

11E - Explorer 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 |
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| | <p>Mini investigations Topic: architecture</p> <p>Suggested Key questions:</p> <p>What do we like about the designers and artist we are investigating? How would you describe it? What are the features/characteristics- can we combine features or textures/ materials to create something new? How can we manipulate wood/ metal/ clay/ Modroc/ papier mache..... What textures have the artists you researched used? How can you use their work to inspire you own designs?</p> <p>Key Skills and Knowledge: Ideas and planning With little support: generate, develop, model and communicate their</p> | <p>Mini investigations Topic: architecture Suggested Key questions:</p> <p>What do we like about our planter designs? Have you recorded any changes / improvements? Have you explained the textures you have used or tried to create and choices made from experimenting? Have you explained how your research has influenced your design? How can you use their work to inspire you own designs?</p> <p>Key Skills and Knowledge: <i>Before exam, students to plan and begin making the basic item and plan how to finish in the exam. The exam: complete the making and evaluate linking the work/ features to research and designs. With little support, generate</i></p> | <p>Topic: Exam</p> <p>Suggested Key questions:</p> <p>How could we develop this title? Artist research ideas What interests the artist? What techniques does the artist use/ favour?</p> <p>How can you use these features to make a 3D outcome? Have you drawn your ideas? Shading, tone, texture?</p> <p>Key Skills and Knowledge: Researching Designers, Artists Confidently evaluate the key designs of individuals in design and technology has helped shape the world.</p> | <p>Topic: Exam</p> <p>Suggested Key questions:</p> <p>1:1 discussion with teacher regarding development of project, set targets</p> <p>Have you practiced the techniques and materials you may use? Do we need to prepare beforehand? machines, materials, tools... Have you annotated your work/ changes/ improvements linking it to the artist? Have you taken photos/ annotated/ reflected your design and making linking to the artist?</p> <p>Key Skills and Knowledge: research With little support: generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and</p> | <p>Topic: Exam</p> <p>Suggested Key questions:</p> <p>1:1 discussion with teacher regarding development of project, set targets</p> <p>Have you annotated your work linking it to the artist? Does it show your changes made. Have you taken photos/ annotated? Have you reflected your design and making linking to the artist? Any improvements?</p> <p>Key Skills and Knowledge: Pupils will sit a 10 hour exam over 2 days. Pupils will then have the opportunity to complete any unfinished course work and complete an evaluation Planning and design ideas</p> | <p>Topic: 3D wall animals</p> <p>Suggested Key questions:</p> <p>How can we create a 3D object using a cardboard base? What sea creatures/ animals can you think of? What do we like about the animals/ sea creatures we are investigating? How would you describe it? What are the features/characteristics? How can we manipulate cardboard, paper and papier mache...to recreate similar features/ textures?</p> <p>Key Skills and Knowledge: 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</p> |

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| | <p>ideas through discussion, annotated sketches</p> <p>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. Can select appropriate materials, tools and techniques e.g. cutting, shaping, joining and finishing, with some accurately.</p> | <p>prototypes, pattern pieces. Use 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>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.</p> <p>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.</p> | <p>Students will use key vocabulary to demonstrate knowledge and understanding.</p> <p>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.</p> | <p>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 observations about notable artists. Students continue to use a variety of making tools but are introduced to new techniques.</p> | <p>With confidence selects appropriate 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. Evaluate their work both during and at the end of the assignment.</p> | <p>images to use, how the composition is positioned and what media to use reflecting on their prior studies generate, develop, 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.</p> |
| Gatsby Bench mark: | <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, organization.</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, organization-personal.</p> <p>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.</p> <p>4. Linking curriculum learning to careers.</p> <p>Safe working in a workshop/ workplace. Working in an engineering workshop: conditions, environment, skill set, organization.</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..</p> <p>4. Linking curriculum learning to careers. Safe working in a workshop/ workplace. Working in an engineering workshop: conditions, environment, skill set, organization.</p> <p>Paper Modelling in a variety of industries: Architecture, product design</p> <p>Designer: CAD Design in various industries.</p> |