

THE CURRICULUM OFFER

Construction; Textiles; Hair & Beauty; Food Technology / Hospitality

Introduction

The Faculty of Art, Design & Technology was established to provide a flexible and streamlined curriculum which responds to the needs of the students it serves and the wider community. To achieve this objective, well-trained and highly motivated staff are the key factor in creating an atmosphere in which students can grow in confidence and enjoy learning. We offer a range of academic and vocational qualifications as required to meet the needs of students and the evolutionary nature of education.

In Technology at Key Stage 3 (Years 7 & 8), students work on a carousel, having 10 weeks each in Textiles, Graphics, Food Technology and Resistant Materials. Students can choose to further their study in these subjects by choosing Construction, Hospitality & Catering or Textiles as an optional subject in Key Stage 4 (Years 9, 10 & 11). There is also the option to study Hair & Beauty at Key Stage 4.

SUBJECT: CONSTRUCTION

Department: Art, Design & Technology

In Key Stage 3 students study Resistant Materials. This leads on to Construction in Key Stage 4 for those students who choose this subject as an "option" in Year 8. Mr Wagstaffe and Mrs Buxton work together to deliver these subjects. As Head of Faculty Mr Wagstaffe has overseen the introduction of Construction into our varied curriculum. The school has invested in and developed specialist areas for the delivery of bricklaying, structural carpentry and roofing, providing our students with high quality resources.

Construction Staff Team



Vice Principal

Mrs Rachel Yarnall

Head of Technology

Mr Anthony Wagstaffe

Contact Us

To contact a member of Construction, please email:

firstname.surname@bulwellacademy.org.uk

Or telephone the school's reception on 0115 964 7640. Our Receptionist will take a message and ask the staff member to contact you when they are able. It is likely that your call will not be returned until after the end of the teaching day.

Key Stage 3 Construction Curriculum (Years 7 & 8)

Students will learn how to read diagrams, analysing different sources of information, while applying new skills, knowledge and understanding. Students are required to cut, form and process materials with precision, while taking into account the characteristics of the chosen materials. Students select and use tools to produce individual pieces, before finally assembling and evaluating their work. There is a strong focus on health and safety throughout. All students are given the opportunity to develop skills based around the use of our laser cutter. In Year 7, students will work on a bird-box project, and in Year 8, on a Trebuchet project.



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CONSTRUCTION continued

Key Stage 4 Construction Curriculum (Years 9, 10 & 11)

- Students follow the [WJEC GCSE Construction Constructing the Built Environment Level 1 / 2 Award \(QAN - 601/0543/4\)](#).
- The course is designed to support students who want to learn about the construction industry from the build perspective. It provides learners with a broad introduction to the different trades involved in the sector and the types of career opportunities available.
- The award is made up of three units – Bricklaying, Carpentry, Roofing. Each unit has an applied purpose which acts as a focus encouraging learners to consider how the use and application of their knowledge, understanding and skills impacts on individuals, employers, society and the environment.
- Students produce practical and written coursework for bricklaying, carpentry and roofing. This equates to 60% of their grade.
- Students are required to complete a Project Management exercise set by the exam board, which equates to 20% to their final grade.
- The course of study is as follows:
Year 9 – Bricklaying and Carpentry; Year 10 – Roofing and Bricklaying exam; Year 11 Carpentry exam, Roofing exam, Coursework project
- For more information regarding Key Stage 4, please view the Construction Course outline on the Guided Learning Pathway page of our website: [Making Choices in Year 8](#)

Links for Learning

- www.hse.gov.uk/
- www.goconstruct.org
- builderstest.com/cscs-mock-test-full.html





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Subject: **FOOD TECHNOLOGY / HOSPITALITY**

Department: Art, Design & Technology

In Years 7 & 8 (Key Stage 3) students study Food Technology. This then leads towards Key Stage 4 Hospitality and Catering for those students who opt for this at the end of Year 8. Miss Bird and Miss Marriott work together to deliver these subjects. The school has invested in and developed specialist areas for the delivery of Food, Hospitality and Catering by providing a state of the art Hospitality kitchen that is industry standard.

Hospitality Staff Team



Vice Principal

Mrs Rachel Yarnall

2nd in Department

Miss Lucy Bird

Teacher of Technology

Miss Rebecca Marriott

Contact Us

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Key Stage 3 Food Technology (Years 7 & 8)

The Year 7 curriculum is aimed at developing good basic cooking skills and a positive attitude to a healthy life style, food safety and hygiene. Year 7 Food Technology introduces useful culinary skills for the making of fruit salad, bread, pitta pizzas, scones and more. We provide an exciting practical environment with greater focus on health and safety with the use of a range of kitchen equipment.

