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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.
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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.
* 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.
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| **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.  |
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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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