

#### Intent of KS4 Curriculum:

Design and Technology is a perfect example of head and hands working together. For pupils, having to think about specific purposes and users for their products is much more demanding than simply following instructions to make something. Pupils have to think, decide and plan, as well as go and create.

Through studying Design and Technology through a wide variety of activities and processes, pupils use of a broad range of knowledge, skills and understanding which helps prompt engagement and nurtures creativity and innovation. They design and make functional products that solve real and relevant problems through a range of contexts via an array of different materials. It encourages pupil's to think about important issues and explore the designed and made world in which we all live and work.

Some of the benefits of studying Design and Technology

- 1. How to be creative
- 2. How to solve real problems
- 3. Learn skills that to can be used in a future job
- 4. Learn about materials, processes and tools
- 5. Learn about the effect of products on the environment & people
- Make and manipulate things with different materials
- 7. Learn practical skills that can help yourself
- Apply knowledge from other subjects
- 9. Make a finished product to take home and be proud of

Through the curriculum pupils go through the design process in order to acquire and apply knowledge and understanding of materials and components, design skills, existing products, practical skills, quality and health and safety.

The skills learned in D&T also help with learning across the curriculum. Knowledge about the properties of materials helps in science and the practice of measuring accurately helps in maths. These skills help in IT through the pupils use of computers and naturally, in art and design.

Design and Technology provides opportunities for pupils to develop their capability. By combining their design and making skills with knowledge and understanding they learn to create quality products.

D&T brings learning to life. It is a motivating context for discovering literacy, mathematics, science, art, PSHE and ICT.

Pupils are exposed to the design process to develop their practical, designing and creative ability to solve real and relevant problems within a variety of contexts.

This is achieved through three Design & Technology subject areas:

- Resistant Materials/Product Design
- Textiles
- Graphics

Through evaluation of past and present Design and Technology, pupils will develop a critical understanding of its impact on daily life and the wider world around them.

#### Implementation of Skills & Concepts:

Students enter KS3 with a mixed variety of existing skills due to the differing amount of exposure in KS2. Within the first lessons students are taught the key health and safety expectations whilst in the design and technology department. Health and safety is paramount and students are consistently reminded of the expectations whilst in the subject area. Students have to sign a health and safety contact at the start of each new rotation cycle in order for them to carry out practical work in that subject area.

Skills are delivered through the following subjects on a rotation of 8 week blocks:

- Resistant Materials/Product Design
- Textiles
- Graphics

#### **Impact**

The Design and Technology Department will assess the impact of key concepts, skills and content throughout the year via regular assessments, marking and student feedback, book scrutiny and learning walks. This will be evident through the department QA folder and department tracking document (found within the department shared drive).

In order to support literacy, the pupil's booklets contain key words (as well as on the teaching power points) as well as key literacy tasks built into each project booklet.

As the pupils rotate their marks are recorded on to the department tracking sheet and an average mark is awarded for each project. Over the course of the year a clear picture of their progress can be seen.

In year 8 pupils will build upon some of the key skills techniques and knowledge already learned, but will also be introduced to new skills techniques and knowledge in order to fully prepare them for their op

### **UNIT 1:** Introduction to Specialist Pathways in Art and Design (Internal):

### Aims and background of the Project:

- Be able to use specialist materials, techniques, equipment and processes in response to client briefs
- Be able to record formal elements within specialist pathways.

