

## **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 9 Curriculum**

The Y9 curriculum is designed to further advance skills in Designing, Manufacture, Evaluating and understanding of theory behind materials and processes. 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

Y9 projects include:

Cushion Design – Art & Textiles

Cooking & Nutrition - Catering

Jewellery Design– Workshop



## Art Textiles

<b>What is the Unit all about?</b>	This 4 week program is practical based. It is aimed at developing students creativity plus technical skills to produce textile surface designs and patterns. They will use Ancient Egyptian imagery as inspiration for their designs.
<b>What are you going to learn?</b>	Students will learn how to create motifs in order to make a block print stamp using the laser cutter. Students will then use the block stamp to create print patterns and repeats. They will also experiment with transfer print and tie dye. They then have the opportunity to use and combine these techniques to create their own developed textile pattern design.
<b>What work is going to be assessed?</b>	The work is assessed through self evaluation of each experiment. They will also be assessed on their design work and their ability to manipulate materials and processes.
<b>Supporting students at home</b>	<p><u>Homework</u> Research Ancient Egypt. Find out what are the significant images , colours and shapes used . Produce a mood board that reflects your research.</p> <p><a href="https://www.google.co.uk/search?q=egyptian+designs&amp;rls=com.microsoft:en-GB:IE-Address&amp;source=lnms&amp;tbn=isch&amp;sa=X&amp;ved=0ahUKEwjL5Mz1uPbOAhWfHsAKHY3oD7sQ_AUICCGB&amp;biw=1536&amp;bih=770&amp;dpr=1.25#imgrc=uYzx-oWFdF-4rM%3A">https://www.google.co.uk/search?q=egyptian+designs&amp;rls=com.microsoft:en-GB:IE-Address&amp;source=lnms&amp;tbn=isch&amp;sa=X&amp;ved=0ahUKEwjL5Mz1uPbOAhWfHsAKHY3oD7sQ_AUICCGB&amp;biw=1536&amp;bih=770&amp;dpr=1.25#imgrc=uYzx-oWFdF-4rM%3A</a></p> <p><a href="https://www.youtube.com/watch?v=5n9NOPWcWFU">https://www.youtube.com/watch?v=5n9NOPWcWFU</a> <a href="https://www.youtube.com/watch?v=-UyiyL1PglQ">https://www.youtube.com/watch?v=-UyiyL1PglQ</a> <a href="https://www.youtube.com/watch?v=abjpy72Sf6U">https://www.youtube.com/watch?v=abjpy72Sf6U</a> <a href="https://www.youtube.com/watch?v=sm6qYaz_H_U">https://www.youtube.com/watch?v=sm6qYaz_H_U</a></p>

# Cooking & Nutrition

## What is the Unit all about?

Students will be expected to continue to develop their practical skill and to further develop their knowledge understanding of how a range of ingredients can be manipulated to make a 3 course meal to include bread rolls.

Pupils will:

- extend their knowledge and understanding of food, diet and health and consumer food and drink choice
- Develop skills in food preparation and cooking techniques

Pupils will be able to:

- apply their knowledge to make informed choices, develop the creative, technical and practical expertise needed to
- perform everyday tasks confidently,
- build and apply a repertoire of knowledge, understanding and skills in order to make high quality products for a wide range of users
- evaluate and test their ideas and products and the work of others.

*Please note, GCSE Hospitality and Catering will be awarded for the last time in summer 2017. Eduqas has developed a GCSE 'Food Preparation and Nutrition' qualification, accredited by Ofqual, for teaching from 2016. This course will begin for year nine students in January 2017.*

<http://www.eduqas.co.uk/qualifications/food-preparation-and-nutrition/>

## What are you going to learn?

Pupils will

- have the skills, knowledge and understanding to make a wide variety of foods and meals that contribute to a well balanced diet
- have a knowledge and understanding of food, including where key foods/ingredients come from, ethical issues linked to food production, economic awareness of how to achieve good value for money and the health and safety issues linked with food (buying, preparation, cooking and storage)
- enjoy working with food and preparing foods for themselves
- have the skills and knowledge that act as a foundation for GCSE Food courses.

