



The High School  
Leckhampton

# Year 7 DESIGN TECHNOLOGY

## Topic Titles

PRODUCT DESIGN: Block Bot  
PRODUCT DESIGN: Trick Deck  
PRODUCT DESIGN: Keyring  
TEXTILES: Bunting  
FOOD & NUTRITION: Healthy Eating

## Intent

Design and technology prepares students to participate in tomorrow's rapidly changing world. They learn to think and intervene creatively to solve problems and become increasingly autonomous as well as collaborative team members. Students must look for needs, wants and opportunities and respond to them by developing a range of ideas and solutions. They combine practical skills with an understanding of aesthetics, social and environmental issues, function and industrial practices. As they do so, they reflect on and evaluate present and past design and technology, its uses and effects. Through design and technology, all students can become discriminating and informed users of products and innovators. The DT department aims to be a stimulating and inviting place where all students feel capable, supported, and challenged, whilst enjoying their learning.

## Links with other subjects

**Art** – Design process, drawing rendering, annotation, aesthetics  
**Science** – Properties of materials, electronics, safety and risk  
**English** – Literacy skills, analysis and annotation  
**PSHE** – Self-care (cooking)  
**Maths** – Measurement, units, scale, ratio, area, volume, numeracy

## How will knowledge and skills be taught?

During each academic year, students complete four different projects of varying length across all DT areas of product design, textiles and food and nutrition. Whilst specific knowledge and processes underpin each topic, the key skills of designing, making, evaluation and technical knowledge are consistent throughout the programme of study, and link to formative assessment objectives. Students work in booklets designed specifically for each project to record all aspects of their creative journey, including designs, CAD/CAM, digital research and evaluation of products as well as understanding and evidence of health and safety. We are proud to offer a range of DT opportunities to all students and enable them to develop personal and meaningful responses to a range of briefs.

## How can parents help?

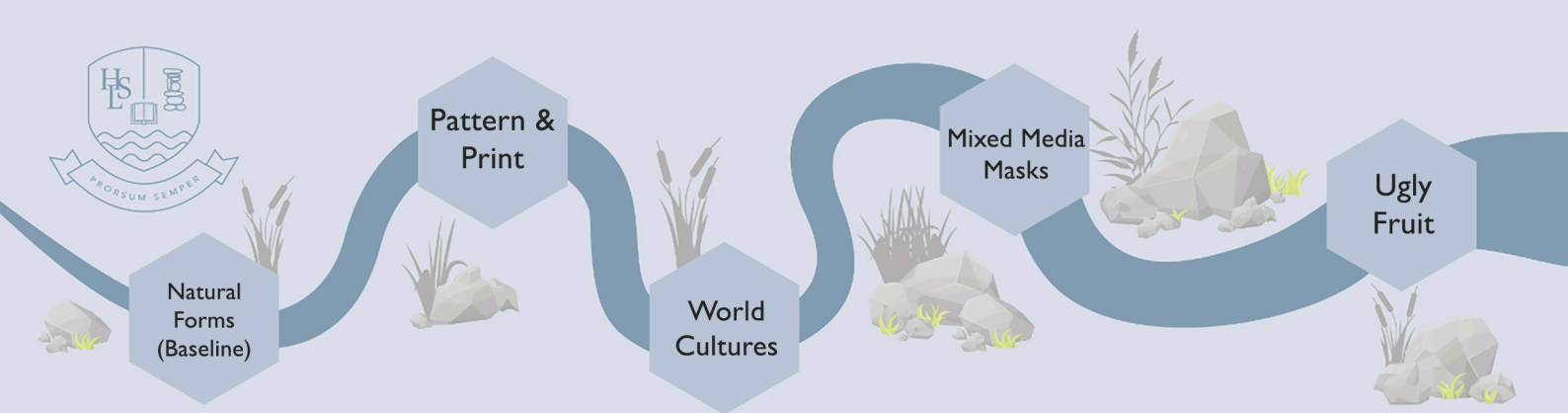
By encouraging positive engagement with the subject and a familiarity with the resources provided on the VLE. Students complete all tasks, including homework, in their project booklets so engagement with this resource at home and support with development of their ideas and evaluation of their concepts and products would be very beneficial. Support too with organisation of ingredients ensuring these are brought in on the correct days is essential and very much appreciated. Watching relevant television programmes such as *The Repair Shop*, *Grand Designs*, *Great British Sewing Bee* and *Bake Off* can give the subject real-world context. Students should be encouraged to undertake thorough and independent research, draft and edit written work which should always be personal, not copied and pasted and use subject specific vocabulary, appropriately.

## Recommended Reading and Preparation for Learning

Making It: Manufacturing Techniques for Product Design – Chris Lefter  
The Complete Baking Book for Young Chefs – America's Test Kitchen Kids  
The Complete Cooking Book for Young Chefs – America's Test Kitchen Kids  
Process: 50 Product Designs from Concept to Manufacture – Jennifer Hudson  
Contemporary Design, Classics of Modern Design – Catherine McDermott  
50 Fantastic Ideas for Exploring Food – Judith Horvath  
The Eco-Design Handbook – Alistair Faud-Luke  
Design of Everyday Things – Don Norman

