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| *What will they be learning, why and in what order?* |
|  | **Term 1****Recycling Project.** | **Term 2****Ceramics** | **Term 3****Previous exam paper** |
| **Bridge/ Foundation knowledge required** | Building on recycling projects completed at KS3.  | Building on ceramics projects experienced at KS3.Students will be expected to work with increasing independence. | Building on techniques explored throughout ks3 and year 10.  |
| **Key Learning Experience / Skills** | Duration - Project will run for (half) term 1 & 2 Students will be given a choice from three themes – food, insects/arachnids, Myths and legends. * Research designers and artists who have responded to the theme. Collect primary and/or secondary source material.
* Analyse the research and the sources.
* Make visual studies of the research and the sources.
* Explore 3D materials in making maquettes.
* Analyse/evaluate different 3D approaches.
* Record own ideas through sketching, 3D explorations, notes etc.
* Make a piece of 3D work that links all AO’s.

  AO1: Develop ideas through investigations, demonstrating critical understanding of sources.  AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.  AO3: Record ideas, observations and insights relevant to intentions as work progresses.  AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.    | Duration - Project will run for term 3,4 and 5* Research contemporary and traditional ceramicists. (Sources changed from 2024 Ceramics of Africa to 2025 various ceramicists as they have done ceramics of Africa in year 9))
* Analyse the work of contemporary and traditional ceramicists.
* Make visual studies of the work of ceramicists.
* Explore ceramic pot construction methods (thumb, coil and slab potting).
* Explore 3D decorative techniques (Impressing, Incising, relief and piercing.)
* Draw different ideas.
* Explore different methods of painting ceramics.
* Develop 3D work showing a link to research.

  AO1: Develop ideas through investigations, demonstrating critical understanding of sources.  AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.  AO3: Record ideas, observations and insights relevant to intentions as work progresses.  AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.   | Duration - Project will run for term 6 of year 10 and term one & two of year 11.Past paper – student will use the 3D design paper for 2018. The themes they can choose from includes;* Landscape
* Architectural Tiles
* Identity
* Decorative Frames
* Mechanical Objects
* Colour
* Changes

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| **Assessment**How will you assess the impact of teaching? | Continual feedback will be provided verbally. Written feedback will take the form of post-it notes, tracker in sketchbook and modelled material. Assessment will inform NOW NEXT THEN tasks on the board. Terminal assessment on completion of project.  | Continual feedback will be provided verbally. Written feedback will take the form of post-it notes, tracker in sketchbook and modelled material. Assessment will inform NOW NEXT THEN tasks on the board.   Terminal assessment on completion of project. | Continual feedback will be provided verbally. Written feedback will take the form of post-it notes, tracker in sketchbook and modelled material. Assessment will inform NOW NEXT THEN tasks on the board.   |
| **CIAG Links** | Employability skills: Communicating with others  Listening. Developing creativity. Developing psychomotor skills.   Appropriate responses to instructions. Following Health and Safety rules   Working to a deadline.  | Employability skills: Communicating with others  Listening. Developing creativity. Developing psychomotor skills.   Developing independence   Appropriate responses to instructions. Following Health and Safety rules   Working to a deadline.  | Employability skills: Communicating with others  Listening. Developing creativity. Developing psychomotor skills.   Working independently, Self- efficacy   Appropriate responses to instructions. Following Health and Safety rules   Working to a deadline.  |
| **British Values**  | Respect the opinion of others  Collaboration.  Support each other with constructive feedback  | Respect the opinion of others  Collaboration.  Support each other with constructive feedback  | Respect the opinion of others  Collaboration.  Support each other with constructive feedback  |
| **Cross Curricular Link Numeracy** | Measuring, shape space and form. | **Cross Curricular Link- Literacy** | Key vocabulary and sentence structure in research and analysis.   |
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| ***The Hub Vision – A School that provides all students with exciting opportunities that build confidence, develop social skills and promote academic achievement*** |

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