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| *What will they be learning, why and in what order?* | | | | | |
|  | **Term 1**  **Bizarre Monstrosities and Fantastic Beasts**  **Wall Hanging** | **Term 2**  **Clock Design based on 20th C design.** | | | **Term 3**  **Ceramic nature project.**  **Garden centre ornamental prototype.** |
| **Bridge/ Foundation knowledge required** | Students have explored various aspects of design processes and project-based learning to prepare them for a sequence of lessons built up over time to design, create and produce an outcome. | Research and analysis. Drawing skills. Making/modelling. | | | Building on design processes, research, making skills. |
| **Key Learning Experience / Skills** | * Analyses of the work of Dan Reeder, Ian Miller, Warren Ludwig. * Visual studies of these artists/designers to inform ideas on 3D work. Drawing skills. * Learning how to use imagination to develop creativity in making a monster montage. This will be developed into 2D idea in order to stimulate individual imaginative and creative response. Use of pens to render 2D image as a 3D object. * How to develop Ideas making sketches that are informed by artist analysis, their montage work and/or the potential images created by montage work. * Health and safety regarding the safe use of cutting tools and hot glue guns. * Cardboard construction of basic skeleton frame. * Learning how to use papier máchê to consolidate form and add fine detail such as texture. * Painting lessons will obviously focus on colour but also use of tone to enhance textures and 3D aspects. * Evaluation of final piece as a means of encouraging on-going habits of critical awareness and analysis | * Researching various 20th century art and design movements in particular Op Art, Surrealism, Abstraction and Pop Art. * Making visual studies and written analyses to inform ideas. Drawing skills. * Various idea sketches in colour. Annotated to develop analytical consideration. * Cardboard maquette of chosen idea with colour. * Using appropriate software students will make their own idea which will be cut out of MDF and/or acrylic sheet. * Ideas will be painted to match ideas based on their chosen design movement. * Evaluation of final piece as a means of encouraging on-going habits of critical awareness and analysis. * Extension - Production of picture frame in the same style to create a ‘suite’ of products | | | * Researching artists and designers who are inspired by nature and natural forms. (e.g. Morris, O’Keeffe, Goldsworthy etc) * Creating visual studies of the work of artists and designers. * Developing art/illustrative abilities in rendering 2D imagery of primary and secondary source flora as 3D. * Colour explorations in creating Goldsworthy style work using leaves etc. * Producing sketches of own ideas of relief sculptures based on natural forms. * Exploring card relief sculpture to explore and develop main idea. * Learning how to use ceramics to create a prototype consolidating ideas and again developing further to produce 3D/relief idea. * Use of colour in painting final piece to match those seen in previous work including artist studies and Goldsworthy style work. * Evaluation of final piece as a means of encouraging on-going habits of critical awareness and analysis. |
| **Assessment**  How will you assess the impact of teaching? | * Use of starter activity- chatter box for questions about previous learning and previous lessons. * Constant feedback through verbal interaction. * Mid -term assessment criteria * Use of visual language in questioning and analysis of designers’ work * Montage image. * Own work created in response to the artists’/designers’ work. * NOW NEXT THEN tasks on the board. | * Use of starter activity- chatter box for questions about previous learning and previous lessons. * Constant feedback through verbal interaction. * Mid -term assessment criteria * Use of visual language in questioning and analysis of designers’ work. * Idea sketches. * Clock maquette. * NOW NEXT THEN tasks on the board. | | | * Use of starter activity- chatter box for questions about previous learning and previous lessons. * Constant feedback through verbal interaction. * Mid -term assessment criteria * NOW NEXT THEN tasks on the board. * Use of visual language in questioning and analysis of designers’ work * Own work created in response to the artists’/designers’ work. |
| **CIAG Links** | Employability skills: Communicating with others  Listening, creativity.  Developing psychomotor skills.  Working independently, Self- efficacy  Appropriate responses to instructions.  Following Health and Safety rules  Working to a deadline. | Employability skills: Communicating with others  Listening, creativity.  Developing psychomotor skills.  Working independently, Self- efficacy  Appropriate responses to instructions.  Following Health and Safety rules  Working to a deadline. | | | Employability skills: Communicating with others  Listening, 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** | Shape, space, form. | | **Cross Curricular Link- Literacy** | Key vocabulary and sentence structure in research and analysis. | |
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