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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   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. |
| **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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