DT KS3 PROGRESSION MAP

Overview: Our curriculum encourages children to become autonomous and creative problem-solvers, both as individuals and as part of a team. It enables them to identify needs and opportunities and to respond by developing ideas and making products and systems. Through study they combine practical skills with an understanding of aesthetic, social and environmental issues, as well as functions and industrial practices which allow them to become discriminating and informed consumers and potential innovators.

Within the Subject of DesignTechnology, skills and knowledge of materials and how to use them are essential to gain before realistic design progression can occur. Throughout the Trust students will build on their skill set, knowledge of materials/ Ingredients and manufacturing processes. This will help them become informed designers and competent individuals. The focus is on advancing their skill set throughout their journey, the projects themself are a bonus.

Area specific points to be colour coded:

1. ***Product Design is identified in red,***
2. ***Textiles Design is identified in blue,***
3. ***Food and Nutrition is identified in green,***
4. ***Graphics is identified in purple***
5. ***Multiple areas in black***

In each year, pupils will be learning to:

Design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They will acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation

The aims are to: develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world, build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users, critique, evaluate and test their ideas and products and the work of others, understand and apply the principles of nutrition and learn how to cook.

Themes within subject	Year 5	Year 6	Year7	Year 8	Year9	End of KS4
Research and Design	**Develop design criteria to inform the design of appealing products.** including sustainability **or a given theme**	**use internet research to develop design criteria ,draw on market research to inform design**	Students will learn how to **Develop specifications that respond to needs in a variety of**	Students will learn how to: **Identify and understand user needs in the context of different cultures.**	Students will learn how to: **Define isometric drawing and understand how to draw isometrically.**	Students will learn how to: **Follow and understand the principles and standards of engineering drawing and**

	Take a user's view into account when designing - F.U.M.E.S (function,user,materials, environment,safety) **explain how a product will appeal to an audience** make design decisions considering time and resources (wood choices and appropriate sizing etc (waste and reuse). make realistic plans that the maker can achieve create a step-by-step plan **select ingredients to add colour, flavour and texture.** **create cross sectional and exploded diagrams** **create isometric drawings** Handle/ experience and interact with many different types of materials (wood, metal, plastics)	**Take a user's view into account when designing - F.U.M.E.S (function,user,materials, environment,safety)** make design decisions, considering cost use questionnaires for research and design ideas **consider functionality and aesthetics in choosing materials/ingredients produce suitable lists of tools, equipment, materials, ingredients needed, considering constraints, and create a step by step plan.** compare the work of an artist that follow a theme **select ingredients including seasonings to adapt a recipe and enhance flavour.** **Ensure product is fit for purpose**, **Use computer aided design** make a prototype independently	**situations** e.g use A.C.C.E.S.S.F.M (Aesthetics.Cost. Customer,Environment,Size, Safety,Function,Material) **Identify the style and influences of an art/design movement** **Use annotated sketches, detailed plans, isometric** e.g 3rd angle orthographic drawing and precise measuring (to within 1mm). **Consider consumers when making dishes**. (links to theory content) E.g some people cannot eat wheat/gluten, some people choose a vegetarian diet. **Understand and apply the principles of nutrition and health.** (eg that protein is essential for young people as it aids growth)	**Identify and solve their own design problems Understand how to reformulate problems given to them** **Generate and develop a range of creative ideas, using a variety of design approaches** e.g. detailed sketching (representing material and texture), use of different views, paper modeling/prototype making, inspection of existing work/materials **Create a wide range/number of early ideas** e.g. through mind-mapping , in response to the design brief **Select important elements of a design brief and compose a full and relevant specification.** **Develop a range of creative designs and models that clearly communicate ideas, components and materials.** **Identify the source, seasonality and characteristics of different imported, locally grown and seasonal foods.** eg: seasonal vegetables (depending on when unit is taught), eating seasonally has health, cost and environmental benefits. Importing foods has negatives and positives as above.	**Explain the differences between isometric drawing and other three dimensional drawing.** **Understand the properties of materials and identify some examples.** e.g. hardwoods, softwoods and acrylic, and the difference between thermo-polymers and thermosetting polymers. **Apply tone effectively and to present sketches effectively** e.g 3D sketching and use of colour to enhance designs utilising existing skills. Building towards well compressed and presented design pages **Textiles (and Graphics)** **Critically analyse artist/designers work to inform the development of personal ideas** **Cultural importance of food in world cultures** e.g. Using NEA Question - research into meditteranean dishes for target group	**dimensioning.** e.g hidden detail, complex level of dimensioning on more complex parts. **Generate complex components for products and link to 3D CAD packages** e.g. On shape **Develop isometric sketching skills and learn new techniques** e.g.exploded isometric. **The working properties of materials and impact on the design of a product** **Design packaging nets** e.g the impact batch production of the net has on waste and material use. **Generate iterative creative ideas, with links to inspiration** e.g use of scamper method

