

CITY OF
ROCHESTER



SCHOOL

City of Rochester School

Art and Design

Technology Curriculum

Art and Design Curriculum

Key Stage 1 – 4

Intent

- At City of Rochester school we value and are dedicated to the teaching of Art and Design Technology. We see this as a fundamental part of school life.
- We are committed to providing an 'Arts Rich Curriculum' for our children. We believe that by developing this, we can contribute to the quality of our children's lives, both within and beyond school.
- We see art and design as a means to support learning in a range of ways. The skills that are developed in these subjects can be transferred across the curriculum and thus aid learning.
- The Board of Trustees which comprises experts in SEN and in particular ASD, have been actively involved in curriculum design. This means that the curriculum is fit for purpose for children with special educational needs. A large part of the curriculum is experiential as it is important for children on the autism spectrum to be able to make cohesive links that are not abstract. A fully immersive experience is required. Examples include through World Book Day, author and poet visits and a range of trips and visits which enrich and complement children's learning.

Implementation

- As a school and in accordance with the National Curriculum's expectations, we aim to ensure that all pupils:
 - produce creative work, exploring their ideas and recording their experiences
 - become proficient in drawing painting, sculpture and other art, craft and design techniques
 - evaluate and analyse creative works using the language of art, craft and design
 - know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms
- Art and DT are taught as part of a half-termly topic. Class teachers are responsible for teaching art and design technology, although there will be times when professional artists/helpers will be involved in the teaching of the topic.
- We use Twinkl units to support our planning.
- The Art and Design units have been created to inspire, engage and develop an enthusiasm for art and design. Focusing on building key skills, the units secure children's understanding of observational drawing, sculpture, texture and colour through a range of suggested media. With a key emphasis on the work of different artists, children are taught about artistic practices and styles through history until the present day.
- The Design and Technology units encourage children to learn through a variety of creative and practical activities - through these activities pupils are equipped with the knowledge, understanding and skills to engage successfully and with increasing independence in the process of designing and making. The units include investigative and evaluative activities where children learn from a range of existing products. Pupils are then encouraged to use the knowledge gained when designing and making their own products. Children develop skills to be able to evaluate their products, considering the views of others and their own design criteria.
- There is a key emphasis on looking at design and technology in a wider context from foods around the world to looking at how kites have helped shape the world we live in. Each unit has been written with an emphasis on cross-curricular links so children see how design and technology is integral to the modern world in which they live.
- Staff have access to a bespoke and whole school training programme which enables them to meet the individual needs of pupils in relation to their diagnosis of ASD and other co-morbidities together with subject specific/curriculum training. Examples include: Understanding Autism, how the developing brain works, visits to other schools to observe and learn from best practice, subject specific training, memberships and participation in subject associations, participating in curriculum meetings, access to on-line resources – for example Optimus Education.
- Quality Assurance activities include: half-termly book monitoring, learning walks, formal and informal lesson observations,

Impact

- Our children enjoy the self-expression that they experience in both Art and Design Technology.
- They are always keen to learn new skills and work hard to perfect those shown to them.
- The children's art is very often cross-curricular, and helps them to express feelings and emotions in art, as well as show their knowledge and understanding in history, geography and science.
- The Art and Design curriculum impacts on children's personal development in creativity, independence, judgement and self-reflection.
- Attainment is measured using SIMs and is designed for continuous use. Teachers record the small steps pupils make and use these steps to build a bigger picture of the pupils' learning and achievements.
- Regular feedback is sought from pupils through the School Council (half-termly), pupil surveys, (termly), parent surveys (annually), staff surveys (annually)
- Confidence, Resilience and Success are core values at City of Rochester School. This means that the acquisition of social skills and personal development are of paramount importance to our pupils to life beyond school. Impact is therefore demonstrated through social and linguistic development which the school evidences through case studies.
- Pupils have significant barriers to learning which the school works hard to help pupils overcome. This means that the school works with a wide variety of partners such as medical professionals, curriculum partners, parents/carers, education professionals and the wider community to promote pupil's engagement in learning.

Statutory Guidance – Art and Design

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

The national curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook

Links To Other Subjects

Planning to establish cross-curricular links in the following areas will enhance the delivery of the subject:

ICT enhances our teaching of Art and Design.

