

Curriculum progression overview – (Art & DT) department

Vision:

- All learners are entitled to an art education that deeply connects them to their world, to their cultural history. It creates openings and horizons for them to new ways of seeing, thinking, doing and being.
- Visual literacy is an essential skill in today's world. It encourages appreciation and understanding of visual communication and the ability to critically analyse and make meaningful images.

The impact of our Art and DT curriculum is that it equips our students to be risk takers, evaluators and reflective engaged learners. They will have the knowledge of Art, Design and culture, will have developed preferences and made choices which will have a positive life-long impact.

They will develop an excellent attitude to learning and independent working.

- The ability to use time efficiently and work constructively and productively with others.
- The ability to carry out thorough research, show initiative and ask questions to develop an exceptionally detailed knowledge of users' needs.
- The ability to act as responsible designers and makers, working ethically, using finite materials carefully and working safely.
- A thorough knowledge of which tools, equipment and materials to use to make their products.
- The ability to apply mathematical knowledge and skills accurately.
- The ability to manage risks exceptionally well to manufacture products safely and hygienically.
- A passion for the subject.

Studying art and design at school opens the door to a range of careers in the creative industries. The creative industries, which include art, design and music, are an important part of the British economy – one of the areas of the economy that is still growing.

Art lessons at school include teaching functional and useful skills that prepare students for future careers in the arts. Art departments also forge links with arts organisations and creative practitioners, companies and agencies. They organise visits and workshops which provide inspiring opportunities for students to see what it's like to 'do' a particular job and hear how artists and designers got where they are.

Art enhances fine motor skills, hand-eye coordination, problem solving skills, lateral thinking, complex analysis and critical thinking skills. No matter what career you choose, those who can arrange, present and display material in a way that is aesthetically pleasing have an advantage.

Art programmes begin with observation of the real world: recording, analysis and creation of a visual response to the surroundings. Art makes students look at things anew – even mundane ordinary aspects of the world. The fluffy, 'feel good' reasons that are usually given for selecting Art as a subject are given because they are right. Art does fill the soul. There is something magical about smearing pencil and paint across a piece of paper and sculpting form with your hands. Communicating with colour and shape and form awakens the imagination; it opens a door to 'now'. If you love making art, you'll miss it when it's gone. And if you do choose to study Art, chances are, it will be your favourite class of the day.

Why study (Art & DT)?

- Education through art inspires knowledge, appreciation and creation of culture.
- Visual art education opens possibilities and opportunities for learners to discover themselves, their creativity, values, ethics, societies and cultures.
- Visual art education develops the abilities to think critically and imaginatively, it fosters/aims at intercultural understanding, and an empathic commitment to cultural diversity.

D&T allows students to apply the knowledge and skills learned in and to other subjects, particularly Maths, Science and Art. It equips them with the skills needed in later life.

DT also allows students to :

Be creative

Solve real problems

Learn skills that to use in a future job

Learn about materials, processes and tools

Learn about the effect of products on the environment & people

Make things with different materials

Learn practical skills to help yourself

Apply knowledge from other subjects

Make a finished product to take home

Broadens minds about the world and people

The aim of the curriculum is not just about the knowledge that students acquire but about the skills gained, the experience in the classroom and the way they see the world.

What powerful knowledge will you gain in (Art & DT)?

- Visual art education develops an understanding of creative practice through knowledge, understanding and production of art in contexts.
- Education through art inspires knowledge, appreciation and creation of culture.

The formal elements of art and key terminology are delivered of students through a range of projects. These projects encourage students to work both independently and as part of a group. Students are introduced to key skills, techniques and processes which are embedded and built on through KS3/4. Projects are designed to enhance and develop through revisiting each shared content strand, providing the opportunity to increase proficiency whilst encouraging creative thinking, risk-taking, and confidence building. Each project has a contextual element ensuring students acquire knowledge of other cultures, artists, designers of crafts people from ancient times to present day. Influence of this will be emerging in their work. We ensure that our students are taught creative skills for life and appreciation for the arts, in its widest sense, allowing students to gain a greater understanding of the world around them. Through art and design our students develop their ability for self-expression, diversity, original thought and inventiveness.

This is an opportunity for pupils to gain an understanding of 'real life' practical skills and industrial insight. Pupils will be learning through practical but also theory elements to enable them to become confident in the workshop and design room.

Health and Safety is an important part of the DT curriculum so pupils will gain an understand safety rules and expectations that students can apply to 'real life'. Pupils will be encouraged to improve their design skills through practice and demonstration. Promoting flair and creativity enabling them to have high expectations.

Pupils will also study and understand the environmental impact of design and different design and industrial processes.

