

Curriculum Narrative



Subject: Art, Design and Technology	Year: 7	Author: D. Nicholls
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Key Knowledge <i>Students will know</i>		Key Skills <i>Students will be able to</i>	
<u>Key Threshold Concepts:</u> 3D Design - 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 Art, Craft and Design - Core concepts of Art: Graduated tone, composition, proportion, depth, accuracy of line, observational, mark-making, texture, contextual references & use of art specific language 'Food and drink' - Core concepts of Art: Colour, composition, proportion, depth, accuracy, scaling up, contextual references		<u>Subject Skills:</u> <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> 3D Design - Health and Safety principles - An understanding of Wood as a material – Tree to Timber - Use of hand tools – coping saw, abrasive papers, mallets, chisels - Use of pedestal machines – pillar drill, fretsaw, belt sander - Use of Industrial Processes – Vacuum Former Art, Craft and Design - Demonstrate an ability to use graduated tone accurately - Demonstrate an ability to use colour accurately - Show understanding of composition and proportion - Create a range of textural mark making confidently - Contextual references – Tom Hovey, Sarah Graham	

<u>Subject Specific Knowledge and Sequencing:</u>		<u>Prerequisites and Spiral Teaching:</u>	
<u>Design and Technology</u> 1 lessons per fortnight Students rotate around subject specialisms within the DT department. completing the following projects: ● 3D Design – Toy Car project, Health and Safety, Timbers		• Students will often start year 7 with limited knowledge and experiences of specialist processes or experiences due to their KS2 experiences. • 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. • Students will have basic knowledge with art skills of painting, drawing and rendering • Students will be taught knowledge about material classifications and properties. • Students will be taught basic knowledge on free hand drawing techniques and using common hand tools and processes.	
<u>Art, Craft and Design</u> 2 lessons each two-week cycle • Autumn/Spring - ‘Natural forms’ Content – Tonal range, scaling up, ellipses, drawing, mark making, monoprinting, artist references, annotation of own work • Spring/Summer – ‘Food and drink’. Colour theory, blending, burnishing, artist references, drawing, watercolour, clay		<u>Cross-Curricular Knowledge Links</u> • 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:			
• Basic technical drawing by McGraw-Hill Education • CGP Design and Technology Revision guide and workbook • D&T app for smartphone		• www.bbcbitessize.co.uk • www.technologystudent.co.uk	

