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

Class 11N - **Explorer Curriculum** - *Subjects/Lessons weekly*

Year	2026-2027	2026-2027	2026-2027	2026-2027	2026-2027	2026-2027
2026-2027	**Topic:** Theme: personal cultural construction project **Suggested Key artists/ focus:** Chosen culture. Artists of choice. Choose a culture Develop independent ideas. **Key Skills and Knowledge:** Testing, material understanding, artist research and testing, Maquettes, evidence making **Scaffolds:** Sentence starters, page layouts/ templates, artist list/ inspiration list. **Outcome:**	**Topic:** Theme: personal cultural construction project **Suggested Key artists/ focus:** Chosen culture. Artists of choice Test design. Create prototype models. Create a personalised response as a final piece. **Key Skills and Knowledge:** Testing, material understanding, artist research and testing, Maquettes, evidence making **Scaffolds:**	**Topic: exam** **Suggested Key questions:** How could we develop this title? Artist research ideas What interests the artist? What techniques does the artist use/ favour? How can you use these features to make a 3D outcome? Have you drawn your ideas? Shading, tone, texture? **Key Skills and Knowledge:** Researching Designers, *Artists* Confidently evaluate the key designs of individuals in design and technology has helped shape the world. Students will use key vocabulary to demonstrate knowledge	**Topic: exam** **Suggested Key artists/ focus:** 1:1 discussion with teacher regarding development of project, set targets 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? **Key Skills and Knowledge:** research With little support: generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and	**Topic: exam** **Suggested Key artists/ focus:** 1:1 discussion with teacher regarding development of project, set targets 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? **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 With confidence selects appropriate materials, tools and techniques	**Topic: 3D wall animals** **Suggested Key artists/ focus:** 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? **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

	Personal sculpture, Plan **Assessment:** AO1, AO2, AO3, AO4 Combined	Sentence starters, page layouts/ templates, artist list/ inspiration list. **Outcome:** A larger ambitious final piece **Assessment:** AO1, AO2, AO3, AO4	and understanding. 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.	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.	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.	creatively consider what 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.
Links to Gatsby Benchmarks:	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, organization. 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, organization-personal. 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, organization. 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, organization. Paper Modelling in a variety of industries: Architecture, product design Designer: CAD Design in various industries.