





## Curriculum Overview for Design Year 11

<p><b>Term 1: Completion of component 1 completion and supplementary project:</b></p> <p><b>Substantive Knowledge:</b></p> <p>Students to develop a greater understanding of the GCSE marking criteria,</p> <p>Students to develop a greater understanding of how to visualise their ideas for their final piece.</p> <p>Students to create a chronological portfolio to demonstrate their design journey.</p> <p>Students to be able to photograph their work and record their intentions and next steps.</p> <p>To be able to evaluate effectively in line with the design theme and scenario/ brief.</p> <p>To use source books and develop further understanding of a greater spectrum of artist, designers and crafts people.</p> <p>To construct a final response in line with the theme and assessment objectives.</p> <p>To investigate and analyse artists/ designers works, both contemporary and historical, in response to the design theme, Marine Life.</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>Textbook guide reading to deepen knowledge</p> <p>Reading art and design passages to inform written responses about artworks/techniques, 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><b>Disciplinary Knowledge:</b></p> <p>Students will develop a clear and greater understanding of the assessment objectives develop, refine, record, respond and be able to identify where they are in line with the marking criteria and develop ways through teacher led phase to improve marks throughout their portfolios. This shall be done through practical and written practices.</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, tenon saw, coping saw, glass paper, disc sander.</p>



<p>Students will build a page to generate and formulate ideas for the making stage. Students will practice and investigate making properties and process to ensure a high-quality outcome that meets the needs of the design brief and assessment objectives. Students will adapt and complete their portfolio to demonstrate the chronological process of design. This shall be analysed, evaluated and refined to improve their coursework component in line with the AQA success criteria. Students will need to ensure they photograph, record and annotate all of their practical process in line with the GCSE requirements. These will need to be documented in their sketchbooks to evidence their learning and findings. Students will need to investigate further artists, designers and crafts peoples work through not only a range of websites and provided sources but also source books and other forms of research to demonstrate stretch, challenge and independence further than surface level investigation.</p>		<p>Sections marked against the exam board response marking scheme.</p>
<p>When starting the supplementary project - students will use drawing as both a thinking tool and a method of making, exploring its role in observation, experimentation, planning, and communication across different media. Students will respond to primary and secondary sources in regard to the theme 'Marine Life'.</p> <p>Students will actively experiment with lino cutting, clay and common resistant materials in response to their sketchbook work and design ideas. Students will develop the skills, techniques and processes to refine their works to a high standard.</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>Students take responsibility for health and safety, demonstrating correct handling of equipment and materials, and modelling safe</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>



and respectful and safe behaviours in the THOA design and technology workshop.

Students will develop a greater understanding of the possibilities of clay and porcelain and combine this material with common resistant materials and their materials, techniques and processes.

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