### Websites:

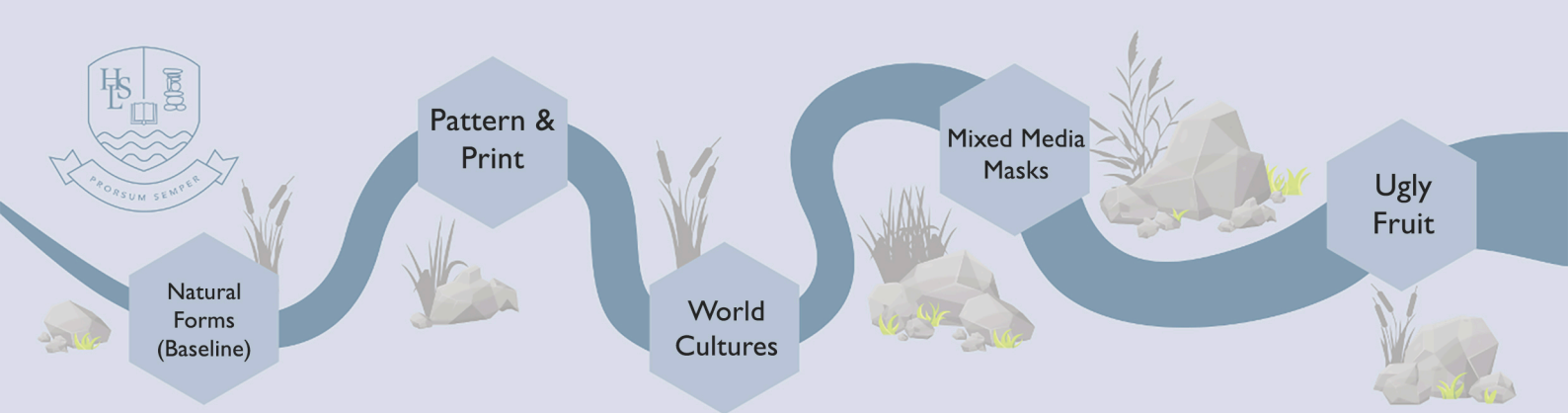
[foodafactoflife.org.uk](http://foodafactoflife.org.uk)  
[technologystudent.com](http://technologystudent.com)  
The Design Museum  
The V&A Museum



<b>Subject:</b> Art & Design		<b>Year Group:</b> Year 8	<b>Term:</b> 1 (Sept-Oct Half Term)
<b>Module/Theme:</b> Natural Forms – Baseline Project			
<b>Topic Outline &amp; Aims</b> (Intent) This brief unit of work aims to assess a student's level of skill, observation, literacy, and ability to learn independently at the start of the year. The work produced by each student will generate a meaningful starting point and in conjunction with HSL data, will be used to set an appropriate end of year target grade. <ul style="list-style-type: none"> <li>To further develop observational drawing skills using a range of dry materials with a focus on the rendering of forms and contour shading</li> <li>To be increasingly confident in discussing the work of others with an appreciation of cultural influences, context, purpose and meaning when analysing artworks</li> </ul>			
<b>Key Skills and Knowledge taught through this topic:</b> (Intent) <ol style="list-style-type: none"> <li>Explore and refine application of tone using mark making to show contour and texture using a range of materials</li> <li>Compare and contrast ideas, methods, intention, and historical context in the work of others</li> <li>Draw from direct observation, applying experience of self-evaluation materials and processes to develop the control of tools and techniques</li> <li>Develop subject knowledge through discussion, independent research, and literacy tasks</li> <li>Reflect on and adapt work in response to research, feedback, and personal insights</li> </ol>			
<b>Prior Learning:</b> (Context) <b>KS2:</b> Students have experience of drawing from direct observation. Students understand the element of shape and can differentiate between 2D and 3D forms. Students have been introduced to the work of several artists and art forms. <b>KS3:</b> Students have completed a baseline assessment project at the start of Year 7 and are familiar with the format. Students have greater experience in drawing, rendering and mark making.		<b>Future Learning:</b> (Context) <b>KS3:</b> An understanding of the elements and principles of art and design and basic drawing techniques underpin all further projects at KS3 and beyond. Analysis tasks establish an expectation of how to investigate and write about the work of others and develop critical and reflective thinkers with enquiring minds. <b>KS4:</b> AO1 – Develop ideas through investigations, demonstrating critical understanding of sources AO2 – Refine work by selecting and experimenting with appropriate media, materials, techniques and processes AO3 – Record ideas, observations and insights	
		<b>National Curriculum Links:</b> (Context) <ul style="list-style-type: none"> <li>Record - To use a range of techniques to record their observations in sketchbooks as a basis for exploring their ideas.</li> <li>Refine – To increase their proficiency in handling of different materials.</li> <li>Context – to learn about the art, craft and design of different time periods and cultures, understanding something of the development of the work, the context of the artists, as well as the historical, political, spiritual, cultural, social, moral, environmental context(s) in which the work(s) was, were or are created.</li> </ul>	
<b>RRSA Links:</b> 12 – Respect for Children's Views 13 – Sharing Thoughts Freely 14 – Freedom of Thought and Religion 17 – Access to Information 31 – Rest, Play, Culture and Arts		<b>Eco Schools Links:</b> <b>Waste</b> – Ensure all recyclable materials are disposed of correctly	
<b>British Values Links:</b> <b>Democracy –</b> <ul style="list-style-type: none"> <li>Freedom to voice opinions during class feedback sessions</li> <li>Votes on materials/techniques</li> <li>Debates/discussions of artists work through critical studies</li> </ul> <b>The Rule of Law –</b> <ul style="list-style-type: none"> <li>The importance of health and safety in the art room</li> <li>The importance of routine for clearing materials at the end of a practical lesson</li> </ul> <b>Individual Liberty –</b> <ul style="list-style-type: none"> <li>Importance of independent research and learning</li> </ul>		<b>Assessment of Learning:</b> (Impact) This project is assessed on a single marksheet in sketchbooks. Specific tasks are assessed in detail with general feedback and overview of progress being consistently monitored. Key pieces of work for assessment: <ol style="list-style-type: none"> <li>Spiral Drawings</li> <li>Observational Studies</li> <li>Artist and Artefact Analysis</li> </ol> <ul style="list-style-type: none"> <li>Opportunities for self and peer reflection and assessment</li> <li>Skills tracker to monitor student progress in key areas</li> </ul>	

