## Design \& Technology Curriculum Aims

## 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 fort heir products is much more demanding than simply forowing instructions to make sometring. Pupis have to think, decide and plan, as well as go and create

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
1. How to be creative
3. Learn skills that to coan be used in a future job
4. Learn about materails, be rocesesses and tools
5. Learn about the effect of products on the environment \& peopple
6. Learn about the effect of products on the environmen
7. Learn practical skills that can help yoursel
1. Learn practical skils that can help yourself
8. Appl| kowledge foro 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 acrosss 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.
\&TT brings learning to life. It is a motivating context for discovering literacy, mathematics, science, art, PSHE and ICT.
Pupils are exposed to the design processs 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:
$\vdots \underset{\substack{\text { Resistant Materials/Product Design } \\ \text { Texties }}}{\text { and }}$
Resistan
Texties
Graphicic
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.

## mplementation of Skills \& Concepts:

 have to sign a health and safety contact at the starto fe each new rotation cycle in order for them to to carry out practical work in thats subiect 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 assesss 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 puii's booklets contain key words las 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 eear 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 laso 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 |  | $\begin{aligned} & \text { Introduction to colour } \\ & \text { theory } \end{aligned}$ |  |  | $\begin{aligned} & \text { Create your initial design } \\ & \text { ideas in response to the } \\ & \text { brief } \end{aligned}$ | (oentoment purdesien | Exploring Materials, Techniques \& Processes Stage 1 of modelling | Exploring Materials, Techniques \& Processe Stage 2 of modelling | Exploring Materials, Stage 3 of modelling | Exploring Materials, Techniques \& Processes Stage 4 of modelling | Materala nanysis char | Exploring Materials, Techniques \& Processes Final Modelling | Exploring Materials, Techniques \& Processe Techniques \& Pro Final modelling | Exploring Materials, Techniques \& Processes Final modelling | Product evolution \& Evaluation of final product |
| Learning outcomes |  | Explore specialist materials, techniques, equipment and processes Select and use specialist materials, techniques, equipment and processes Competently select and use specialist materials, techniques, equipment and processes Confidently develop and exploit the characteristics of specialist materials, techniques, equipment and processes |  |  |  |  |  |  |  |  |  |  |  |  | Record a minimum of twoformal elements.Record a minimum of fourformal elements to meet therequirements of specialistbriefs.Effectively record a diverse$\frac{\text { range of formal elements to }}{\text { meet the requirements of }}$specialist briefs. <br> $\frac{\text { Record a creative and diverse }}{\text { range of formal elements to }}$ <br> meet the requirements of <br> specialist briefs. |
| Required <br> Skills | techniques. Exploring line, tone, form, shape, pattern colour, texture | textre |  | Research bsills, Use ofict | Exploring line, tone, form, shape, pattern, colour, shape, p texture. | 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 <br> Development skills |  | Use of Design studio tools and equipment. Cutting, Joining, Shaping techniques, Joining, Shaping tec Development skills | Use of Design studio tools and equipment. Cutting, Joining, Shaping techniques, <br> Development skills | Use of Design studio tools and equipment. Cutting, Joining, Shaping tec Development skills |  |
| Skills \& content revisited |  | $\underbrace{}_{\substack{\text { Use fotone, colour } \\ \text { texure. }}}$ |  |  | Compositional techniques Exploring line, tone, form, shape, pattern, colour, shape, pattern, colour, | $\begin{aligned} & \text { Exploring line, tone, form, } \\ & \text { shape, pattern, colour, } \\ & \text { texture. } \end{aligned}$ |  | 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, <br> Decisio 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 <br> Development skills | Use of Design studio tools and equipment. Cutting, Joining, Shaping techniques, <br> Development skills |  |
