

<p>D. T. A. Year 8</p>	<p>Curriculum Intent: The broad aims of DTA are for students to be able to understand and intervene in the made natural worlds around them. These aims will be realised by students achieving a combination of technological capability and technological perspective.</p> <p>In Year 8 students will continue to study the combined areas of Design Technology, Art & Design and Food & Nutrition on a carousel that provides further opportunities to experience the breadth and depth of each discipline, this time in greater detail. The experiences of Year 7 provides an excellent foundation for students to build and further develop their subject knowledge, skills and understanding of the subject. Students will start to consolidate the core skills of each discipline and investigate different materials and manufacturing processes through a variety of given contexts.</p> <p>Projects will include manufacturing with production aids, scale models and the application of ergonomics and detailed fabrication techniques; students will develop in their confidence to create for themselves, solve problems accordingly and make decisions and judgments based on their developing knowledge and understanding of the subject areas.</p>									
	<p>DT – Multi-Materials</p>	<p>DT – Graphic Products</p>	<p>DT - Textiles</p>	<p>Art & Design</p>	<p>Food & Nutrition</p>					
<p>Interleaving</p>	<p>Properties of materials/ingredients and how they are used. Processes involved in the production of and uses of materials/ingredients.</p>									
<p>Practical Skills</p>	<p>Using production aids such as jigs and templates. Workshop machinery</p>	<p>CAD/CAM and making models. Annotated sketches, research skills, material identification</p>	<p>Hand and machine sewing and sublimation printing.</p>	<p>Refine tonal recording skills, lino cutting and air-dry clay sculpture.</p>	<p>Making pastry, making yeast-based dough, working with raw meat, making pasta, making a white sauce.</p>					
<p>Knowledge</p>	<p>Manufacturing processes and production, technical drawings and quality control. Industrial context</p>	<p>Ergonomics, anthropometrics and emerging technologies. Design decisions and purpose/User needs</p>	<p>Developing sewing and machine skills. Printing processes and materials analysis. User needs. Revision of Health & Safety.</p>	<p>Formal elements, colour, pattern and form. Annotated sketches and analysis</p>	<p>Macronutrients, micronutrients, nutritional analysis.</p>					
<p>Understanding</p>	<p>Technological capability and understanding of workshop skills and practice. Innovation and functionality.</p>	<p>Technological capability and understanding of workshop skills and practice.</p>	<p>Technological capability and understanding of workshop skills and practice. User needs.</p>	<p>Printing processes, painting styles and developing analysis techniques.</p>	<p>Role of nutrients and the effects of cooking on nutrients.</p>					
<p>Skills</p>	<p>Investigation Analyse Generate Ideas Make Evaluate</p>	<p>Investigation Analyse Generate Ideas Make Evaluate</p>	<p>Investigation Analyse Generate Ideas Make Evaluate</p>	<p>Investigation Analyse Generate Ideas Make Evaluate</p>	<p>Investigation Analyse Make Evaluate</p>					
<p>Assessment</p>	<p>Final product and booklet. Self, peer and teacher evaluation. DTA quiz on SMH.</p>	<p>Final product and booklet. Self, peer and teacher evaluation. DTA quiz on SMH.</p>	<p>Final product and booklet. Self, peer and teacher evaluation. DTA quiz on SMH.</p>	<p>RAG of skills. Peer and teacher assessment throughout sketchbook. DTA quiz on SMH.</p>	<p>RAG of skills. Booklet. Self and teacher assessment after practical. DTA quiz on SMH.</p>					