

Springwood High School Design and Technology Curriculum Plan

Our Vision:

To improve young people's practical skills and subject knowledge in Design, Textiles (fabric) R.M (wood, polymers & metals,) and Graphics (paper and card). New and emerging technologies, Sustainability issues and many more D&T topics.

Design and Technology Programme of study key stage three national curriculums in England:

<https://www.gov.uk/government/publications/national-curriculum-in-england-design-and-technology-programmes-of-study>

Exam boards: KS4 – AQA GCSE 3D Design (Design & Technology): <https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8205/specification>

Brief overview of topics, themes, skills or key questions for each term:

Key Stage 3

Why are we teaching a knowledge-rich curriculum; how is it different?

At Springwood High School Design and Technology is a practical and valuable subject giving pupils the opportunity to learn how to design and make new and exciting products exploring and learning about materials and their working properties. We believe learning to design and develop practical skills through our knowledge enriched curriculum is an important life skill preparing pupils to be able to be resourceful now and later in life by being able to use their practical skills in real life context; potential designer, consider design problems, testing, experimenting and making prototypes, career in industry or being resourceful and using their practical repair skills in the home. We also believe it is vitally important to combine these practical skills with detailed knowledge which enables the pupils to be considerate when selecting materials considering sustainable issues and the impact on the planet being not just as a designer but also as a consumer. Being creative, communicating their own ideas fluently and influenced by real life context challenges and the work of other artists/designers both Internationally and British as a starting point encourages pupils to embrace cultures and the work of others' developing analytical skills when using existing products as a starting point for problem solving. By providing pupils with traditional and innovative skills, techniques and processes in many exciting practical projects encourages independent skills, team work, taking risks and problem solving.

Why are we teaching this content, in this order?

Design and Technology is taught in a carefully sequenced manner, ensuring that pupils build expert practical and design skills alongside developing a detailed understanding of the wide range of materials considering sustainable issues alongside every practical project. In Year 7, 8 and 9 our lessons are planned around activities linked to the Six R's, sustainability, fast fashion and recycling – Year 8's is off timetable for Super Learning Day promoting the importance of reducing the social footprint of materials use and the impact this has on the planet. Introducing the sustainable issues in lessons prepares the Year 7's pupils

for the day of being innovative designers, encouraging team work, problem solving and embracing the important message of using sustainable materials when being a designer in this fast-paced world of mass production/manufacturing.

How does our curriculum match the ambition of the National Curriculum?

In 2019 we introduced a redesigned knowledge-rich Design and Technology curriculum enabling all KS3 pupils to study D&T once a fortnight throughout the academic year. As set out in the National Curriculum, our KS3 curriculum balances practical skills in a range of materials and specialist techniques and processes, and the theory behind making good sustainable choices, to develop design or creative projects. Pupils will learn and understand where materials are sourced from and how to use them when designing new and innovative products for real life situations. They will problem solve, test and evaluate all work, refining their own ideas and making improvements.

How does the curriculum build on that from Key Stage 2?

Pupils will build upon their knowledge from KS2, increasing their variety of tools, techniques and materials that can be used to solve design problems. They will continue to improve their technical drawing skills, design sketches and begin to make high quality prototypes, ensuring their ideas are fit for purpose. Pupils will access and extend their understanding of new and emerging technologies through computer aided design and laser cutter.

By the end of Key Stage 3, what key knowledge should pupils need to remember and be able to apply in this subject:

Pupils will be aware of the various materials and tools, and how to safely use them, required to work in a variety of media. They will be able complete a range of projects using, from conception and design to the final product. Pupils will be able to problem solve real-life scenarios and formulate a design solution for a new and exciting product to make the users/client life easier to live with.

Throughout KS3 we have firmly embedded retrieval practice, using it as a springboard to embed and extend knowledge and understanding. We have knowledge organisers breaking down the D&T wide range of topics with imagery and highlighted D&T key words making the content engaging and creative. End of project evaluation sheets to help students to identify improvements and adaptations for practical work. The Department adheres to the model of presenting pupils with small amounts of new material and then assisting students as they practice this material (for example, leading on ‘spot demonstrations’ during a practical to reinforce the correct techniques) to avoid cognitive overload. Pupils take part in ongoing formative assessments (low stakes quizzing and verbal questioning) and summative assessments (end of topic tests) in line with the school policy.