Children use software to explore shape, colour and pattern in their work e.g. Revelation Art. All children can collect visual information to help them develop their ideas by using the digital cameras, and scanners. They can record their observations and manipulate them through editing or painting software to create their own designs. The children also use the Internet to find out more about the lives and works of famous artists and designers.

Literacy

Art and design contributes to the teaching of English in our school by encouraging children to ask and answer questions about the starting points for their work. They have the opportunity to compare ideas, methods and approaches in their own work and that of other children, and to say what they think and feel about them.

Mathematics

Art and design contributes to the teaching of mathematics in our school by giving opportunities to develop the children's understanding of shape and space through work in two and three dimensions.

Personal, social and health education (PSHE) and citizenship

Art and design contributes to the teaching of some elements of personal, social and health education and citizenship. The children discuss how they feel about their own work and the methods and approaches used by others. They have the opportunity to meet and talk with artists and other talented adults whilst undertaking their work.

Spiritual, moral, social and cultural development

Curriculum Overview

- * Our curriculum is designed with our children in mind but is subject to change. Units may be moved around to suit children's interests, current affairs and to make better use of resources. If this happens staff ensure that there is breadth and balance across the year to ensure coverage.

KS1

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|---------------|-------------------------------------|---------------------------|--------------------|-----------|----------------------------------|----------------------|
| Year 1 | Pirate Paddy's Packed Lunch Problem | Lets Sculpt | Dips and Dippers | Portraits | Going Wild: Making an animal toy | Jurassic Hunter: Art |
| Year 2 | Fabric Bunting | Landscapes and Cityscapes | Sensational Salads | Joan Miro | Moving Picture Traditional Tales | Nature Sculptures |

KS2

| | | | | | | |
|---------------|-----------------------------|--------------------------------------|--------------------------|--------------------------|-------------------------|--------------------|
| Year 3 | Juggling Balls | Autumn | The Great Bread Bake Off | European Art and Artists | Battery Operated Lights | Insects |
| Year 4 | That's All Folks: Comics | The Lion King: Design and Technology | Out of this World Art | Athens vs Sparta: DT | Under the Canopy: Art | Edible Garden |
| Year 5 | Ancient Egypt | Felt Phone Cases | Super Seasonal Cooking | South American Art | Automata Animals | Plants and Flowers |
| Year 6 | A World of Bright Ideas: DT | Come Fly with Me America: Art | Programming Adventures | Wildlife | Global Food | Seaside |

KS3

| | | | | | | |
|---------------|---|---|---|---|--|---|
| Year 7 | Photography - basics | Photography - basics | Portraits | Portraits | Gaudi | Gaudi |
| Year 8 | DT: Graphic Design | Come Fly with Me America: Art | DT Product Design: Programming Adventures | Location Photography | Colour Theory | Street Art Graffiti |
| Year 9 | BTEC Entry Level 3 Art and Design: Explore 2 Dimensions | BTEC Entry Level 3 Art and Design: Explore 2 Dimensions | BTEC Entry Level 3 Art and Design: Discovering 3 Dimensions | BTEC Entry Level 3 Art and Design: Discovering 3 Dimensions | BTEC Entry Level 3 Art and Design: Planning an Enterprise Activity | BTEC Entry Level 3 Art and Design: Running an Enterprise Activity |

KS4

| | |
|----------------|----------------------------|
| Year 10 | BTEC Firsts Art and Design |
| Year 11 | |