<b>Tolerance -</b> Studying artworks and traditions from other cultures and times		<ul style="list-style-type: none"> <li>o Individual target to link to next project / future learning</li> <li>o Overall grade given in line with assessment criteria</li> </ul>	
<b>Reading / Enrichment:</b>  Chilli Challenge Tasks (VLE)  <i>William Morris in 50 Objects – Carien Kremer &amp; Anna Mason</i> <i>Flora: Inside the Secret World of Plants – Kew Gardens</i> <i>Batik: Modern Concepts and Techniques – Noel Dyrenforth</i>  <a href="http://wmgallery.org.uk">wmgallery.org.uk</a> <a href="http://vam.ac.uk">vam.ac.uk</a> <a href="http://craftatlas.co">craftatlas.co</a> <a href="http://tate.org.uk/kids">tate.org.uk/kids</a>	<b>Key Vocabulary:</b> (Literacy)  craft, form, texture, tone, value, design, contour, render, guild, stippling, shading, contrast, textiles, ceramics, motif, society, batik, trade, printmaking, reduction, layering, tjanting, wood block, hatching, observation, movement, industrial, revolution, decorative, architecture	<b>Numeracy Opportunities:</b>  <ul style="list-style-type: none"> <li>o Pattern and repetition</li> <li>o Symmetry</li> <li>o Reflection</li> </ul>	<b>Career Links:</b>  <ul style="list-style-type: none"> <li>o Designer – Furniture, Surface, Interior, Textile</li> <li>o Art Teacher / Education</li> <li>o Art Historian</li> <li>o Curator / Cultural Heritage</li> </ul>

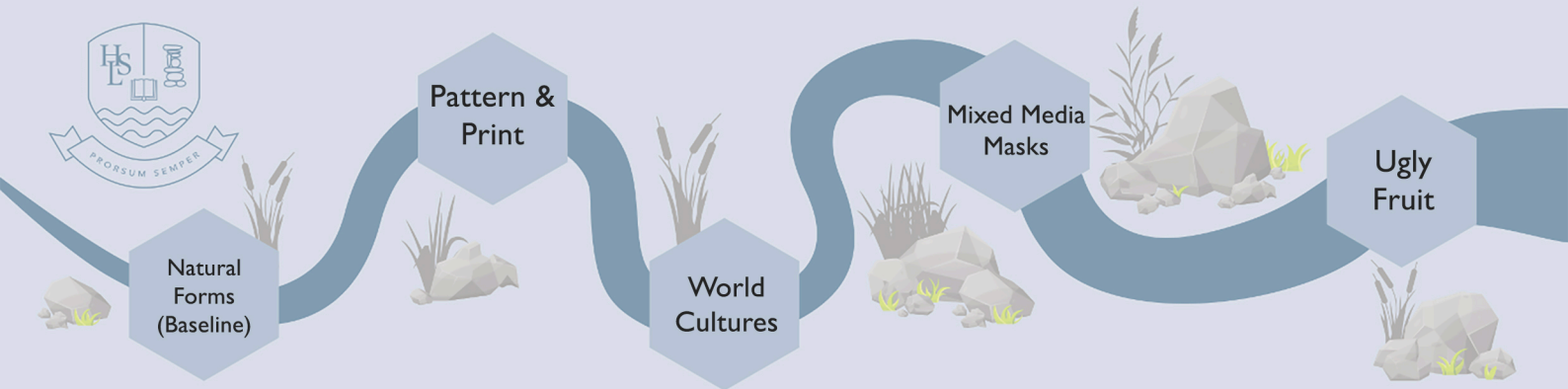




<b>Subject:</b> Art & Design	<b>Year Group:</b> Year 8	<b>Term:</b> 2-3 (Oct Half Term – Feb Half Term)
<b>Module/Theme:</b> Pattern & Print		
<p><b>Topic Outline &amp; Aims</b> (Intent)</p> <p>This unit follows on from a short baseline assessment project, where natural forms have been the focus along with observational drawing and rendering forms in 3D using a range of materials. This project develops these skills further by engaging students in cultural and historical research as well as exploring careers and links in the modern world. Students will develop their own motifs in response to their research and gain a deeper understanding of natural forms, stylisation and the design process to create a set of lino print outcomes.</p> <ul style="list-style-type: none"> <li>○ To develop an informed understanding of pattern and how others have responded to this theme</li> <li>○ To produce a personal series of lino print outcomes showing a developed and refined set of skills and knowledge of media and technique</li> </ul>		
<p><b>Key Skills and Knowledge taught through this topic:</b> (Intent)</p> <ol style="list-style-type: none"> <li>1. Explore types of pattern and construct a range of these using a variety of media and processes</li> <li>2. Compare the ideas, methods, historical context and approaches in the work of others</li> <li>3. Show an awareness of design considerations when planning independent work</li> <li>4. Apply experience of materials/processes to develop the control of tools and techniques</li> <li>5. Reflect on and adapt work in response to research, feedback and personal insights</li> </ol>		
<p><b>Prior Learning:</b> (Context)</p> <p><b>KS2:</b></p> <p>Students have experience of drawing from direct observation.</p> <p>Students understand the element of shape and can differentiate between 2D and 3D forms.</p> <p>Students have been introduced to the work of several artists and art forms.</p> <p><b>KS3:</b></p> <p>Students have completed a baseline assessment project at the start of Year 8 and are familiar with using natural forms as a motif.</p> <p>In undertaking the baseline project students have encountered designers and non-western cultures who use natural imagery in their own pattern creation.</p> <p>Colour theory and mark making have been investigated extensively during Y7.</p>	<p><b>Future Learning:</b> (Context)</p> <p><b>KS3: World Cultures</b></p> <p>An understanding of the elements and principles of art and design and basic drawing techniques underpin all further projects at KS3 and beyond.</p> <p>Experimentation with materials, techniques and cultural influences encourages exploration, resilience, and adaptability. Risk taking such as this will be vital at GCSE and beyond.</p> <p><b>KS4:</b></p> <p>AO1 – Develop ideas through investigations, demonstrating critical understanding of sources</p> <p>AO2 – Refine work by selecting and experimenting with appropriate media, materials, techniques and processes</p> <p>AO3 – Record ideas, observations and insights</p> <p>AO4 – Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	<p><b>National Curriculum Links:</b> (Context)</p> <ul style="list-style-type: none"> <li>○ Record - To use a range of techniques to record their observations in sketchbooks as a basis for exploring their ideas.</li> <li>○ Refine – To increase their proficiency in handling of different materials.</li> <li>○ Context – to learn about the art, craft and design of different time periods and cultures, understanding something of the development of the work, the context of the artists, as well as the historical, political, spiritual, cultural, social, moral, environmental context(s) in which the work(s) was, were or are created.</li> <li>○ Technique – printing and pattern making to technically develop an ability to lift an impression or print from an incised surface and create a surface pattern by repeat printing a motif.</li> <li>○ Experimenting – selecting, collecting, assembling, cutting, tearing, sticking, layering and collaging to create work informed by a variety of found and created resources.</li> </ul>
<p><b>RRSA Links:</b></p> <p>12 – Respect for Children’s Views</p> <p>13 – Sharing Thoughts Freely</p> <p>14 – Freedom of Thought and Religion</p> <p>17 – Access to Information</p> <p>31 – Rest, Play, Culture and Arts</p>	<p><b>Eco Schools Links:</b></p> <p><b>Waste</b> – Ensure all recyclable materials are disposed of correctly</p>	
<p><b>British Values Links:</b></p> <p><b>Democracy –</b></p> <ul style="list-style-type: none"> <li>○ Freedom to voice opinions during class feedback sessions</li> <li>○ Votes on materials/techniques</li> <li>○ Debates/discussions of artists work through critical studies</li> </ul>	<p><b>Assessment of Learning:</b> (Impact)</p> <p>This project is assessed on a single marksheet in sketchbooks. Specific tasks are assessed in detail with general feedback and overview of progress being consistently monitored.</p> <p>Key pieces of work for assessment:</p>	