15 Week s	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
Learning Aims	Introduction to drawing techniques	Introduction to colour theory	Design brief & analysis of the brief	Create 2 Mood boards to help aid your design ideas	Create your initial design ideas in response to the brief	Development your design ideas in response to the Brief	Exploring Materials, Techniques & Processes Stage 1 of modelling	Exploring Materials, Techniques & Processes Stage 2 of modelling	Exploring Materials, Techniques & Processes Stage 3 of modelling	Exploring Materials, Techniques & Processes Stage 4 of modelling	Material analysis chart	Exploring Materials, Techniques & Processes Final Modelling	Exploring Materials, Techniques & Processes Final modelling	Exploring Materials, Techniques & Processes Final modelling	Product evolution &  Evaluation of final product
Learning outcomes	Explore specialist materials, techniques, equipment and	Explore specialist materials, techniques, equipment and processes	Record a minimum of two formal elements.	Record a minimum of <b>two</b> formal elements.	Explore specialist materials, techniques, equipment and processes	Explore specialist materials, techniques, equipment and processes	Explore specialist materials, techniques, equipment and processes	Explore specialist materials, techniques, equipment and processes	Explore specialist materials, techniques, equipment and processes	Explore specialist materials, techniques, equipment and processes	Explore specialist materials, techniques, equipment and processes to record a	Explore specialist materials, techniques, equipment and processes	Explore specialist materials, techniques, equipment and processes	Explore specialist materials, techniques, equipment and processes	Record a minimum of two formal elements.
	Select and use specialist materials,	<u>Select and use</u> specialist materials, techniques, equipment and processes	Record a minimum of four formal elements to meet the requirements of specialist briefs.	Record a minimum of four formal elements to meet the requirements of specialist briefs.	Select and use specialist materials, techniques, equipment and processes	Select and use specialist materials, techniques, equipment and processes	Select and use specialist materials, techniques, equipment and processes	Select and use specialist materials, techniques, equipment and processes	Select and use specialist materials, techniques, equipment and processes	<u>Select and use</u> specialist materials, techniques, equipment and processes	minimum of two formal elements.  Select and use specialist materials, techniques,	<u>Select and use</u> specialist materials, techniques, equipment and processes	<u>Select and use</u> specialist materials, techniques, equipment and processes	<u>Select and use</u> specialist materials, techniques, equipment and processes	Record a minimum of <b>four</b> formal elements to meet the requirements of specialist briefs.
	techniques, equipment and processes  Competently select and use specialist	Competently select and use specialist materials, techniques, equipment and processes	Effectively record a diverse range of formal elements to meet the requirements of specialist	Effectively record a diverse range of formal elements to meet the requirements of specialist	Competently select and use specialist materials, techniques, equipment and processes	Competently select and use specialist materials, techniques, equipment and processes	Competently select and use specialist materials, techniques, equipment and processes	Competently select and use specialist materials, techniques, equipment and processes	Competently select and use specialist materials, techniques, equipment and processes	Competently select and use specialist materials, techniques, equipment and processes	equipment and processes to record a minimum of four formal elements to meet the requirements of specialist	Competently select and use specialist materials, techniques, equipment and processes	Competently select and use specialist materials, techniques, equipment and processes	Competently select and use specialist materials, techniques, equipment and processes	Effectively record a diverse range of formal elements to meet the requirements of specialist briefs.
	materials, techniques, equipment and processes  Confidently develop and exploit the characteristics of specialist materials, techniques, equipment and processes	Confidently develop and exploit the characteristics of specialist materials, techniques, equipment and processes	briefs.  Record a creative and diverse range of formal elements to meet the requirements of specialist briefs.	briefs.  Record a creative and diverse range of formal elements to meet the requirements of specialist briefs.	Confidently develop and exploit the characteristics of specialist materials, techniques, equipment and processes	Confidently develop and exploit the characteristics of specialist materials, techniques, equipment and processes	Confidently develop and exploit the characteristics of specialist materials, techniques, equipment and processes	Confidently develop and exploit the characteristics of specialist materials, techniques, equipment and processes	Confidently develop and exploit the characteristics of specialist materials, techniques, equipment and processes	Confidently develop and exploit the characteristics of specialist materials, techniques, equipment and processes	briefs.  Competently select and use specialist materials, techniques, equipment and processes to effectively record a diverse range of formal elements to meet the requirements of specialist briefs.	Confidently develop and exploit the characteristics of specialist materials techniques, equipment and processes	Confidently develop and exploit the characteristics of specialist materials, techniques, equipment and processes	Confidently develop and exploit the characteristics of specialist materials, techniques, equipment and processes	Record a <b>creative and diverse</b> range of formal elements to meet the requirements of specialist briefs.
					Create outcomes in response to client briefs  Create outcomes that meet the requirements of client briefs.	Create outcomes in response to client briefs  Create outcomes that meet the requirements of client briefs.	Use at least two specialist materials and techniques to create outcomes in response to client briefs, using equipment and processes safely.	Use at least two specialist materials and techniques to create outcomes in response to client briefs, using equipment and processes safely.	Use at least two specialist materials and techniques to create outcomes in response to client briefs, using equipment and processes safely.	Use at least two specialist materials and techniques to create outcomes in response to client briefs, using equipment and processes safely.	Confidently develop and exploit the characteristics of specialist materials, techniques, equipment and processes to record a creative and diverse range of formal elements to meet the	Use at least two specialist materials and techniques to create outcomes in response to client briefs, using equipment and processes safely.	Use at least two specialist materials and techniques to create outcomes in response to client briefs, using equipment and processes safely.	Use at least two specialist materials and techniques to create outcomes in response to client briefs, using equipment and processes safely.	
					Create <u>effective outcomes</u> that <u>meet the</u> requirements of client briefs.  Create <u>imaginative</u> outcomes that meet the	Create <u>effective outcomes</u> that <u>meet the requirements of client briefs</u> .  Create <u>imaginative outcomes</u> that <u>meet the requirements of client briefs</u> .	Select and apply at least four specialist materials, techniques, equipment and processes safely to create outcomes that meet the requirements of client briefs.	Select and apply at least four specialist materials, techniques, equipment and processes safely to create outcomes that meet the requirements of client briefs.	Select and apply at least four specialist materials, techniques, equipment and processes safely to create outcomes that meet the requirements of client briefs.	Select and apply at least four specialist materials, techniques, equipment and processes safely to create outcomes that meet the requirements of client briefs.	requirements of specialist briefs.	Select and apply at least four specialist materials, techniques, equipment and processes safely to create outcomes that meet the requirements of client briefs.	Select and apply at least four specialist materials, techniques, equipment and processes safely to create outcomes that meet the requirements of client briefs.	Select and apply at least four specialist materials, techniques, equipment and processes safely to create outcomes that meet the requirements of client briefs.	