- All learners are entitled to an art education that deeply connects them to their world, to their cultural history. It creates openings and horizons for them to new ways of seeing, thinking, doing and being.

How does studying (Art/DT) support your studies in other subjects?

Art encourages the development of many transferable skills which enhance learning in other curriculum areas and equips them with the skills needed in later life.

- **Self-esteem.** Visual arts in schools help students to understand themselves, building confidence and self-esteem.
- **Creativity.** Creativity is an obvious but extremely important skill gained from art education.
- **Observation.** Understanding various types of art takes fine-tuned observation.
- **Self-expression.** Art is the obvious arena for self-expression.
- **Focus.**
- **Discipline.**
- **Perseverance.**
- **Collaboration.**
- **Risk-taking.**
- **Independence.**

D&T allows students to apply the knowledge and skills learned in and to other subjects, particularly Maths, Science and Art.

The arts present many opportunities to enrich the broader curriculum. Students develop their understanding of numeracy by exploring scale and proportion, measurement, weight, pattern, geometry and symmetry. The curriculum also encourages problem solving. Students are able to work with a number of computer packages to aid the development of their ideas and gain an understanding of digital image making and its manipulation.

The skills developed through D&T subjects can help with overall learning across the rest of the curriculum. It enables students to utilise academic knowledge and understanding in an applied context. Gaining knowledge of properties of materials and advanced manufacturing methods enables students to make sense of the world we live in. Understanding how materials behave in their natural state, and under certain conditions, helps educate students about why products and the built-up environment are made of specific materials

How are you assessed in (Art & DT)?

Art – KS3 Students work is teacher/self/peer assessed throughout the year. At the relevant DC points they will be assessed on the part of the unit of work they are currently working on. Drawing, Painting/Print, 3D, Contextual, Final outcome.

At KS4 students will be given personal feedback throughout the year and DC points will focus on one of the relevant Assessment objectives.

DT – KS3 Students work is teacher/self/peer assessed throughout the year. Students will sit a written test in lesson prior to DC points. The Art EST will take place in May of Y11.

At KS4 students will be given personal feedback throughout the year and DC points will focus on the unit of work completed so far.

How can (Art & DT) support your future progression?

The Art and DT curriculum allows students of all abilities to make progress in a creative and practical subject area and develop an understanding of the vocational aspects of DT and prepare them for further education and/or the workplace.

Art Directors.

Craft and Fine Artists.

Fashion Designers.

Floral Designers.

Graphic Designers.

Industrial Designers.

Interior Designers.

Art tutor/teacher.

Jewellers and Precious Stone and Metal Workers.

Product Designer

Architect

Mechanical Engineers

Construction

Civil Engineering

Manufacturing

Robotics

Electronic Engineering

Aerospace

Automotive Engineering

Services and infrastructure

Armed forces

What enrichment opportunities are there in (Art)?

Art Students have the opportunity under normal circumstances to visit galleries and take part in Art workshops with practicing artists. In lessons, student study the work of other artists and art movements to deepen their knowledge of the subject and develop a cultural awareness. Students learn to look, question and analyse to form their own opinions rather than just accept what they are shown or told, this is a life skill and one that can be used in other subjects.

Under normal circumstances DT student would experience industry based experience in preparation for further study post 16. In Art and DT, Students experience a range of subject specific materials, techniques and processes that they would otherwise not have access to.

They develop independence and teamwork skills throughout their time in Art and DT

In DT we give students at KS4 opportunities to visit a range of industrial experiences so students can see what the workplace is like and to research manufacturing processes needed for their coursework and exam.

ART CURRICULUM MAP

Y7	CONTENT	SKILLS	TYPE OF ASSESSEMENT
Baseline Test	Gridded drawings	Using grids to produce accurate drawings	TA
Observational drawing – Sweets	<ul style="list-style-type: none"> Drawing and shading Tone, texture, line and pattern. 	<ul style="list-style-type: none"> Linear drawing Composition skills Shading techniques Observational drawing 	<ul style="list-style-type: none"> TA PA/SA
Colour theory	<ul style="list-style-type: none"> Pop Art - colour Op Art Orphism Keith Haring 	<ul style="list-style-type: none"> Colour mixing Research skills Analysis skills Illustration skills 	<ul style="list-style-type: none"> TA PA/SA
Hundertwasser	<ul style="list-style-type: none"> Artist studies Mixed media Design Ceramics Cardboard structures Perspective 	<ul style="list-style-type: none"> Developing work in artists style Use of colour Painting techniques Research and analysis skills 3D design Eco designs (SMSC) One point perspective drawing skills 	<ul style="list-style-type: none"> TA PA/SA
Graphic illustration and design Tim Burton – Nightmare before Christmas	<ul style="list-style-type: none"> Analysis Illustration Design Ceramics 	<ul style="list-style-type: none"> Stop motion animation Graphic illustration and design Analysis of Tim Burton graphics 3D work 	<ul style="list-style-type: none"> TA PA/SA
Y8			
Baseline test practical and knowledge-based re-call written task.	<ul style="list-style-type: none"> Re-visit knowledge and understanding from year 7. Drawing and shading Tone, texture, line and pattern. 	<ul style="list-style-type: none"> Drawing and shading Tone, texture, line and pattern. 	<ul style="list-style-type: none"> TA PA/SA
Portraits	Face proportions. <ul style="list-style-type: none"> Observational drawing Printing 	<ul style="list-style-type: none"> Drawing skills Proportions Contextual knowledge 	<ul style="list-style-type: none"> TA PA/SA