				Select finishing techniques for products, based on their own preference or ability. E.g choosing folds for Danish pastries.		
Make	**follow and refine a logical plan** **cut to a tolerance of + or - 5mm** **Use Files and sandpaper to achieve a safe / smooth finish.** **accurately use hand tools** : tenon saw, coping saw, vice, bench hook, bradawl, drill, countersink , steel ruler, frett saw square and glue gun **use sewing machine** **use iron** **add decoration** e.g tie and dye, embroidery, fabric pens. use bridge grip use the hob	**adapt detailed step-by-step plans, pattern** make changes while making to improve quality, finish and **strength** **use pulleys, levers and gears to create movement** **choose appropriate stitches** **use applique** Use sewing machine for more complex shapes use oven	Students will learn how to: **Use a wider, more complex range of materials taking properties into consideration.** **Use machinery with precision** **Produce CAM outcomes with teacher's help** **How sewing patterns are used and adapt pattern pieces with more confidence than in year 6** **Choose from and employ a range of cutting techniques depending on the dish or their own preference. (**eg Julienne, dice) **Cook a repertoire of predominantly savoury dishes** (eg stir-fry, curry, pasta bakes) **Apply heat in different ways** (e.g. stir-fry, roux sauce, baking, frying, sauteing, roasting) **Learn and develop a range of practical skills and knowledge through cooking sessions.**	Students will learn how to: **Correctly select and use tools, techniques, and machinery with precision while progressing with making.** **Use a sewing machine with some accuracy.** **Apply more technical cooking and preparation skills** e.g. see technical skills and project section below.	Students will learn how to: **Apply strict quality control checks.** **Understand a working drawing and manufacture a product accurately from this.** **Combine previously taught skills and techniques** **Learn new techniques** e.g. Weaving Eco - textiles Fusing Deconstruction and construction of fashion **identify and select appropriate media for personal intentions and artist responses**: e.g. digital illustration, mark making, tonal colour rendering, collage using papers and cards **Interpret a nutritional label.** **Analyse nutrient content and create their own food label.** **Meditteranean cooking skills** e.g such as pasta making inc kneading and rolling	Students will learn how to: **Use drawing for a variety of purposes** e.g. sketches, plans, diagrams, designs, scribbles, doodles, patterns, illustrations, working drawings, draw in different dimensions **Create more complex CAD drawings and CAM outcomes with more accuracy** **Work with a wider range of materials and use more complex techniques** e.g with tie dye - using different methods of tying e.g shibori, and different types of dyes, marbling, layering of techniques **Understand how plans for making are used in industry and create a very detailed plan for making** e.g. including measurable criteria that links to specification - time, size and inc. quality and safety **Develop modelling skills to create meaningful outcomes that reflect the ideas they have explored in their project.** e.g.

			These should include opportunities to develop the knife skills and practical skills taught in KS2 and introduce new, more complex preparation and cooking techniques. e.g. see technical skills and practical projects sections for more detail **Use complex preparation and cooking techniques** e.g. dicing an onion, stir-frying, making a roux sauce, pastry making, shaping and forming. **Consider consumers preferences when making dishes** (eg, likes/dislikes, medical needs - CHD, diabetes, allergies, intolerances, coeliac, dietary preferences - vegetarian, vegan)			adapting a sewing pattern to achieve a 3D outcome **Apply the principles of free machining to make their own outcomes** **Construct design layouts and demonstrate knowledge** i.e positioning of graphic elements **Study and reproduce accurate drawings of typography** **Demonstrate knowledge of image resolution, image size, and image file format for web and print.** Use of photo manipulation programmes such as Adobe photoshop and vector programs such as Adobe Illustrator **Describe different methods and techniques in detail e.g.** Making prints, e.g monoprint, quick print, collograph, screen Collage - different cutting and sticking techniques Paint - watercolour, gouache, acrylic **Different pastry making techniques** e.g. shortcrust, flaky, choux and puff