					requirements of client briefs.	SHALL STATE OF	Consistently select a diverse range of specialist materials, techniques, equipment and processes to create effective outcomes that meet the requirements of client briefs.	Consistently select a diverse range of specialist materials, techniques, equipment and processes to create effective outcomes that meet the requirements of client briefs.	Consistently select a diverse range of specialist materials, techniques, equipment and processes to create effective outcomes that meet the requirements of client briefs.	Consistently select a diverse range of specialist materials, techniques, equipment and processes to create effective outcomes that meet the requirements of client briefs.		Consistently select a diverse range of specialist materials, techniques, equipment and processes to create effective outcomes that meet the requirements of client briefs.	Consistently select a diverse range of specialist materials, techniques, equipment and processes to create effective outcomes that meet the requirements of client briefs.	Consistently select a diverse range of specialist materials, techniques, equipment and processes to create effective outcomes that meet the requirements of client briefs.	
							Independently select a diverse range of specialist materials, techniques, equipment and processes to create imaginative outcomes that meet the requirements of client briefs.	Independently select a diverse range of specialist materials, techniques, equipment and processes to create imaginative outcomes that meet the requirements of client briefs.	Independently select a diverse range of specialist materials, techniques, equipment and processes to create imaginative outcomes that meet the requirements of client briefs.	Independently select a diverse range of specialist materials, techniques, equipment and processes to create imaginative outcomes that meet the requirements of client briefs.		Independently select a diverse range of specialist materials, techniques, equipment and processes to create imaginative outcomes that meet the requirements of client briefs.	Independently select a diverse range of specialist materials, techniques, equipment and processes to create imaginative outcomes that meet the requirements of client briefs.	Independently select a diverse range of specialist materials, techniques, equipment and processes to create imaginative outcomes that meet the requirements of client briefs.	
Required Skills	Compositional techniques. Exploring line, tone, form, shape, pattern, colour, texture.	Use of tone, colour, texture.	Analysis Skills, extended writing, idea generation	Research skills, Use of ICT	Compositional techniques. Exploring line, tone, form, shape, pattern, colour, texture.	Compositional techniques. Exploring line, tone, form, shape, pattern, colour, texture.	Use of Design studio tools and equipment. Cutting, Joining, Shaping techniques, Development skills	Use of Design studio tools and equipment. Cutting, Joining, Shaping techniques, Development skills	Use of Design studio tools and equipment. Cutting, Joining, Shaping techniques, Development skills	Use of Design studio tools and equipment. Cutting, Joining, Shaping techniques, Development skills	Analysis Skills, extended writing, Evaluation skills, Decision making, Health and safety	Use of Design studio tools and equipment. Cutting, Joining, Shaping techniques, Development skills	Use of Design studio tools and equipment. Cutting, Joining, Shaping techniques, Development skills	Use of Design studio tools and equipment. Cutting, Joining, Shaping techniques, Development skills	Analysis Skills, extended writing, Evaluation skills
Skills & content revisited	Compositional techniques. Exploring line, tone, form, shape, pattern, colour, texture.	Use of tone, colour, texture.	Analysis Skills, extended writing, idea generation		Compositional techniques. Exploring line, tone, form, shape, pattern, colour, texture.	Compositional techniques. Exploring line, tone, form, shape, pattern, colour, texture.	Use of Design studio tools and equipment. Cutting, Joining, Shaping techniques, Development skills	Use of Design studio tools and equipment. Cutting, Joining, Shaping techniques, Development skills	Use of Design studio tools and equipment. Cutting, Joining, Shaping techniques, Development skills	Use of Design studio tools and equipment. Cutting, Joining, Shaping techniques, Development skills	Analysis Skills, extended writing, Evaluation skills, Decision making, Health and safety	Use of Design studio tools and equipment. Cutting, Joining, Shaping techniques, Development skills	Use of Design studio tools and equipment. Cutting, Joining, Shaping techniques, Development skills	Use of Design studio tools and equipment. Cutting, Joining, Shaping techniques, Development skills	Analysis Skills, extended writing, Evaluation skills
Assessment	Open & Directed questions. Department booklet assessment and feedback. BTEC summative assessment.	Open & Directed questions. Department booklet assessment and feedback. BTEC summative assessment.	Open & Directed questions. Department booklet assessment and feedback. BTEC summative assessment.	Open & Directed questions. Department booklet assessment and feedback. BTEC summative assessment.	Open & Directed questions. Department booklet assessment and feedback. BTEC summative assessment.	Open & Directed questions. Department booklet assessment and feedback. BTEC summative assessment.	Open & Directed questions. Department booklet assessment and feedback. BTEC summative assessment.	Open & Directed questions. Department booklet assessment and feedback. BTEC summative assessment.	Open & Directed questions. Department booklet assessment and feedback. BTEC summative assessment.	Open & Directed questions. Department booklet assessment and feedback. BTEC summative assessment.	Open & Directed questions. Department booklet assessment and feedback. BTEC summative assessment.	Open & Directed questions. Department booklet assessment and feedback. BTEC summative assessment.	Open & Directed questions. Department booklet assessment and feedback. BTEC summative assessment.	Open & Directed questions. Department booklet assessment and feedback. BTEC summative assessment.	Open & Directed questions. Department booklet assessment and feedback. BTEC summative assessment.
Literacy	Isometric, Perspective, Tone	Primary colours, Secondary colours, Colour opposites, Colour association	Analysis, Compare, Contrast, Target Audience, Client	Mood-board, scale, space, ratio	Form, Texture, Tone, Contour, Ergonomics, Anthoplametrics, Target Audience, Client	Form, Texture, Tone, Contour, Ergonomics, Anthoplametrics, Target Audience, Client	Cutting, Shaping, removing, Waste, Technique, Equipment, Tools, Materials, Maquettes, Modelling, Experimentation	Cutting, Shaping, removing, Waste, Technique, Equipment, Tools, Materials, Maquettes, Modelling, Experimentation	Cutting, Shaping, removing, Waste, Technique, Equipment, Tools, Materials, Maquettes, Modelling, Experimentation	Cutting, Shaping, removing, Waste, Technique, Equipment, Tools, Materials, Maquettes, Modelling, Experimentation	Health and safety, Storage, Materials	Cutting, Shaping, removing, Waste, Technique, Equipment, Tools, Materials, Maquettes, Modelling, Experimentation	Cutting, Shaping, removing, Waste, Technique, Equipment, Tools, Materials, Maquettes, Modelling, Experimentation	Cutting, Shaping, removing, Waste, Technique, Equipment, Tools, Materials, Maquettes, Modelling, Experimentation	Evaluation, Design Brief, Client, Target Audience, Purpose, Ergonomic
Numeracy	Marking out and measuring	N/A	N/A	N/A	Marking out and measuring	Marking out and measuring	Marking out and measuring	Marking out and measuring	Marking out and measuring	Marking out and measuring	N/A	Marking out and measuring	Marking out and measuring	Marking out and measuring	N/A
Resources	Pencil crayons, Pencils, Ruler, Eraser	Pencil crayons, Pencils, Ruler, Eraser	Pencil crayons, Pen, Pencils, Ruler, Eraser	ICT access	Pencil crayons, Pencils, Ruler, Eraser	Pencil crayons, Pencils, Ruler, Eraser	Modelling Materials, Design Studio tools & equipment	Modelling Materials, Design Studio tools & equipment	Modelling Materials, Design Studio tools & equipment	Modelling Materials, Design Studio tools & equipment	Pencil crayons, Pen, Pencils, Ruler, Eraser	Modelling Materials, Design Studio tools & equipment	Modelling Materials, Design Studio tools & equipment	Modelling Materials, Design Studio tools & equipment	Pencil crayons, Pen, Pencils, Ruler, Eraser



