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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.
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| **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.
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| **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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| ***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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