The Year 8 curriculum builds on that of year 7. Students develop their knowledge in all areas and learn new topics such as: food waste, international cuisine, fast food and dietary requirements. Students develop a more high level set of skills and the focus on being able to work independently to be able to produce a range of dishes including: pizza, Thai green curry, chow mein, sweet and sour, meatballs and more. The year 8 curriculum helps boost confidence and independence and sets up students to be able to cook independently and to choose Food Technology as a Key Stage 4 option.

YEAR 7 PRACTICALS

Fork biscuits; fruit salad; pitta pizza; cheese and courgette muffins; cheese straws; scones; bread; oat cookies; pasta salad

YEAR 8 PRACTICALS

Flavoured bread; pizza; meatballs; Thai curry; sweet and sour; Victoria sponge; chow mein; pasties; fruit muffins; fruit flapjack



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FOOD TECHNOLOGY / HOSPITALITY continued

Key Stage 4 Hospitality & Catering (Years 9, 10 & 11)

The [Eduqas Level 1/2 Award in Hospitality and Catering](#) has been designed to support learners in schools and colleges who want to learn about this vocational sector and the potential it can offer them for their careers or further study. This course will develop learner's knowledge and understanding related to a range of hospitality and catering providers; how they operate and what they have to take into account to be successful. There is the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations. In this qualification, learners will also have the opportunity to develop some food preparation and cooking skills as well as transferable skills of problem solving, organisation and time management, planning and communication. Through the two units, learners will gain an overview of the hospitality and catering industry and the type of job roles that may be available to assist them in making choices about progression.

YEAR 9

During the first year of the course, we introduce the students to the world of hospitality and catering with the emphasis on practicals to develop the skills they learnt in Key Stage 3. The theory is based on the different sectors of the industry, venues and jobs within Hospitality. During the year the students will complete a baseline assessment on biscuits, and then complete practicals on a regular basis such as lasagne, jam tarts, toad in the hole, fish pie, Victoria sponge, pizza and Bakewell tarts. The students will then also look into the importance of following a recipe and being able to evaluate their skills and outcomes. This will help them when they complete a mock controlled assessment which counts towards 60% of their final grade. They will finish the year with a mock exam which counts towards the other 40% of their final grade.

YEAR 10

This year will have more of a theory based curriculum, embedding previous information from the first year and giving students a thorough insight into what it takes to manage a hospitality business. We will be looking into laws and regulations of the industry, along with the operations and health and safety requirements. The focus of the practical lessons will be based on technique and the ability to multi task including teaching students the skills to make lasagne with homemade pasta, burgers where both bread and burger are completed in one practical and macaroni cheese where a roux sauce will be made from scratch. The year will then end with completing the controlled assessment and the exam.

YEAR 11

The final year is all about revision and teaching students the knowledge they might expect to see in the exam learning objective 1-5 in the specification. This will be supported by revision workshops during the holidays and after school. The focus on the practicals will be on refining previous skills and ensuring students are confident to make two practicals within 2 hours for the controlled assessment. We will also develop students' research skills and their ability to select products that are suitable to a variety of briefs.



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Subject: **TEXTILES**

Department: Art, Design & Technology

Our aim in the Textiles department is to give students the opportunity to develop their capabilities, aspirations, knowledge, creativity and skill in a secure and happy learning environment, providing learning by doing and “skills for life”. This is to enable all students to become confident and independent, creative and innovative designers in a rapidly developing technological world.

Students investigate the work of textile designers and from this research make judgments about the appropriateness of design ideas, the selection of materials and tools and the quality of textile items. Students are challenged to transfer knowledge from new situations and projects to building on technical skills from past experiences. This is aimed at giving students the opportunity to explore functional and aesthetic aspects of textiles in design and making processes. This also helps them to take responsibility for decision-making and encourage individuals to express ideas and opinions. By and large students will develop an appreciation of the factors affecting them as would-be textile consumers.

A range of visits and trips are arranged throughout the year which supports the delivery of the textile units to broaden students’ appreciation of how textiles technology is taught and to stimulate design inspiration during the design and make process.

The Textiles staff team consists of two experienced teachers with different specialisms and a wealth of experience. Their expertise has helped Textiles students achieve high GCSE examination results within the department:

- 80% A –C GCSE results with 40% achieving A*.

