

Curriculum intent (overview) – To deepen students’ skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

## Frontier Curriculum – Long Term Plan D.T

	2022 – 2023 Autumn 1 Part A	2022 – 2023 Autumn 2 Part A	2022 – 2023 Spring 1 Part B	2022 – 2023 Spring 2 Part C	2022 – 2023 Summer 1 Part D	2022 – 2023 Summer 2 Catch up and Review
<b>Arts Award Bronze</b>	<p><b>Topic:</b> <u>A: Take part in the arts</u></p> <p>Topic: introduction to D.T room and simple wire manipulation/ sculpture/ Shadow Puppets.</p> <p><b>Suggested Key Questions:</b> <b>How do we keep safe in the D.T room?</b> What are the properties of wire? What shapes can we make? What could you use wire for? What skills have you learnt/ want to learn? What story will you tell? What features of Chinese art can you find?</p> <p><b>Key Skills and Knowledge:</b> Students will start collecting more information and resources to present in sketchbooks. Questioning, shape and material manipulation. Students will continue to learn from the works of famous artists. Students will become more confident using a range of media and</p>	<p><b>Topic:</b> <u>A: Take part in the arts</u></p> <p><b>Complete Paper work for Part A</b></p> <p>Experiment: wire and tissue paper/ Chinese Lanterns. Visiting Artist:</p> <p><b>Suggested Key Questions:</b> What shapes can we make? How can we apply colour? Which colours will allow the light through? What skills have you learnt? What skills do you want to learn? What skills could you pass on to others?</p> <p><b>Key Skills and Knowledge:</b> Students will start collecting more information and resources to present in sketchbooks. Students will continue to learn from the works of famous artists. Manipulation of material. Students will become more confident using a range of media and techniques already</p>	<p><b>Topic:</b> <u>B: Review of an Arts Event: IKON Visit</u></p> <p><b>Complete Paper work for Part B</b></p> <p>Virtual tour of the IKON gallery in Bham. <a href="https://www.ikon-gallery.org/learning/schools/activity-packs">https://www.ikon-gallery.org/learning/schools/activity-packs</a></p> <p><b>Suggested Key Questions:</b> What was the best part of the visit? What was your favorite Artist/ genre/piece? Why? What did you like about it? What would you like to make now, after the visit? Have you shared what you like about the visit?</p> <p><b>Key Skills and Knowledge:</b> Questioning and presentation. Discussion, further research and written evidence. Students will identify key artists/ designers and features of their style. Annotating evidence: photographs, leaflets, tickets... Identifying key features of the venue and art</p>	<p><b>Topic:</b> <u>C: Research an artist or crafts person</u></p> <p><b>Complete Paper work for Part C</b></p> <p>Research artist designer. How art/ design influences our lives.</p> <p><b>Suggested Key Questions:</b> Have you identified an artist/ designer that you like? Can you explain what you like about their work? Who are the influential artists/ designers? What are the key features of their work/ style? What are the important dates or stages in their lives? Did they work with any other artists/ designers? Where did they work? Can you produce your own work similar to the artist? How can your work reflect the artist's work? What makes a successful composition?</p> <p><b>Key Skills and Knowledge:</b></p>	<p><b>Topic:</b> <u>D: Share a Skill</u></p> <p><b>Complete Paper work for Part D</b></p> <p>Using clay, mod roc, embossing foil, papier mache, pencil sketching/ shading Painting skills, wire sculpting, enameling, forging, pewter casting Workshop skills.</p> <p><b>Suggested Key Questions:</b> What will you teach, how do we communicate well? How will you know if they have understood your instructions? What you do if they are stuck or if has not worked out right? Have you explained why you chose that skill? What did you find was the hardest part for the learner? Did you give and receive positive praise/ information/ prompts? What questions did you ask? What would you do differently if you were to share the same skill again?</p> <p><b>Key Skills and</b></p>	<p><b>Topic:</b> <u>Review and Catchup</u></p> <p>Review each section to ensure all elements are evident. Work with students for individual projects.</p> <p><b>Suggested Key Questions:</b> Have you identified an artist/ designer that you like? Can you explain what you like about their work? Can you say to others how they inspire you to make your own things? How can your designs reflect Chinese culture/ art? What features of chine art would you like to use?</p> <p><b>Key Skills and Knowledge:</b> For each section have students completed Plan, do, review. Questioning and presentation Students expand their knowledge by looking at a range of more famous artists. student can give observations about notable artists' and designers' work and their lives; With support, students will</p>

	techniques already learned to create 3D models.	learned to create 3d models.	displayed. Identifying key artists exhibitors. Discuss the visit with peers. Gather thoughts from peers. Written review of discussion.	Reason why they have chosen the artist. Information about the artist. Personal reflection about the artist. Reflection and presentation. Students will continue to learn from the works of famous artists. They now expand their knowledge by looking at the range of more famous artists. Students comment on the work of famous artists and name their pieces of work with support. Student can give observations about notable artists. Students are introduced to new techniques. Students reflect on their outcomes to allow them to take the next steps in their project development. They can use a variety of tools and select the most appropriate.	<b>Knowledge:</b> Create a plan. Share the skill. Annotate the photographs. Review the sharing experience. They can correctly use key vocabulary and demonstrate their knowledge and understanding to their teacher/ peers. They will respond positively to suggestions, adapt, and refine ideas as well as giving advice to others. Students will share their learning and skills with others, giving detailed feedback for improvement.	use their observations to review and revisit ideas. Will discuss their ideas with a peer and teacher. Can explain the main features of the artist and their work. What they like about it and how it inspires the student to want to create or have a go at something.
Gatsby Bench mark:	6. Experiences of the workplaces, galleries. 4. Linking curriculum learning to careers. Safe working in a workshop/ workplace. Working in a joinery workshop/ building site/ artist's studio; conditions, environment, skill set, organization- personnel. Customer/Designer/Maker: CAD Design in various industries.	3. Addressing the needs of each pupil. 4. Linking curriculum learning to careers jewellery and fashion. 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. Designers and designing for fashion: form and function. 6. Experiences of workplaces: jewellery design, art, sculpture.	3. Addressing the needs of each pupil. 4. Linking curriculum learning to careers. Safe working in a workshop/ workplace. Working in workshop: conditions, environment, skill set, and organisation. Designer: CAD Design in various industries.	4. Linking curriculum learning to careers. 3. Addressing the needs of each pupil. Working in a metal workshop: conditions, environment, skill set, and organisation- personnel. 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.	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, and organisation. Independent work, team work, managing people and the environment. Paper Modelling in a variety of industries: Architecture, car design, product design Designer: CAD Design in various industries.	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, and organisation. Paper Modelling in a variety of industries: Architecture, product design Designer: CAD Design in various industries.