Introduction:

The Creative Design Faculty

The Creative Design Faculty is made up of several departments that include Design & Technology, Media Studies, Art & Design and Photography. The curriculum offered is designed to be inclusive for all and mirror skill sets that are reflected in industries. The pathways offered enable students to opt into their preferred skill sets following Y9 and it is possible for the more creative student to study more than one subject at GCSE level. The suite of subjects all follow into post 16 within the faculty or offered in other establishments in the Cabot Learning Federation.

Year 8 Curriculum

The Y8 curriculum is based purely on introducing and developing skills. The students follow a programme of experiences that exposes them to the techniques and processes used in each area of the curriculum in the Creative Design Faculty. The students spend 8 weeks developing their skills during each experience

Y8 projects include:

CAD/CAM Clock – Computer Aided Design
Cushion Design – Art & Textiles
Cooking & Nutrition - Catering
Photo Frame Design– Workshop

technology the creative design faculty

Art & Textiles	
What is the Unit all about?	Students will design and make a cushion cover . They will continue to develop their machine sewing skills as well as deepen their understanding of fibres and fabric properties. Students will research a culture to inspire designs for a cushion cover.
What are you going to learn?	Students will learn how to make a pattern, cut a pattern and assemble the cushion with a sewing machine. They will learn how to use fabric paints and how to embellished their cushion cover with appliques and other decorative techniques.
What work is going to be assessed?	There are four assessment areas; Design, Make, Know and Evaluate. Each unit is assessed and recorded. There is a short test at the end of the unit to evaluate their knowledge of fibres and fabrics. Students maintain a copy of current attainment and set targets for areas that need attention.
Supporting students at home	Homework: Students are to produce a mood board with images of the culture of they have chosen to study. http://www.bbc.co.uk/schools/gcsebitesize/design/textiles/fibres http://pbskids.org/designsquad/blog/how-does-sewing-machine-work/ https://www.google.co.uk/search?q=great+moodboards&rls=com.microsoft:en-GB:IE-Address&biw=1536&bih=770&tbm=isch&source=lnms&sa=X&ved=0ahUKEwir5dPfrNjPAhWBKsAKHWHtD20Q_AUIxQEoAQ#tbm=isch&q=great+mood+boards

Cooking & Nutrition

What is the Unit all about?	The cooking and nutrition curriculum as been developed to enable pupils to learn how to: - cook a range of dishes safely and hygienically - apply their knowledge of nutrition - consider the factors that affect food choice, food availability and food waste. Pupils will deepen their knowledge and understanding of food and nutrition and will further develop food preparation and cooking techniques. Pupils will build and apply a repertoire of knowledge, understanding and skills in order to make high quality products. Pupils will evaluate and test their ideas and products and the work of others.
What are you going to learn?	Pupils will: • -Recall and apply the principles of *The eatwell plate* and the 8 tips for healthy eating; • -Adapt and follow recipes using appropriate ingredients and equipment to prepare and cook a range of more complex dishes • -Demonstrate a wider range of food preparation and cooking techniques • -Apply the principles of food safety and hygiene; • -Be given regular opportunities to consolidate their literacy and numeracy skills by using them purposefully in order to learn.
What work is going to be assessed?	Work is assessed in three areas: - technical knowledge i.e. use of equipment - nutritional knowledge i.e. understanding of nutrients and their function in the diet - practical outcomes and practical skills demonstrated
Supporting students at home	www.foodafactoflife.org.uk www.bbcgoodfood.com www.jamieshomecookingskills.com

CAD /CAM Clocks

What is the Unit all about?	Students will continue to develop their Prodesktop skills as well as deepen their understanding of CAD, CAM and CNC machinery. Students will research architecture to inspire designs for a clock. They will learn how to make a model as a plan for CAD designing. They will also practice how to convert a design to cut on the laser cutter, assembly skills, lofting and revolving.
What are you going to learn?	• How to use a theme to design • How to create accurate complex shapes in Prodesktop. • How to assemble components in Prodesktop. • How to convert files to DXF format.
What work is going to be assessed?	Students will create a PowerPoint portfolio of evidence showing their personal development using CAD skills. Students will complete self assessment of Prodesktop skills that will demonstrate progression.
Supporting students at home	• **http://support.ptc.com/for/education/schools/curriculum/** • **http://www.the-warren.org/Prodesktop/Prodesktop%20sub%20menu.htm** • **http://www.bbc.co.uk/education/topics/zhv8q6f/resources/1** • **http://www.technologystudent.com/cam/camex.htm**

Photo Frames

What is the Unit all about?	Students will continue to develop their designing skills by profiling their client, understanding their likes and dislikes and fundamentally design to their needs. The students will further their understanding of woods and plastics and their applications. There is a degree of focus on sustainability and the organisations that control these measures. The students are taught to develop their communication skills with the use of 3rd Angle Orthographic projection. The realisation will consist of several practical activities that will deepen the student's awareness of using practical and CNC machinery, coupled with developing the understanding of H&S in and around the workshop. The students will have opportunities to work both individually and within a team.
What are you going to learn?	Students will understand how to both generate and respond to design criteria through designing and orthographical drawing to communicate their own ideas. They will learn how to select tools, equipment and processes to accurately make a one off product. Students will further their skills within the workshop whilst learning the correct techniques for the use of specific equipment during the production of a photo frame constructed of wood and acrylic.
What work is going to be assessed?	On completion of the project students will have worked through a guided work booklet that will demonstrate a level of understanding for plastics, wood and sustainability that will be assessed by the teacher. The booklet will also lead the student through the design process, from the client's requirements to final evaluation of the project. Skills to be assessed throughout are as follows: • Comprehension regarding plastics, hardwoods and softwoods, sustainability and recycling and the design process. • Interpretation of the task through a series of initial concepts and final design • Workshop skills: coping/tenon saw, pillar drill, belt sander, hand sanding, hegnar saw • Literacy within the evaluation of the final piece.
Supporting students at home	https://www.youtube.com/watch?v=ZJU3be3IbJE https://www.youtube.com/watch?v=GdVciAt51QM http://www.mr-dt.com/materials/softwoods.htm http://www.forestry.gov.uk/forestry/infd-76ckkk http://www.recyclenow.com/recycling-knowledge/why-recycle?gclid=CKyb76as0s8CFYafGwodzmkDKw <u>Homework</u> ▪ Students are to identify 20 items found at home, inside or outside, that are made of wood. They are then to explain why these items have been made out of wood rather than another material. ▪ Students are to identify a client for the project and conduct a client questionnaire.