

8V - Explorer Curriculum – Long Term Plan ARTS

| | DT Autumn 1 Unit 1 | DT Autumn 2 Unit 2 | ART Spring 1 Unit 3 | ART Spring 2 Unit 4 | FOOD Summer 1 Unit 5 | FOOD Summer 2 Unit 6 |
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| Year 8 | <p>Topic: Health and Safety Bird Table</p> <p><u>Suggested Key Questions:</u> What are the rules for the workshop? What materials are we using? What are the features of a 'Farmhouse/ Cottage Style'? What is a drilling/sawing jig? Why is it better to recycle materials? What features of Google Sketchup have you used?</p> <p><u>Key Skills and Knowledge:</u> Review Health and Safety. Identify a purpose for what they intend to make. Start to order the main stages of making a product. Use jigs to aid making and accuracy. Identify feature of the art style when prompted. Start to understand whether products can be recycled or reused. Evaluate how well it meets its intended purpose.</p> | <p>Topic: Mechanical toy. Mechanisms.</p> <p><u>Suggested Key Questions:</u> Who are some of the main characters in 'The Lion, Witch, Wardrobe'? What are the three classes of lever? Can you name 3 common cams and describe how they work? How do gears work? What is a positive/ friction drive? What are the properties of MDF?</p> <p><u>Key Skills and Knowledge:</u> Know to make drawings with labels when designing. 2d shapes squares, circles, colour within the lines, heavy, light use of line. Start to understand that mechanical systems have an input, process and output. Start to understand that mechanical systems such as levers and linkages create movement. Start to work safely and accurately with a range of simple tools.</p> | <p>Topic: Keith Haring</p> <p><u>Suggested Key questions:</u> Who is Keith Haring? Where and when was he born? How was he inspired by street art? How would we describe his style? Why is his art work important?</p> <p><u>Key Skills and knowledge:</u> Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines. Making links to their own work. Will look at and talk about own work and that of other artists and the techniques they use.</p> | <p>Topic: Keith Haring continued</p> <p><u>Suggested Key questions:</u> How can we create a Haring character 3D? What must we remember when using dangerous tools like glue gun and knives?</p> <p><u>Key Skills and knowledge:</u> Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> | | |

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| 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: conditions, environment, skill set, organisation. Designer: CAD Design in various industries.</p> | <p>3. Addressing the needs of each pupil. 4. Linking curriculum learning to careers.</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. Designers and designing for fashion: form and function.</p> <p>6. Experiences of workplaces: engineering, mechanics, design, art, sculpture.</p> | <p>4. Linking curriculum learning to careers</p> <p>Careers link to fine art/ fashion design / illustration. Artist research and Art history</p> | <p>4. Linking curriculum learning to careers</p> <p>Careers link to fine art/ fashion design / illustration. Artist research and Art history</p> | | |