Detailed Curriculum Map

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|------------------------------------|---|---|---|---|--|--|
| Year 1 | Pirate Paddy's Packed Lunch Problem | Let's Sculpt | Dips and Dippers | Portraits | Going Wild: Making an Animal Toy | Jurassic Hunter: Art |
| Learning Objectives Covered | <p>Children can:</p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria select from and use a wider range of tools and equipment to perform practical tasks explore and evaluate a range of existing products evaluate their ideas and products against design criteria build structures, exploring how they can be made stronger, stiffer and more stable | <p>Children can:</p> <ul style="list-style-type: none"> respond positively to ideas and starting points; explore ideas and collect information; try different materials and methods to improve; use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card; use a variety of techniques, e.g. rolling, cutting, pinching; use a variety of shapes, including lines and texture; describe the work of famous, notable artists and designers; express an opinion on the work of famous, notable artists; use inspiration from famous, notable artists to create their own work and compare | <ul style="list-style-type: none"> describe the work of famous, notable artists and designers; express an opinion on the work of famous, notable artists; use inspiration from famous, notable artists to create their own work and compare; | <p>Children can:</p> <ul style="list-style-type: none"> respond positively to ideas and starting points; explore ideas and collect information; describe differences and similarities and make links to their own work; try different materials and methods to improve; draw lines of varying thickness; use different materials to draw, for example pastels, chalk, felt tips; experiment with different brushes (including brushstrokes) and other painting tools; use a combination of materials that have been cut, torn and glued; sort and arrange materials; add texture by mixing materials; describe the work of famous, notable artists and designers; express an opinion on the work of famous, notable artists; use inspiration from famous, notable artists to create their own work and compare | <p>Children can:</p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria select from and use a wider range of tools and equipment to perform practical tasks explore and evaluate a range of existing products | <p>Children can:</p> <ul style="list-style-type: none"> respond positively to ideas and starting points; describe differences and similarities and make links to their own work; try different materials and methods to improve; draw lines of varying thickness; use different materials to draw, for example pastels, chalk, felt tips; name the primary and secondary colours; mix primary colours to make secondary colours; use a combination of materials that have been cut, torn and glued; sort and arrange materials; describe the work of famous, notable artists and designers; express an opinion on the work of famous, notable artists; use inspiration from famous, notable artists to create their own work and compare |

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|------------------------------------|--|---|---|--|---|---|
| Year 2 | Fabric Bunting | Landscapes and Cityscapes | Sensational Salads | Joan Miro | Moving Picture Traditional Tales | Nature Sculptures |
| Learning Objectives Covered | <p>Children can:</p> <ul style="list-style-type: none"> generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology select from and use a wider range of tools and equipment to perform practical tasks select from and use a wider range of materials and components, including construction materials, textile and ingredients, according to their characteristics explore and evaluate a range of existing products | <p>Children can:</p> <ul style="list-style-type: none"> draw lines of varying thickness; use different materials to draw, for example pastels, chalk, felt tips; experiment with different brushes (including brushstrokes) and other painting tools; use a combination of materials that have been cut, torn and glued; sort and arrange materials; describe the work of famous, notable artists and designers; express an opinion on the work of famous, notable artists; use inspiration from famous, notable artists to create their own work and compare | <p>Children can:</p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks explore and evaluate a range of existing products understand where food comes from | <p>Children can:</p> <ul style="list-style-type: none"> respond positively to ideas and starting points; describe differences and similarities and make links to their own work; try different materials and methods to improve; draw lines of varying thickness; use dots and lines to demonstrate pattern and texture; use different materials to draw, for example pastels, chalk, felt tips; experiment with different brushes (including brushstrokes) and other painting tools; use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card; use a variety of techniques, e.g. rolling, cutting, pinching; use a variety of shapes, including lines and texture; copy an original print; use a variety of materials, e.g. sponges, fruit, blocks; demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing; | <p>Children can:</p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology explore and evaluate a range of existing products evaluate their ideas and products against design criteria explore and use mechanisms | <p>Children can:</p> <ul style="list-style-type: none"> respond positively to ideas and starting points; explore ideas and collect information; try different materials and methods to improve; draw lines of varying thickness; use dots and lines to demonstrate pattern and texture; use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card; use a variety of techniques, e.g. rolling, cutting, pinching; sort and arrange materials; add texture by mixing materials; describe the work of famous, notable artists and designers; express an opinion on the work of famous, notable artists; use inspiration from famous, notable artists to create their own work and compare |