Year 7 KS3 Design & Technology learning - Brief overview of topics, themes, skills or key questions for each term:

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Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	<u>Introduction to Health & Safety:</u> In the D&T workshop. Learn about workshop rules: tools & machinery, safety signage: mandatory, emergency and warning. Develop routine with tools, marking out, measuring & shaping timber samples.	Timber - Learn about hard/softwoods and particle boards, characteristics and their properties working functions. <u>Oracy:</u> Coniferous/Deciduous (fast and slow repetitive - whole class to develop confidence as a group). Felling, foliage.	Respond to the design brief to 'Promote Love of Reading' Bookends. Develop carpentry skills using a range of tools & machinery. Learn to shape & construct timber joints using pine and MDF. <u>Oracy:</u> Pine, MDF, Urea Formaldehyde. Tool names. Joints: comb, mitre, dowel.	William Morris art movement inspiration for the design ideas for the bookends. Theme Nature. <u>Oracy:</u> Annotations, upholstery, design, pastiche artist copy).	Workshop task: MDF shape inspired by the theme Nature & secondary research designer W.Morris. <u>Oracy:</u> MDF, Urea Formaldehyde, Tool names, aesthetics (colour, tonal) painting a landscape scene.	Introduction to sustainable issues: 6R's. Extended reading & writing task. Promoting love of reading. 'Trash Girl' Local environmental hero. Smart material task. <u>Oracy:</u> Recycling, Reuse, Repair, Rethink, Reduce, Refuse.
	<u>Theory & Make:</u> 1.Health Inspector - complete high, medium low risk assessment of the workshop. 2.Routine/Cut out timber samples using accurate measuring.	<u>Design & Theory:</u> 1.Scaffolding worksheet. 2.Timber retrieval task using dual coding mind map/poster creative task. Independent. Student Exemplars.	<u>Make & Theory:</u> Reinforce subject knowledge through practical task. Make a comb joint, fastening methods: drilling, screws. Independent. Wall Display Exemplars. 4 lessons.	<u>Design & Theory:</u> 1.Reflection/symmetry task - artist copy/pastiches. Worksheet with questions to support video. 2.Design task with annotations (notes). Independent. Student Exemplars.	<u>Make:</u> Timber surface finishes - aesthetics appearance. Painting, detail with acrylic pens. <u>Year 7 Assessment</u> Timber & H&S Retrieval. <u>Evaluations:</u> Strengths and areas to develop.	<u>Design & Theory:</u> 1.Learn how to write a newspaper article include illustrations. 2.Smart demo & mind map. Scaffolding sheet. <u>DIRT Lesson:</u> Independent. Reading & Vocab Student Exemplars.
Prior Knowledge	Have you worked with tools before? Shed? Measuring skills.	Trees in gardens, walking around K.L. Seasons: spring etc.	H&S with MDF. Tools lesson 2.	Primary school link - cover the designer in Year 6. Link to Art colour/artists.	H&S with MDF. Tools lesson 2 retrieval .	English link. Science/ Chemistry link.
Stretch & Chall	H&S Poster.	Seasons timeline of trees and foliage.	Tools mind map with key words.	Artist pastiches x4 pattern motifs worksheet.	Extra MDF embellishments - landscape scene. Detail with finishes.	6R Poster with key words and dual coding imagery. Mind Map with key words.
Career	Health Inspector, carpentry.	BBC Bitesize Video - Pete! Timber specialist. Tree surgeon.	Tool designer/maker.	Furniture design, upholstery.	Tool designer/maker.	Book illustration. Environmental. Inventor of materials.

Year 8 KS3 Design & Technology learning - Brief overview of topics, themes, skills or key questions for each term:

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Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
8	Introduction to fabrics and how they are made/constructed. Learn about natural & synthetic fibres, characteristics and their working properties. Oracy: Synthetic - link to Science/Chemistry.	Develop hand embroidery/applique & embellishments samples. Introduction to Textile & Fashion tools and equipment. Reinforce subject knowledge through practical tasks. Oracy: Embroidery/Aplique etc.	Orla Kiely Textile Artist inspiration for the design ideas for the bookbag. Promoting 'Love to Read'- Book Bag. Oracy: Annotations, upholstery, interior, design, pastiche artist copies. Motif, stylised.	Surface pattern experimentation using block printing. Mixed media: combining button and hand embroidery 3 techniques replacing Kiely's concepts. Oracy: Templates.	Applying textile skills and techniques onto the surface of the bag. Introduction to the sewing machine: passport certificate for all Year 8's who successfully use the machine independently. Oracy: Seams, Hems.	Sustainability Issues: Fast/Slow Fashion. Extended reading & writing task. Promoting love of reading. Reading news article and watch educational videos. Charity shops, 6R's, Life cycle of clothes in the UK.
	Theory/Design & Make: 1.Textile fabrics retrieval task - worksheet. 2.Weaving practical. 3.Silk, wool and cotton educational videos.	Make & Theory: 1.Felt fabric samples: Anchor Running, Backstitch, Buttons. Teacher demonstration. Student 3 before me independence opportunity.	Design & Theory: 1.Worksheet with questions to support video. 2.Pastiche x4 patterns motifs. 2.Design task with annotations (notes). Independent. Student Exemplars.	Make: 1.Template and timber block using tools to shape. 2.Paints for a repeat pattern motif. 3. Plan paper templates, felt, stitches. Learn to deconstruct design and replicate the embellishment onto the bag surface. Wall display with examples.	Make: 1.Sewing machine paper sample to develop confidence. 2. Sew cotton bag hem, seams. 3. Attach handles. Year 8 Assessment Textiles Retrieval.	Design & Theory: 1.Mind map/Learn how to write a newspaper article include illustrations. 2.Scaffolding sheet.Student examples. DIRT Lesson: Independent. Reading & Vocab Student Exemplars. Evaluations: Strengths and areas to develop.
Prior Knowledge	Starter: Fabrics worn, in your home class discussion.	Primary school, home life: parents, relatives - Can you sew? Who taught you?	Artist research in Primary school and Year 7/Art lessons.	Sequencing from Yr 7 D&T working with timbers/templates and make a block pattern to print onto cotton.	Machine experience? Still need to observe teacher demo as every machine is different.	Mind map key words retrieval 6R task from Year 7.
Stretch & Chall	Dual coding mind map poster creative task.	Whip/blanket stitch/Lazy Daisy etc.	Final design developing ideas from 2 initial designs.	Simple to intricate patterns.	Cotton information poster.	Fast/slow fashion poster.
Career	Textiles, interior designer, upholsterer, designer etc. BBC Bitesize Video Fabric buyer/manufacturer.	Life skill: Army, Navy, Car upholstery, fashion manufacturer.	Textiles, interior designer, upholsterer, fashion/bag designer etc.	Dyeing Technician / Colourist. Fabric Technologist.	Tailor, seamstress, alterations.	Charity shops, retail industry, fashion buyer, trends.

Year 9 KS3 Design & Technology learning - Brief overview of topics, themes, skills or key questions for each term:

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Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
9	British Nigerian Designer Yinka Ilori inspiration for the mixed media accessoires project. Ilori is known for colourful furniture, sunglasses, artwork. Promoting Independence & ownership of project: Fancy Dress Sunglasses or Jewellery. Oracy: Storytelling, colour palette, geometric shapes. Pastiche (artist copy). Motifs.	Develop a range of skills, techniques and processes using a range of materials. Introduction acrylic, metal and sewing into MDF. Reinforce subject knowledge through practical tasks. Using tools and machinery in the workshop. Oracy: Acrylic: thermoforming, thermosetting, opaque, transparent, translucent etc.	Continuing with exploring and developing a range of skills, techniques and processes using a range of materials. Introduction CAD/CAM, acrylic, metal and sewing into MDF. Reinforce subject knowledge through practical tasks. Compare laser cut acrylic to hand cut acrylic. Oracy: CAD/CAM Acrylic: thermoforming, thermosetting, opaque, transparent, translucent etc.	Design a range of ideas inspired by Ilori artist research. Promoting Independence & ownership of project: Fancy Dress Sunglasses or Jewellery. Oracy: Jewellery. Arms, frames. Laser cut templates. Annotations.	Applying skills and techniques and making final outcome/product. Building on skills, techniques and processes in the workshop. Developing independence. Oracy: MDF, Urea formaldehyde. Layer embellishments using a range of materials to the MDF: metal, plywood, felt, acrylic.	Continue with practical. CAD lessons. Sewing machine sample.
	Design & Theory 1.Secondary research exploring who Ilori is. 2. Pastiche. Worksheet with questions to support video. 2.Design/pattern motifs. Independent. Student Exemplars.	Make & Theory: 1.Acrylic heart and twist keyring. 2. MDF shape sewn into with applique felt. Metal wire sculpture shapes. Teacher demonstration. Student 3 before me independence opportunity.	Make & Theory: 1.Acrylic heart and twist keyring. 2. MDF shape sewn into with applique felt. Metal wire sculpture shapes. 3.CAD shape. Introduction to CAD/CAM. Teacher demonstration. Student 3 before me independence opportunity.	Design 1.Design two or more ideas with annotations., 2. Scaffolding available to support. 3. Template to trace around for scale. 4. Examples of students work to inspire ideas.	Make Promoting Independence & ownership of project: Fancy Dress Sunglasses or Jewellery. Year 9 Assessment D&T Retrieval.	Make & Design Continue with final outcome. CAD development. Sewing machine for student who want to build on Year 8 skills. DIRT Lesson: .
Prior Knowledge	Artist research in Primary school and Year 7 & Art lessons.	Building on skills from Yr 7 & 8. Workshop projects: Timber and Textiles.	CAD CAM laser cutter - Yr 6 summer school.	KS3 D&T and Art lessons.	Year 7 & 8 D&T projects.	Year 8 Textiles.
Stretch & Chall	Second pastiche. Primary research - photos.	Step-by-step instructions on how to make sample, second sample.	CAD designs.	Design a chair/cushion/bag.	Layering embellishments and not just adding colour. Using mix media.	CAD and sewing machine task. Fabric pens on cotton and sew into a bag.
Career	Furniture designer, upholstery, sunglasses designer, Bag designer, Mural artist.	Jewellerymaker. Signage, graphics.	CAD designer, Engineering.	Designer. Artist.		