## 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](http://www.foodafactoflife.org.uk)  
[www.bbcgoodfood.com](http://www.bbcgoodfood.com)  
[www.jamieshomecookingskills.com](http://www.jamieshomecookingskills.com)

# Product Design 3D

<b>What is the Unit all about?</b>	You will design and make a piece of jewellery. During the project you will be researching different metals and their properties, creating different designs using nature as the design influence (biomimicry). The design will then be created on ProDesktop and laser cut in mdf to use as a mould for your design to then be cast, using pewter, within the workshop.
<b>What are you going to learn?</b>	Working alongside a design criteria, students will learn how to respond to a design influence to create their own unique pewter pendant. They will further their design skills by the use of one point perspective drawing to communicate their own ideas. Students will revisit ProDesktop to establish how to use the software to create a casting mould that will be laser cut. This will be further utilised within the forge in the workshop for the pewter casting. Using files, wet and dry paper and polish the students will identify and demonstrate how to achieve a high polish finish to the pendant.
<b>What work is going to be assessed?</b>	<p>On completion of the project, students will have compiled a Power Point presentation that will demonstrate their individual understanding of different types of metals and the manufacturing process of the pendant. They will also have a portfolio of design ideas that stem from a design influence. Skills to be assessed throughout are as follows:</p> <ul style="list-style-type: none"><li>• Comprehension regarding metals and manufacturing process</li><li>• Interpretation of the task through a series of initial concepts and final design</li><li>• ProDesktop skills through the development of the mdf mould.</li><li>• Workshop skills: final shaping – removal of the casting funnel, use of wet and dry paper and final finish of pendant</li><li>• Literacy - evaluation of the final piece.</li></ul>
<b>Supporting students at home</b>	<p><a href="https://www.metalsupermarkets.com/the-difference-between-ferrous-and-non-ferrous-metal/">https://www.metalsupermarkets.com/the-difference-between-ferrous-and-non-ferrous-metal/</a></p> <p><a href="https://biomimicry.org/biomimicry-examples/?gclid=CLjKmpiz0s8CFakW0wod2mIP_A#.V_yr4GcUUcB">https://biomimicry.org/biomimicry-examples/?gclid=CLjKmpiz0s8CFakW0wod2mIP_A#.V_yr4GcUUcB</a></p> <p><b>Casting of pewter</b> <a href="http://www.technologystudent.com/equip1/pewter1.htm">http://www.technologystudent.com/equip1/pewter1.htm</a></p> <p><b>biomimicry designing</b> <a href="http://www.rosslovegrove.com">http://www.rosslovegrove.com</a></p> <p><b>Evaluate a project</b> <a href="http://www.technologystudent.com/designpro/eval1.htm">http://www.technologystudent.com/designpro/eval1.htm</a></p>

## A&D

<b>What is the Unit all about?</b>	Students will design and make a mask based on cultural and historic influences. Students will look at different cultural influences including Egyptian, Mexican and African masks. Through a series of art and design activities students will develop an idea for a mask, then make it and decorate it.
<b>What are you going to learn?</b>	Students will learn a range of art, design and craft skills including drawing, collage, the use of the light box, making skills with card and decorative skills to produce a 3D or relief mask.
<b>What work is going to be assessed?</b>	<p>On completion of the project, students will have compiled a portfolio of work that will demonstrate their individual understanding of different types of cultures, art and design skills and also making skills. Skills to be assessed throughout are as follows:</p> <ul style="list-style-type: none"><li>• Comprehension regarding cultural influences.</li><li>• Interpretation of the task through a series of initial concepts and final designs.</li><li>• Drawing skills through the development of the mask.</li><li>• Craft skills involved in the making of the mask.</li><li>• Literacy - evaluation of the final piece</li></ul>
<b>Supporting students at home</b>	<p><a href="http://www.bbc.co.uk/schools/gcsebitesize/art/">http://www.bbc.co.uk/schools/gcsebitesize/art/</a> <a href="http://www.britishmuseum.org">http:// www.britishmuseum.org</a></p>