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| *What will they be learning, why and in what order?* | | | | | |
|  | **Term 1**  **Ceramics/Maritime project** | **Term 2**  **Standard lamp project.** | | | **Term 3**  **Special Effects.** |
| **Bridge/ Foundation knowledge required** | Building on ceramics projects done in Y7 and Y8. | Building on design processes, drawing and making skills looked at in Y7, 8 and term 1 Y9. | | | Students will build upon previous learning about the environment and about sustainable use of resources. They will build upon their confidence in taking a creative approach and using an appropriate design process. |
| **Key Learning Experience / Skills** | * Students will research medieval ceramics, other medieval designs and work inspired by medieval design to inform their ceramic work. * Visual analysis of sources/idea sketches. * Idea sketches for own pots. Drawing skills – ellipses. * Learning about ceramic decoration techniques Impressing, Incising, relief. * Making a thumb pot as a basis for a coil pot. * Making a medieval inspired ceramic vessel. * Researching the history of Hull, its city wall and the blockhouse. * Idea sketches for ceramics based on research. * How to use ceramics techniques including slab potting to make a response based on research. * Use of appropriate colours and tones in adding colour to coil pot. * Use of appropriate colours and tones in adding colour to second ceramic piece. * Evaluation of own work. | * Students will research designers of unusual existing products such as Carmen D’Apollonio, Evan Chambers etc. * How to Visually research and analyse sources. Drawing skills. * Research of existing products. * How to develop ideas using drawing as a way of visually thinking. * How to visually present a final idea to a client. * Consideration of appropriate materials to use, options will be available (Modroc, clay, papier mâché, found objects etc . * Using Software to create designs on the laser-cutter. * Construction of standard lamp. * Adding appropriate colour. * Health and safety about using cutting tools and hot glue guns, Modroc, clay etc. | | | * Research sci-fi film props and comic art, written analysis of spaceships, robots, automated characters etc. * Visual studies of chosen imagery. * Ideas drawings using various media to show colour, tone on the shapes and forms created. * More formal drawing to show idea as a 3D object. This may take the form of Isometric, 1,2or3 point perspective depending on the apparent ability of the student. * Drawing rendered in colour and tone to create a 3D appearance. * Basic form of Idea will be constructed using cardboard, papier mâché, mod roc etc. Details can be added using recycled materials (packaging etc) * Idea will be finished using appropriate colour, acrylic, spray paint etc. Stencils, printing, Brusho and marbling will be available to add further detail/effects. * Photographs of the idea will be manipulated using software such as Photoshop to present them in an appropriate setting. * Using Photoshop to show design in situ. |
| **Assessment**  How will you assess the impact of teaching? | * Use of starter activity- chatter box for questions about previous learning and previous lessons. * NOW NEXT THEN tasks on the board. * Constant feedback through verbal interaction. * Mid -term assessment criteria * Idea sketches. * Use of visual language researching sources. | * Use of starter activity- chatter box for questions about previous learning and previous lessons. * NOW NEXT THEN tasks on the board. * Constant feedback through verbal interaction. * Mid -term assessment criteria * Use of visual language in questioning and analysis of designers’ work | | | * Use of starter activity- chatter box for questions about previous learning and previous lessons. * NOW NEXT THEN tasks on the board. * Constant feedback through verbal interaction. * Mid -term assessment criteria * Use of visual language researching sources. * Drawings of research. |
| **CIAG Links** | 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. | 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. | | | Employability skills: Communicating with others  Listening.  Developing creativity.  Interdependence – recycling.  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 and form. History. | | **Cross Curricular Link- Literacy** | Key vocabulary and sentence structure in research and analysis. | |
| |  | | --- | | ***The Hub Vision – A School that provides all students with exciting opportunities that build confidence, develop social skills and promote academic achievement*** | | | | | | |