







Curriculum Overview for Design Year 10

<p>Term 1: Component 1 – Marine life.</p> <p>Substantive Knowledge:</p> <p>How to respond to a KS4 Design Theme - Marine Life.</p> <p>To investigate and analyse artists/ designers works, both contemporary and historical, in response to the design theme.</p> <p>To develop an understanding of the importance of drawing in a variety of mediums using a series of techniques to support the design process.</p> <p>To learn the skills, techniques and processes of 3D materials (lino and variety of clay).</p> <p>To develop a portfolio to develop, refine, record and respond to the theme Marine life and reflect their journey and understanding.</p> <p>To maintain a safe working practice both in the workshop and the classroom environment.</p> <p>To develop confidence and a curious knowledge for design and its unlimited processes.</p> <p>To photograph, record and evaluate work.</p>	 <p>Decoding key words and terminology.</p> <p>Opportunities for extended knowledge theory</p> <p>Reading art and design passages to inform written responses about artworks/techniques,</p> <p>Demonstrating comprehension and summarisation.</p> <p>Subject specific vocabulary with etymology</p> <p>Analysis of artists'/ designer's work, verbalising and expressing an opinion in written format.</p> <p>Independently reading source books and web articles regarding modern wider world design and technology studies.</p> <p>To visit art and design galleries</p> <p>To independently investigate and explore design-based source books to develop creative thinking, ideas and processes.</p>
<p>Disciplinary Knowledge:</p> <p>Students practise generating personal interpretations of a theme through experimentation via mind maps, observational drawings and investigating and analysing arts, crafts people and designers.</p> <p>Students apply critical analysis skills, using visual language to deconstruct works, identifying techniques, materials, and concepts, and making connections between contemporary and historical artists, designers and crafts people to develop their own initial ideas and concepts.</p> <p>Students use drawing as both a thinking tool and a method of making, exploring its role in observation, experimentation, planning, and communication across different media.</p> <p>Students will respond to primary and secondary sources.</p>	 <p>Formal elements: Line, Tone, Colour, Shape, Form, Texture, Pattern, Composition, Mind Maps, Observational Studies, Primary source materials, Secondary source materials, Still Life, Mixed media, Pen, Pencil, Fine Liner, Mark making, Hatching, Cross hatching, Stippling/ Pointillism, Colour blending, Textured drawing, artist analysis, Presentation, Visual understanding, graphic response, Generating design ideas, Influence, circular/ spherical, Lino printing, Monochrome print, Reduction Print, Earthen ware clay, Stoneware clay, porcelain , slab rolling, clay tools, score and slip, leather hard, wedging, pinch, plastic stage, green ware, bisque ware, glaze, slip, kiln, slabbing, engrave, sgraffito, incision,</p>



<p>Students will actively experiment with lino cutting, clay and common resistant materials in response to their sketchbook work and design ideas. Student will develop the skills, techniques and processes to refine their works to a high standard.</p>		<p>tenon saw, coping saw, glass paper, disc sander.</p>
<p>Students curate and organise their work to evidence progression, creativity, and reflective practice, presenting a coherent journey from research to final response.</p>		<p>Weekly recall tests Student tracker Regular self and peer assessment of portfolio work alongside the GCSE assessment objectives.</p>
<p>Students take responsibility for health and safety, demonstrating correct handling of equipment and materials, and modelling safe and respectful and safe behaviours in the THOA design and technology workshop.</p>		<p>Review of class work Complete tasks to support portfolio in line with course expectation, To attend intervention sessions both portfolio bases and practical related to ensure the quantity of the portfolio is to standard as well as the quality.</p>