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|------------------------------------|--|--|--|--|--|---|
| Year 3 | Juggling Balls | Autumn | The Great Bread Bake Off | European Art and Artists | Battery Operated Lights | Insects |
| Learning Objectives Covered | <p>Children can:</p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities investigate and analyse a range of existing products | <p>Children can:</p> <ul style="list-style-type: none"> use sketchbooks to record ideas; explore ideas from first-hand observations; use different materials to draw, e.g. pastels, chalk, felt tips; mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage; use more than one colour to layer in a print; replicate patterns from observations; make printing blocks; make repeated patterns with precision use inspiration from famous artists to replicate a piece of work; reflect upon their work inspired by a famous notable artist and the development of their art skills; express an opinion on the work of famous, notable artists and refer to techniques and effect | <ul style="list-style-type: none"> use inspiration from famous artists to replicate a piece of work; reflect upon their work inspired by a famous notable artist and the development of their art skills; express an opinion on the work of famous, notable artists and refer to techniques and effect; | <p>Children can:</p> <ul style="list-style-type: none"> use sketchbooks to record ideas; question and make observations about starting points, and respond positively to suggestions; adapt and refine ideas; experiment with showing line, tone and texture with different hardness of pencils; use shading to show light and shadow effects; show an awareness of space when drawing use varied brush techniques to create shapes, textures, patterns and lines; cut, make and combine shapes to create recognisable forms; add materials to the sculpture to create detail use inspiration from famous artists to replicate a piece of work; reflect upon their work inspired by a famous notable artist and the development of their art skills; express an opinion on the work of famous, notable artists and refer to techniques and effect | <p>Children can:</p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand and use electrical systems in their products | <p>Children can:</p> <ul style="list-style-type: none"> use sketchbooks to record ideas; explore ideas from first-hand observations; question and make observations about starting points, and respond positively to suggestions; adapt and refine ideas; use shading to show light and shadow effects; use different materials to draw, e.g. pastels, chalk, felt tips; show an awareness of space when drawing use varied brush techniques to create shapes, textures, patterns and lines; mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; create different textures and effects with paint; cut, make and combine shapes to create recognisable forms; use clay and other malleable materials and practise joining techniques; add materials to the sculpture to create detail select colours and materials to create effect, giving reasons for their choices; learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage use inspiration from famous artists to replicate a piece of work; reflect upon their work inspired by a famous notable artist and the development of their art skills; |

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|------------------------------------|--|---|---|--|---|--|
| Year 4 | That's All Folks: Comics | The Lion King: Design and Technology | Out of this World Art | Athens VS Sparta: Design and Technology | Under the Canopy: Art | Edible Garden |
| Learning Objectives Covered | <p>Children can:</p> <ul style="list-style-type: none"> use sketchbooks to record ideas; experiment with showing line, tone and texture with different hardness of pencils; use different materials to draw, e.g. pastels, chalk, felt tips; show an awareness of space when drawing mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; experiment with showing line, tone and texture with different hardness of pencils; | <p>Children can:</p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand and use mechanical systems in their products develop skills in stitching, cutting and joining use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects; | <p>Children can:</p> <ul style="list-style-type: none"> use sketchbooks to record ideas; explore ideas from first-hand observations; adapt and refine ideas; use different materials to draw, e.g. pastels, chalk, felt tips; show an awareness of space when drawing; use clay and other malleable materials and practise joining techniques; add materials to the sculpture to create detail; reflect upon their work inspired by a famous notable artist and the development of their art skills; express an opinion on the work of famous, notable artists and refer to technique and effect | <p>Children can:</p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design select from and use a wider range of tools and equipment to perform practical tasks accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world apply their understanding of how to strengthen, stiffen and reinforce more complex structures | <p>Children can:</p> <ul style="list-style-type: none"> use sketchbooks to record ideas; explore ideas from first-hand observations; question and make observations about starting points, and respond positively to suggestions; adapt and refine ideas; use different materials to draw, e.g. pastels, chalk, felt tips; cut, make and combine shapes to create recognisable forms; use clay and other malleable materials and practise joining techniques; select appropriate materials, giving reasons; use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects; add materials to the sculpture to create detail | <p>Children can:</p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks accurately understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed |

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|------------------------------------|---|--|--|--|--|---|
| Year 5 | Ancient Egypt | Felt Phone Cases | Super Seasonal Cooking | South American Art | Automata Animals | Plants and Flowers |
| Learning Objectives Covered | <p>Children can:</p> <ul style="list-style-type: none"> • create sketch books to record their observations and use them to review and revisit ideas • improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials • learn about great artists, architects and designers in history | <p>Children can:</p> <ul style="list-style-type: none"> • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work | <p>Children can:</p> <ul style="list-style-type: none"> • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed | <p>Children can:</p> <ul style="list-style-type: none"> • improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials • learn about great artists, architects and designers in history | <p>Children can:</p> <ul style="list-style-type: none"> • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • select from and use a wider range of tools and equipment to perform practical tasks accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand and use mechanical systems in their products | <p>Children can:</p> <ul style="list-style-type: none"> • create sketch books to record their observations and use them to review and revisit ideas • improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials • learn about great artists, architects and designers in history |

