

Curriculum Narrative



Subject: Art, Design and Technology	Year: 9	Author: D. Nicholls
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Key Knowledge <i>Students will know</i>	Key Skills <i>Students will be able to</i>
<p style="text-align: center;"><u>Key Threshold Concepts:</u></p> <p>3D Design</p> <ul style="list-style-type: none"> Material Categories – Wood, Metal and Plastic The core concepts of how to remain safe in a workshop The use of common hand tools and pedestal machinery The design cycle as an iterative loop <p>Food</p> <ul style="list-style-type: none"> Food Safety and Hygiene Healthy eating, Food choices and dietary needs The core concepts of how to remain safe in a kitchen <p>Art, Craft and Design</p> <ul style="list-style-type: none"> Narrative Illustration, book binding Core concepts of Art: Graduated tone, composition, proportion, depth, accuracy of line, observational, mark-making, texture, contextual references & use of art specific language Illustrative/Street Art Core concepts of Art: Graduated tone, composition, proportion, depth, accuracy of line, observational, mark-making, texture, screen printing, street art contextual references & use of art specific language <p>Textiles</p> <ul style="list-style-type: none"> Working properties of common Textiles materials and tools Foundational understanding of fabrics Core sewing skills and stitches <p>Photography</p> <ul style="list-style-type: none"> Working with cameras History of photography, key concepts and forms Contextual references & use of subject specific language 	<p style="text-align: center;"><u>Subject Skills:</u></p> <p><u>Common across all specialisms:</u> <i>Analysis of a problem or brief, Understanding of materials and specialist processes, How to develop, plan, and communicate ideas, How to safely work with tools, equipment, materials, and components to make quality outcomes, Evaluate processes and products.</i></p> <p>3D Design</p> <ul style="list-style-type: none"> Health and Safety principles An understanding of Design Movements to inspire ideas Use of hand tools – coping saw, abrasive papers, mallets, chisels Use of pedestal machines – pillar drill, fretsaw, belt sander Use of Industrial Processes – Laser Cutter / Vinyl Cutter <p>Food</p> <ul style="list-style-type: none"> Health and Safety principles The Eatwell plate Dietary needs – Gluten Free, Allergens, Dairy etc <p>Art, Craft and Design</p> <ul style="list-style-type: none"> Draw accurately and with confidence, expressing using mark-making, texture and tone to communicate intentions. Describe and make use of pattern in art An understanding of traditional forms of bookbinding An understanding of printmaking techniques such as screen printing Select and use a range of artistic media confidently Contextual references – Beatrix Potter, Eric Carle, Quentin Blake, Lucy McLauchlan <p>Textiles</p> <ul style="list-style-type: none"> Demonstrate an ability to complete basic hand stitching Show understanding of natural and synthetic materials Contextual references – Angie Lewin, Jessica Grady <p>Photography</p> <ul style="list-style-type: none"> An understanding of the history of photography Use of cameras Understand basic forms of photography and hand manipulation Contextual links – Anna Atkins, David Hockney, Greg Sands

<p style="text-align: center;"><u>Subject Specific Knowledge and Sequencing:</u></p> <p><u>Design and Technology</u> 3 lessons each two-week cycle Students rotate around subject specialisms within the DT department. completing the following projects:</p> <ul style="list-style-type: none"> 3D Design – Jewellery project, Architecture project Textiles – Bookmark project, Fabrics and fibres Food – Safe working, Diets, Allergens Graphical skills – Photography skills, Formal elements 	<p style="text-align: center;"><u>Prerequisites and Spiral Teaching:</u></p> <ul style="list-style-type: none"> Students will start year 9 with a broad grounding and understanding from their time in Years 7 and 8 when using a range of tools and processes within the faculty areas of art, craft and design. Students will have some understanding of how to communicate their intentions and designerly thinking, including written annotation, key vocabulary and how to draw to communicate intention. Students will be taught knowledge about design movements Students will be taught more intricate techniques with a range of tools
<p><u>Art, Craft and Design</u> 1 lessons each two-week cycle</p> <ul style="list-style-type: none"> Autumn/Spring - Narrative – Drawing, storyboards, illustrator research, bookbinding, watercolour Spring/Summer – Illustrative Art/Street art, Illustration, Monochromatic, screen printing, street art, mandalas 	<p style="text-align: center;"><u>Cross-Curricular Knowledge Links</u></p> <ul style="list-style-type: none"> English- Evaluating, Speaking and listening skills Maths- Measuring skills, isometric drawings (3D shapes) analysing data Art/History- Art and Design movements Citizenship- Communication skills/Teamwork ICT- Use of Microsoft Office, Adobe Software



Reading Lists / Sources / Reading around the subject recommendations:

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| <ul style="list-style-type: none">• Basic technical drawing by McGraw-Hill Education• CGP Design and Technology Revision guide and workbook• D&T app for smartphone | <ul style="list-style-type: none">• www.bcbitesize.co.uk• www.technologystudent.co.uk |
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