

Landau Learner Curriculum Overview Creativity DT (Sustainable Fashion) Rotation

Subject: Creativity: DT Director of Learning: GM Year: 9

Curriculum organisation	
Students are taught in four different rotations in mixed ability for the equivalent of six single lessons per fortnight. Rotations last 10 weeks and cover Art, Values, Computing, Music / DT (split) Music is a split rotation with DT so students are taught 3 hrs a fortnight on this rotation.	
What topics will students be studying this year? Includes links to National Curriculum, Curriculum Intent and Prior Related Learning*	
DT	
<p>An introduction into the issues of the current fashion industry and an understanding of what “Fast fashion is” and the environmental issues with these. What does sustainable fashion mean? Understanding what ethical fashion, circular fashion, slow fashion and conscious fashion is. Use Photo shop to create a sustainable character. Students will develop an understanding of Photoshop in a creative industry creating a mood board that will inspire their designs. Explore fashion design and illustration. How can you design sustainably and explore ways to extend the life of old unwanted clothes? Create personalised fashion illustrations that showcase sustainable fashion.</p> <p>Students to Understand how to develop their ideas and improve upon design work. Students to explore Strokes, drop shadows, bevel and emboss and other effects can give more emphasis to your text. Images can also look better even by simply adjusting brightness, contrasts, exposure and others. Students are introduced to these features on photo shop but can take these skills and develop them further in Art and Design in Graphics and design work. Evaluate and present chosen concept to the class.</p>	
Prior Learning: How to use drawing aids to help draw accurately, How to evaluate work and suggest improvements. Develop and communicate design ideas using annotated sketches, detailed plans, digital presentations and computer-based tools.	
National Curriculum coverage: NC Element 4: Use a variety of approaches [for example, biomimicry and user-centred design], to generate creative ideas and avoid stereotypical responses , NC Element 5: Develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations and computer-based tools NC Element 11: Understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists	
Curriculum Intent: We aim for students to be aware of where new products come from and that good design is about making things better for people. We aim for Students to understand that designers are working towards making a better world and that the work they do is critical to the success of our society. Designers help to make our relationship with the objects that we build our lives from more thoughtful, wiser, deeper and better considered. We also aim to have students who are responsible citizens and better consumers: students who possess a good understanding of environmental, moral ethics and sustainability, who realise how their decisions can impact other people and environments, positively and negatively.	

Equipment needed for sessions:	What can you do to support your child?
Log in details Adobe Photoshop	
How will learning be assessed and progress measured?	Extension and enrichment activities:
Teacher assessment and one to one guidance. Peer learning. Final presentation explaining chosen concept of festival and showcase final work.	Opportunities to enter competitions