Evaluate	**Evaluate quality of design while in the process of designing and making suggest** Additional ingredients and modifications to their dish **Test and evaluate final product** **Consider the impact of products beyond their intended purpose e.g disposable cups**	**Explain what to improve and the effect different resources chosen may have had on final product extra ingredients** **Identify an impact a chef /designer has had.** **Evaluate the finish of a product** **Evaluate considering the views of others** Evaluate how much products cost to make and how innovative they are	Students will learn to: **Identify and use ACCESSFM questions to evaluate a product.** **Investigate new and emerging technologies** **Test, evaluate and refine their ideas and products taking into account the views of intended users and other interested groups**	Students will learn to: **Test and evaluate-use of third party feedback and suggested design modifications.** **Test and evaluate extensive sampling of surface decoration techniques before the generation of a final design solution.**	Students will learn to: **Review design and practical work against learning objectives** **Understand the difference between materials** e.g. thermo-polymers and thermosetting polymers, and be able to identify some examples. **Textiles (and Graphics)** **Review success of own artist work against artist's work** **Sensory evaluation of food**	Students will learn to: **Understand developments in design and technology** e.g. its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists **Textiles (and Graphics)** **Compare and contrast art work with reference to the formal design elements and principles** e.g. line, direction, shape, size, texture, value, and colour and harmony, balance, scale, proportion.
Technical knowledge required	**Most fruit and veg is at its best at the time of year it is harvested (seasonality of foods)** **When to use different knife grips – claw, bridge** Identify country of origin for fruits and vegetables they use Fruit contains a range of vitamins including vitamin C to keep skin and joints healthy **built through making. Skills: Hygiene and safety, kitchen etiquette, Knife skills (bridge and claw), weighing and measuring in ml and g**	**Some people have food allergies eg nuts, gluten** Gluten free foods contain flour substitutions eg maize or rice flour **Practical skills building on y5:** Oven use, Rubbing-in, forming a dough, shaping/forming, portion control, knife skills (bridge and claw), using the kettle, glazing **New practical skills taught:** Cake baking, finishing techniques, peeling, coring, seasoning sauces, batter making (steam raising), using meat safely, using pastry, setting with	Students will learn: **Basic Use of CAD program- 2D design** to control CAM -the laser cutters and CAM machinery. Apply computing and use electronics to embed intelligence in products that respond to inputs, and control outputs, using programmable components. **Become competent in a range of cooking techniques employed in KS2** (eg, rubbing-in, binding, forming a dough). **New skills taught in year 7:** Stir-frying, making a roux/white	Students will learn: How to recognise and describe artisan and commercial printing methods. How to identify quality control issues, and will employ problem solving skills e.g. measuring/maths skills to ensure products are accurate **Learn how to apply heat in different ways;** using awareness of taste, texture and smell to decide how to season dishes and combine ingredients **New skills taught in year 8:** Using raw chicken safely, cake finishing techniques, making an egg set filling, laminating, shaping pastry, making icing,	Students will learn: **Different methods to make their own fabrics and surface techniques.** e.g Fabric construction techniques such as weaving Work with materials by modelling on mannequins in a range of fabrics **Machine around the weaving loom where needed to strengthen** **Employ a wide range of technical skills** e.g. pasta making, whipping, bread making - flatbread, pastry	Students will learn: Combining of techniques, layering to achieve functional solutions. **Commercial and industrial applications of a range of materials when manufacturing their products in quantity.** **Utilise a variety of suitable materials and components.** **Needle felting and glue bonding media and materials** e.g. creating their own interesting and dynamic fabrics **Modelling through manipulation of fabrics to fit** e.g.inserting darts and gathers