| Assessment | Open \& Directed questions. Department booklet assessment and feedback. BTEC summative |  |  |  |  | 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 question Department booklet BTEC summative feedback. EC 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 | $\begin{aligned} & \text { Primary colours, } \\ & \text { Secondary colours, Colour } \\ & \text { opposites, Colour } \\ & \text { association } \\ & \hline \end{aligned}$ | $\begin{aligned} & \text { Analysis, Compare, } \\ & \text { Contrast, Target } \\ & \text { Audience, Client } \end{aligned}$ | Mood-board, scale, space, <br> ratio | $\begin{aligned} & \text { Form, Texture, Tone, } \\ & \text { Contour, Ergonomics, } \\ & \text { Anthoplametrics, Target } \\ & \text { Audience, Client } \end{aligned}$ | $\begin{aligned} & \text { Form, Texture, Tone, Contour, } \\ & \text { Ergonomics, Anthoplametrics, } \\ & \text { Target Audience, Client } \end{aligned}$ |  | 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 |  | Evaluation, Design Brief Purpose, Ergonomic |
| Numeracy | $\underbrace{}_{\substack{\text { Maxike out and } \\ \text { mesuring }}}$ | N/ | N/ | N/ |  |  |  |  |  |  | N/A |  |  |  | N/A |
| Resources |  | Pencil crayons, Pencils, Ruler, Eraser |  | ${ }_{\text {ITracess }}$ |  |  | Modem | Moter | Moter |  |  | Modememen |  | Moter |  |

- 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 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Learning Aims |  | $\underset{\substack{\text { aristresearch e Mood } \\ \text { boars }}}{ }$ |  | Procuct Anavis | Wdere issesin oosign |  | intaideas | Develomm |  | Modelling | Modeling | nodelling | Materis chart | Gant chart 8 Coio work | ${ }^{\text {Cob work }}$ | Practiol |
| Learning outcomes | I can describe using <br> simple sentencesI can explain usingfull sentencesI can justify choicesby giving fullreasons for all myopinions | I can describe usin <br> I can explain using full <br> sentences <br> can justify choices by my opinions |  | can describe using simple sentences <br> I can explain using full <br> sentences <br> I can justify choices by giving full reas my opinions | can describe usin <br> I can explain using full <br> entences <br> can justify choices by my opinions | I can describe using simple sentences I can explain using full sentences I can justify choices by giving full reasons for all my $\underline{\text { opinions }}$ |  |  |  |  |  |  |  |  |  |  |
| Required <br> Skills |  |  | ${ }_{\text {Research skils } \text { Suseof }}$ |  | $\begin{aligned} & \text { Research skills, Use of } \\ & \text { ICT, analysis skills, } \\ & \text { extended writing } \end{aligned}$ | Research skills, Use of ICT, analysis skills, extended writing, compare and contrast | line, tone, form | Exploring line, tone, form, shape, |  | 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 |  | Useofic | fict, | Use of Design studio tools <br> and equipment. Cutting, <br> Joining, Shaping <br> techniques, Development <br> skills |
| Skills \& content revisited |  |  | Reserch stills Sseof | Research skills, Use of extended writing | $\begin{aligned} & \text { Research skills, Use of } \\ & \text { ICT, analysis skills, } \\ & \text { extended writing } \end{aligned}$ | $\begin{aligned} & \text { Research skills, Use of ICT, } \\ & \text { analysis skills, extended } \\ & \text { writing, compare and } \\ & \text { contrast } \end{aligned}$ | Compositional techniques. Exploring line, tone, form, shape, pattern, colour, shape, p | Compositional techniques. Exploring line, tone, form, shape, pattern, colour, texture xture |  | 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 | Iseof | iseofic | Use of Design studio tools and equipment. Cutting, Joining, Shaping techniques, Development skills |