Year 10 & 11 KS4 3D Design learning - Brief overview of topics, themes, skills or key questions for each term:

Springwood High School Design and Technology Curriculum Plan

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
10	Introduction to GCSE 3D Design: Develop technical drawing skills: Rendering, surface textures, Isometrics, orthographic, perspective, fonts & typography. Introduce assessment objectives	Introduction to Secondary & Primary research: Vision boards (mood) & annotations. Provide ceramicist, costume/textiles designer, artist (sculpturist, graphic designer, product designer etc). Independence: find a designer of their choice that links to their style/creative concepts.	Exploration and experimentation: creative discovery and prove you can develop ideas rather than just copying existing ones. Refining ideas: Assessment Objective 2 (AO2) explore resources, media, materials, techniques, and processes.	Set Design Task: Mind maps for T.V, Film, and Theatre. Product research. Director research Iterative design. Develop practical skills making set design inspired by your favourite scene.	Independent task Two: Linked to the set design initial project (developing and building skill set in Key Stage Four): Lamp, costume, prop, chair with upholstery, sculpture, wall hanging, jewellery, book design etc. Must link into the film.T.V, Theater.	Independent task Two: Samples in a range of materials inspired by research.
	Design & Theory Freehand sketching, shading, mark making, colour application, design sheets with examples of independent work for GCSE component 1 60% Observational drawings and primary research task or move to term 2 TBC? <u>Oracy:</u> keywords above repeated.	Design/Theory/Make Learn why mood boards matter: help inspire ideas, gathers images, colour palettes, and textures that set the overall theme and style for your 3D project. Analyse the work of a range of creative practitioners (first two teacher led). Evidence is creatively presented in A4 sketchbooks, including pastiches, bio, moodboards, annotations etc. Learning Techniques: Studying a sculptor, architect, or product designer shows you how they use specific materials, shapes, and structural techniques. Inspiring Original Work: Instead of copying, you take the core ideas or textures from an artist and adapt them into your own unique 3D prototypes using card, foam, or clay Samples exploration linked to research.	Design/Theory/Make Experimentation with a range of materials and learning about their working properties, limitations and not being afraid to make mistakes, take risks and record the journey with samples, skills, techniques and processes with supporting evaluations - justifying strengths and weaknesses. Tool proficiency: Hands-on practice builds the physical dexterity needed to safely use workshop machinery and hand tools. Structural understanding: Experimentation teaches you how to translate 2D drawings into stable, freestanding 3D forms. Problem solving being original (innovative) not copying being you! Accidental discovery: Unplanned mistakes during testing often lead to more interesting textures, shapes, or mechanics than originally planned.	Design/Theory/Make Assignment brief for task one: Develop practical skills using timbers and carpentry skills for the set design base. <u>Oracy:</u> keywords above repeated. Carpentry joints: comb, mitre, dowel, etc. Landscape, portrait, background, foreground. Iterative design - develop a range of concepts/ideas 3d drawing linked to term one technical drawing skills. Annotations and analysis of product research to inspire ideas (not copy). Must use a range of materials - not just card. Showcase skills learnt in term 1 & 2 with clay, fabrics, metal, card, found materials, upcycling, etc. Reinforce subject knowledge through design and practical tasks.	Design/Theory/Make Assignment brief for task two: Student write their own assignment brief to justify independent final project: Theme, mood, style etc. Develop independence/ownership. Research, mood board - repeat starting point for new final outcome. Exploration of skills, techniques and processes. LO1 LO2 LO3 LO4 Must be adhered too in all evidence. Primary research, Secondary research Observational drawings Samples explorations	Design/Theory/Make Experimentation with ideas/concepts. Students independent explore their chosen designer/practitioners and produce a body of evidence/version of their own work in their style with varying materials. Planning for the final outcome in Year 11. Intentions proposal with planning and potential ideas, samples, etc. Ongoing evaluations justifying every stage colour ideas.
Prior Knowledge	Link to Art and D&T KS3.	Link to Art and D&T KS3. <u>Oracy:</u> keywords above repeated	Link to Art and D&T KS3. <u>Oracy:</u> keywords above repeated	Link to Art and D&T KS3.		
Stretch & Challenge	Rendering & Perspective: advanced task - eyes, faces, buildings	3 research tasks but can complete more.	Detailed evaluations, extensive research, more sample evidence and exploration.	Intricate props and practical work. Develop more design pages.		
Career	Graphic Design, architecture and engineering	Art history, museum, galleries etc.	Designer, maker, textiles, ceramicist, weaving, etc.	Set design in T.V Film, Theatres, props, puppetry, graphic design, animation, costume etc.		
H.W set fortnightly	Complete outstanding evidence for GCSE 60%. Tracker to monitor work and give students ownership of work. Parent progress emails and contact home for praise and concerns.	Complete outstanding evidence ongoing.				
Teacher/ Parental support:						

