

## 9V - Venture Curriculum – Long Term Plan D.T amended

	2024 – 2025 term 1	2024 – 2025 Term 2
Year 9	<p><b>Topic: street art</b></p> <p><b>Suggested Key questions:</b></p> <p>What is street art?            What can street art look like?            How might street art look if three dimensional?            How can the art reflect the artist?            If you created street art what would it look like – how could it reflect who you are?            What do you need to consider when creating art work to be seen by all?</p> <p><b>Key Skills and Knowledge:</b></p> <p>Will learn about 3d street artist and consider the impact has on the community.            Identify feature of the art style when prompted. Select a wider range of tools and techniques for making their product. Start to measure, tape, cut and join materials with some accuracy. Evaluate it's intended purpose.</p>	<p><b>Topic: Street Art continued</b></p> <p><b>Suggested Key questions:</b></p> <p>How are you going to create your design three dimensionally?            What materials would you use and why?            How will you ensure your design is stable            What will you want you art to communicate            What are the methods of Casting?            What are some of the features of MDF mould for casting?            How many classes of metal are there?            How is metal produced?            What are the H&amp;S issues with the brazing hearth and casting?</p> <p><b>Key Skills and Knowledge:</b></p> <p>Can generate a 2/3 different ideas for a 'street art sculpture' considering its purpose and the user/s. To confidently make drawings with labels when designing. 2d shapes squares, circles, colour within the lines, independently order the main stages of making a product. Identify a purpose and establish criteria for a successful product. Understand how well products have been designed, made, what materials have been used and the construction technique. W</p>

<p>Gatsby Bench mark:</p>	<p>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.</p>	<p>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.</p>		
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