| Assessment | Open \& Directed questions. Department booklet assessment and feedback. BTEC summative assessment. | Open \& Directed questions. Department booklet assessment and feedback. BTEC summative assessment. | (e) |  |  | 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 | $\begin{aligned} & \text { Analysis, Compare, } \\ & \text { Contrast, Target } \\ & \text { Audience, Client } \end{aligned}$ | $\begin{aligned} & \text { Mood-board, design } \\ & \text { movements, Style, } \\ & \text { Aesthetics } \end{aligned}$ | $\begin{aligned} & \text { Mood-board, design } \\ & \text { movements, Style, } \\ & \text { Aesthetics } \end{aligned}$ | $\begin{aligned} & \text { Product Analysis, } \\ & \text { Environmental, } \\ & \text { sustainability, Target } \\ & \text { Audience } \end{aligned}$ | ustainability, global <br> slavery, culture, society | Design brief, Specification, Target audience, Environmental | $\begin{aligned} & \text { Form, Texture, Tone, } \\ & \text { Contour, Ergonomics, } \\ & \text { Anthoplametrics, Target } \\ & \text { Audience, Client } \end{aligned}$ | $\begin{aligned} & \text { Form, Texture, Tone, } \\ & \text { Contour, Ergonomics, } \\ & \text { Anthoplametrics, Target } \\ & \text { Audience, Client } \end{aligned}$ | Design biet Spefifotion, | Cutting, Shaping, removing, Waste, Technique, Equipment, Tools, Materials, Maquettes, Modelling, <br> Maquettes, Modelling, Experimentation, CAD <br> (1) |  Maquettes, Modelling, |  <br> Maquettes, Modelling, Experimentation, $C A D$ |  | than co, Triget | Cub, |  |
| Numeracy | N/ | N/A | N/ | N/A | N/A | N/A |  |  |  |  |  |  | N/A |  |  |  |
| Resources | $\begin{aligned} & \text { Pencil crayons, } \\ & \text { Pencils, Ruler, } \\ & \text { Eraser } \end{aligned}$ | " | ${ }^{\prime \prime}$ |  |  | ${ }_{\substack{\text { Penticravos, Pencils, fuer, } \\ \text { traser }}}$ |  |  |  |  | Modelirin Meerals. Doesien |  |  |  | - | $\begin{aligned} & \text { Modelling Materials, } \\ & \text { Design Studio tools \& } \\ & \text { equipment } \end{aligned}$ |

## 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

| 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 |  | $\begin{aligned} & \text { Explore and practice 2D } \\ & \text { presentation techniques } \\ & \text { (oil pastel, charcoal, chalk } \\ & \text { pastels). } \end{aligned}$ |  | $\begin{aligned} & \text { Explore and practice the } \\ & \text { technique of perspective } \\ & \text { using water coloured } \\ & \text { pencils to add } \end{aligned}$ $\qquad$ | Explore and practice using create and present work. | $\begin{aligned} & \text { Explore and practice the } \\ & \text { technique of } \\ & \text { Ideograms/Pictograms } \end{aligned}$ | Desisg biefe moodtord | Intaialieas | Develomener tidides | $\underbrace{}_{\substack{\text { Using Mixed eceminues and } \\ \text { materis }}}$ | $\begin{aligned} & \text { Materials chart, Final } \\ & \text { presentation of solution to } \\ & \text { the brief } \end{aligned}$ | Csesesury 1 | casestudy 2 | Csestur 3 | sestue |
| 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, combining and using a diverse range of materials, equipment and techniques, creatively and imaginatively. |  |  |  |  |  |  |  |  |  |  | Present at least two examples of 2D professional practitioners, identifying the chosen artists, craftspeople and designers. <br> Describe four of the skills and techniques and processes working in 2 D . <br> Select and present examples of work by at least four 2D illustrating their different approaches. Select and present effective investigations into a diverse range of 2D practitioners. communicate their ideas Select and present in-depth investigations into a diverse investigations into a divers analysing how they communicate theirideas | craftspeople and designers <br> Present at least two <br> examples of 2D professional <br> practitioners, identifying the chosen artists, craftspeople <br> and designers. <br> Describe four of the skills and <br> associated materials <br> required by practitioners <br> working in 2 D . <br> Select and present examples <br> of work by at least four 2 <br> illustrating their different <br> Select and present effective investigations into a diverse range of 2D practitioners, <br> explaining how they <br> Select and present in-depth <br> range of 2D practitioners, <br> analysing how they communicate their idea | craftspeople and designers communicate in 2D. <br> Present at least two <br> examples of 2D professional <br> chosen artists, craftspeople and designers. <br> Describe four of the skills and <br> associated materials, techniques and processes <br> required by pra working in 2D. <br> Select and present examples of work by at least four 20 <br> $\frac{\text { of work by at least four } 2 \mathrm{D}}{\text { professional practitioners }}$ <br> illustrating their different <br> Select and present effective investigations into a diverse investigations into a divers range of 2D practitioners, explaining how they <br> Select and present in-depth investigations into a diverse range analysing how they communicate their ideas. | identify how artists, craftspeople and designe communicate in 2 D . <br> Present at least two <br> examples of 2D professional <br> chosen artists, craftspeople <br> nd designers. <br> Describe four of the skills an associated materials, required by prating in 20 . workin <br> Select and present examples fork by at least four 2D illustrating their different approaches. <br> Select and present effective range of 2D practitioners, explaining how they $\qquad$ investigations into a divers analysing how they |
| Required <br> Skills |  | Exploring line, tone, form, shape, p <br> texture. | Comote | Exploring line, tone, form, shape, pattern, colour, | Useorn | Exploring line, tone, form, hape, pa |  | $\begin{aligned} & \text { Compositional techniques. } \\ & \text { Exploring line, tone, form, } \\ & \text { shape, pattern, colour, } \\ & \text { texture. } \end{aligned}$ | Compositional techniques. texture. | Compositional techniques. Exploring line, tone, form, shape, pattern, colour, texture. | Compositional techniques. Exploring line, tone, form, texture | Analysis skills, Research skills, Compare contrast, Extended writing | $\begin{aligned} & \text { Analysis skills, Research skills, } \\ & \text { Compare contrast, Extended } \\ & \text { writing } \end{aligned}$ | Analysis skills, Research skills, writing | $\begin{aligned} & \text { Analysis skills, Research skills, } \\ & \text { Compare contrast, Extended } \\ & \text { writing } \end{aligned}$ wrung |
| Skills \& content revisited |  | $\begin{aligned} & \text { Compositional techniques. } \\ & \text { Exploring line, tone, form, } \\ & \text { shape, pattern, colour, } \\ & \text { texture. } \end{aligned}$ | $\begin{aligned} & \text { Exploring line, tone, form, } \\ & \text { shape, pattern, texture. } \end{aligned}$ | Exploring line, tone, form <br> shape, pattern, colour, <br> texture. | Use | Exploring line, tone form <br> shape, pattern, colour, <br> texture |  |  | Compositional techniques. shape, pattern, colour texture. | Compositional techniques Exploring line, tone, form, shape, p texture. | Exploring line, tone, form, shape, pat | Analysis skills, Research skills, writing | Analysis skills, Research skills, | Analysis skills, Research skills, Compare contrast, Extended writin | Analysis skills, Research skills, Compare contrast, Extended writing |
| Assessment |  | $\begin{aligned} & \text { Open \& Directed } \\ & \text { questions. } \\ & \text { Department booklet } \\ & \text { assessment and feedback. } \\ & \text { BTEC summative } \end{aligned}$ assessment | BTEC summative assessment. | $\begin{array}{\|l\|} \hline \text { Open \& Directed } \\ \text { questions. } \\ \text { Department booklet } \\ \text { assesment and feedback. } \\ \text { BTEC summative } \end{array}$ scescment |  | $\begin{aligned} & \text { Open \& Directed questions. } \\ & \text { Department booklet } \\ & \text { assessment and feedback. } \\ & \text { BTEC summative assessment. } \end{aligned}$ |  |  |  |  | Open \& Directed questions. Department booklet assessment and feedback. <br> assessment and feedback. BTEC summative assessme <br> $\square$ | 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, <br> sometric, Planom <br> Crating | Texture, Tone, Contour, Line, Shape, Pattern, Gradient, Chalk, Pastel, Fixative | Texture, Tone, Contour, Line, Shape, Pattern, Hatching, Parquet Gradient | $\begin{aligned} & \text { Line, Shape, Pattern, } \\ & \text { Perspective } \end{aligned}$ | Ca, Tone | Texture, Tone, Contour, Line, Shape, Pattern, Target Audience, Client, Ideograms/Pictograms, Colour <br> association | Analysis, Compare, Contrast, Target