

Creative Arts

Year 10 DT

Year 10 is a predominantly theory focused year, used to prepare students for their GCSE coursework and exam in year 11. The first half of the term is to learn and practice drawing styles which is a main area of focus throughout the GCSE specification. From October half term students undertake a mock NEA investigation task which will last until June, in preparation for June of Year 10 and September of year 11. Throughout all terms of year 10, theory lessons are used to review and consolidate learning from KS3 and expand upon knowledge that has not yet been taught.

In June of Year 10, students are to choose one of the 3 contextual challenges offered by the exam board for the Non-Exam Assessment (NEA).

Curriculum overview:

Autumn term:	Spring:	Summer:
Sketching skills Student's revisit key concepts throughout theory lessons in KS4 that were delivered in Year 7/8/9. Students enter Year 10 with a clear focus on the content of the GCSE coursework. During the first half of the term, students learn and practice different drawing styles to allow students to become confident in their ability for the designing section of their coursework. Students then begin a mock NEA (Non-Exam Assessment) project which prepares students for their official NEA in June.	Continuation of the mock NEA. Students continue to work on their mock NEA until May.	GCSE – NEA. Students will hand in all completed work for their NEA in May, they will then receive their mock grade for the work completed this academic year. When students return to school after half term, Year 10 will begin their official GCSE NEA applying the knowledge and skills they have learnt over the past year. Students will have completed Section A when they breakup for Summer ready to start Section B in September.
Important vocabulary:	Important vocabulary:	Important vocabulary:
<ul style="list-style-type: none"> Contextual Challenge Aesthetics Brief Specification Fixation Context Innovative Function Crowd funding Co-operative Fairtrade Finite Non-finite 	<ul style="list-style-type: none"> Hardwood Softwood Manufactured Ferrous Non-Ferrous Alloys Thermoforming Thermosetting Fibres Jigs Tolerances Quality control Prototype 	<ul style="list-style-type: none"> Cellulose Seasoning Extracting Refining Crude oil Fractional Distillation Prototype Batch Mass Continuous Society Economic Social

<ul style="list-style-type: none"> • Technology push • Automation • Obsolescence • Maintenance • Renewable • Reduce • Refuse • Reuse • Repair • Recycle • Rethink • Dense • Fusible • Conductivity • Malleable • Ductile 	<ul style="list-style-type: none"> • Construction • Consistent • Iteration • Modification • Influence 	<ul style="list-style-type: none"> • Investigation • Explored • Comprehensive • Investigation • Justification
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Key staff contacts:

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Head of Year 10: Mrs M Guminski m.guminski@fi.coastandvale.academy

What are our curriculum aims for your child in year 10?

Design and Technology involves applying knowledge and skills when designing and making products.

The activities undertaken will enable students to consider the needs of individuals and society and apply this into a practical outcome. The experience will offer students the opportunity to develop life skills and life-long interests which they can enjoy beyond school.

How can I help my child be successful in DT?

- Encourage your child to continuously work on their coursework and attend regular extra-curricular sessions.
- Encouraging your child to be organised and plan ahead to ensure they are prepared for the lesson with the right work and any required resources/equipment.
- Encourage your child to take ownership of their work/project by continuously researching and exploring different directions and influences
- Encourage your child to be resilient and work through stumbling blocks along the way to the creation of their final intention
- Explore the key vocabulary often with your child to help them transfer it to long term memory
- Remind your child that their sketchbook is a visual diary of their journey through their project, which must clearly demonstrate how they arrived at a final intention

How will you assess my child's progress?

Assessment of learning takes many forms. We assess how your child is learning through their practical work, written annotation and theory knowledge linked to the AOS.

In the creative arts we value the importance of providing students with feedback that enables them to progress. In DT, in line with exam board, we provide generic feedback allowing students to reflect clearly on where they have made progress and enable students to track their progress in various disciplines, whether it be a research, design or practical tasks.

The NEA allows students to decide their own design brief and produce a practical outcome, based on research and design work. The NEA and theory knowledge are marked both formatively and summatively to provide a 'snap shot' of the knowledge and skills the students have gained and those which still require work. This is used, along with their classwork and feedback, to inform the reports you receive home.

Please feel free to contact us to discuss our assessment policy in any further depth if required.