	accurately. Rubbing in, forming doughs, seasoning, shaping/forming, baking, safe oven use, portion control, using boiling water, egg glaze, setting, lining a cake tin. Working with different textiles materials (cotton. Processes - a) marking and cutting out,b) joining of straight seams using hand tacking and machine sewing, c) surface treatments and finishes (dye, applique and fabric pens).	egg, sautéing, making a reduction sauce, using the food probe, boiling, draining. **Nutrition and health:** Eat Well guide, Food groups, specific nutrients found in food groups, portion sizes, effects of malnutrition. **Food science:** Identifying starches and fats through testing food samples. Eg, starch - iodine test, fats - filter paper. This can be included in lessons based on nutrition and food groups. **Gears are wheels with teeth that slot together. They are used to increase the power of a turning force.** power of motor depends on number of cells used.*(linked to Science)* cross curricular links with Science and maths. Resistance, Ohms, voltage. Geography- LEDs and mineral mines and deposits. Batteries- how they work- Energy- chemical reactions. Conductivity- insulators Selection of suitable materials (e.g cotton, linen, polar fleece and felt). Processes- a) cutting out and use of pattern symbols	sauce, bread dough/shaping bread, kneading, pastry making **Theory knowledge (special diets): How medical issues, age, lifestyle, religion, culture and personal preferences can affect food choice.** Eg: allergies, intolerances, coeliac disease, diabetes, vegan and vegetarianism.	using filo pastry, thickening a sauce with cornflour. **Global Food: How our food choices affect people, our health and our environment:** Food miles, Carbon footprint, Local, Seasonality, Community, Organic, Fairtrade, Free range vs battery farming.		Roux sauce Boning chicken Filleting fish

		b) joining of straight and curved seams using hand tacking and machine sewing, c) inserting a filling (rice) and d) surface treatments and finishes (e.g. applique, dye and different hand stitches).				
Subject specific Vocabulary	design specification, research, reinforce, stability, temporary, permanent cord, dye, knot on, knot off, needle threader. Pattern template, chalk, sewing machine, iron. Embroidery thread Hygiene, safety, equipment, utensils (names of), bacteria, bridge, claw, function of ingredients (eg egg sets), names of techniques (eg rubbing-in, folding), seasonality	production, processes, industrial, prototype, professional, LED, Resistor, LED holders, battery clip, battery, switch, circuit, connection, connections, short circuit, insulator, package, triangulation, stability, temporary, permanent Equipment vocab: Pulley, gear, cells, anode , cathode, ohms, resistance,conductor, insulator, solar, sustainability, computer aided design (CAD) Polar fleece, faux fur. applique. Reinforce,hem, facings,back stitch, satin stitch, ladder stitch. Polyester fibre filling. Turning tool, unpicker, funnel. Nutritional words: food group, carbohydrate, starch, function, energy, protein, growth/repair, fat, saturated unsaturated, protection/insulation, vitamins, minerals, water, sugar, diabetes, heart disease (CHD). Practical vocabulary: techniques	Manufacture, production, processes, industrial, Etch, prototype, professional. Lever/cam/linkage element Laser cut design elements Manufacture, computerised, applique, installation, art history, art/design movement, pattern, geometric and organic shapes. Bondaweb, Applique. *Theory Specific diets vocabulary*: vegan, vegetarian, coeliac, allergies, intolerances, alternatives, lactose, gluten. *Practical vocabulary*: Dice, Simmer, reducing, Julienne, Stir-fry, Roux sauce, gluten, kneading, shaping, yeast, proving, portion control, shortcrust pastry	CAD, Computer Aided Design, CAM, Computer Aided Manufacture, Laser cutting, etching, manufacture, production, processes, industrial, prototype, professional, Net, Tensol, solvent, safety, laminate, process, investment, industrial, mass production, metal work screen printing, digital printing, mono printing, stamp techniques, graffiti, street art, experiments, cultures, stencil, spray paint, quality control. *Theory Global food vocabulary*: Food miles, Carbon footprint, Local, Seasonality, Community, Organic, Fairtrade, Free range, battery farming, ethical, moral, food choice, provenance, environmental. *Practical vocabulary techniques*: e.g. laminating, gelatinization *Functions of ingredients* e.g. steam raising - puff pastry, marinating - fajitas. (These	Isometric, 3rd angle orthographic, quality control, design, accuracy, dimensions, engineering drawing, front, end, plan views, parallel, colour render. Pastiche, artist copy Embroidery, running, back stitch, satin stitch. Observation, observational Artist Research Thread, bondaweb, felt Proportions, tone, line, quality Weaving, warp, weft, upcycle, sustainability, colour fast, clipping, top stitching Sans serif, serif, kerning, layout, position, alignment, pastiche, inspiration, gradient, tone, rendering, line, colour, tone, texture, pattern. Primary, secondary, harmonious, complimentary, contrasting, silhouette.	Tolerance, accuracy, time plan Free machining, dart, gathers, pleats, pin tucks, bias, drape, straight of grain, pattern marks, tailor tacks Bitmap, vector, resolution, CMYK, RGB, layer, mask, resist, positive and negative, art history, geometric, organic shapes, brand, marketing, advertising, design industry. high biological value, low biological value, amino acids, complementation, monosaccharides, disaccharides, polysaccharides, saturated and unsaturated fats, triglycerides, the chemical names of vitamins