UNIVERSITY ACADEMY HOLBEACH

DECOMOLOGY

## **UNIT 2:** – Creative Project in Art and Design (External):

- To develop creative ideas, skills and intentions in response to a project brief
  To produce final outcomes that meet the requirements of the brief.

15 Week s	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	10hrs off timetable
	Design Brief & User	Artist research & Mood-	Artist research &	Product Analysis	Wider issues in Design	Research summary &	Initial ideas	Developments	Compare ideas &	Modelling	Modelling	Modelling	Materials Chart	Gantt chart & CAD work	CAD work	Practical
Learning Aims	Profile	boards	Mood-boards	Troduce Analysis	Widel issues in Design	Specification	ilitali ideas	bevelopments	developments against spec	Wodening	Wodeling	Wodeling	Waterials chart	Gante chart & CAD Work	CAD WOLK	Tractical
_	I can describe using	I can describe using	I can describe using	I can describe using	I can describe using	I can describe using simple	Develop ideas from a starting	. Develop ideas from a	Develop ideas from a starting	Develop ideas from a starting	Develop ideas from a	Produce a personal				
Learning	simple sentences	simple sentences	simple sentences	simple sentences	simple sentences	sentences	point in response to the	starting point in response to	point in response to the	point in response to the	starting point in response	outcome that responds				
outcomes	I can explain using	I can explain using <b>full</b>	I can explain using <b>full</b>	I can explain using full	I can explain using <b>full</b>	I can explain using <b>full</b>	brief, describing creative intentions.	the brief, <u>describing</u> creative intentions.	brief, <u>describing</u> creative intentions.	brief, describing creative intentions.	brief, <u>describing</u> creative intentions.	brief, <u>describing</u> creative intentions.	brief, <u>describing</u> creative intentions.	brief, <u>describing</u> creative intentions.	to the brief, <u>describing</u> creative intentions.	to the requirements of the brief.
	full sentences	sentences	sentences	sentences	sentences	sentences										
	I can justify choices	I can <u>justify choices</u> by	I can justify choices	I can justify choices by	I can justify choices by	I can justify choices by giving	Use appropriate skills to develop designs and ideas in	Use appropriate skills to develop designs and ideas in	Use appropriate skills to develop designs and ideas in	Use appropriate skills to develop designs and ideas in	Use appropriate skills to develop designs and ideas in	Use appropriate skills to develop designs and ideas in	Use appropriate skills to develop designs and ideas in	Use appropriate skills to develop designs and ideas in	Use appropriate skills to develop designs and	Produce a personal outcome <u>that meets</u> the
	by giving <u>full</u> reasons for all my	giving full reasons for all	by giving full reasons	giving full reasons for all	giving full reasons for all	full reasons for all my	response to the brief, <u>explaining</u> creative	response to the brief, explaining creative	response to the brief, explaining creative	response to the brief, explaining creative	response to the brief,	response to the brief, explaining creative	response to the brief,	response to the brief, explaining creative	ideas in response to the brief, explaining creative	requirements of the brief.
	opinions	my opinions	for all my opinions	my opinions	my opinions	opinions	intentions.	intentions.	intentions.	intentions.	explaining creative intentions.	intentions.	explaining creative intentions.	intentions.	intentions.	Produce a personal
							Explore and refine diverse	Explore and refine diverse	Explore and refine diverse	Explore and refine diverse	Explore and refine diverse	Explore and refine diverse	Explore and refine diverse	Explore and refine diverse	Explore and refine	outcome, showing a cohesive exploration, in
							designs and ideas in	designs and ideas in	designs and ideas in	designs and ideas in	designs and ideas in	designs and ideas in	designs and ideas in	designs and ideas in	diverse designs and ideas	meeting the
							response to the brief, analysing creative intentions.	response to the brief, analysing creative intentions.	response to the brief, <u>analysing</u> creative intentions.	response to the brief, <u>analysing</u> creative intentions.	response to the brief, <u>analysing</u> creative intentions.	response to the brief, <u>analysing</u> creative intentions.	response to the brief, <u>analysing</u> creative intentions.	response to the brief, analysing creative intentions.	in response to the brief, analysing creative	requirements of the brief.
							Synthesise a <u>diverse</u> range of	Synthesise a <u>diverse</u> range of	Synthesise a <u>diverse range of</u>	Synthesise a <u>diverse</u> range of	Synthesise a <u>diverse</u> range of	intentions.	Produce a creative outcome, showing an			
							designs and ideas which	designs and ideas which	designs and ideas which	designs and ideas which	designs and ideas which	designs and ideas which	designs and ideas which	designs and ideas which	Synthesise a <u>diverse</u>	imaginative exploration
							imaginatively explore the requirements of the brief,	imaginatively explore the requirements of the brief,	imaginatively explore the requirements of the brief,	imaginatively explore the requirements of the brief,	imaginatively explore the requirements of the brief,	imaginatively explore the requirements of the brief,	imaginatively explore the requirements of the brief,	imaginatively explore the requirements of the brief,	range of designs and ideas which	in meeting the requirements of the brief.
							justifying creative intentions.	justifying creative intentions.	justifying creative intentions.	<u>justifying creative</u> intentions.	<u>justifying creative</u> intentions.	<u>justifying creative</u> intentions.	<u>justifying creative</u> intentions.	justifying creative intentions.	imaginatively explore the requirements of the brief.	
							Apply materials, techniques	Apply materials, techniques	Apply materials, techniques	Apply materials, techniques	Apply materials, techniques	Apply materials, techniques	Apply materials, techniques	Apply materials, techniques	justifying creative	
							and processes, in relation to creative intentions.	and processes, in relation to creative intentions.	and processes, in relation to creative intentions.	and processes, in relation to creative intentions.	and processes, in relation to creative intentions.	and processes, in relation to creative intentions.	and processes, in relation to creative intentions.	and processes, in relation to creative intentions.	intentions.	
															Apply materials,	
							Select and apply appropriate materials, techniques and	Select and apply appropriate materials, techniques and	Select and apply appropriate materials, techniques and	Select and apply appropriate materials, techniques and	Select and apply appropriate materials, techniques and	Select and apply appropriate materials, techniques and	Select and apply appropriate materials, techniques and	Select and apply appropriate materials, techniques and	techniques and processes, in relation to	
							processes, exploring creative intentions.	processes, exploring creative intentions.	processes, exploring creative intentions.	processes, exploring creative intentions.	processes, exploring creative intentions.	processes, exploring creative intentions.	processes, exploring creative intentions.	processes, exploring creative intentions.	creative intentions.	
							intentions.	intentions.	intentions.	intentions.	intentions.	intentions.	intentions.	intentions.	Select and apply	
							Select and apply diverse materials, techniques and	Select and apply diverse materials, techniques and	Select and apply diverse materials, techniques and	Select and apply diverse materials, techniques and	Select and apply diverse materials, techniques and	Select and apply diverse materials, techniques and	Select and apply diverse materials, techniques and	Select and apply diverse materials, techniques and	appropriate materials, techniques and	