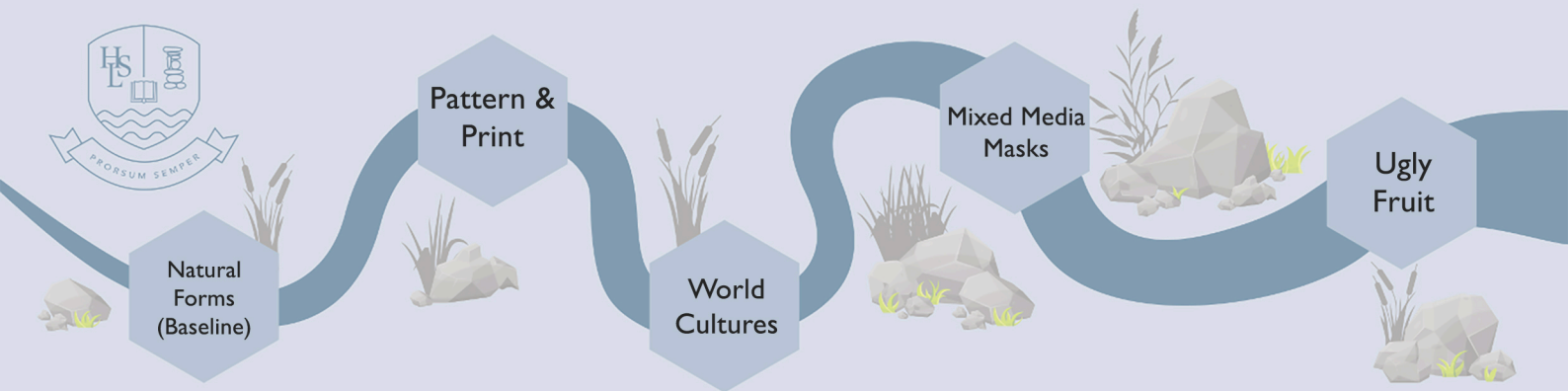
<p><b>The Rule of Law –</b></p> <ul style="list-style-type: none"> <li>o The importance of health and safety in the art room</li> <li>o The importance of routine for clearing materials at the end of a practical lesson</li> </ul> <p><b>Individual Liberty –</b></p> <ul style="list-style-type: none"> <li>o Importance of independent research and learning</li> <li>o Importance of reflection of ideas and processes</li> </ul> <p><b>Mutual Respect –</b></p> <ul style="list-style-type: none"> <li>o Taking part in clearing and tidying the studios</li> <li>o Sharing work and ideas through group feedback; respecting each other's strengths and weaknesses</li> </ul> <p><b>Tolerance -</b></p> <ul style="list-style-type: none"> <li>o Studying artworks and traditions from other cultures and times</li> </ul>		<ol style="list-style-type: none"> <li>1. Pattern Designs</li> <li>2. Block Printing Leaflet</li> <li>3. Final Prints</li> </ol> <ul style="list-style-type: none"> <li>o Opportunities for self and peer reflection and assessment</li> <li>o Skills tracker to monitor student progress in key areas</li> <li>o Individual target to link to next project / future learning</li> <li>o Overall progress grade given in line with assessment criteria</li> </ul>	
<p><b>Reading / Enrichment:</b></p> <p>Chilli Challenge Tasks (VLE)</p> <p><i>William Morris in 50 Objects – Carien Kremer &amp; Anna Mason</i></p> <p><i>Flora: Inside the Secret World of Plants – Kew Gardens</i></p> <p><i>Linocut for Artists and Designers – Nick Morley</i></p> <p><i>Linocut: A creative Guide to Making Beautiful Prints – Sam Marshall</i></p> <p><i>How to Make Repeat Patterns – Paul Jackson</i></p> <p>wmgallery.org.uk vam.ac.uk craftatlas.co tate.org.uk/kids</p>	<p><b>Key Vocabulary:</b> (Literacy)</p> <p>analysis, asymmetry, balance, burnishing, cultural influence, motif, negative space, pattern, relief printing, repetition, rotate, scumbling, stippling, symmetry, tessellation, reduction, layered, incised, low relief, reflect</p>	<p><b>Numeracy Opportunities:</b></p> <ul style="list-style-type: none"> <li>o Pattern and repetition</li> <li>o Symmetry</li> <li>o Reflection</li> <li>o Measurement and scaling</li> <li>o Geometry</li> </ul>	<p><b>Career Links:</b></p> <ul style="list-style-type: none"> <li>o Printmaker</li> <li>o Illustrator</li> <li>o Surface Pattern Designer</li> <li>o Art Restorer</li> <li>o Graphic Designer</li> </ul>



