	
Assessment type	Frequency	Control	Weighting
Research, Design and evaluation based Work.	Fortnightly	Mixture of Homework and classwork.	80%
Manufacturing	Twice per module	Working with a teacher to produce a product.	20%

Year 10

Art

Project 1 - Natural Forms (four terms)

Project 2 - Personal Project (four terms)

Students are assessed on the following every two weeks, at the end of each term & at the end of each coursework project (that lasts for four terms):

- Observational drawing
- Artist research
- Development of personal ideas
- A final outcome

To support your child, you could ask to see their personal targets written on feedback sheets inside their paper folder that are set by the teacher every two/three weeks (kept inside your child's portfolio). Discuss these targets and how they might be achieved; you can discuss ideas and potential 'next steps' with your child. Look at their work and discuss ways of improving it against their personal targets.

AO1	Artist research: <ul style="list-style-type: none">• Independently sourcing relevant artists:<ul style="list-style-type: none">◦ Google research◦ Gallery visits◦ RWA/Botanical Gardens visit• Relevant backgrounds• Transcripts with relevant use of media• Relevant presentation• Analytical and personalised writing
AO2	Independently refine ideas through experimenting and selecting appropriate resources, media, techniques and processes
AO3	Revisit monochromatic observational drawing skills: <ul style="list-style-type: none">• Tonal shading• Texture• Blending• Sketching and 'building up' Recording ideas through photography: <ul style="list-style-type: none">• Composition• Foreground and background Revisit colour techniques: <ul style="list-style-type: none">• Warm / cool / complementary / contrasting• Tints and tones White gel pen / white coloured pencil on black: <ul style="list-style-type: none">• Line / pattern / detail Paint - acrylic / watercolour / brusho / ink: <ul style="list-style-type: none">• Thick opaque layers and thin washes• Brush / palette knife• Painting onto dry / wet surfaces• Scratch into paint with card• Drybrushing Spraypaint:

	<ul style="list-style-type: none"> • Stencils • OHP Clay: <ul style="list-style-type: none"> • Slabs and coils • Black and metallic dry- brushing Printing: <ul style="list-style-type: none"> • Rubber stamping • Frottage
AO4	Present an independent, personal and well considered response with strong, relevant connections to appropriate artists and sources

Assessment

Subject		Art	
Assessment type	Frequency	Control	Weighting
Controlled Assessment	Fortnightly targets set	In class, medium control.	100%

Engineering Design

During the course of the two years, students will have their coursework elements assessed every fortnight along with questions assessing the theory from previous weeks.

To support your child you could ask to see their work and help them in the following ways

- Help them revise for the fortnightly theory questions ready for the examination
- Check that they have completed all amendments to their coursework that are communicated through the google classroom, if you wish to be added to this classroom please let us know.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Sessions on presentation of work, drawing styles, Computer-aided design & manufacture and practical skills					
Unit R038 theory knowledge					
R040 coursework task - Design, evaluation and modelling NEA					Start of unit R039

Assessment

Subject		Engineering	
Assessment type	Frequency	Control	Weighting
Written exam questions	Monthly	High	40%
Coursework	Fortnightly	Medium	60%

Food Preparation and Nutrition

During the course of the two years, students will have a mixture of theory lessons and practical lessons each week.

Practice examination questions will be worked on throughout the year. Students will also practice coursework elements (NEA 1 and NEA 2) ready for year 11.

NEA 1 - Science investigation

NEA 2 - Food preparation (3 hour practical examination)

To support your child you could ask to see their work and help them in the following ways

- Help them organise ingredients for practical lessons.
- Check that they have completed all homework set, which will usually be set and communicated through the google classroom.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Theory lessons	Principles of Nutrition	Diet and health	Science of cooking	Where food comes from	Factors affecting food choice	Food spoilage
Practical lessons	Fruit and vegetables	Milk, cheese and yoghurt	Cereals	Meat, fish, poultry and eggs	Butter, oil and spreads	Tofu, soya, nuts and beans
	Sessions on research briefs and selecting dishes					
					Revision for in class written examination	Revision for in class practical examination

Assessment

Subject		Food Prep & Nutrition	
Assessment type	Frequency	Control	Weighting
Assessed Practicals	Termly	In class, medium control.	35%
Examination questions	Monthly	In class, High control/ at home, low control	50%

Photography

1a) Experimental Project - Shutter Speed, Portrait, Patterns & Texture, Surrealism

1b) ELP (extended learning project) - Natural Form, Identity or Architecture

Students are assessed each fortnight and then at the end of each 1a project during terms 1-4. Students are then set fortnightly targets as they begin their 1b assignment.

To support your child, you could ask to see their project work, discuss their targets and how they might be achieved; you can discuss ideas and potential 'next steps' with your child. Look at their work and discuss ways of improving it against their personal targets. The following website is a support for all:

We set ILP's (independent learning projects) every 4 weeks so that students can work independently and have opportunities to extend their learning.