							processes, analysing how	processes, analysing how	processes, analysing how	processes, analysing how	processes, analysing how	processes, analysing how	processes, analysing how	processes, analysing how	processes, exploring	
							they support creative intentions.	they support creative intentions.	they support creative intentions.	they support creative intentions.	they support creative intentions.	they support creative intentions.	they support creative intentions.	they support creative intentions.	creative intentions.	
							Select and apply diverse	Select and apply diverse	Select and apply diverse	Select and apply diverse	Select and apply diverse	Select and apply diverse	Select and apply diverse	Select and apply diverse	Select and apply diverse materials, techniques and	
							materials, techniques and	materials, techniques and	materials, techniques and	materials, techniques and	materials, techniques and	materials, techniques and	materials, techniques and	materials, techniques and	processes, analysing how	
							processes, evaluating how they enhance and support	processes, evaluating how they enhance and support	processes, evaluating how they enhance and support	processes, evaluating how they enhance and support	processes, evaluating how they enhance and support	processes, evaluating how they enhance and support	processes, evaluating how they enhance and support	processes, evaluating how they enhance and support	they support creative intentions.	
							creative intentions.	creative intentions.	creative intentions.	creative intentions.	creative intentions.	creative intentions.	creative intentions.	creative intentions.	Select and apply diverse	
															materials, techniques	
															and processes, evaluating how they	
															enhance and support creative intentions.	
	Analysis skills,	Research skills, Use of	Research skills, Use of	Research skills, Use of	Research skills, Use of	Research skills, Use of ICT,	Compositional techniques.	Compositional techniques.	Use of ICT, analysis skills,	Use of Design studio tools	Use of Design studio tools	Use of Design studio tools	Analysis Skills, extended	Use of ICT, CAD skills	Use of ICT, CAD skills	Use of Design studio tools
Required	extended writing	ICT	ICT	ICT, analysis skills,	ICT, analysis skills,	analysis skills, extended	Exploring line, tone, form,	Exploring line, tone, form,	extended writing	and equipment. Cutting,	and equipment. Cutting,	and equipment. Cutting,	writing, Evaluation skills,	OSE OF ICT, CAD SKIIIS	OSE OF ICT, CAD SKIIIS	and equipment. Cutting,
Skills				extended writing	extended writing	writing, compare and contrast	shape, pattern, colour, texture.	shape, pattern, colour, texture.		Joining, Shaping techniques, Development skills	Joining, Shaping techniques, Development skills	Joining, Shaping techniques, Development skills	Decision making, Health and safety			Joining, Shaping techniques, Development
	A mark make a bellion	December 1911 - Heart	December 1981 - Use of	December 1911 - Here of	Danasah akilia Haraf	December 1911 - Hear of ICT	Comments and took alone	Comments and took alone	the effet and dealth.	Use of Barley should be also	Her of Barley studio to de	Har of Barbar should be also	Analysis Skills, extended	Haraffer CAR Alilla	Har after CAD alittle	skills
Skills &	Analysis skills, extended writing	Research skills, Use of ICT	Research skills, Use of ICT	Research skills, Use of ICT, analysis skills,	Research skills, Use of ICT, analysis skills,	Research skills, Use of ICT, analysis skills, extended	Compositional techniques. Exploring line, tone, form,	Compositional techniques. Exploring line, tone, form,	Use of ICT, analysis skills, extended writing	Use of Design studio tools and equipment. Cutting,	Use of Design studio tools and equipment. Cutting,	Use of Design studio tools and equipment. Cutting,	writing, Evaluation skills,	Use of ICT, CAD skills	Use of ICT, CAD skills	Use of Design studio tools and equipment. Cutting,
content				extended writing	extended writing	writing, compare and contrast	shape, pattern, colour, texture.	shape, pattern, colour, texture.		Joining, Shaping techniques, Development skills	Joining, Shaping techniques, Development skills	Joining, Shaping techniques, Development skills	Decision making, Health and safety			Joining, Shaping techniques, Development
revisited										,	,					skills
Assessment	Open & Directed questions.	Open & Directed questions.	Open & Directed questions.	Open & Directed questions.	Open & Directed questions.	Open & Directed questions.  Department booklet	Open & Directed questions.  Department booklet	Open & Directed questions.  Department booklet	Open & Directed questions.  Department booklet	Open & Directed questions.  Department booklet	Open & Directed questions.  Department booklet	Open & Directed questions.	Open & Directed questions.			
	Department	Department booklet	Department booklet	Department booklet	Department booklet	assessment and feedback.	assessment and feedback.	assessment and feedback.	assessment and feedback.	assessment and feedback.	assessment and feedback.	assessment and feedback.	assessment and feedback.	assessment and feedback.	Department booklet	Department booklet
	booklet assessment and feedback.	assessment and feedback.	assessment and feedback.	assessment and feedback.	assessment and feedback.	BTEC summative assessment.	BTEC summative assessment.	BTEC summative assessment.	BTEC summative assessment.	BTEC summative assessment.	BTEC summative assessment.	BTEC summative assessment.	BTEC summative assessment.	BTEC summative assessment.	assessment and feedback.	assessment and feedback.
	BTEC summative assessment.	BTEC summative assessment.	BTEC summative assessment.	BTEC summative assessment.	BTEC summative assessment.										BTEC summative assessment.	BTEC summative assessment.
Literacy	Analysis, Compare, Contrast, Target	Mood-board, design movements, Style,	Mood-board, design movements, Style,	Product Analysis, Environmental,	Environmental, sustainability, global	Design brief, Specification, Target audience,	Form, Texture, Tone, Contour, Ergonomics,	Form, Texture, Tone, Contour, Ergonomics,	Design brief, Specification, Target audience	Cutting, Shaping, removing, Waste, Technique,	Cutting, Shaping, removing, Waste, Technique,	Cutting, Shaping, removing, Waste, Technique,	Health and safety, Storage, Materials	Gantt Chart, CAD, Target audience, design brief	CAD, Target audience, design brief	Cutting, Shaping, removing, Waste,
	Audience, Client	Aesthetics	Aesthetics	sustainability, Target	slavery, culture, society	Environmental	Anthoplametrics, Target	Anthoplametrics, Target		Equipment, Tools, Materials,	Equipment, Tools, Materials,	Equipment, Tools, Materials,				Technique, Equipment,
				Audience			Audience, Client	Audience, Client		Maquettes, Modelling, Experimentation, CAD	Maquettes, Modelling, Experimentation, CAD	Maquettes, Modelling, Experimentation, CAD				Tools, Materials, Maquettes, Modelling,
Numeracy	N/A	N/A	N/A	N/A	N/A	N/A	Marking out and measuring	Marking out and measuring	Marking out and measuring	Marking out and measuring	Marking out and measuring	Marking out and measuring	N/A	Calculating Timeline	Marking out and	Experimentation, CAD  Marking out and
<u> </u>	Pencil crayons,		ICT	Pencil crayons, Pencils,	Pencil crayons, Pencils,	Pencil crayons, Pencils, Ruler,	Pencil crayons, Pen, Pencils,	Pencil crayons, Pen, Pencils,	Pencil cravons, Pencils, Ruler,	Modelling Materials, Design	Modelling Materials, Design	Modelling Materials, Design	Pencil crayons, Pencils, Ruler,	ICT	measuring ICT	measuring Modelling Materials,
Resources	Pencils, Ruler, Eraser	ICT		Ruler, Eraser	Ruler, Eraser	Eraser	Ruler, Eraser	Ruler, Eraser	Eraser	Studio tools & equipment	Studio tools & equipment	Studio tools & equipment	Eraser			Design Studio tools & equipment



