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| **Social**  Students are encouraged to develop their social development through collaborative tasks and peer assessment in all areas of Art, Design and Technology. Through project work, they develop their awareness of other religious, ethnic and socio-economic backgrounds and consider their when designing and making products. |
| **Examples**  Developing food products to meet the dietary requirements of different groups of people.  Calculating and comparing the costs of products made using ‘Finest’ and ‘Value’ ingredients.  Peer and Self-assessment is carried out in all projects completed.  Collaborative Aboriginal Mask Project  Introduced to a variety of British artists and their response to their political statements/current trends e.g. Banksy, Henry Moore, Tim Burton  Students consider a range of cultures and religion when designing to ensure their designs are inclusive. |
| **Moral**  Students are encouraged to understand how decisions made can impact on the world around them. They are often encouraged to investigate and analyse work that may pose a moral question and offer reasoned views about their work, whilst understanding the viewpoints of others. |
| **Examples**  Designing and making a product that considers the 6 Rs.  Exploring the use of Fairtrade ingredients.  Sustainability in Product Design – Wooden Pallett Challenge  During investigations students consider the environmental impact of individual products.  Investigating ways to reduce food miles.  Autobiography – students research into their past, presence and future |
| **Spiritual**  Students are encouraged to use their imagination and creativity to generate design ideas for Art and D&T practical outcomes. They are given the opportunity to reflect on and react to the world around them. They will analyse a range of existing art work and products to inspire them in their own work. |
| **Examples**  In the Yr 9 Docking Stand project students use natural forms to inspire and inform their designing.  In all projects completed students are encouraged to select their own design ideas for realisation |
| **Cultural**  Students are encouraged to understand, appreciate and analyse the range of cultures that influence design in all areas of Art, Design and Technology. They explore exiting food, products and art from different cultures to encourage their own understanding of cultural heritage. |
| **Examples**  Producing a dish that represents the cuisine of another country.  Aboriginal Masks Project  Using Marc Chagall and Kandinsky to enable students to explore their own identity.  Investigating Celebrity Culture through Julian Opie portraiture and Andy Warhol Pop Art.  Students investigate and analyse artists ideas and concepts to identify how meaning is conveyed – students use this culture to encourage their own understanding of heritage.  A wide range of artists, from a variety of cultures, is studied throughout KS3, 4 and 5  Investigating products inspired by cultural influences. |
| **British Values**  Students are given ‘The Great British Bake Off’ as a GCSE design task  Looking a contemporary British artists like Angie Lewin, Banksy, Tim Burton. |