<b>Subject:</b> Art & Design		<b>Year Group:</b> Year 8	<b>Term:</b> 4-5 (Feb Half Term - May)
<b>Module/Theme:</b> World Cultures			
<b>Topic Outline &amp; Aims</b> (Intent) In this short unit, students are immersed in the rich exploration of artifacts from different cultures and aim to underpin the diverse visual characteristics, symbolic significance and iconography that define different societies. Through discussion students aim to foster an understanding of why cultures have evolved in unique ways through their art and traditions. Additionally, students will delve into the myths and legends from various cultures and explore the global tradition of storytelling using imagery and visuals as a means of conveying cultural narratives. <ul style="list-style-type: none"> <li>○ To develop an informed understanding of pattern and how others have responded to this theme</li> <li>○ To produce a personal series of lino print outcomes showing a developed and refined set of skills and knowledge of media and technique</li> </ul>			
<b>Key Skills and Knowledge taught through this topic:</b> (Intent) <ol style="list-style-type: none"> <li>1. Foster understanding and appreciation of diverse cultures through the exploration of artifacts, symbolism, and visual language</li> <li>2. Develop critical thinking skills through the analysis and interpretation of cultural artifacts and traditions</li> <li>3. Create personal and informed outcomes inspired by independent research and development of ideas</li> <li>4. Reflect on, and adapt work in response to research, feedback and personal insights</li> <li>5. Enhance skills in direct observation and the translating of physical artefacts into expressive drawings</li> </ol>			
<b>Prior Learning:</b> (Context) <b>KS2:</b> Students have experience of drawing from direct observation. Students understand the element of shape and can differentiate between 2D and 3D forms. Students have been introduced to the work of several artists and art forms. <b>KS3:</b> Students have an understanding of stylisation and the simplification of complex shapes and patterns from the pattern and print project. Students have an awareness of art from non-western cultures from the baseline project. Students have strong foundational drawing and observational skills from projects studied so far.		<b>Future Learning:</b> (Context) <b>KS3: World Cultures</b> An understanding of the elements and principles of art and design and basic drawing techniques underpin all further projects at KS3 and beyond. Experimentation with materials, techniques and cultural influences encourages exploration, resilience, and adaptability. Risk taking such as this will be vital at GCSE and beyond. <b>KS4:</b> AO1 – Develop ideas through investigations, demonstrating critical understanding of sources AO2 – Refine work by selecting and experimenting with appropriate media, materials, techniques and processes AO3 – Record ideas, observations and insights AO4 – Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	
		<b>National Curriculum Links:</b> (Context) <ul style="list-style-type: none"> <li>○ Record - To use a range of techniques to record their observations in sketchbooks as a basis for exploring their ideas.</li> <li>○ Refine – To increase their proficiency in handling of different materials.</li> <li>○ Context – To learn about the art, craft and design of different time periods and cultures, understanding something of the development of the work, the context of the artists, as well as the historical, political, spiritual, cultural, social, moral, environmental context(s) in which the work(s) was, were or are created.</li> <li>○ Analysis – To learn how to critically and technically analyse and evaluate their own and other's work, identify key features, make comparisons and use this information to inform their own actions to improve their work.</li> </ul>	
<b>RRSA Links:</b> 12 – Respect for Children's Views 13 – Sharing Thoughts Freely 14 – Freedom of Thought and Religion 17 – Access to Information 31 – Rest, Play, Culture and Arts		<b>Eco Schools Links:</b> <b>Waste</b> – Ensure all recyclable materials are disposed of correctly	
<b>British Values Links:</b> <b>Democracy –</b> <ul style="list-style-type: none"> <li>○ Freedom to voice opinions during class feedback sessions</li> <li>○ Votes on materials/techniques</li> <li>○ Debates/discussions of artists work through critical studies</li> </ul> <b>The Rule of Law –</b>		<b>Assessment of Learning:</b> (Impact) This project is assessed on a single marksheet in sketchbooks. Specific tasks are assessed in detail with general feedback and overview of progress being consistently monitored. Key pieces of work for assessment:	

