

**Overall curriculum intent - Graphics**  
**The De La Salle Graphic Design curriculum intends students to think conceptually, exploring, analysing and evaluating Graphic Design work.**

**Year 7**  
The foundations of Graphic Design - The students learn how to research toy design and create their own block bot toy. Year 7 will research previously created logos, and create their own toy logo. They will explore toy design, using inspiration to create their own toy design. Students learn about soft/hardwoods, sustainability in design, importance of measuring accurately, health and safety in the classroom and using tools in a responsible manner. Year 7 students will analyse and study effective toy packaging design and learn how to draw their toy packaging using 3D drawing and isometric paper.

**Year 8**  
Expanding on the foundations of graphic design from year 7, year 8 students will learn about textile design. They will learn about the history of textile design, research famous textile designers. They will learn about tessellations and create their own tessellation pattern. After receiving a brief to create a textile design aimed at customers from differing age demographics, they will interview their clients and research design ideas. Creating their own design, followed by cutting their own stamp which they will use to create a sample fabric swatch of their final textiles design.

**Year 9**  
Students explore sustainability, the 6 R's, pollution, and Greenpeace issues concerning the ocean. This unit culminates in a final poster designed for a target audience and applies the theory of publicity to campaign for an issue relevant in society. Year 9 students work to create a promotional campaign about 'Saving the Ocean'. Students learn how to analyse a brief, form ideas and develop their designs to convey information and create an They will revisit the colour wheel and will learn about typography in graphic design and composition. At the end of this unit year 9 students will create a portrait of themselves of a family member, made up of words that describe the subject. They will use portraiture skills and the effective use of typography and composition to create their portrait.

<p><b>Overall curriculum intent – Food Technology</b>  <b>The De La Salle Food Technology curriculum intends to create learners with a deep understanding of the practical cooking skills, the health and safety requirements of food preparation, nutrition and the catering industry.</b></p>	<p><b>Year 7</b>  Healthy eating – this unit explores food preparation, the equipment of a food preparation area, and nutritional values linked with healthy eating.  Year 7 students have the opportunity to create several healthy dishes using a variety of key ingredients and cooking techniques. These include vegetable couscous, chicken goujons and apple crumble.</p> <p>Students explore the basics of healthy eating and nutrients identifying their uses and the effect they have on the human body. Students are also given the opportunity to discover where their food comes from and discuss the effects this has on our environment.</p>	<p><b>Year 8</b>  Advanced food safety – this unit builds upon the fundamentals of food safety, including the scientific properties and terms linked with food deterioration. This unit deepens their understanding of the potential risks of food preparation and storage. Year 8 students have the opportunity to produce several high-risk dishes focusing on preventing food poisoning and reducing the risk of bacteria and contamination. These include chicken curry, sausage rolls and carrot cake.  Students begin to explore different nutrients to further develop their knowledge of healthy eating and a balanced diet.</p>	<p><b>Year 9</b>  Food choice and influence – this unit explores different food cultures from around the world, and dietary requirements and restrictions. It looks at different food movements that are having a larger impact on our intake and food fashions.  Year 9 students have the opportunity to produce several dishes using a wide variety of ingredients from around the world. These include lasagne, chicken and chickpea curry and Quorn chilli.  This unit teaches students about influences on food choice from a personal as well as a global perspective. Students will develop their knowledge of nutrients discussing functions as well as exploring government guidelines and their influence on our diet.</p>
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## Curriculum Map

### COMPLIANT MATERIALS

<b>Overall curriculum intent</b>	<b>The De La Salle Compliant Materials curriculum intends students to think conceptually, exploring, analysing and evaluating their own Photographic practice.</b>
<b>Culture</b>	To create an environment that enriches the <b>cultural identity</b> of the school, and offers opportunities beyond the classroom in all aspects of Design Technology.
<b>Skills</b>	I intend to develop learners who can research, explore and be innovative using different Compliant materials, processes and techniques to communicate their intentions and the design ideas to create 3D outcomes.
<b>Analysis and Evaluation</b>	I intend to develop learners who know how to analyse their own work and the work of others. I intend to develop the learners' ability to evaluate what went well and what needs improvement in their own work.
<b>Social and Historical understanding</b>	I intend to develop learners that have a broad understanding about the historical journey of 3D practice and its' impact on current practice.
<b>Sequenced learning</b>	I intend to develop <b>independent, confident and experimental</b> learners that stretch and challenge themselves creatively within their work. The process of development is embedded from year 7, and the students will cumulatively build their ability to work autonomously and develop their work independently.

<b>Year 7</b>	<b>Technology Rotation – Compliant Materials TYPOGRAPHY</b>
	Introduction to Compliant Materials - The students learn how to recognise everyday Compliant Materials and how they can be manipulated. The focus of this subject is Typology. Students will create a 3D letter sculpture.

<b>Year 8</b>	<b>Technology rotation – Compliant Materials THE BUILT WORLD</b>
	Exploring Cultural, contemporary and local architecture. Building on Year 7, students' students learn how to practically progress from 2D design and use of Compliant Materials to create 3D architectural models. They will learn how to adapt their ideas, build and improve their work from experimentation and self-evaluation The final outcome for this unit will be a cultural landmark of their choice.

<b>Year</b> <b>9</b>	<b>Technology rotation –</b> Compliant Materials <b>THE CHAIR PROJECT</b> This project focuses on a more industry- based design brief preparing for a potential GCSE option choice including elements of their own ideas, researching and designing their own concepts and that of others. More focus is placed on working to a client brief and specifications culminating in a personal response to contemporary chair design. The final outcome for this project will be a 3D contemporary chair modelled to a theme of their choice.
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