

Year Group	SDC Strands and Curriculum Links			
	Be Professional (Character and Community)	Be Inclusive (Diversity and Relationships)	Be a Learner (Aspirations and Economics)	Be Knowledgeable (Wellbeing and Health)
<b>Year 7</b>	KS3 club- Art technician Junk kouture- Art/Textiles  KS3 Cooking club - Ms Moodie/ Emmy  Stratford park site visit Walk the line sculpture trail  reward- pewter casting  CDD Tate Modern	Diverse designers and included in curriculum- Design compare and contrast their way of life with other's	Careers Architect and Engineer led visits from Hill and Poplar regeneration- Design  Respectful audience and supportive evaluations	Importance of play and exercise- Design  Healthy eating and lifestyles
<b>Year 8</b>	KS3 club- Art technician Homes for everyone local site tour  reward- wagamama- food junk kouture- Art/Textiles THAT Exhibiion  CDD V&A Design lab	Diverse designers included in curriculum. Looking homes in different cultures-Design	Careers Architect and Engineer led visits from Hill and Poplar regeneration- Design  Respectful audience and supportive evaluations	Importance of design of wellbeing – improving relationships, design principles effect on mood, reduce anxiety, improve productivity.  Club: Art therapy 6 week trial
<b>Year 9</b>	KS3 club- Art technician Graffiti vs Gallery tour Shoreditch	Diverse designers included in curriculum. Representation in industry and how this is changing- Design	Careers Architect and Engineer led visits from Hill and Poplar regeneration - Design  Workshops THAT Network looking at education beyond GCSE Art and Design  Respectful audience and supportive evaluations	Environmental design- reduced levels of depression, anxiety, and fatigue, and enhanced quality of life increased physical activity, social interaction, neighbourhood cohesion Sustainability and 6Rs- Design

<p><b>Year 10</b></p>	<ul style="list-style-type: none"> <li>● Saatchi gallery – Art</li> <li>● East London architectural photography - Art</li> <li>● Royal Botanical Gardens -Art <a href="https://www.kew.org/">https://www.kew.org/</a></li> <li>● Bake show- Food</li> <li>● College visit - careers in food</li> <li>● Stepney City Farm (food sustainability)</li> <li>● cultural foods/ cuisine ( street food markets - spitalfields market/ Borough market</li> <li>● Dorchester hotel</li> </ul> <p>Urban Planning workshop- summer term- Including Business GCSE</p>	<p>Identity through still life portraiture, Looking at stereotypes- Art</p> <p>Diversity and representation of different cultures</p> <p>LGBTQAI representation in the arts</p> <p><b><u>Art in Action</u></b>, due to take place at the <b>Emmanuel Centre in London</b> on November 28th</p>	<p>Links with and Enrichment- workshops with royal drawing school</p> <p>flip learning artist research</p> <p>Links with Dorchester hospitality and catering</p>	<p>Symbols of identity to convey meaning and personal stories- looking at wider issues through art analysis</p> <p>Body language reading peoples emotions</p>
<p><b>Year 11</b></p>	<ul style="list-style-type: none"> <li>● Horniman museum and Gardens- Art</li> <li>● Tate Britain- Art Feb To support external set question</li> <li>● Artisan bakers/ cooks - food court canary wharf, westfield</li> </ul>	<p>Diversity and representation of different cultures</p> <p>LGBTQAI representation in the arts</p> <p><b><u>Art in Action</u></b>, due to take place at the <b>Emmanuel Centre in London</b> on November 28th</p>	<p>Enrichment- workshops THAT Network</p> <p>flip learning artist research</p>	<p>Science and art link, medical imagery as inspiration. Pollution, climate change</p>