Audience, Client, Mood-Board | $\begin{aligned} & \text { Texture, Tone, Contour, Line, } \\ & \text { Shape, Pattern, Target } \\ & \text { Audience, Client } \end{aligned}$ | $\begin{aligned} & \text { Texture, Tone, Contour, Line, } \\ & \text { Shape, Pattern, Target } \\ & \text { Audience, Client } \end{aligned}$ | $\begin{aligned} & \text { Texture, Tone, Contour, Line, } \\ & \text { Shape, Pattern, Target } \end{aligned}$ Audience, Client | $\begin{aligned} & \text { Texture, Tone, Contour, Line, } \\ & \text { Shape, Pattern, Target } \\ & \text { Audience, Client } \end{aligned}$ | Approach, Design, Nature purpose, Skills, Materials, Techniques, Communicate, Processes | $\begin{aligned} & \text { Approach, Design, Nature } \\ & \text { purpose, Skills, Materials, } \\ & \text { Techniques, Communicate, } \\ & \text { Processes } \end{aligned}$ | $\begin{aligned} & \text { Approach, Design, Nature } \\ & \text { purpose, Skills, Materials, } \\ & \text { Techniques, Communicate, } \\ & \text { Processes } \end{aligned}$ | Approach, Design, Nature purpose, Skills, Materials, Techniques, Communicate, Processes |
| Numeracy |  | N/ | N/A |  |  |  | N/ |  |  |  |  | N/A | N/ | N/A | N/A |
| Resources | Pencil crayons, Pencils, <br>  <br> Design Materials | Pencil crayons, Pencils, Ruler, Eraser, Art \& Design <br> Materials, oil pastels, <br> charcoal, chalk pastels, Fixative | encil crayons, Pencils, Ruler, Eraser, Art \& Design Materials, Pens | Pencil crayons, Pencils, Ruler, Eraser, Art \& Design pencils | IT |  | Penicrenom, Penlis, Ruler, |  |  | Penter |  |  |  |  |  |

## 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 usina 3D knowledae 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 | Oesis niefe hisory | Protutanalysis | Speatifation | Intialdesign: | Deveotoment of desig | Modelinge 1 | Moodiling ${ }^{\text {a }}$ | Modelinge 2 | Modeling 3 | Modeling 4 | Materis s chatr Gont | Casestur 1 | Csestuor 2 | Stuby | Csasstux) 4 |
| Learning outcomes | language with a limited range of materials, equipment and <br> working practices. <br> Apply 3D visual <br> language, using <br> and techniques, <br> $\frac{\text { recording safe working }}{\text { practices. }}$ <br> Apply 3D visual <br> language, selecting <br> range of materials, <br> techniques effectively and with consistency. <br> Apply 3D visual <br> language, combining and using a diverse <br> range of materials <br> techniques, creativel 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 usinga 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. |  |  |  |  |  |  | Present at least two examples of 3D professional chosen artists, craftspeople and designers. $\qquad$ <br> associated materials, techniques and processes <br> required by pra working in 3D. <br> $\frac{\text { Select and present examples }}{\text { of work by at least four } 30}$ professional practitioners, <br> approaches. <br> Select and presen <br> Effective investigations into a <br> practitioners, explaining how they communicate their <br> ideas. <br> Select and present in-depth <br> range of 3D practitioners <br> communicate their ide | craftspeople and designers <br> Present at least two examples of 3D professional chosen artists, craftspeople and designers. <br> Describe four of the skills and $\qquad$ <br> working in 3D. <br> Select and present examples of work by at least four 3D professional practitioners, <br> ilustrating th <br> Select and present $\qquad$ <br> diverse range of 3D practitioners, explaining how <br> they communicate the <br> Select and present in-depth <br> range of 3D practitioners, <br> analysing how they | Identify how artists, craftspeople and designers <br> communicate in 3D. <br> Present at least two examples of 3D professional chosen artists, craftspeople and designers. <br> Describe four of the skills and <br> associated materials, techniques and processes <br> required by practing in 3D. working <br> $\frac{\text { Select and present examples }}{\text { of work by at least four 3D }}$ <br> $\frac{\text { of work by at least four 3D }}{\text { professional practitioners, }}$ <br> illustrating their different approaches. <br> Select and present <br> Effective investigatio <br> practitioners, explaining how <br> they communicate their <br> Select and present in-depth range of 3D practitioners, communicate their ideas |  |
