Curriculum Narrative

Subject: *Art, Design and Technology*	**Year:** *9*	**Author:** *D. Nicholls*

Key Knowledge
Students will know

Key Threshold Concepts:

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

Food
- Food Safety and Hygiene
- Healthy eating, Food choices and dietary needs
- The core concepts of how to remain safe in a kitchen

Art, Craft and Design
- Learning to 'see'
- Core concepts of Art: Graduated tone, composition, proportion, depth, accuracy of line, observational, mark-making, texture, contextual references & use of art specific language

Key Skills
Students will be able to

Subject Skills:

Common across all specialisms:
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.

3D Design
- 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

Food
- Health and Safety principles
- The Eatwell plate
- Dietary needs – Gluten Free, Allergens, Dairy etc

Art, Craft and Design
- Draw accurately and with confidence, expressing using mark-making, texture and tone to communicate intentions.
- Describe and make use of pattern in art
- Select and use a range of artistic media confidently
- Contextual references – McLauchlan, Hillier, Mosquest and Religion

Subject Specific Knowledge and Sequencing:

3D Design (Clock project) 1 lesson each two-week cycle
- **Autumn** – Exploring Design movements, How to present our work, Creating Artist copies, User needs.
- **Spring** – Design ideas, Modelling and planning, Gathering materials and marking out
- **Summer** – Using tools and processes to create clock

Food 1 lesson each two-week cycle

Art, Craft and Design 2 lessons each two-week cycle
- **Autumn** – Illustrative Art, Illustration, Monochromatic, Mark-Making. Independent research and annotation. Inspired by McLauchlan
- **Spring** – Pattern within Art, Illustration, Observation, Mark-Making, Drawing, Printmaking, Screenprinting and Lino, Inspired by Hillier, Mosques and Religion.
- **Summer** – Independent project – Building on all skills learnt. Inspired by own interests and artists.

Prerequisites and Spiral Teaching:

- 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

Cross-Curricular Knowledge Links

- **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.bbcbitesize.co.uk
- www.technologystudent.co.uk

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