Textiles Staff Team



Vice Principal

Mrs Rachel Yarnall

2nd in Department

Miss Lucy Bird

Teacher of
Technology

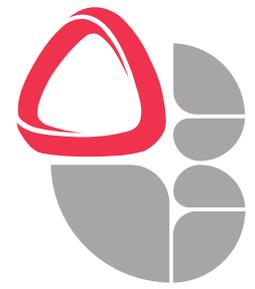
Mrs Philomena Tabiri-Essuman

Contact Us

To contact a member of Textiles, please email:

firstname.surname@bulwellacademy.org.uk

Or telephone the school’s reception on 0115 964 7640. Our Receptionist will take a message and ask the staff member to contact you when they are able. It is likely that your call will not be returned until after the end of the teaching day.



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TEXTILES continued

Key Stage 3 Textiles Curriculum (Years 7 & 8)

The Key Stage 3 projects are designed to have an enterprise focus to develop opportunity to learn valuable practical and theoretical knowledge as well as life skills. The projects are continuously being reviewed to incorporate students' abilities and develop their skills at using sewing machines, hand sewing and use of surface decoration techniques. Students make products such as cushion covers, aprons, shopping bags and printing their own T-shirts.

YEAR 7

The Yr 7 project gives students the opportunity to develop understanding about surface decoration techniques and allow them to produce an individual cushion cover that reflects their theme. Yr 7 Textile Technology combines practical and intellectual skills with creative thinking to design and make a cushion cover. Students use practical skills in print such as tie-dye and applique, use of the sewing machine and hand stitching to design and make their cushion cover. Students are encouraged to be creative and imaginative with their ideas, choice of materials and surface decoration techniques, as well as the safe use of tools and equipment when working.

YEAR 8

The Yr 8 Bag Project continues to develop students' skills and knowledge in the area of textiles within Design technology. Throughout this project, students look at the design process, specifically concentrating on the brief and design inspirations, specification, initial designs and design development. This module also helps students to research Pop Art, and apply their research to their design ideas. This also helps develop their practical skills, using the sewing machine safely to sew a bag with a pocket and use CAD/CAM software to apply their own logo onto their product. For an extension project, students "recycle" an old T-Shirt with tie dye and apply their logo with stencil printing techniques.

Key Stage 3 Textiles Curriculum (Years 9, 10 & 11)

At Key Stage 4 the course provides an opportunity to work in ways similar to a Fashion / Textiles Designer in their design and make projects. The [WJEC GCSE Art & Design Textiles Course](#) provides opportunity for students with passion for art and design, fashion, style and creativity to undertake theme based assignment to produce fashion or a textile product. It is highly practical, using a range of surface decorative techniques on textile as a medium to produce an outcome.

At the end of the course students are assessed on 60% coursework. There is an externally set final assignment which accounts for 40% of the final grade. It is an ideal course for creative and imaginative individuals who enjoy practical and vocational skills activities and are interested in following a career in Art and Design in the future. All students create a portfolio of work, building on research, analytical, investigative and designing skills which accompany a final Textiles product of their choice based on a list of project themes.



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TEXTILES continued

YEAR 9

The theme for the current project is based on Underwater Life. Students begin to see the world through the eyes of a designer as they develop ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding about architecture, music, dance, drama, production design and published media. They are encouraged to identify differences in their methods, approaches, purposes and intentions. They are required to appraise, compare and contrast the work and use this to inform their own work and the final outcome being a textile product. Students begin the course by developing their drawing skills using different media and techniques through observational drawings from primary and secondary sources. The drawings are through a natural progression to surface decoration techniques and samples which are presented in their sketchbooks with evaluative discussion of their work. They explore a range of techniques such as batik, silk painting and collagen hand embroidery, etc.

YEAR 10

In Year 10 students continue to refine ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes. Students produce a range of samples focusing on fabric embellishment and surface decoration techniques and in doing so explore manipulation of fabrics and the properties of different fabrics. They present essentially personal, imaginative final outcomes that, together with selective evidence of thinking and production processes, effectively realise the student's stated intentions and demonstrate critical understanding of visual, tactile and, where appropriate, other forms of communication. These prepare the students for their GCSE coursework. Students are also involved in making fashion or a textile product on home furnishing.

YEAR 11

Year 11 students are set a project as a controlled assignment from a past examination question. This is to give students exposure to their final GCSE examination. Students explore an extended piece of coursework on "Natural Forms and Repeat Textures". The project focuses on fabric embellishment and surface decoration techniques. This is done under examination conditions to further develop their independent skills. This project will finish with a 10 hour practical exam to produce a finished textile product for the project.