| Required <br> Skills |  | analysis skills, extended <br> writing |  |  | Exploring line, tone, form <br> ape, pattern, colour, | Use of Design studio tools and equipment. Cutting, Joining, Shaping techniques, | Use of Design studio tools and equipment. Cutting, Joining, Shaping techniques, | Use of Design studio tools and equipment. Cutting, Joining, Shaping techniques, | Use of Design studio tools and equipment. Cutting, Joining, Shaping techniques, | Use of Design studio tools and equipment. Cutting, Joining, Shaping techniques, |  | $\begin{aligned} & \text { Analysis skills, Research skills, } \\ & \text { Compare contrast, Extended } \\ & \text { writing } \end{aligned}$ | Analysis skills, Research skills, Compare contrast, Extended writing | $\begin{aligned} & \text { Analysis skills, Research skills, } \\ & \text { Compare contrast, Extended } \\ & \text { writing } \end{aligned}$ | Analysis skills, Research skills, Compare contrast, Extended writing |
| Skills \& content revisited |  | Research skills, Use of ICT, analysis skills, extended <br> writing | $\underbrace{\text { Exeneded w witita }}$ and contrat | Eompositional techniques. shape, pattern, colour exture | Compositional techniques. shape, pation texture. | $\begin{aligned} & \text { Use of Design studio tools and } \\ & \text { equipment. Cutting, Joining, } \\ & \text { Shaping techniques, } \\ & \text { Development skills } \end{aligned}$ | $\begin{aligned} & \text { Use of Design studio tools and } \\ & \text { equipment. Cutting, Joining, } \\ & \text { Shaping techniques, } \\ & \text { Development skills } \end{aligned}$ | 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, Research skills, Compare contrast, Extended writing | $\begin{aligned} & \hline \text { Analysis skills, Research skills, } \\ & \text { Compare contrast, Extended } \\ & \text { writing } \end{aligned}$ | $\begin{aligned} & \text { Analysis skills, Research skills, } \\ & \text { Compare contrast, Extended } \\ & \text { writing } \end{aligned}$ | $\begin{aligned} & \hline \text { Analysis skills, Research skills, } \\ & \text { Compare contrast, Extended } \\ & \text { writing } \end{aligned}$ |
| Assessment |  | $\begin{aligned} & \text { Open \& Directed } \\ & \text { questions. } \\ & \text { Department booklet } \\ & \text { assessment and feedbac } \\ & \text { BTEC summative } \end{aligned}$ <br> assessment. | Open \& Directed questions. Department booklet assessment and feedback. BTEC summative <br> BTEC summat assessment. | $\begin{aligned} & \text { Open \& Directed } \\ & \text { questions. } \\ & \text { Department booklet } \\ & \text { assessment and feedback. } \\ & \text { BTEC summative } \end{aligned}$ assessment. | $\begin{aligned} & \text { Open \& Directed } \\ & \text { questions. } \\ & \text { Department booklet } \\ & \text { assessment and feedback. } \\ & \text { BTEC summative } \end{aligned}$ ssessment. | 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 | $\begin{aligned} & \text { Analysis, Compare, } \\ & \text { Contrast, Target } \\ & \text { Audience, Client } \end{aligned}$ |  | Form, Texture, Tone, Contour, Ergonomics, Anthoplametrics, Target Audience, Client | Form, Texture, Tone, Contour, Ergonomics, Anthoplametrics, Target Audience, Client |  |  |  <br> xperimentation |  |  | Stione | $\begin{aligned} & \text { Approach, Design, Nature } \\ & \text { purpose, Skills, Materials, } \\ & \text { Techniques, Communicate, } \\ & \text { Processes } \end{aligned}$ | $\begin{aligned} & \text { Approach, Design, Nature } \\ & \text { purpose, Skills, Materials, } \\ & \text { Techniques, Communicate, } \\ & \text { Processes } \end{aligned}$ | Approach, Design, Nature purpose, Skills, Materials, Techniques, Communicate, Processes | $\begin{aligned} & \text { Approach, Design, Nature } \\ & \text { purpose, Skills, Materials, } \\ & \text { Techniques, Communicate, } \\ & \text { Processes } \end{aligned}$ |
| Numeracy | N/A | N/ | N/ |  |  |  |  |  |  |  |  | N/A | N/A | N/A | N/A |
| Resources |  |  |  |  |  |  |  |  |  |  |  |  |  | Pencicravos, Pencils, fuer, |  |

## Cultural Capital \& Cross curricular links

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