AO1	<p>Develop Ideas Artist research:</p> <ul style="list-style-type: none"> • Independently sourcing relevant artists/photographers: <ul style="list-style-type: none"> ○ Google research ○ Gallery visits ○ Visiting artists/photographers. • Relevant backgrounds • Transcripts with relevant use of media • Relevant presentation • Analytical and personalised writing
AO2	<p>Refine ideas</p> <p>Students learn how to use the settings on the DSLR camera to achieve different results. Students experiment with light and the impact on results. Students learn how to use Adobe photoshop to edit their images. Students experiment with art techniques (E.g. drawing on top of their work)</p>
AO3	<p>Record Ideas</p> <p>Students create google slides and their own blogs to present their learning journey through the course. All work is submitted and will contribute to students' grade.</p>
AO4	<p>Present an independent, personal and well considered response with strong, relevant connections to appropriate artists and sources</p>

Assessment

GCSE Photography			
Assessment type	Frequency	Control	Weighting
Controlled Assessment	Fortnightly targets set	In class with ILP opportunity	100%

Textiles

During the course of the two years, students will have their coursework elements assessed every fortnight along with questions assessing the theory from previous weeks.

Component 1:

Project 1 - Skills based unit 'Structure & Decay' (five terms)

Project 2 - Personal Project 'Identity' (four terms, started in year 10 and completed in year 11)

Component 2:

ESA (Externally set assignment AQA)

Students are assessed on the following every two weeks, at the end of each term & at the end of each coursework project (that lasts for four terms):

- Observational drawing
- Artist research
- Development of personal ideas
- A final outcome

To support your child you could ask to see their work and help them in the following ways

- Check they are on track via their RAG rating 'To do' list.
- Check that they have completed all amendments to their coursework that are communicated through their sketchbooks/google classroom, if you wish to be added to this classroom please let us know.
- Encourage them to come to work on their coursework during their allotted break/lunch session as well as afterschool sessions.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Skills based coursework project exploring textile surface manipulation, machine skills, designing skills & sketchbook presentation. Exploring the theme of 'Structure & Decay'.					
Produce a final outcome (sketchbook cover) that demonstrates the skills learnt throughout the year.					Start of 2nd Project 'Identity'

Assessment

GCSE Textiles			
Assessment type	Frequency	Control	Weighting
Component 1: Controlled Assessment	Fortnightly targets set	In class with direct teacher guidance.	60%
Component 2: ESA (externally set assignment)	Fortnightly targets set	In class with 10 hours high control at the end of course.	40%

Year 11

Art

Project 1 - Natural Forms (four terms)

Project 2 - Personal Project (four terms)

Project 3 - ESA (externally set assignment, started in Jan of Y11, two terms culminating with a two day practical exam)

Students are assessed on the following every two weeks, at the end of each term & at the end of each coursework project (that lasts for four terms):

- Observational drawing
- Artist research
- Development of personal ideas
- A final outcome

To support your child, you could ask to see their personal targets written on feedback sheets inside their paper folder that are set by the teacher every two/three weeks (kept inside your child's portfolio). Discuss these targets and how they might be achieved; you can discuss ideas and potential 'next steps' with your child. Look at their work and discuss ways of improving it against their personal targets.

AO1	Artist research: <ul style="list-style-type: none">• Independently sourcing relevant artists:<ul style="list-style-type: none">○ Google research○ Gallery visits○ RWA/Botanical Gardens visit• Relevant backgrounds• Transcripts with relevant use of media• Relevant presentation• Analytical and personalised writing
AO2	Independently refine ideas through experimenting and selecting appropriate resources, media, techniques and processes
AO3	Revisit monochromatic observational drawing skills: <ul style="list-style-type: none">• Tonal shading• Texture• Blending• Sketching and 'building up' Recording ideas through photography: <ul style="list-style-type: none">• Composition• Foreground and background Revisit colour techniques: <ul style="list-style-type: none">• Warm / cool / complementary / contrasting• Tints and tones White gel pen / white coloured pencil on black: <ul style="list-style-type: none">• Line / pattern / detail Paint - acrylic / watercolour / brusho / ink: <ul style="list-style-type: none">• Thick opaque layers and thin washes• Brush / palette knife• Painting onto dry / wet surfaces• Scratch into paint with card• Drybrushing

	Spraypaint: <ul style="list-style-type: none"> • Stencils • OHP Clay: <ul style="list-style-type: none"> • Slabs and coils • Black and metallic dry- brushing Printing: <ul style="list-style-type: none"> • Rubber stamping • Frottage
AO4	Present an independent, personal and well considered response with strong, relevant connections to appropriate artists and sources.

Assessment

Subject		Art	
Assessment type	Frequency	Control	Weighting
Controlled Assessment	Fortnightly targets set	In class, medium control.	60%
ESA (externally set assignment)	Fortnightly targets set	In class with 10 hours, high control, at the end of course.	40%

Engineering Design

During the course of the two years, students will have their coursework elements assessed every fortnight along with questions assessing the theory from the previous week.

To support your child you could ask to see their work and help them in the following ways

- Help them revise for the fortnightly theory questions ready for the examination
- Check that they have completed all amendments to their coursework that are communicated through the google classroom, if you wish to be added to this classroom please let us know.