	<ul style="list-style-type: none"> Inspiration linked to prior learning and future work. Green Man Pop Art Abstract Art Gallery Visits 	<ul style="list-style-type: none"> Research and analysis skills Developing work in artists style Analysis. Cultural capital. 	
Frank Stella	<ul style="list-style-type: none"> Materials and techniques Mixed media Artists studies Research and analysis 	<ul style="list-style-type: none"> Composition skills Paper manipulation Mark making skills Research and analysis skills Developing work in the style of artists 	<ul style="list-style-type: none"> TA PA/SA
Graphic illustration and design Tim Burton – The Corpse Bride	<ul style="list-style-type: none"> Analysis Illustration Design ceramics 	<ul style="list-style-type: none"> Stop motion animation Graphic illustration Analysis of Tim Burton graphics 3D 	<ul style="list-style-type: none"> TA PA/SA
Y9			
Natural forms, Under the Microscope, Alter ego - Portraits	<ul style="list-style-type: none"> Drawing – Pen and ink Printing Collage Mixed media Artists studies Research and analysis Ceramics Painting Virtual gallery 	<ul style="list-style-type: none"> Drawing skills Research and analysis skills Presentation skills Techniques and processes – printmaking, collage, paint, mixed media. Working in the style of various artists and photographers. 	<ul style="list-style-type: none"> TA PA/SA
KS4 Y10/11 Fine Art			
Self-directed projects Our Town	<p>Artists research and analysis skills. Developing an understanding of the importance of thinking and talking about Art.</p> <p>Development of ideas and how to select and use materials appropriate to own project.</p> <p>Recording ideas. Improvement of Observational drawing, paint, print,</p>	<p>Research and analysis skills. Critical thinking. Virtual/gallery visits, teacher led contextual discussions.</p> <p>Techniques and processes (appropriate to theme). Drawing in a range of dry materials – pencil, pastel, painting – watercolour, acrylic, mixed media. Drawing in inks, marbling, collage, print making – mono, collagraph, lino. 3D – clay work, card/paper manipulation.</p>	<ul style="list-style-type: none"> TA PA/SA

	<p>3D. Understanding annotation.</p> <p>Developing a personal response to the project theme using relevant artists, materials, techniques and processes.</p>	<p>Developing ideas through mind maps, mood boards and photography, photo manipulation through the use of Photoshop and creative phone based apps. (relevant to chosen theme).</p>	
<p>KS4 Y10/11 Art Textiles</p>			
	<ul style="list-style-type: none"> • Hand and machine embroidery • Tie dye • Batik • Applique • Printing and sublimation • Weaving • Artists 	<ul style="list-style-type: none"> • Drawing through stitch • Developing samples in the style of textile artists • Exploring a range of textile techniques in your development pieces • Research and analysis 	<ul style="list-style-type: none"> • TA • PA/SA