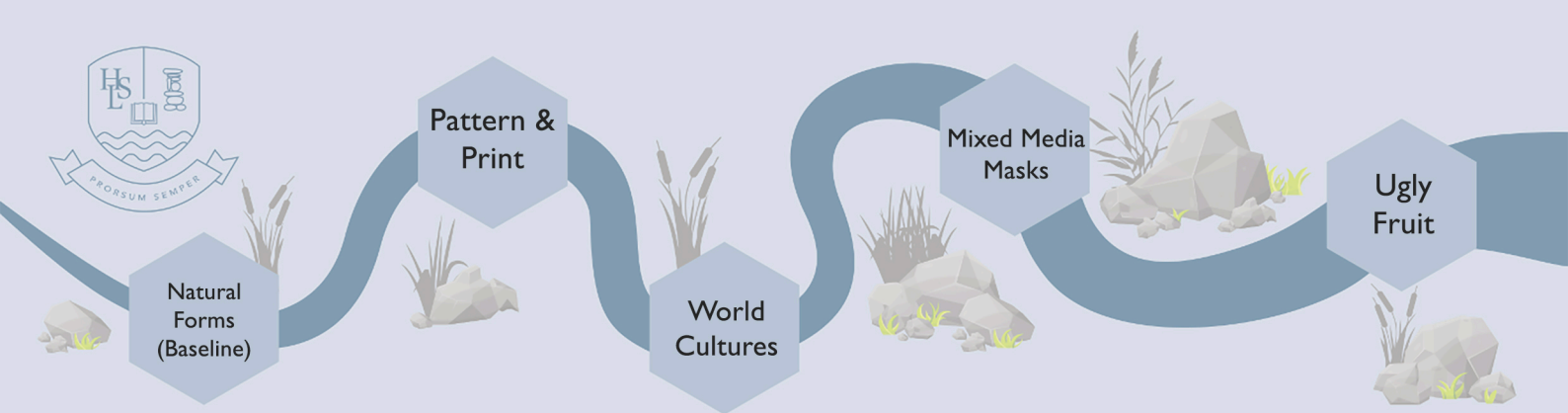
<ul style="list-style-type: none"> <li>o The importance of health and safety in the art room</li> <li>o The importance of routine for clearing materials at the end of a practical lesson</li> </ul> <p><b>Individual Liberty –</b></p> <ul style="list-style-type: none"> <li>o Importance of independent research and learning</li> <li>o Importance of reflection of ideas and processes</li> </ul> <p><b>Mutual Respect –</b></p> <ul style="list-style-type: none"> <li>o Taking part in clearing and tidying the studios</li> <li>o Sharing work and ideas through group feedback; respecting each other's strengths and weaknesses</li> </ul> <p><b>Tolerance -</b></p> <ul style="list-style-type: none"> <li>o Studying artworks and traditions from other cultures and times</li> <li>o</li> </ul>		<ol style="list-style-type: none"> <li>1. Pitt Rivers Page</li> <li>2. Cultural Research</li> <li>3. Myths &amp; Legends</li> </ol> <ul style="list-style-type: none"> <li>o Opportunities for self and peer reflection and assessment</li> <li>o Skills tracker to monitor student progress in key areas</li> <li>o Individual target to link to next project / future learning</li> <li>o Overall progress grade given in line with assessment criteria</li> </ul>	
<p><b>Reading / Enrichment:</b></p> <p>Chilli Challenge Tasks (VLE)</p> <p><i>Myth Match – Good Wives &amp; Warriors</i></p> <p><i>Mythologica – Steve Kershaw &amp; Victoria Topping</i></p> <p><i>African Myths &amp; Legends – J.K Jackson &amp; Sola Owonibi</i></p> <p><i>African and Caribbean Folktales – Wendy Shearer</i></p> <p><i>The Pitt Rivers Museum Handbook – University of Oxford</i></p> <p>wmgallery.org.uk</p> <p>prm.ox.ac.uk</p> <p>vam.ac.uk</p> <p>craftatlas.co</p> <p>tate.org.uk/kids</p>	<p><b>Key Vocabulary:</b> (Literacy)</p> <p>culture, curator, appropriation, artifact, narrative art, medium, ornamentation, primitive art, replica, low relief, myth, legend, symbolism, characteristics, heritage, multicultural, tradition, relic, icon, craft, religion, function</p>	<p><b>Numeracy Opportunities:</b></p> <ul style="list-style-type: none"> <li>o Proportion</li> <li>o Scaling</li> <li>o Geometry</li> </ul>	<p><b>Career Links:</b></p> <ul style="list-style-type: none"> <li>o Museum/Gallery Curator</li> <li>o Art Historian</li> <li>o Archivist</li> <li>o Conservator</li> <li>o Museum Education</li> <li>o Exhibition Designer</li> <li>o Art Critic</li> </ul>





<b>Subject:</b> Art & Design		<b>Year Group:</b> Year 8	<b>Term:</b> 5-6 (May – End of Summer Term)
<b>Module/Theme:</b> Mixed Media Masks			
<b>Topic Outline &amp; Aims</b> (Intent) <p>This extended unit of work is divided into two parts (world culture research and collaborative sculpture) and taught consecutively in the Year 8 programme of study. The first part of this project establishes students understanding of art, culture, traditions and artefacts from around the world and is supported by a trip to the Pitt Rivers Museum, Oxford. The second part (Mixed Media Masks) allows students to apply visual characteristics from the cultures investigated and work collaboratively with others to produce a sculptural outcome. Students will enhance their understanding and application of cultural patterns, motifs, and cardboard modelling techniques, through thorough research, idea development, and the collaborative creation of unique 3D outcomes.</p> <ul style="list-style-type: none"> <li>○ To develop an informed and respectful appreciation of diverse visual characteristics and traditions present within various cultures</li> <li>○ To employ a range of modelling techniques to overcome design and construction challenges</li> <li>○ To communicate and work efficiently in teams, sharing ideas and make progress towards an agreed outcome</li> </ul>			
<b>Key Skills and Knowledge taught through this topic:</b> (Intent) <ol style="list-style-type: none"> <li>1. Foster understanding and appreciation of diverse cultures through the exploration of artifacts, symbolism, and visual language</li> <li>2. Develop critical thinking skills through the analysis and interpretation of cultural artifacts and traditions</li> <li>3. Create collaborative and agreed outcomes inspired by research and development of a range of ideas</li> <li>4. Reflect on, and adapt work in response to research, feedback and personal insights</li> <li>5. Employ a range of manipulation techniques including cutting, shaping, folding and assembling to construct an outcome</li> </ol>			
<b>Prior Learning:</b> (Context) <b>KS2:</b> Students have experience of drawing from direct observation. Students understand the element of shape and can differentiate between 2D and 3D forms. Students have been introduced to the work of several artists and art forms. <b>KS3:</b> Students have an understanding of stylisation and the simplification of complex shapes and patterns from the pattern and print project. Students have an awareness of art from non-western cultures from the baseline project. Students have strong foundational drawing and observational skills from projects studied so far. Students have experience of manipulating materials into 3D outcomes.		<b>Future Learning:</b> (Context) <b>KS3: World Cultures</b> An understanding of the elements and principles of art and design and basic drawing techniques underpin all further projects at KS3 and beyond. Experimentation with materials, techniques and cultural influences encourages exploration, resilience, and adaptability. Risk taking such as this will be vital at GCSE and beyond. <b>KS4:</b> AO1 – Develop ideas through investigations, demonstrating critical understanding of sources AO2 – Refine work by selecting and experimenting with appropriate media, materials, techniques and processes AO3 – Record ideas, observations and insights AO4 – Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	
		<b>National Curriculum Links:</b> (Context) <ul style="list-style-type: none"> <li>○ Record - To use a range of techniques to record their observations in sketchbooks as a basis for exploring their ideas.</li> <li>○ Refine – To increase their proficiency in handling of different materials.</li> <li>○ Context – To learn about the art, craft and design of different time periods and cultures, understanding something of the development of the work, the context of the artists, as well as the historical, political, spiritual, cultural, social, moral, environmental context(s) in which the work(s) was, were or are created.</li> <li>○ Analysis – To learn how to analyse and evaluate their own and other's work, identify key features, make comparisons and use this information to inform their own actions to improve their work critically and technically.</li> <li>○ Assembling – constructing, making, forming and modelling using cardboard and found materials to explore three dimensions and learn about the tactile properties of textures and surfaces.</li> </ul>	
<b>RRSA Links:</b> 12 – Respect for Children's Views 13 – Sharing Thoughts Freely 14 – Freedom of Thought and Religion 17 – Access to Information 31 – Rest, Play, Culture and Arts		<b>Eco Schools Links:</b> <b>Waste</b> – Ensure all recyclable materials are disposed of correctly	