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|------------------------------------|--|---|---|---|--|---|
| Year 6 | A World of Bright Ideas: DT | Come Fly with Me America: Art | Programming Adventures | Wildlife | Global Food | Seaside |
| Learning Objectives Covered | <p>Children can:</p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work | <p>Children can:</p> <ul style="list-style-type: none"> create sketch books to record their observations and use them to review and revisit ideas improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials learn about great artists, architects and designers in history | <p>Children can:</p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design select from and use a wider range of tools and equipment to perform practical tasks accurately apply their understanding of computing to program, monitor and control their products | <p>Children can:</p> <ul style="list-style-type: none"> create sketch books to record their observations and use them to review and revisit ideas improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials learn about great artists, architects and designers in history | <p>Children can:</p> <ul style="list-style-type: none"> understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed | <p>Children can:</p> <ul style="list-style-type: none"> create sketch books to record their observations and use them to review and revisit ideas improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials learn about great artists, architects and designers in history |

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|------------------------------------|--|----------------------|--|---------------|--|---------------|
| Year 7 | Photography - basics | Photography - basics | Portraits | Portraits | Gaudi | Gaudi |
| Learning Objectives Covered | Pupils should be taught: <ul style="list-style-type: none"> to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas to use a range of techniques and media, including painting to increase their proficiency in the handling of different materials to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work | | Pupils should be taught: <ul style="list-style-type: none"> to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas to use a range of techniques and media, including painting to increase their proficiency in the handling of different materials to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day | | Pupils should be taught: <ul style="list-style-type: none"> to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas to use a range of techniques and media, including painting to increase their proficiency in the handling of different materials to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day | |

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|-----------------------------|--|---|---|---|---|---|
| Year 8 | DT Graphic Design | Come Fly with Me America: Art | DT Product Design: Programming Adventures | Location Photography | Colour Theory | Street Art Graffiti |
| Learning Objectives Covered | <p>Pupils should be taught:</p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their | <p>Pupils should be taught:</p> <ul style="list-style-type: none"> to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas to use a range of techniques and media, including painting to increase their proficiency in the handling of different materials to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day | <p>Pupils should be taught:</p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design select from and use a wider range of tools and equipment to perform practical tasks accurately apply their understanding of computing to program, monitor and control | <p>Pupils should be taught:</p> <ul style="list-style-type: none"> to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas to use a range of techniques and media, including painting to increase their proficiency in the handling of different materials to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work | <p>Pupils should be taught:</p> <ul style="list-style-type: none"> to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas to use a range of techniques and media, including painting to increase their proficiency in the handling of different materials to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day | <p>Pupils should be taught:</p> <ul style="list-style-type: none"> to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas to use a range of techniques and media, including painting to increase their proficiency in the handling of different materials to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day |

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|------------------------------------|--|---|--|---|--|---|
| Year 9 | BTEC Entry Level 3 Art and Design: Explore 2 Dimensions | BTEC Entry Level 3 Art and Design: Explore 2 Dimensions | BTEC Entry Level 3 Art and Design: Discovering 3 Dimensions | BTEC Entry Level 3 Art and Design: Discovering 3 Dimensions | BTEC Entry Level 3 Art and Design: Planning an Enterprise Activity | BTEC Entry Level 3 Art and Design: Running an Enterprise Activity |
| Learning Objectives Covered | Pearson BTEC Entry Level 3 Art and Design Qualification number: 500/6353/4 Pupils should be taught: <ul style="list-style-type: none"> to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas to use a range of techniques and media, including painting to increase their proficiency in the handling of different materials to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work | | Pearson BTEC Entry Level 3 Art and Design Qualification number: 500/6353/4 Pupils should be taught: <ul style="list-style-type: none"> to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas to use a range of techniques and media, including painting to increase their proficiency in the handling of different materials to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day | | Pearson BTEC Entry Level 3 Art and Design Qualification number: 500/6353/4 Pupils should be taught: <ul style="list-style-type: none"> to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas to use a range of techniques and media, including painting to increase their proficiency in the handling of different materials to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day | |

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|------------------------|--|--------|--------|--------|--------|--------|
| Year 10 BTEC Year 1 | Pearson BTEC Firsts Art and Design Qualification number: 600/4781/1 | | | | | |
| Year 11 BTEC Year 2 | | | | | | |