

# Curriculum Narrative



<b>Subject:</b> Art, Design and Technology	<b>Year:</b> 7	<b>Author:</b> 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;"><b><u>Key Threshold Concepts:</u></b></p> <p><b>3D Design</b></p> <ul style="list-style-type: none"> <li>Material Categories – Wood, Metal and Plastic</li> <li>The core concepts of how to remain safe in a workshop</li> <li>The use of common hand tools and pedestal machinery</li> <li>The design cycle as an iterative loop</li> </ul> <p><b>Food</b></p> <ul style="list-style-type: none"> <li>Food Safety and Hygiene</li> <li>Healthy eating, Food choices and dietary needs</li> <li>The core concepts of how to remain safe in a kitchen</li> </ul> <p><b>Art, Craft and Design</b></p> <ul style="list-style-type: none"> <li>Core concepts of Art: Graduated tone, composition, proportion, depth, accuracy of line, observational, mark-making, texture, contextual references &amp; use of art specific language</li> <li>‘Food and drink’</li> <li>Core concepts of Art: Colour, composition, proportion, depth, accuracy, scaling up, contextual references</li> </ul> <p><b>Textiles</b></p> <ul style="list-style-type: none"> <li>Working properties of common Textiles materials and tools</li> <li>Foundational understanding of fabrics</li> <li>Core sewing skills and stitches</li> <li>Contextual references</li> </ul> <p><b>Graphics</b></p> <ul style="list-style-type: none"> <li>Foundation understanding of colour, culture, weaving and collage</li> </ul>	<p style="text-align: center;"><b><u>Subject Skills:</u></b></p> <p><b><u>Common across all specialisms:</u></b> <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><b>3D Design</b></p> <ul style="list-style-type: none"> <li>Health and Safety principles</li> <li>An understanding of Wood as a material – Tree to Timber</li> <li>Use of hand tools – coping saw, abrasive papers, mallets, chisels</li> <li>Use of pedestal machines – pillar drill, fretsaw, belt sander</li> <li>Use of Industrial Processes – Vacuum Former</li> </ul> <p><b>Food</b></p> <ul style="list-style-type: none"> <li>Health and Safety principles</li> <li>The Eatwell plate</li> <li>Dietary needs – Gluten Free, Allergens, Dairy etc</li> </ul> <p><b>Art, Craft and Design</b></p> <ul style="list-style-type: none"> <li>Demonstrate an ability to use graduated tone accurately</li> <li>Demonstrate an ability to use colour accurately</li> <li>Show understanding of composition and proportion</li> <li>Create a range of textural mark making confidently</li> <li>Contextual references – Kate Malone, Tom Hovey, Sarah Graham</li> </ul> <p><b>Textiles</b></p> <ul style="list-style-type: none"> <li>Demonstrate an ability to complete basic hand stitching</li> <li>Show understanding of natural and synthetic materials</li> <li>Contextual references – Angie Lewin, Jessica Grady</li> </ul> <p><b>Graphics</b></p> <ul style="list-style-type: none"> <li>Show understanding of colour, culture, weaving and collage</li> <li>Demonstrate an ability to create basic collages and weaving</li> </ul>

<p style="text-align: center;"><b><u>Subject Specific Knowledge and Sequencing:</u></b></p> <p><b><u>Design and Technology</u></b>      <b>3 lessons each two-week cycle</b> Students rotate around subject specialisms within the DT department, completing the following projects:</p> <ul style="list-style-type: none"> <li><b>3D Design</b> – Toy Car project, Health and Safety, Timbers</li> <li><b>Textiles</b> – Bookmark project, Fabrics and fibres</li> <li><b>Food</b> – Safe working, Hygiene, Eatwell plate</li> <li><b>Graphical skills</b> – Collage, weaving.</li> </ul> <p><b><u>Art, Craft and Design</u></b>      <b>1 lesson each two-week cycle</b></p> <ul style="list-style-type: none"> <li><b>Autumn/Spring</b> - ‘Natural forms’ Content – Tonal range, scaling up, ellipses, drawing, mark making, monoprinting, artist references, annotation of own work</li> <li><b>Spring/Summer</b> – ‘Food and drink’. Colour theory, blending, burnishing, artist references, drawing, watercolour, clay</li> </ul>	<p style="text-align: center;"><b><u>Prerequisites and Spiral Teaching:</u></b></p> <ul style="list-style-type: none"> <li>Students will often start year 7 with limited knowledge and experiences of specialist processes or experiences due to their KS2 experiences.</li> <li>Students should have some skills in building sculptural outcomes / structures, exploring how they can be made stronger, stiffer, and more stable, this is mainly achieved through group work in primary school.</li> <li>Students will have basic knowledge with art skills of painting, drawing and rendering</li> <li>Students will be taught knowledge about material classifications and properties.</li> <li>Students will be taught basic knowledge on free hand drawing techniques and using common hand tools and processes.</li> </ul>
<p style="text-align: center;"><b><u>Cross-Curricular Knowledge Links</u></b></p> <ul style="list-style-type: none"> <li><b>English</b>- Evaluating, Speaking and listening skills</li> <li><b>Maths</b>- Measuring skills, isometric drawings (3D shapes) analysing data</li> <li><b>Art/History</b>- Art and Design movements</li> <li><b>Citizenship</b>- Communication skills/Teamwork</li> <li><b>ICT</b>- Use of Microsoft Office, Adobe Software</li> </ul>	
<p><b>Reading Lists / Sources / Reading around the subject recommendations:</b></p>	



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