<p><b>British Values Links:</b></p> <p><b>Democracy –</b></p> <ul style="list-style-type: none"> <li>o Freedom to voice opinions during class feedback sessions</li> <li>o Votes on materials/techniques</li> <li>o Debates/discussions of artists work through critical studies</li> </ul> <p><b>The Rule of Law –</b></p> <ul style="list-style-type: none"> <li>o The importance of health and safety in the art room</li> <li>o The importance of routine for clearing materials at the end of a practical lesson</li> </ul> <p><b>Individual Liberty –</b></p> <ul style="list-style-type: none"> <li>o Importance of independent research and learning</li> <li>o Importance of reflection of ideas and processes</li> </ul> <p><b>Mutual Respect –</b></p> <ul style="list-style-type: none"> <li>o Taking part in clearing and tidying the studios</li> <li>o Sharing work and ideas through group feedback; respecting each other's strengths and weaknesses</li> </ul> <p><b>Tolerance -</b></p> <ul style="list-style-type: none"> <li>o Studying artworks and traditions from other cultures and times</li> </ul>		<p><b>Assessment of Learning:</b> (Impact)</p> <p>This project is assessed on a single marksheet in sketchbooks. Specific tasks are assessed in detail with general feedback and overview of progress being consistently monitored.</p> <p>Key pieces of work for assessment:</p> <ol style="list-style-type: none"> <li>1. Artist Research</li> <li>2. Mask Designs</li> <li>3. Outcome and Evaluation</li> </ol> <ul style="list-style-type: none"> <li>o Opportunities for self and peer reflection and assessment</li> <li>o Skills tracker to monitor student progress in key areas</li> <li>o Individual target to link to next project / future learning</li> <li>o Overall grade given in line with assessment criteria</li> </ul>	
<p><b>Reading / Enrichment:</b></p> <p>Chilli Challenge Tasks (VLE)</p> <p><i>The Pitt Rivers Museum Handbook</i> – University of Oxford</p> <p><i>Amazing Masks from Around the World</i> – Delcarto</p> <p>prm.ox.ac.uk vam.ac.uk craftatlas.co tate.org.uk/kids</p>	<p><b>Key Vocabulary:</b> (Literacy)</p> <p>culture, appropriation, artifact, medium, ornamentation, decoration, primitive art, low relief, symbolism, characteristics, multicultural, tradition, relic, icon, craft, religion, function, material, assemble, construction, forming, modelling, score</p>	<p><b>Numeracy Opportunities:</b></p> <ul style="list-style-type: none"> <li>o Measurement</li> <li>o Geometry</li> <li>o Proportion and Scaling</li> <li>o Volume and Space</li> <li>o Pattern</li> <li>o Templates</li> </ul>	<p><b>Career Links:</b></p> <ul style="list-style-type: none"> <li>o Sculptor</li> <li>o Model Maker</li> <li>o Prop Designer/Maker</li> <li>o Industrial Designer</li> <li>o Architect</li> <li>o Custom Fabricator</li> </ul>