Term 1	Term 2	Term 3	Term 4	Term 5
Sessions on presentation of work, drawing styles, Computer-aided design & manufacture and practical skills				
Unit R038 theory knowledge				
Unit R039 Communicating designs NEA			Revision for unit R105 retake	

Assessment

Subject		Engineering	
Assessment type	Frequency	Control	Weighting
Written exam questions	Fortnightly	High	40%
Coursework	Fortnightly	Medium	60%

Food Preparation and Nutrition

During the course of the two years, students will have a mixture of theory lessons and practical lessons each week.

Practice examination questions will be worked on throughout the year. Students will complete the NEA 2 during the first half of the year. The practical examination part of the NEA 2 will take place in January/February of 2022. Students will complete a mock examination in November 2021 during lessons. Revision will then take place ready for the written examination in the summer.

To support your child you could ask to see their work and help them in the following ways

- Help them organise ingredients for practical lessons.
- Check that they have completed all homework set, which will usually be set and communicated through the google classroom.
- Check that they have completed all amendments to their coursework that are communicated through the google classroom, if you wish to be added to this classroom please let us know.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
NEA 2	NEA 2	NEA 2	Revision for examination	Revision for examination	Revision for examination
Sessions on research techniques, selecting dishes, upskilling dishes, presentation techniques.					

Assessment

Subject		Food Prep & Nutrition	
Assessment type	Frequency	Control	Weighting
Assessed Practicals	Termly	In class, medium control.	35%
Examination questions	Fortnightly and at the end of modules	In class, medium and high control/ At home, low control.	50%

Hospitality

Unit 2 Hospitality and Catering in Action

Learning Outcome	Assessment Criteria
LO1 understand the importance of nutrition when planning menus	AC1.1 describe functions of nutrients in the human body
	AC1.2 compare nutritional needs of specific groups
	AC1.3 explain characteristics of unsatisfactory nutritional intake
	AC1.4 explain how cooking methods impact on nutritional value

LO2 understand menu planning	AC2.1 explain factors to consider when proposing dishes for menus
	AC2.2 explain how dishes on a menu address environmental issues
	AC2.3 explain how menu dishes meet customer needs
	AC2.3 explain how menu dishes meet customer needs
LO3 be able to cook dishes	LO3 be able to cook dishes
	AC3.2 assure quality of commodities to be used in food preparation
	AC3.3 use techniques in cooking of commodities
	AC3.4 complete dishes using presentation techniques
	AC3.5 use food safety practices

In the second year of the course, learners are assessed for Unit 2 in term 2 through a mock controlled assessment, with the actual assessment in Term 4. Retakes for the Unit 1 exam are in June for those learners who need it.

To support your child you could:

- Join the subject Google classroom to follow your child's progress
- Get them preparing food and cooking as often as possible
- Encourage them to work in The Leaf restaurant on a Thursday evening

Assessment

Subject		Hospitality	
Assessment type	Frequency	Control	Weighting
Mock exam	Twice	High	40%
Coursework	Fortnightly	Medium	60%

Photography

1a) Experimental Project – Shutter Speed, Portrait, Patterns & Texture, Surrealism (Completed in Year 10)

1b) ELP (extended learning project) – Natural Form, Identity or Architecture

ESA (Externally set Assignment) – Dec until April.

Students are assessed each fortnight and then at the end of each 1a project during terms 1-4. Students are then set fortnightly targets as they begin their 1b assignment.

To support your child, you could ask to see their project work, discuss their targets and how they might be achieved; you can discuss ideas and potential 'next steps' with your child. Look at their work and discuss ways of improving it against their personal targets. The following website is a support for all:

<https://hwmedia.wixsite.com/stkatherinesmedia/photography>

We set ILP's (independent learning projects) every 4 weeks so that students can work independently and have opportunities to extend their learning.

AO1	<p>Develop Ideas Artist research:</p> <ul style="list-style-type: none"> ● Independently sourcing relevant artists/photographers: <ul style="list-style-type: none"> ○ Google research ○ Gallery visits ○ Visiting artists/photographers. ● Relevant backgrounds ● Transcripts with relevant use of media ● Relevant presentation ● Analytical and personalised writing
AO2	<p>Refine ideas</p> <p>Students learn how to use the settings on the DSLR camera to achieve different results. Students experiment with light and the impact on results. Students learn how to use adobe photoshop to edit their images. Students experiment with art techniques (E.g. drawing on top of their work)</p>
AO3	<p>Record Ideas</p> <p>Students create google slides and their own blogs to present their learning journey through the course. All work is submitted and will contribute to students' grade.</p>
AO4	<p>Present an independent, personal and well considered response with strong, relevant connections to appropriate artists and sources</p>

Terms	Photography
1	GCSE Component 1a and 1b to be developed and completed.
2	ESA set - Briefs sent from exam board.
3	ESA development
4	GCSE ESA 10 Hour Exam Internal Moderation External Moderation
5	

Assessment

GCSE Photography			
Assessment type	Frequency	Control	Weighting
Controlled Assessment	Fortnightly targets set	In class with ILP opportunity	60%
ESA (externally set assignment)	Fortnightly targets set	In class with 10 hours high control at the end of course.	40%