### **UNIT 3:** Communicating Ideas in 2D (Internal):

### Aims and background of the Project:

- To explore 2D visual language and working practices
  To investigate how artists, craftspeople and designers communicate in 2D
  To communicate ideas using 2D knowledge and skills in response to a brief.

15 Week s	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
Learning Aims	Explore and practice 3D drawing skills (crating, Isometric, Planometric) using coloured pencils)	Explore and practice 2D presentation techniques (oil pastel, charcoal, chalk pastels).	Explore and practice the technique of hatching	Explore and practice the technique of perspective using water coloured pencils to add presentation	Explore and practice using CAD software in order to create and present work.	Explore and practice the technique of Ideograms/Pictograms	Design brief & Mood-board	Initial ideas	Development of ideas	Using Mixed techniques and materials	Materials chart, Final presentation of solution to the brief	Case study 1	Case study 2	Case study 3	Case study 4
Learning outcomes	Apply 2D visual language with a limited range of materials, equipment and techniques using safe working practices.  Apply 2D visual language using materials, equipment and techniques, observing and recording safe working practices.  Apply 2D visual language, selecting and using a diverse range of materials, equipment and techniques effectively and with consistency.  Apply 2D visual language, selecting and using a diverse range of materials, equipment and techniques effectively and with consistency.  Apply 2D visual language, combining and using a diverse range of materials, equipment and techniques, creatively and imaginatively.	Apply 2D visual language with a limited range of materials, equipment and techniques using safe working practices.  Apply 2D visual language using materials, equipment and techniques, observing and recording safe working practices.  Apply 2D visual language, selecting and using a diverse range of materials, equipment and techniques effectively and with consistency.  Apply 2D visual language, combining and using a diverse range of materials, equipment and techniques, creatively and imaginatively.	Apply 2D visual language with a limited range of materials, equipment and techniques using safe working practices.  Apply 2D visual language using materials, equipment and techniques, observing and recording safe working practices.  Apply 2D visual language, selecting and using a diverse range of materials, equipment and techniques effectively and with consistency.  Apply 2D visual language, combining and using a diverse range of materials, equipment and techniques, creatively and with techniques, creatively and imaginatively.	Apply 2D visual language with a limited range of materials, equipment and techniques using safe working practices.  Apply 2D visual language using materials, equipment and techniques, observing and recording safe working practices.  Apply 2D visual language, selecting and using a diverse range of materials, equipment and techniques effectively and with consistency.  Apply 2D visual language, combining and using a diverse range of materials, equipment and techniques effectively and with consistency.	Apply 2D visual language with a limited range of materials, equipment and techniques using safe working practices.  Apply 2D visual language using materials, equipment and techniques, observing and recording safe working practices.  Apply 2D visual language, selecting and using a diverse range of materials, equipment and techniques effectively and with consistency.  Apply 2D visual language, combining and using a diverse range of materials, equipment and techniques, creatively and techniques, creatively and imaginatively.	Apply 2D visual language with a limited range of materials, equipment and techniques using safe working practices.  Apply 2D visual language using materials, equipment and techniques, observing and recording safe working practices.  Apply 2D visual language, selecting and using a diverse range of materials, equipment and techniques effectively and with consistency.  Apply 2D visual language, combining and using a diverse range of materials, equipment and techniques, creatively and imaginatively.	Communicate ideas using 2D materials, equipment and techniques safely, generating at least one idea and visual work to meet a brief.  Communicate ideas using 2D knowledge and skills to generate visual work that meets the requirements of a brief, observing and recording safe working practices.  Select and use 2D materials, equipment and techniques to generate a diverse range of visual work that effectively meets the requirements of a brief.  Use a diverse range of 2D materials, equipment and techniques to generate visual work that imaginatively meets the requirements of a brief.  Discuss the progress of own work.  Record the progress of own work.  Record the progress of own work and use of 2D methods.  Effectively explain the progress of own ideas and review own use of 2D methods.  Analyse and evaluate the progress of own ideas and use of 2D methods.	Communicate ideas using 2D materials, equipment and techniques safely, generating at least one idea and visual work to meet a brief.  Communicate ideas using 2D knowledge and skills to generate visual work that meets the requirements of a brief, observing and recording safe working practices.  Select and use 2D materials, equipment and techniques to generate a diverse range of visual work that effectively meets the requirements of a brief.  Use a diverse range of 2D materials, equipment and techniques to generate visual work that imaginatively meets the requirements of a brief.  Discuss the progress of own work.  Record the progress of own work and use of 2D methods.  Effectively explain the progress of own ideas and review own use of 2D methods.  Analyse and evaluate the progress of own ideas and use of 2D methods.	Communicate Ideas using 2D materials, equipment and techniques safely, generating at least one Idea and visual work to meet a brief.  Communicate Ideas using 2D knowledge and skills to generate visual work that meets the requirements of a brief, observing and recording safe working practices.  Select and use 2D materials, equipment and techniques to generate a diverse range of visual work that effectively meets the requirements of a brief.  Use a diverse range of 2D materials, equipment and techniques to generate visual work that effectively meets the requirements of a brief.  Discuss the progress of own work.  Record the progress of own work and use of 2D methods.  Effectively explain the progress of own ideas and review own use of 2D methods.  Analyse and evaluate the progress of own ideas and review own use of 2D methods.	Communicate ideas using 2D materials, equipment and techniques safely, generating at least one idea and visual work to meet a brief.  Communicate ideas using 2D knowledge and skillis to generate visual work that meets the requirements of a brief, observing and recording safe working proceeding safe working proceeding safe working proceeding safe working ground the safe of the	Communicate ideas using 2D materials, equipment and techniques safely, generating at least one idea and visual work to meet a brief.  Communicate ideas using 2D knowledge and skills to generate visual work that meets the requirements of a brief, observing and recording safe working practices.  Select and use 2D materials, equipment and techniques to generate a diverse range of visual work that effectively meets the requirements of a brief.  Use a diverse range of 2D materials, equipment and techniques to generate a diverse range of visual work that effectively meets the requirements of a brief.  Discuss the progress of own work.  Record the progress of own work and use of 2D methods.  Effectively explain the progress of own ideas and revolved and use of 2D methods.  Analyse and evaluate the progress of own ideas and use of 2D methods.	Identify how artists, craftspeople and designers communicate in 2D.  Present at least two examples of 2D professional practitioners, identifying the chosen artists, craftspeople and designers.  Describe four of the skills and associated materials, techniques and processes required by practitioners working in 2D.  Select and present examples of work by at least four 2D professional practitioners, illustrating their different approaches.  Select and present effective investigations into a diverse range of 2D practitioners, explaining how they communicate their ideas.  Select and present in-depth investigations into a diverse range of 2D practitioners, analysing how they communicate their ideas.	Identify how artists, craftspeople and designers communicate in 2D.  Present at least two examples of 2D professional practitioners, identifying the chosen artists, craftspeople and designers.  Describe four of the skills and associated materials, techniques and processes required by practitioners working in 2D.  Select and present examples of work by at least four 2D professional practitioners, illustrating their different approaches.  Select and present effective investigations into a diverse range of 2D practitioners, explaining how they communicate their ideas.  Select and present in-depth investigations into a diverse range of 2D practitioners, analysing how they communicate their ideas.	Identify how artists, craftspeople and designers communicate in 2D.  Present at least two examples of 2D professional practitioners, identifying the chosen artists, craftspeople and designers.  Describe four of the skills and associated materials, techniques and processes required by practitioners working in 2D.  Select and present examples of work by at least four 2D professional practitioners, illustrating their different approaches.  Select and present effective investigations into a diverse range of 2D practitioners, explaining how they communicate their ideas.  Select and present in-depth investigations into a diverse range of 2D practitioners, analysing how they communicate their ideas.	Identify how artists, craftspeople and designers communicate in 2D.  Present at least two examples of 2D professional practitioners, identifying the chosen artists, craftspeople and designers.  Describe four of the skills and associated materials, techniques and processes required by practitioners working in 2D.  Select and present examples of work by at least four 2D professional practitioners, illustrating their different approaches.  Select and present effective investigations into a diverse range of 2D practitioners, explaining how they communicate their ideas.  Select and present in-depth investigations into a diverse range of 2D practitioners, analysing how they communicate their ideas.
Required Skills	Compositional techniques. Exploring line, tone, form, shape, pattern, colour, texture.	Compositional techniques. Exploring line, tone, form, shape, pattern, colour, texture.	Compositional techniques. Exploring line, tone, form, shape, pattern, texture.	Compositional techniques. Exploring line, tone, form, shape, pattern, colour, texture.	Use of ICT, CAD skills, Exploring use of Tone	Compositional techniques. Exploring line, tone, form, shape, pattern, colour, texture.	Analysis skills, extended writing	Compositional techniques. Exploring line, tone, form, shape, pattern, colour, texture.	Compositional techniques. Exploring line, tone, form, shape, pattern, colour, texture.	Compositional techniques. Exploring line, tone, form, shape, pattern, colour, texture.	Compositional techniques. Exploring line, tone, form, shape, pattern, colour, texture.	Analysis skills, Research skills, Compare contrast, Extended writing	Analysis skills, Research skills, Compare contrast, Extended writing	Analysis skills, Research skills, Compare contrast, Extended writing	Analysis skills, Research skills Compare contrast, Extended writing
Skills & content revisited	Compositional techniques. Exploring line, tone, form, shape, pattern, colour, texture.	Compositional techniques. Exploring line, tone, form, shape, pattern, colour, texture.	Compositional techniques. Exploring line, tone, form, shape, pattern, texture.	Compositional techniques. Exploring line, tone, form, shape, pattern, colour, texture.	Use of ICT, CAD skills, Exploring use of Tone	Compositional techniques. Exploring line, tone, form, shape, pattern, colour, texture.	Analysis skills, extended writing	Compositional techniques. Exploring line, tone, form, shape, pattern, colour, texture.	Compositional techniques. Exploring line, tone, form, shape, pattern, colour, texture.	Compositional techniques. Exploring line, tone, form, shape, pattern, colour, texture.	Compositional techniques. Exploring line, tone, form, shape, pattern, colour, texture.	Analysis skills, Research skills, Compare contrast, Extended writing			
Assessment	Open & Directed questions. Department booklet assessment and feedback. BTEC summative assessment.	Open & Directed questions. Department booklet assessment and feedback. BTEC summative assessment.	Open & Directed questions. Department booklet assessment and feedback. BTEC summative assessment.	Open & Directed questions. Department booklet assessment and feedback. BTEC summative assessment.	Open & Directed questions. Department booklet assessment and feedback. BTEC summative assessment.	Open & Directed questions. Department booklet assessment and feedback. BTEC summative assessment.	Open & Directed questions. Department booklet assessment and feedback. BTEC summative assessment.	Open & Directed questions. Department booklet assessment and feedback. BTEC summative assessment.	Open & Directed questions. Department booklet assessment and feedback. BTEC summative assessment.	Open & Directed questions. Department booklet assessment and feedback. BTEC summative assessment.	Open & Directed questions. Department booklet assessment and feedback. BTEC summative assessment.	Open & Directed questions. Department booklet assessment and feedback. BTEC summative assessment.	Open & Directed questions. Department booklet assessment and feedback. BTEC summative assessment.	Open & Directed questions. Department booklet assessment and feedback. BTEC summative assessment.	Open & Directed questions. Department booklet assessment and feedback. BTEC summative assessment.
Literacy	Texture, Tone, Contour, Line, Shape, Pattern, Gradient, Isometric, Planometric, Crating	Texture, Tone, Contour, Line, Shape, Pattern, Gradient, Chalk, Pastel, Fixative	Texture, Tone, Contour, Line, Shape, Pattern, Hatching, Parquet, Gradient	Texture, Tone, Contour, Line, Shape, Pattern, Perspective	CAD, Tone	Texture, Tone, Contour, Line, Shape, Pattern, Target Audience, Client, Ideograms/Pictograms, Colour association	Analysis, Compare, Contrast, Target Audience, Client, Mood-Board	Texture, Tone, Contour, Line, Shape, Pattern, Target Audience, Client	Texture, Tone, Contour, Line, Shape, Pattern, Target Audience, Client	Texture, Tone, Contour, Line, Shape, Pattern, Target Audience, Client	Texture, Tone, Contour, Line, Shape, Pattern, Target Audience, Client	Approach, Design, Nature purpose, Skills, Materials, Techniques, Communicate, Processes	Approach, Design, Nature purpose, Skills, Materials, Techniques, Communicate, Processes	Approach, Design, Nature purpose, Skills, Materials, Techniques, Communicate, Processes	Approach, Design, Nature purpose, Skills, Materials, Techniques, Communicate, Processes
Numeracy	Marking out and measuring	N/A	N/A	Marking out and measuring	Marking out and measuring	Marking out and measuring	N/A	Marking out and measuring	Marking out and measuring	Marking out and measuring	Marking out and measuring	N/A	N/A	N/A	N/A
Resources	Pencil crayons, Pencils, Ruler, Eraser, Art & Design Materials	Pencil crayons, Pencils, Ruler, Eraser, Art & Design Materials, oil pastels, charcoal, chalk pastels, Fixative	Pencil crayons, Pencils, Ruler, Eraser, Art & Design Materials, Pens	Pencil crayons, Pencils, Ruler, Eraser, Art & Design Materials, Water colour pencils	ІСТ	Pencil crayons, Pencils, Ruler, Eraser, Art & Design Materials	Pencil crayons, Pencils, Ruler, Eraser	Pencil crayons, Pencils, Ruler, Eraser, Art & Design Materials	Pencil crayons, Pencils, Ruler, Eraser, Art & Design Materials	Pencil crayons, Pencils, Ruler, Eraser, Art & Design Materials	Pencil crayons, Pencils, Ruler, Eraser, Art & Design Materials	Pencil crayons, Pencils, Ruler, Eraser			



### **UNIT 4: -** Communicating Ideas in 3D (Internal):

## Aims and background of the Project:

- To explore 3D visual language and working practices
  To investigate how artists, craftspeople and designers communicate in 3D
  To communicate ideas using 3D knowledge and skills in response to a brief.