<b>Subject:</b> Art & Design		<b>Year Group:</b> Year 8	<b>Term:</b> 12-14 Lessons
<b>Module/Theme:</b> Ugly Fruit			
<b>Topic Outline &amp; Aims</b> (Intent) This project gives students greater opportunity and ability to observe, select, interpret, and record personal responses to the theme of natural forms. Artist references, contextual links and resource materials should initially be broad and enable all students to select and engage with these as a means of forming personal ideas and in developing their own designs. Students will explore ceramics in a creative and experimental manner, using appropriate hand building and decorating techniques to realise their intentions. Emphasis is placed on the language of aesthetics and subject specific vocabulary to help students develop their knowledge and comprehend the nature and function of ceramic art forms within the context of their own work and wider research. <ul style="list-style-type: none"> <li>○ To use research and experimentation to select and make informed choices about materials, techniques and processes</li> <li>○ To understand how to work with clay, exploring a range of hand building and finishing techniques</li> <li>○ To adapt and refine ideas as work progresses, identifying opportunities for further development</li> </ul>			
<b>Key Skills and Knowledge taught through this topic:</b> (Intent) <ol style="list-style-type: none"> <li>1. Plan and determine the focus of personal research, explorations, and investigations demonstrating analytical and critical understanding</li> <li>2. Experiment freely with ideas, materials, tools, techniques, and creative approaches to solve problems</li> <li>3. Develop knowledge and ideas through discussion, annotation, and use of subject specific terminology</li> <li>4. Generate ideas and develop design intentions from first hand observation, investigations, and experience</li> <li>5. Reflect on and adapt work in response to research, feedback, and personal insights throughout the project</li> </ol>			
<b>Prior Learning:</b> (Context) <b>KS2:</b> Students have experience of drawing from direct observation. Students understand the element of shape and can differentiate between 2D and 3D forms. Students have been introduced to the work of several artists and art forms. <b>KS3:</b> Students have knowledge of basic forms, tone and shading techniques. Students have experience of drawing from direct observation. Students have knowledge and experience of basic clay techniques and terminology. Students have knowledge and experience or researching artists and wider context.		<b>Future Learning:</b> (Context) <b>KS3:</b> An understanding of the elements and principles of art and design and basic drawing techniques underpin all further projects at KS3 and beyond. Experimentation with materials, techniques and cultural influences encourages exploration, resilience, and adaptability. Risk taking such as this will be vital at GCSE and beyond. <b>KS4:</b> AO1 – Develop ideas through investigations, demonstrating critical understanding of sources AO2 – Refine work by selecting and experimenting with appropriate media, materials, techniques and processes AO3 – Record ideas, observations and insights AO4 – Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	
		<b>National Curriculum Links:</b> (Context) <ul style="list-style-type: none"> <li>○ Record - To use a range of techniques to record their observations in sketchbooks as a basis for exploring their ideas.</li> <li>○ Refine – To increase their proficiency in handling of different materials.</li> <li>○ Context – To learn about the art, craft and design of different time periods and cultures, understanding something of the development of the work, the context of the artists, as well as the historical, political, spiritual, cultural, social, moral, environmental context(s) in which the work(s) was, were or are created.</li> <li>○ Analysis – To learn how to analyse and evaluate their own and other's work, identify key features, make comparisons and use this information to inform their own actions to improve their work critically and technically.</li> <li>○ Ceramics – to develop functional, sculptural or decorative outcomes using clay and hand building techniques.</li> </ul>	
<b>RRSA Links:</b> 12 – Respect for Children's Views 13 – Sharing Thoughts Freely 14 – Freedom of Thought and Religion 17 – Access to Information 31 – Rest, Play, Culture and Arts		<b>Eco Schools Links:</b> <b>Waste</b> – Ensure all recyclable materials are disposed of correctly	



<b>British Values Links:</b> <b>Democracy –</b> <ul style="list-style-type: none"> <li>o Freedom to voice opinions during class feedback sessions</li> <li>o Votes on materials/techniques</li> <li>o Debates/discussions of artists work through critical studies</li> </ul> <b>The Rule of Law –</b> <ul style="list-style-type: none"> <li>o The importance of health and safety in the art room</li> <li>o The importance of routine for clearing materials at the end of a practical lesson</li> </ul> <b>Individual Liberty –</b> <ul style="list-style-type: none"> <li>o Importance of independent research and learning</li> <li>o Importance of reflection of ideas and processes</li> </ul> <b>Mutual Respect –</b> <ul style="list-style-type: none"> <li>o Taking part in clearing and tidying the studios</li> <li>o Sharing work and ideas through group feedback; respecting each other's strengths and weaknesses</li> </ul> <b>Tolerance –</b> <ul style="list-style-type: none"> <li>o Studying artworks and traditions from other cultures and times</li> </ul>		<b>Assessment of Learning: (Impact)</b> This project is assessed on a single marksheet in sketchbooks. Specific tasks are assessed in detail with general feedback and overview of progress being consistently monitored. Key pieces of work for assessment: <ol style="list-style-type: none"> <li>1. Designs</li> <li>2. Ceramic Knowledge Organiser</li> <li>3. Outcome and Evaluation</li> </ol> <ul style="list-style-type: none"> <li>o Opportunities for self and peer reflection and assessment</li> <li>o Skills tracker to monitor student progress in key areas</li> <li>o Individual target to link to next project / future learning</li> <li>o Overall grade given in line with assessment criteria</li> </ul>	
<b>Reading / Enrichment:</b>  Chilli Challenge Tasks (VLE)  <i>The Pitt Rivers Museum Handbook</i> – University of Oxford <i>The Pitt Rivers Museum Art Handbook</i> – Andrew McLellan <i>The Art of Handbuilt Ceramics</i> – Susan Bruce <i>Creative Pottery</i> – Deb Schwartzkopf <i>Additions to Clay Bodies</i> – Kathleen Standen <i>Handbuilt Pottery Techniques Revealed</i> – Jacqui Atkin   vam.ac.uk craftatlas.co tate.org.uk/kids ceramicsnow.org   Great Pottery Throw Down – Channel 4	<b>Key Vocabulary: (Literacy)</b>  Pinch pot, glaze, ceramic, firing, volume, pottery, vessel, wedging, coiling, ceramicist, bisque, piercing, incising, burnishing, greenware, stoneware, fettling, leather hard, earthenware, shrinkage, extrusion, sgraffito	<b>Numeracy Opportunities:</b> <ul style="list-style-type: none"> <li>o Volume and Space</li> <li>o Fibonacci Sequence</li> <li>o Addition and Subtraction</li> </ul>	<b>Career Links:</b> <ul style="list-style-type: none"> <li>o Ceramic Designer / Maker</li> <li>o Surface Pattern Designer</li> <li>o Retail Buyer</li> <li>o Art Historian</li> <li>o Curator / Cultural Heritage</li> <li>o Education / Teacher / Lecturer</li> </ul>