Curriculum Narrative

Subject: *Art, Design and Technology*	**Year:** *7*	**Author:** *D. Nicholls*

Key Knowledge *Students will know*	**Key Skills** *Students will be able to*
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 **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	**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 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 • Show understanding of composition and proportion • Create a range of textural mark making confidently • Contextual references – Powell, Giacometti, Van Gogh, Cezanne

Subject Specific Knowledge and Sequencing:

3D Design (Toy Car project) 1 lesson each two-week cycle

- **Autumn** – Keeping Safe, Material classification, Core communication skills (Graphics)
- **Spring** – Using workshop tools, marking out wood, shaping and abrading, vacuum forming
- **Summer** – Assemblage and product testing

Art, Craft and Design 1 lesson each two-week cycle

- **Autumn** – Learning to see. Content – mark making, tone, observation, texture, contextual understanding. Drawing and printmaking.
- **Spring** – Impressionism. Mark making, texture, layering, contextual understanding. Painting – watercolour and Clay work.
- **Summer** – Installation (Sculptural). Texture, layering, collaborative working. Illustration – Sculpture.

Prerequisites and Spiral Teaching:

- 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.

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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