		(eg creaming, dicing, sauteing) Functions of ingredients (eg steam raising - yorkshire pudding, aeration - creaming method)		words will depend on each school's choice of recipes)		
Practical Projects	Simple make projects - with less design impact. Wooden toy- simple and classic- skills based No waste duck Puzzle Packaging/graphics Plastic pollution in the ocean and zero waste product (calico bag). Links to seascapes and sea creatures. Development of design ideas linked to theme Identify and describe the work of others (a look at Surfers Against Sewage). Cross curricular links made to Science: Living things and their habitats, looking at sea creatures and how affected by pollution and link to Science: Animals including Humans Geography links- sustainability and plastic pollution reflected in sea themes decoration Maths links- units of measure Introduction to the kitchen. Skills led project	Vehicle with electronics Plastic body (strip heating) Wooden chassis Structure strengthening Endangered species project. Teacher directed investigation of WWF. Project linked to endangered species, conservation of animals. Product: Doorstop (but due to restrictions in school product may need to be flexible) Compare and describe the work of artists who follow the theme of conservation, endangered species and their habitats Examine the work of others e.g. a look at the WWF. Development of design ideas inspired by others Cross curricular links made to Science: Living things, animals and evolution Nutrition Theory Led - Focussed on the eat well guide. Learn the food groups and nutrients within the EatWell guide. Apply this	**Tablet Stand/ Book holder** Wooden stand for phone/tablet or book. influenced by urban artists. A sustainable, biodegradable product that serves a purpose and function. Interior Installations Create a product for an Interior linked to an Art movement e.g. Art Deco or Art Nouveau. There is an opportunity to do decorative techniques, repeat patterns. The product will need to be flexible to suit the school so it could be a cushion, light shade or wall hanging for example. (Relevant theme looking at Art movements as this links to Graphics, Textiles and Product Design) **Special diets** How medical, age/lifestyle and personal preferences affect food choice. Recipes link to the theory taught. E.g teach about coeliac and show how gluten's role in bread making in the next practical lesson.	Metal insect/plant project 2D design keyring with layers Laser cutting, joining with solvent Fabric Containers Create a fabric container for a product based on the theme of street art/graffiti. The product could be a pencil case, but could also be a mobile phone cover, a diary cover, or a bluetooth phone speaker to suit school and situation. Global Food How our food choices can affect people, our health and the environment and the ethical choices we can make when selecting food products. *Ethical issues* surrounding food including fairtrade, free range, food miles, eating local. Focus on "ethical" issues surrounding food provenance and production. e.g. eating locally can reduce your carbon footprint. Links to multicultural/ international food, and seasonality. Food miles, Carbon footprint, Local, Seasonality,	Product Design skills and techniques whilst exploring a range of design led tasks. Short answer exam questions delivered as independent research - long answer exam question taught and tested SUMMER project: Shortened NEA to give students a more in-depth view of coursework requirements being 50% of the final grade at GCSE. We also intersperse theory across the NEA. The NEA is different every year just as it is at GCSE, and is based on real life contexts. Viktor and Rolf Project Weaving, eco-textiles, fusing, construction and deconstruction SUMMER project: Simple garment with more advanced dyeing and printing, free machining, CAD-CAM Tourism Project Explore appropriate contextual material and critically analyse existing products and the work of existing practitioners.	Lighting Project NEA task TBC - currently changing Vans Trainer design using art movements, music logo design. Sustained project and exam project Lessons are based on the theoretical syllabus in yr10 rather than work on projects: nutrition proteins, fats carbohydrates, fats, water soluble vitamins, fat soluble vitamins minerals, vegetarians, diet related diseases, nutritional needs of different population group.

