



## Design - Statement of Curriculum Intent

At St Pauls Catholic School we intend to build a Design Technology curriculum which develops learning and results in the acquisition of knowledge and skills. Children will know more, remember more and understand more.

We intend to design a curriculum with appropriate subject knowledge, skills and understanding as set out in the National Curriculum Design Technology Programmes of study, to fulfil the duties of the NC whereby schools must provide a balanced and broadly-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities and responsibilities and experiences for later life

Design at St Paul's empowers students with the opportunity for creating visual work. Design gives the students opportunities to produce a host of ideas, and encourages students to share their ideas whilst nurturing their design and making of commercially viable products. We strongly believe that our department brings breadth to our school curriculum and allows for rich and varied learning experiences. Design can provide students with many benefits to help them grow in an inclusive environment. Teaching young students design thinking helps them develop a growth mindset and important problem solving, analytical and spatial thinking skills.

Our Design curriculum intends that students are able to come to lessons where they feel safe and cared for as well as providing them with a time of fun and enjoyment. Design topics are of a wide variety of genres that explore different cultures, Christian values, historical/ geographical contexts and social backgrounds. This varied curriculum allows students to learn in a cross-curricular form, which can help to develop their understanding of Design as well as make links to other curriculum areas and the outside world. Our Design curriculum not only intends to develop students' ability to design and make it exposes them to the benefits and advantages of design thinking which helps a student create the right environment for real and much broader understanding of the voice of the customer. It helps move beyond the monologue of research and, if incorporating prototyping and testing, begins an ongoing process of dialogue with current and potential customers.

Our Design curriculum aims is diverse and respectful to the wide variety of ethnic and religious backgrounds. We aim to cultivate a student's curiosity and in doing so we look at and appreciate those designers, technologist and scientist from the past, present and future.

We also aim to continue to develop the school's Catholic values through celebrating Christmas with a design and make nativity project each year. We hope to provide an inclusive environment where every student can take part regardless of his or her background. Design topics are accessible to all, but can push the high ability. We believe that Design is for all, which is why we offer so many enrichment and extra-curricular opportunities in the form of afterschool clubs.

We intend to teach knowledge and skills in practical lessons with clever use of questioning to capture students' curiosity of the subject. We believe that theoretical and practical understanding of the subject should be aligned and each lesson is a development of the last.

The curriculum intent for year 7 and 8 Product Design students here at St Paul's is for them to know, experience and understand a broad range of disciplines that are needed to be successful within design and fashion. This will be the foundation of knowledge in order for them to make informed choices at the end of year 8 and hopefully opting for the subject at GCSE level.

Product Design follows a model used by the Bauhaus school of design. Students will be exposed to True materials (Stone, wood, metal, textiles, colour, glass, clay and polymers) from a range of disciplines.

Areas of study include, Study of nature, study of materials, space Study, colour study, composition study, study of constructions and representation, study of materials including smart and modern materials and tools. The Bauhaus movement has a profound influence upon subsequent developments in art, architecture, graphic design, fashion design, interior design industrial design and typography.

- All students are encouraged to make progress through setting targets and receiving live feedback.
- Develop self-confidence and self-discipline, grow in self-esteem, and develop sensitivity to and respect for others.
- Celebrate diversity and different ethnic backgrounds.
- Offer an inclusive environment where all students can develop a variety of cross-curricular skills.
- Offer an 'extended' curriculum that offers enrichment and extra-curricular activities.
- Promote a healthy lifestyle, encouraging participation and nurturing creativity.

Our current Design curriculum is working towards the impact statement above. Over the past few years, we completed a lot of work to hit these goals and desires, especially the need to give students an inclusive design education and help to provide varied design and make topics and styles. We currently deliver Design and Fashion to years 7 and 8, GCSE Product Design (AQA), BTEC Fashion and A Level Product Design (AQA).

In years 7 and 8 students are introduced to Design using topics that develop a broad range of research, design, make and evaluate. The GCSE Design curriculum is also broad and is divided into Fashion and Product Design. The three-year program allows knowledge and basic skills to be developed in year 9, students are provided design and make opportunities and are regularly tested on the theory of the principals of designing and making.

Teachers are knowledgeable of the specifications and enjoy developing students' curiosity of the subject. Our department has formed strong links with both industry and Loughborough university. This has allowed us to share best practice and the students to be exposed to their next steps in their design journey.