DT RESISTANT MATERIALS KS3/4 CURRICULUM MAP

Y7	CONTENT	SKILLS	TYPE OF ASSESSEMENT
Baseline Test MIB/DCR	<ul style="list-style-type: none"> • Basic Health and Safety • Design & Drawing skills 	<ul style="list-style-type: none"> • Freehand sketching skills • Safety in the workshop/Rules 	<ul style="list-style-type: none"> • TA • PA/SA
Boat Project DCR	<ul style="list-style-type: none"> • Health and Safety • Basic materials • Tools • Machinery and equipment • Quality finish 	<ul style="list-style-type: none"> • Explore Wood, Metal, Plastic • Marking out and measuring • How to use Pillar Drill, Belt Sander, & Fret Saw. • Use of basic hand tools; coping saw, files, glass paper. 	<ul style="list-style-type: none"> • TA • PA/SA
Helicopter Project MIB	<ul style="list-style-type: none"> • Ergonomics • Tools • Machinery and equipment • Environment 	<ul style="list-style-type: none"> • Understand Ergonomics • Use of CAD (Laser cutter) • Use of Line bender/Strip heater 	<ul style="list-style-type: none"> • TA • PA/SA
Pencil Holder	<ul style="list-style-type: none"> • Design & Drawing skills • Basic CAD • Measuring and marking out • Machinery and equipment 	<ul style="list-style-type: none"> • Freehand sketching skills • Google Sketch up • Use of basic hand tools; coping saw, files, glass paper. • How to use Pillar Drill, Belt Sander, & Fret Saw. 	<ul style="list-style-type: none"> • TA • PA/SA
Y8			
Whirligig MIB	<ul style="list-style-type: none"> • Health and Safety • Machinery and equipment • Properties of Wood • Hand tools • Joining materials 	<ul style="list-style-type: none"> • Drawing skills • Research and analysis skills • Use of Bobbin sander • Use of templates/Jigs • Tap and die a thread 	<ul style="list-style-type: none"> • TA • PA/SA

		<ul style="list-style-type: none"> • Dowel joints, glue & countersinking screws 	
Automata DCR	<ul style="list-style-type: none"> • Health and Safety • Machinery and equipment • Properties of Plastic • CAD/CAM 	<ul style="list-style-type: none"> • Signs & symbols • Understand basic CAMS, Forces & motion • Finger & butt joints • 2D Design CAD & Laser cutter • 	
Y9			
Foundation projects Pewter Casting MIB	<ul style="list-style-type: none"> • Health and Safety, • Machinery and equipment • Properties of metals • Industrial processes Injection moulding • Production processes 	<ul style="list-style-type: none"> • Risk assessments • CAD Skills (Corel Draw) • CAM Laser cutter • Casting metals • Metal Finishes • Plastic coating Sand blaster & polishing • Marking out and cutting • Scale of production • H&S in the workplace. • Legislation 	<ul style="list-style-type: none"> • TA • PA/SA • 3rd Party assessment (Persons outside the classroom)
Box Project DCR	<ul style="list-style-type: none"> • Hand tools • CAD CAM • Finishing techniques • Environment • Materials 	<ul style="list-style-type: none"> • Different wood joints • CAM skills (Laser Cutter) engraving • Moulds & formers • Vacuum forming • Drawing skills • Isometric drawing • Rendering • The 6Rs • Properties of natural and manmade timbers • Smart materials • Modern materials • Evaluation 	

KS4 Engineering MIB/DCR			
Design briefs & specifications	<ul style="list-style-type: none"> • Design cycle • Design needs • Error proofing • Clients, budgets • Target market • Consumer trends • Ergonomics • Anthropometrics • Function • Life cycle • Performance • Manufacturing considerations • Regulations and safeguards • Production costs • Environmental issues 	<ul style="list-style-type: none"> • Understanding of the development of new products. • Study of existing products • Analysis skills • Life cycle analysis • Material analysis • Study of new materials and manufacturing processes • Critical thinking. 	<ul style="list-style-type: none"> • Internally assessed • TA • PA/SA • TA • PA/SA
Product Analysis	<ul style="list-style-type: none"> • Research • Materials and manufacturing • End of life • Environment • Disassembly • Legislation • Sustainability • Assembly and disassembly of products • End of life • Safety standards 	<ul style="list-style-type: none"> • Research and analysis skills. • Primary research • Secondary research • Risk assessment • H&S in the workshop and work place • Properties of Materials • Dextrous skills • Practical understanding of disassembly 	<ul style="list-style-type: none"> • Internally assessed assignment • portfolio of evidence TA • PA/SA
Drawing skills and CAD	<ul style="list-style-type: none"> • Drawing designs • Develop design ideas and prototypes • Isometric & oblique drawing • Working drawings • Hand rendering • Annotation • 2D &3D drawing 	<ul style="list-style-type: none"> • Communication of designs skills • CAD (Computer Aided Design) Drawing skills • Prototypes production skills • Presentation techniques & skills 	<ul style="list-style-type: none"> • Internally assessed portfolio of evidence • TA • PA/SA

<p>Manufacturing Practical skills Using tools & equipment</p>	<ul style="list-style-type: none"> • Exploded views • Assembly & section drawings • Scale & dimensions • Production of product(s) • Rapid prototyping • Planning • Health and safety • Cutting lists • Materials • Risk assessments • Use of PPE • Safe working practices 	<ul style="list-style-type: none"> • Annotation & labelling techniques • Computer based skills and techniques • Manufacturing and workshop skills • Techniques and processes • CAM (Computer Aided Manufacture) skills • Testing and evaluating 	<ul style="list-style-type: none"> • Internally assessed portfolio of evidence • TA • PA/SA