Year 11 KS4 3D Design learning - Brief overview of topics, themes, skills or key questions for each term:

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Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
11	Covering continuous coursework and your main project outcome. Continue with 60% evidence: Experimentation with materials, skills, processes and techniques. Models, maquettes, samples - inspired by research but creating your own concepts - independence, original, not copying! Ongoing reflection. 5 hour Make.	January 40% Component 2 (Externally Set Assignment): Worth 40%, ending in a timed final piece realisation (typically a 10-hour sustained focus period or workshop exam).	AQA will provide a separate externally set assignment for each title, each with seven different starting points. Students must select and respond to one starting point from their chosen title. The externally set assignment provides students with the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding in response to their selected starting point.	10 hour practical Marc/April - TBC. 40% marked and moderate and marks sent to Exams department end of April.	Core subjects GCSE exams - use lesson time to support with revision.	
	Design/Theory/Make A final outcome, a personal, fully realised 3D product that directly resolves your project brief or investigation.	Design/Theory/Make Primary/secondary research. Drawing skills. Observational drawings, Designs. Intentions proposal, Experimentations	Design/Theory/Make Exploration of materials, skills, techniques and processes. Final outcome or final sample.			
Prior Knowledge	Term 1 & 2 advance skills taught - teacher led to encourage independence at the end of Year 10 and into Year 11.					
Stretch & Chall	Revisit LO1, 2, 3, & 4.					
Career	See previous slide.					
H.W set fortnightly Teacher/ Parental support:	Ongoing.					

Year 12 & 13 BTEC Fashion & Textiles learning - Brief overview of topics, themes, skills or key questions for each term:

