

10V - Venture Curriculum – Long Term Plan D.T

	Autumn 1 Unit 1	Autumn 2 Unit 2	Spring 1 Unit 3	Spring 2 Unit 4	Summer 1 Unit 5	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:</p> <p>With little support: generate, develop, model and communicate their ideas through discussion, annotated sketches 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,</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:</p> <p>With minimul support, generate prototypes, pattern pieces. Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose. Use results of investigations, information sources, including ICT when developing design ideas</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:</p> <p>Investigating and reflection Researching Designers, Different ways of casting, making and using rivets. Logo design. Students will use key vocabulary to demonstrate knowledge and understanding. Select from and use a wider range of materials and components, including a range of construction materials, according to their functional properties</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 art work?</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:</p> <p>Artist research With little support: generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces. Students comment on the work of famous artists and name their pieces of work with minimal support. Student can give detailed</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>Planning and design ideas Students design and create a piece of body Adornment inspired by Futuristic Art. Use research and develop design criteria to inform the design of innovative, functional, appealing products. Use results of investigations, information sources, including ICT when developing design ideas. With confidence selects appropriate</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>Making and designing Pupils create a concrete mobile phone holder Students will continue develop their resources /research to present in sketchbooks with minimal support. Refine ideas as well as giving advice to others. Students will creatively consider what images to use, how the composition is positioned and what media to use reflecting on their prior studies generate, develop,</p>

	including those from art and design. Can select appropriate materials, tools and techniques e.g. cutting, shaping, joining and finishing, with some accurately.	Can demonstrate how to use skills in using different tools and equipment safely and accurately with growing confidence cut and join with some accuracy to ensure a good-quality finish to the product.	and aesthetic qualities. With 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.	observations about notable artists. Students continue to use a variety of making tools but are introduced to new techniques.	materials, tools and techniques e.g. cutting, shaping, joining and finishing, with some accurately. 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.	model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces. Students continue to use a variety of making tools but are introduced to new techniques. Reflect on their outcomes to allow them to take the next steps in their project.
Gatsby Bench mark:	6. Experiences of the workplaces. 4. Linking curriculum learning to careers. Safe working in a workshop/ workplace. Working in a joinery workshop/ building site; conditions, environment, skill set, organization-personnel. Designer: 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 a polymer/plastics workshop: conditions, environment, skill set, 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, rganisation. 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, organisation. 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, organisation. Paper Modelling in a variety of industries: Architecture, product design Designer: CAD Design in various industries.