	Skills led focussed on practical skills such as cutting: claw, bridge Oven, hob - boiling and simmering. Hygiene: washing up Measuring Names of equipment. The recipes will be based on the skills being learned	knowledge to make a range of dishes. Theory based on food science: food groups using science experiments. Eg using iodine to identify Starch based foods. Use filter paper to identify foods containing fats. Digestion and diet are introduced in biology as well. Recipes will link to the theory Seasonality	*Dietary Needs* - Nutrition and specialist diets including vegetarianism, vegan, medical diets e.g. Coeliac, lactose intolerant, social choices. *Food Science* - e.g. what gluten does in the body. How medical, age/lifestyle and personal preferences affect food choice. *Medical food preferences* - coeliac, allergies, intolerances, diabetes type 1. *Age/lifestyle* - active lifestyles, age, gender. *Personal choic*e - vegan vegetarian and alternatives. Possible dishes could include: Bolognese, stir fries, egg fried rice, macaroni cheese, pasta bake, jam tarts, carrot cake, shaped rolls, pizza.	Community, Organic, Fairtrade, Free range vs battery farming. Recipes come from the theory - e.g free range eggs to make quiches and a sponge. Dishes are based on the theory taught in the lessons surrounding global food provenance and cultural foods. Possible dishes could include: Danish pastries (handmade puff), chile con carne, fajitas, sausage plait, sweet and sour chicken, spring rolls, mini quiche, dutch apple cake, pasta arrabiata.	Apply design knowledge and specific vocabulary to tasks. Use ICT when generating, developing, modelling and communicating design ideas Evaluate, justify and reflect upon design outcomes. <u>SUMMER project:</u> <u>Water Bottle Project</u> Sustained project investigation. Building on design knowledge, understanding and application and contains a sequence of design elements with related objectives and outcomes. Evaluation activities and focused practical tasks. Learning to work through the design process from brief to final outcome. <u>Food and Nutrition</u> The focus is on increasing knowledge of healthy eating and nutrition to make informed choices regarding food. Explore healthy eating guidelines to gain an understanding of how these can be used and their importance to health, Understanding of nutrients, their functions, effects on health and food sources Carry out a range of practical skills to cover preparation of meat and vegetables and techniques and processes Investigate the nutritional needs of different groups	

					Learn how to adapt recipes to apply the healthy eating guidelines Use sensory evaluation to evaluate their practical work Summer Project Carry out a shortened NEA2 to give the students an understanding of the work which will be completed at GCSE. This will include carrying out research, choice of dishes with justification, carrying out more advanced practical skills, evaluating the dishes completed including nutritional analysis, costing and sensory evaluation. This unit builds on the knowledge gained in the rotations and prepares the students for the depth and detail required at GCSE.	
Key designers/ makers	Ivar Bengtsson. Inventor of Brio train sets https://www.brio.uk/ https://www.brio.net/our-company/history https://www.etsy.com/uk/market/wooden_animal_toy **Food-Key designer/makers** https://www.sas.org.uk/ Surfers against sewage https://saveourseas.com/ Save our seas	Paul Budnitz designer of the Munny vinyl toy- https://www.kidrobot.com/pages/about-paul-budnitz https://www.kidrobot.com/ **ood--Key designer/makersF** https://www.wwf.org.uk/ Tom Eckersley - animal art	Urban artists- for graphic influence https://lucy.beat13.co.uk/ **Textiles** William Morris, René Lalique, Alphonse Mucha - Art Nouveau. Erte, Sonia Delauney - Art Deco	**Product Design** **Textiles** Jean Michel Basquiat Keith Haring JonOne Jean Dubuffett Dondi White Lady Pink	Viktor and Rolf Henry Rivers Max and Oscar Becky Bettesworth Julia Allum	Harry Beck Marcel Breuer Coco Chanel Norman Foster Sir Alec Issigonis William Morris Alexander McQueen Mary Quant Louis Comfort Tiffany Raymond Templer Marcel Breuer Gerrit Reitveld Charles Rennie Macintosh Aldo Rossi Ettore Sottsass Philippe Starck Vivienne Westwood. Companies:

	Kate Wakely Textiles Vincent Scarpace Bonnie Monteleone					Braun Dyson Apple Alessi Under Armour Zara Gap Primark. Iris Van Herpen Alexander McQueen Viktor and Rolf Manish Arora Harriet Popham John Galliano Versace Sophie Standing Susan Lenz Maggie Grey David Carson Neville Brody Anna Strumf Olly Moss Saul Bass Paula Scher James White Art/Design movements: Art Nouveau Art Deco
Themes within subject			Year7	Year 8	Year9	Start of KS4