Links for Learning

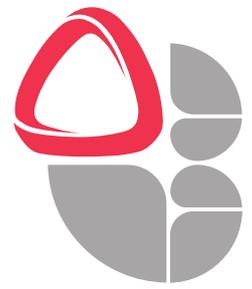
bbc.org.uk/schools/gcsebitesize/design/textiles/

bbc.org.uk/schools/gcsebitesize/design/mocks/

design-technology.info/revisionguides/

Extra-Curricular Activities

In Textiles we offer a range of extra-curricular clubs and enrichment opportunities to support our students' learning and enjoyment. We are fortunate to have a local sewing business and individuals who donate fabric offcuts to support the delivery of club activities. Students take home anything they complete, and are encouraged to bring their own or family's textiles items for alterations. KS3 students start with basic machine stitches to produce soft toys and also use a knitting tube to knit hats and neck warmers, whilst KS4 students have opportunities to push their design and skills development.



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Subject: Hair & Beauty

Department: Art, Design & Technology

Introduction

Hair and beauty is an optional subject for students from Key Stage 4 which is chosen at the end of Year 8. The subject is delivered by Mrs Frost within a fully equipped hair and beauty salon at the Academy, which provides the opportunity to offer a variety of services to members of the public.

Mrs Frost works with students to develop a broad and comprehensive understanding of the sector but, more importantly, to develop core academic knowledge and study skills that will support progression within hairdressing and beauty therapy. Students will develop hair and beauty skills, techniques and knowledge, which will prepare them to progress to the next level of vocational learning.



Contact Us

To contact Mrs Frost, please email: helen.frost@bulwellacademy.org.uk

Or telephone the school's reception on 0115 964 7640. Our Receptionist will take a message and ask Mrs Frost to contact you when she is able. It is likely that your call will not be returned until after the end of the teaching day.

Key Stage 4 Curriculum (Years 9, 10 & 11)

Students who choose to study Hair & Beauty follow the [VTCT Level 2 Certificate in Hairdressing & Beauty Therapy](#) specification. The course acts as the ideal starting point for those who want to work in the hair and beauty industry. Throughout the course students will strengthen their practical abilities in a salon environment, whilst building valuable customer service and communication skills, and developing self-confidence. The course is graded pass, merit or distinction.

Students are supported to:

- Develop a broad and comprehensive understanding of the hair and beauty sector
- Gain core academic knowledge and study skills to support progression within hair and beauty therapy
- Carry out research projects, science, business enterprise and marketing and promotions

The qualification has been developed collaboratively with schools, colleges, employers and other associations to use the hair and beauty sector as a vehicle to develop learners more broadly, so they are sufficiently prepared and equipped with the knowledge, understanding and skills to pursue a career in any context.

The qualification includes four units that can be applied to any sector or vocational area. In this qualification the learners will study hairdressing and beauty therapy and related industries.

Students are required to produce a portfolio of evidence mapped to all learning outcomes and assessment criteria for practical and theory units in the form of course work and practical observations throughout the course. The evidence will confirm the knowledge, understanding and skills gained.



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HAIR & BEAUTY continued

YEAR 9

Level 1

- Introduction to the Hair & Beauty Sector
- Presenting a Professional Image in the Salon
- Follow Health & Safety in the Salon
- Contact Dermatitis Prevention
- Styling Men and Women's Hair
- Create a Hair & Beauty Image
- Shampoo and Conditioning Hair & Scalp
- The Art of Dressing Hair

YEAR 10

Level 1

- The Art of Colouring Hair
- Plaiting and Twisting Hair
- Setting hair
- Manicure
- Skincare

Level 2, Unit 1

- Understanding the hair and beauty sector
- Types of hair and beauty businesses
- The structure and importance of the UK hair and beauty sector
- Know the products and services used in hair and beauty and the career opportunities available

Level 2, Unit 2

- Hair and beauty science
- The chemistry of hair and beauty products
- Anatomy of the skin and hair
- The formulation of products for different hair and skin types

YEAR 11

Level 2, Unit 3

- Enterprise in the hair and beauty sector,
- The features and benefits of entrepreneurship
- Develop ideas for a hair and beauty enterprise
- Explore the purpose and importance of a business plan

Links for Learning

bbc.org.uk/schools/gcsebitesize/business

sanex.org.uk/track-down-factors-can-influence-your-skin-health

Other Important Information

Work experience in a hair and beauty salon would support the students learning in both theory and practical, supporting their development when achieving assessments.