15 Week s	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
Learning Aims	Design Brief, history and analysis of Brief	Product analysis	Specification	Initial designs	Development of designs	Modelling 1	Modelling 1	Modelling 2	Modelling 3	Modelling 4	Materials chart & Gantt chart	Case study 1	Case study 2	Case study 3	Case study 4
Learning outcomes	Apply 3D visual language with a limited range of materials, equipment and techniques using safe working practices.  Apply 3D visual language, using materials, equipment and techniques, observing and recording safe working practices.  Apply 3D visual language, selecting and using a diverse range of materials, equipment and techniques effectively and with consistency.  Apply 3D visual language, combining and using a diverse range of materials, equipment and techniques effectively and with consistency.  Apply 3D visual language, combining and using a diverse range of materials, equipment and techniques, creatively and imaginatively.	Apply 3D visual language with a limited range of materials, equipment and techniques using safe working practices.  Apply 3D visual language, using materials, equipment and techniques, observing and recording safe working practices.  Apply 3D visual language, selecting and using a diverse range of materials, equipment and techniques effectively and with consistency.  Apply 3D visual language, combining and using a diverse range of materials, equipment and techniques, creatively and imaginatively.	Apply 3D visual language with a limited range of materials, equipment and techniques using safe working practices.  Apply 3D visual language, using materials, equipment and techniques, observing and recording safe working practices.  Apply 3D visual language, selecting and using a diverse range of materials, equipment and techniques effectively and with consistency.  Apply 3D visual language, combining and using a diverse range of materials, equipment and techniques, creatively and imaginatively.	Apply 3D visual language with a limited range of materials, equipment and techniques using safe working practices.  Apply 3D visual language, using materials, equipment and techniques, observing and recording safe working practices.  Apply 3D visual language, selecting and using a diverse range of materials, equipment and techniques effectively and with consistency.  Apply 3D visual language, combining and using a diverse range of materials, equipment and techniques, creatively and imaginatively.	Apply 3D visual language with a limited range of materials, equipment and techniques using safe working practices.  Apply 3D visual language, using materials, equipment and techniques, observing and recording safe working practices.  Apply 3D visual language, selecting and using a diverse range of materials, equipment and techniques effectively and with consistency.  Apply 3D visual language, combining and using a diverse range of materials, equipment and techniques, creatively and techniques, creatively and imaginatively.	Communicate ideas using 3D materials, equipment and techniques safely, generating at least one idea and visual work to meet a brief.  Communicate ideas using 3D knowledge and skills to generate visual work that meets the requirements of a brief, observing and recording safe working practices.  Select and use 3D materials, equipment and techniques to generate a diverse range of visual work that effectively meets the requirements of a brief.  Use a diverse range of 3D materials, equipment and techniques to generate visual work that infectively meets the requirements of a brief.  Use a diverse range of 3D materials, equipment and techniques to generate visual work that imaginatively meets the requirements of a brief.  Discuss the progress of own work.  Record the progress of own work and use of 3D methods.  Effectively explain the progress of own ideas and review own use of 3D methods.  Analyse and evaluate the progress of own ideas and use	Communicate ideas using 3D materials, equipment and techniques safely, generating at least one idea and visual work to meet a brief.  Communicate ideas using 3D knowledge and skills to generate visual work that meets the requirements of a brief, observing and recording safe working practices.  Select and use 3D materials, equipment and techniques to generate a diverse range of visual work that effectively meets the requirements of a brief.  Use a diverse range of 3D materials, equipment and techniques to generate visual work that infectively meets the requirements of a brief.  Use a diverse range of 3D materials, equipment and techniques to generate visual work that imaginatively meets the requirements of a brief.  Discuss the progress of own work.  Record the progress of own work and use of 3D methods.  Effectively explain the progress of own ideas and review own use of 3D methods.  Analyse and evaluate the progress of own ideas and use	Communicate ideas using 3D materials, equipment and techniques safely, generating at least one idea and visual work to meet a brief.  Communicate ideas using 3D knowledge and skills to generate visual work that meets the requirements of a brief, observing and recording safe working practices.  Select and use 3D materials, equipment and techniques to generate a diverse range of visual work that effectively meets the requirements of a brief.  Use a diverse range of 3D materials, equipment and techniques to generate a diverse range of visual work that effectively meets the requirements of a brief.  Use a diverse range of 3D materials, equipment and techniques to generate visual work that imaginatively meets the requirements of a brief.  Discuss the progress of own work.  Record the progress of own work and use of 3D methods.  Effectively explain the progress of own ideas and review own use of 3D methods.  Analyse and evaluate the progress of own ideas and use	Communicate ideas using 3D materials, equipment and techniques safely, generating at least one idea and visual work to meet a brief.  Communicate ideas using 3D knowledge and skills to generate visual work that meets the requirements of a brief, observing and recording safe working practices.  Select and use 3D materials, equipment and techniques to generate a diverse range of visual work that effectively meets the requirements of a brief.  Use a diverse range of 3D materials, equipment and techniques to generate usial work that effectively wests the requirements of a brief.  Use a diverse range of 3D materials, equipment and techniques to generate visual work that imaginatively meets the requirements of a brief.  Discuss the progress of own work.  Record the progress of own work and use of 3D methods.  Effectively explain the progress of own ideas and review own use of 3D methods.  Analyse and evaluate the progress of own ideas and	communicate ideas using 3D materials, equipment and techniques safely, generating at least one idea and visual work to meet a brief.  Communicate ideas using 3D knowledge and skills to generate visual work that meets the requirements of a brief, observing and recording safe working practices.  Select and use 3D materials, equipment and techniques to generate a diverse range of visual work that effectively meets the requirements of a brief.  Use a diverse range of 3D materials, equipment and techniques to generate usial work that effectively wests the requirements of a brief.  Use a diverse range of 3D materials, equipment and techniques to generate visual work that imaginatively meets the requirements of a brief.  Discuss the progress of own work.  Record the progress of own work and use of 3D methods.  Effectively explain the progress of own ideas and review own use of 3D methods.  Analyse and evaluate the progress of own ideas and	Communicate ideas using 3D materials, equipment and techniques safely, generating at least one idea and visual work to meet a brief.  Communicate ideas using 3D knowledge and skills to generate visual work that meets the requirements of a brief, observing and recording safe working practices.  Select and use 3D materials, equipment and techniques to generate a diverse range of visual work that effectively meets the requirements of a brief.  Use a diverse range of 3D materials, equipment and techniques to generate wisual work that effectively meets the requirements of a brief.  Discuss the progress of own work.  Record the progress of own work and use of 3D methods.  Effectively explain the progress of own ideas and review own use of 3D methods.  Analyse and evaluate the progress of own ideas and	Identify how artists, craftspeople and designers communicate in 30.  Present at least two examples of 3D professional practitioners, identifying the chosen artists, craftspeople and designers.  Describe four of the skills and associated materials, techniques and processes required by practitioners working in 3D.  Select and present examples of work by at least four 3D professional practitioners, illustrating their different approaches.  Select and present Effective investigations into a diverse range of 3D practitioners, explaining how they communicate their ideas.  