

10E - Explorer Curriculum – Long Term Plan D.T

	2023 - 2024 Autumn 1 Unit 1	2023 - 2024 Autumn 2 Unit 2	2023 - 2024 Spring 1 Unit 3	2023 - 2024 Spring 2 Unit 4	2023 - 2024 Summer 1 Unit 5	2023 - 2024 Summer 2 Unit 6
Year 10	<p>Topic: Futuristic Body Adornment (sustained project) AQA GCSE Introduction to AQA expectations, health, and safety in the D.T room.</p> <p>Suggested Key questions:</p> <p>Who is responsible for H&S in the D.T room? What do we mean by Futuristic Body Wear? What sorts of things could we make? Have you used papier mache/ modroc to add details? Have you linked your similar features to the artist/ designer researched?</p> <p>Key Skills and Knowledge: Ideas and planning. Pupils explore possible ideas and create mood board Experimentation into papier mache</p> <p>With support: Start to generate, develop,</p>	<p>Topic: Futuristic Body Adornment (sustained project) Steel headwear</p> <p>Suggested Key questions:</p> <p>What could we make? How can we get inspired-name an artist you like? What features in their art do you like? How can we manipulate steel? What are the properties of steel? Have you explained how the outcome has features similar to the artist's work?</p> <p>Key Skills and Knowledge: Pupils design and make steal headband, tiara, bracelet, armllet inspired by Futuristic Art</p> <p>With support, start to generate Prototypes, pattern pieces. Begin to use</p>	<p>Topic: Futuristic Body Adornment (sustained project) Investigating casting</p> <p>Suggested Key questions:</p> <p>What shapes can we cast using pewter? What genres can we look at? What materials can we use? How can we add details? Does our work have similar features to the artist/ designer researched?</p> <p>Key Skills and Knowledge: Investigating and reflection</p> <p>researching a Designer, Different ways of casting, making and using rivets. Logo design.</p> <p>Select from and use a wider range of materials</p>	<p>Topic: Futuristic Body Adornment (sustained project) Trip to BMAG / Mac to review artworks</p> <p>Suggested Key questions:</p> <p>What artwork did you like the best? What did you like about it, style features? How can the designs inspire your artwork?</p> <p>What are the properties of enameling? Have you described how your work has similar features to the artist you researched?</p> <p>Key Skills and Knowledge: Reflection of trip, experimentation of materials - enamel</p> <p>Pupils create an enamel logo design</p> <p>Artist research</p> <p>With support: Start to</p>	<p>Topic: Futuristic Body Adornment (sustained project) Planning for exam Final piece and completion of final piece</p> <p>Suggested Key questions:</p> <p>What artist am I interested in? What features of their work do I like? What materials do I need, How shall I manipulate the materials? Does my outcome have similar features to the artist/ designer I researched/?</p> <p>Key Skills and Knowledge:</p> <p>Begin to use research and develop design criteria to inform the design of innovative, functional, appealing products. Use results of investigations, information sources, including ICT when</p>	<p>Topic: Mini investigations investigation into the properties of Concrete mobile phone holder And Mock Exam</p> <p>Suggested Key questions:</p> <p>What is 'Modernist Design architecture/ sculpture? Who is Henry Moore? What is concrete usually used for? How can we finish our work and add details? Does our outcome have features similar to the artist researched?</p> <p>Key Skills and Knowledge:</p> <p><i>Before Exam: Pupils create a concrete mobile phone holder</i> <i>Design and plan to make main body. Students then plan what they are going to do in the Exam: and make base, add details and refine the outcome.</i> <i>Review the outcome with</i></p>

	<p>model and communicate their ideas through discussion, annotated sketches</p> <p>Begin to use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose. With growing confidence, apply a range of finishing techniques, including those from art and design. With support can select appropriate materials, tools and techniques e.g. cutting, shaping, joining and finishing, with some accuracy.</p>	<p>research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.</p> <p>Use results of investigations, information sources, including ICT when developing design ideas</p> <p>With prompts/ guidance can demonstrate how to use skills in using different tools and equipment safely and accurately with growing confidence</p> <p>cut and join with some accuracy to ensure a good-quality finish to the product.</p>	<p>and components, including a range of construction materials, according to their functional properties and aesthetic qualities.</p> <p>With growing confidence, apply a range of finishing techniques, including those from art and design. Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT.</p>	<p>generate, develop, model and communicate their ideas through discussion, annotated 2D/ 3D sketches, prototypes.</p>	<p>developing design ideas. With growing confidence with support can select appropriate materials, tools and techniques e.g. cutting, shaping, joining and finishing, with some accuracy. Select from and use a wider range of materials and components, including a range of construction materials, according to their functional properties and aesthetic qualities. Select appropriate materials, tools and techniques.</p>	<p><i>reference to the research/ artist.</i></p> <p>With support: generate, develop, model and communicate their ideas through discussion, annotated sketches, diagrams, prototypes, pattern pieces.</p>
<p>Gatsby Bench mark:</p>	<p>6. Experiences of the workplaces. 4. Linking curriculum learning to careers.</p> <p>Safe working in a workshop/ workplace. Working in a joinery workshop/ building site; conditions, environment, skill set, organization-personnel.</p> <p>Designer: CAD Design in various industries.</p>	<p>3. Addressing the needs of each pupil. 4. Linking curriculum learning to careers jewellery and fashion.</p> <p>Express themselves through individual fashion, style, design. Students work to their ability: Explore what they can do and build on those skills. Experiment and experience new skills.</p> <p>Designers and designing for fashion: form and function.</p> <p>6. Experiences of workplaces: jewellery design, art, sculpture.</p>	<p>3. Addressing the needs of each pupil. 4. Linking curriculum learning to careers.</p> <p>Safe working in a workshop/ workplace. Working in a polymer/plastics workshop: conditions, environment, skill set, organisation.</p> <p>Designer: CAD Design in various industries.</p>	<p>4. Linking curriculum learning to careers.</p> <p>3. Addressing the needs of each pupil.</p> <p>Working in a metal workshop: conditions, environment, skill set, organisation. Express themselves through individual fashion, style, design.</p> <p>Students work to their ability: Explore what they can do and build on those skills. Experiment and experience new skills.</p>	<p>6. Experiences of workplaces. Addressing the needs of each pupil.. 4. Linking curriculum learning to careers.</p> <p>Safe working in a workshop/ workplace. Working in an engineering workshop: conditions, environment, skill set, organisation.</p> <p>Paper Modelling in a variety of industries: Architecture, car design, product design</p> <p>Designer: CAD Design in various industries.</p>	<p>6. Experiences of workplaces. Addressing the needs of each pupil.. 4. Linking curriculum learning to careers. Safe working in a workshop/ workplace. Working in an engineering workshop: conditions, environment, skill set, organisation.</p> <p>Paper Modelling in a variety of industries: Architecture, product design</p> <p>Designer: CAD Design in various industries.</p>