Springwood High School Design and Technology Curriculum Plan

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
12	Summer Task: Van Gogh Introduction to Fashion & Textiles: Health & Safety with specialist tools, equipment and machinery. Develop practical skills with fashion construction skills, techniques and processes.	Unit 14 BTEC Mandatory unit Apply techniques to a final outcome - charity shop Tie embellishment project. Upcycling/sustainable issues. Found materials and embroidery. Exploring primary and secondary research. Mind Maps, Observational drawing but must link to own concepts.	Practical Task: Top and Skirt inspired by Van Gogh and own designer fusion. Build on skills taught in Term 1. Independently use own research starting point and fusion together with Summer Task. Observe shape and form: product analysis as a starting point.	Upcycling T-Shirt Collaboration with a local clothes store or Tesco - TBC? Students have same starting point and upcycle and adapt a new, original design concept. Assessment mark internally March (TBC) and S.V BTEC March/April.	31828H: Unit 2: (External) Unit 2 External Assessment (40%) Pearson-Set Research Task. Responding to a set industry brief within a timed window. Externally assessed by BTEC.	31829H: Unit 3: Creative Process (Mandatory) Advance, independent sketchbook evidence and final outcome - 2 - 3 outfits for the summer fashion show.
	Make: Sewing Machines: How to set-up and operate. Seams, hems, straps, embellishments.	Theory/Design: Van Gogh research pieces. Iterative Designs. Find independent designer linked to Tie Task.	Theory/Design/Make: Draft patterns, adapt and make toiles inspired by motifs from research. Designs and experimentation. Final outcome Top and skirt with embellishments and a exciting shape - not a conventional top and skirt.	Theory/Design/Make: Focus on fast/slow fashion and challenge to see how innovative students can be with a basic T-Shirt.	Theory: Independent Task must not have support from teachers.	Theory/Design/Make: Unit 14 evidences but independently explore research, experimentation.
Prior Knowledge	KS3/4 3D/Art- life skills at home with parents etc.	Hand sewing, using tools, machinery etc.				
Stretch & Chall	Advance seams, construction samples					
Career	Fashion, Tailor, Costume, Alterations etc.	Art History, museum, galleries				

Year 12 & 13 BTEC Fashion & Textiles learning - Brief overview of topics, themes, skills or key questions for each term:
Springwood High School Design and Technology Curriculum Plan

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
13	31829H: Unit 3: Creative Process (Mandatory) Advance, independent sketchbook evidence and final outcome - 2 - 3 outfits for the summer fashion show.	31829H: Unit 3: Creative Process (Mandatory) Advance, independent sketchbook evidence and final outcome - 2 - 3 outfits for the summer fashion show. Evidence assessed internally Assessment mark internally January (TBC) and S.V BTEC March/April.	31827H: Unit 1: (External) Visual Recording & Communication External Assessment (40%) Pearson-Set Practical Task. Responding to a set industry brief within a timed window.	31827H: Unit 1: (External) Visual Recording & Communication External Assessment (40%) Pearson-Set Practical Task. Responding to a set industry brief within a timed window. (Can resit Unit 2 alongside Unit 1). Externally assessed by BTEC	Plan for Summer Fashion Show	Fashion Show Event
				Theory/Design/Make: Independent Task must not have support from teachers		
Prior Knowledge						
Stretch & Chall						
Career						

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Enrichment Activities:

Super Learning Days: Year 8 Sustainable Awareness Day (learn about environmental issues, 6R'/fast fashion/renewable and non-renewable resources). Team work, creativity, solve a design problem, develop practical skills and presentation skills.

Nepal International School Collaboration: Miss Markwell's Fashion Club has been collaborating with the Sanskriti School in Nepal exploring the Nepalese Mithila art style and creating designs that will be incorporated into fashion projects for the 2022 summer fashion show.

Competitions:

KS3 & KS4 Rotary Club D&T Competition (Venue KLA. Date TBC).

Fashion Show Design Competition: Open to all year groups.

Trips: KS4 3D Design Trip – TBC. KS5 BTEC Fashion Trip: V&A London.

Open Evenings:

KS4 students can volunteer as ambassadors to promote D&T to Year 6's Open Evening.

KS5 BTEC Fashions can volunteer as subject ambassadors to promote 6th Form Open Evening.

Clubs & Support:

KS3: Fashion & Textiles Club every week with Miss Markwell in T4.

T4 is open lunch-times for students who would like to work on their coursework. Support available by Miss Markwell.

Afterschool catch-up sessions every week.

Summer BTEC Fashion Show:

Year 12 and 13 BTEC Fashion students showcase their fashion collection. Models from all year groups can participate and model in the show. Behind the scenes volunteering roles from designing the poster to promote the event, collaboration with Media Studies & Photography students filming and photographing the event. Drama students supporting backstage. Dance students performing, helping with choreography and many more roles.

Social Media: Makewell with Miss Markwell YouTube channel. School Twitter where the D&T department regularly showcases students' work.