Select and present in-depth investigations into a diverse range of 3D practitioners, analysing how they communicate their ideas.	Identify how artists, craftspeople and designers communicate in 3D.  Present at least two examples of 3D professional practitioners, identifying the chosen artists, craftspeople and designers.  Describe four of the skills and associated materials, techniques and processes required by practitioners working in 3D.  Select and present examples of work by at least four 3D professional practitioners, illustrating their different approaches.  Select and present Effective investigations into a diverse range of 3D practitioners, explaining how they communicate their ideas.  Select and present in-depth investigations into a diverse range of 3D practitioners, analysing how they communicate their ideas.	Identify how artists, craftspeople and designers communicate in 30.  Present at least two examples of 3D professional practitioners, identifying the chosen artists, craftspeople and designers.  Describe four of the skills and associated materials, techniques and processes required by practitioners working in 3D.  Select and present examples of work by at least four 3D professional practitioners, illustrating their different approaches.  Select and present Effective investigations into a diverse range of 3D practitioners, explaining how they communicate their ideas.  Select and present in-depth investigations into a diverse range of 3D practitioners, analysing how they communicate their ideas.	Identify how artists, craftspeople and designers communicate in 3D.  Present at least two examples of 3D professional practitioners, identifying the chosen artists, craftspeople and designers.  Describe four of the skills and associated materials, techniques and processes required by practitioners working in 3D.  Select and present examples of work by at least four 3D professional practitioners, illustrating their different approaches.  Select and present Effective investigations into a diverse range of 3D practitioners, explaining how they communicate their ideas.  Select and present in-depth investigations into a diverse range of 3D practitioners, analysing how they communicate their ideas.
Required Skills	Analysis skills, extended writing	Research skills, Use of ICT, analysis skills, extended writing	Extended writing, compare and contrast	Compositional techniques. Exploring line, tone, form, shape, pattern, colour,	Compositional techniques. Exploring line, tone, form, shape, pattern, colour,	of 3D methods.  Use of Design studio tools and equipment. Cutting, Joining, Shaping techniques,	of 3D methods.  Use of Design studio tools and equipment. Cutting, Joining, Shaping techniques,	of 3D methods.  Use of Design studio tools and equipment. Cutting, Joining, Shaping techniques,	use of 3D methods.  Use of Design studio tools and equipment. Cutting, Joining, Shaping techniques,	use of 3D methods.  Use of Design studio tools and equipment. Cutting, Joining, Shaping techniques,	use of 3D methods.  Analysis skills, Research skills, Planning	Analysis skills, Research skills, Compare contrast, Extended writing			
Skills & content revisited	Analysis skills, extended writing	Research skills, Use of ICT, analysis skills, extended writing	Extended writing, compare and contrast	texture.  Compositional techniques.  Exploring line, tone, form, shape, pattern, colour, texture.	texture.  Compositional techniques. Exploring line, tone, form, shape, pattern, colour, texture.	Development skills Use of Design studio tools and equipment. Cutting, Joining, Shaping techniques, Development skills	Development skills Use of Design studio tools and equipment. Cutting, Joining, Shaping techniques, Development skills	Development skills  Use of Design studio tools and equipment. Cutting, Joining, Shaping techniques, Development skills	Development skills Use of Design studio tools and equipment. Cutting, Joining, Shaping techniques, Development skills	Development skills  Use of Design studio tools and equipment. Cutting, Joining, Shaping techniques, Development skills	Analysis skills, Research skills, Planning	Analysis skills, Research skills, Compare contrast, Extended writing			
Assessment	Open & Directed questions. Department booklet assessment and feedback. BTEC summative assessment.	Open & Directed questions. Department booklet assessment and feedback. BTEC summative assessment.	Open & Directed questions. Department booklet assessment and feedback. BTEC summative assessment.	Open & Directed questions. Department booklet assessment and feedback. BTEC summative assessment	Open & Directed questions. Department booklet assessment and feedback. BTEC summative assessment.	Open & Directed questions. Department booklet assessment and feedback. BTEC summative assessment.	Open & Directed questions. Department booklet assessment and feedback. BTEC summative assessment.	Open & Directed questions. Department booklet assessment and feedback. BTEC summative assessment.	Open & Directed questions. Department booklet assessment and feedback. BTEC summative assessment.	Open & Directed questions. Department booklet assessment and feedback. BTEC summative assessment.	Open & Directed questions. Department booklet assessment and feedback. BTEC summative assessment.	Open & Directed questions. Department booklet assessment and feedback. BTEC summative assessment.	Open & Directed questions. Department booklet assessment and feedback. BTEC summative assessment.	Open & Directed questions. Department booklet assessment and feedback. BTEC summative assessment.	Open & Directed questions. Department booklet assessment and feedback. BTEC summative assessment.
Literacy	Design brief, Specification, Target audience, Client	Analysis, Compare, Contrast, Target Audience, Client	Design brief, Specification, Target audience	Form, Texture, Tone, Contour, Ergonomics, Anthoplametrics, Target Audience, Client	Form, Texture, Tone, Contour, Ergonomics, Anthoplametrics, Target Audience, Client	Cutting, Shaping, removing, Waste, Technique, Equipment, Tools, Materials, Maquettes, Modelling, Experimentation	Cutting, Shaping, removing, Waste, Technique, Equipment, Tools, Materials, Maquettes, Modelling, Experimentation	Cutting, Shaping, removing, Waste, Technique, Equipment, Tools, Materials, Maquettes, Modelling, Experimentation	Cutting, Shaping, removing, Waste, Technique, Equipment, Tools, Materials, Maquettes, Modelling, Experimentation	Cutting, Shaping, removing, Waste, Technique, Equipment, Tools, Materials, Maquettes, Modelling, Experimentation	Health and safety, Storage, Materials, Gantt chart	Approach, Design, Nature purpose, Skills, Materials, Techniques, Communicate, Processes	Approach, Design, Nature purpose, Skills, Materials, Techniques, Communicate, Processes	Approach, Design, Nature purpose, Skills, Materials, Techniques, Communicate, Processes	Approach, Design, Nature purpose, Skills, Materials, Techniques, Communicate, Processes
Numeracy	N/A	N/A	N/A	Marking out and measuring	Marking out and measuring	Marking out and measuring	Marking out and measuring	Marking out and measuring	Marking out and measuring	Marking out and measuring	Working out time plan	N/A	N/A	N/A	N/A
Resources	Pencil crayons, Pencils, Ruler, Eraser	Pencil crayons, Pencils, Ruler, Eraser	Pencil crayons, Pencils, Ruler, Eraser	Pencil crayons, Pencils, Ruler, Eraser	Pencil crayons, Pencils, Ruler, Eraser	Modelling Materials, Design Studio tools & equipment	Modelling Materials, Design Studio tools & equipment	Modelling Materials, Design Studio tools & equipment	Modelling Materials, Design Studio tools & equipment	Modelling Materials, Design Studio tools & equipment	Pencil crayons, Pencils, Ruler, Eraser	Pencil crayons, Pencils, Ruler, Eraser	Pencil crayons, Pencils, Ruler, Eraser	Pencil crayons, Pencils, Ruler, Eraser	Pencil crayons, Pencils, Ruler, Eraser

No.	Cross Curricular Link	Examples
1	Literacy and Oracy	Reading for understanding, reading aloud, reading for pleasure, rich discussions. Writing in a range of styles and for different audiences.
2	Numeracy	Mathematical knowledge and skills. The ability to understand and work with numbers.
3	RSE **	Health and well-being, online safety, healthy relationships, sex education
4	SMSC /CITIZENSHIP*	British Values: democracy, individual liberty, mutual respect and tolerand rule of law. Citizenship: as an individual, in the family, in the local community, on a national and international level. Political, cultural and environmental awareness and understanding. Opportunities outside of the classroom. Visits, visiting speakers, school trips, DofE, workshops.
5	Digital Competency	Word processing, programming, CAD/CAM, internet use, emails, digital presentations, spreadsheets, software and applications.
6	Careers	The world of work, career pathways, Unifrog. Linking curriculum learning to careers (GATSBY Benchmark 4)
7	Enterprise	Leadership, teamwork, resilience, presentation skills, time management, creative and innovative thinking, problem solving
8	Economic Understanding	Money and financial understanding
9	Appreciation of Sports and the arts	Opportunities for participation both in school and off site. Extra-curricular clubs.

