

George Stephenson High School Secondary Scheme of Work: Year 7 Design Technology (Textiles and Graphics)

Unit	Lessons	Key Progression Indicators Knowledge, Understanding and Skills
Textiles: Crockery	September-February	<p>Projects have been designed and developed to meet and reflect the assessment objectives for GCSE Art Curriculum, adapted for KS3 Design Technology.</p> <ul style="list-style-type: none"> • Develop skill in observational drawing and mark making and to develop an ability to create meaningful mark making through the medium of Textiles/Graphics. • Develop an understanding of colour and the application of colour • Introduce the subject/skill and art form of Textile Art and Graphic Communication.
Graphics: Materials including final assessment unit	February-July	<ul style="list-style-type: none"> • Be able to understand and use this understanding to produce the following textile skills: Hand embroidery, applique, polyboard printing, mixed media, fabric painting, and machine applique. • Be able to understand and use this understanding to produce the following Graphic Communication skills: Mono printing, typography, layout, (use of ICT to enhance work). Photography, design for a customer, corporate identity. • Be able to identify and solve design problems and understand how to reformulate problems given to them • Be able to critically evaluate work of artists/designers and self evaluate work • Be able to research and explore the different cultures, identify needs.

Year 7 Design Technology (Textiles and Graphics) Calendar

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Observational/mark making/review of work (KAT 1) Designing for a customer and the customer's needs. Responding to a design brief.				Polyboard printing/evaluation		Applique and evaluation. Tools and equipment used in Design Technology (Textiles) application of these tools.		Artist/designer research/ focus of Big Write (Literacy and Numeracy (KAT2))		Response to Big Write, (DIRT)	What makes a good sketchbook?-Focus on artists Poppy Treffery/machine applique.	

Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	Week 26
Complete Artist research and response/reflection...production of AO4. Making of final product and looking at customer needs and expectations. (Consumer trial.) Final assessment and evaluation of unit. Target setting (KAT3)							Graphics Observation drawing			Printing Mono and based on the theme 'Materials' (KAT 4)		

Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39	
'Art in a Box' Artist research and complete artists research and response 'Windsor and Newton' development of design brief into an end product adapted from Art in a box to 'Top Trumps'. (KAT 5)			Experimentation: Brush, mark making		Designing to meet a customer need / developing Printing, Typography, IT, evaluation / consumer needs					Complete artists research and developing work using IT, artist/designer research and response, response/reflection production of focus typography. AO4 Final assessment. (KAT 6)			

George Stephenson High School Unit Overview: Year 7 Crockery/Materials Design Technology

Unit: Crockery (Autumn Term)	Number of Lessons: 24
<p>Key concepts (GCSE subject content statements) Art</p> <ul style="list-style-type: none"> • AO1: Develop ideas through investigations, demonstrating critical understanding of sources. • AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. • AO3: Record ideas, observations and insights relevant to intentions as work progresses. • AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. 	<p>Crockery</p> <p>Crockery and its surface decoration have provided inspiration for the designers of domestic textiles. Robbi Joy Eklow’s applique quilts depict crockery shapes and Kaffe Fassett uses images from decorative pottery on stitched and knitted textiles. Poppy Treffry draws onto fabric with stitching to create items such as functional tea cosies and decorative accessories.</p> <p>Research appropriate sources and use suitable techniques to create a textile based on Crockery.</p> <hr/> <p>Design Technology Key Stage 3</p> <p>Design</p> <ul style="list-style-type: none"> • Use research and exploration, such as the study of different cultures, to identify and understand user needs • Identify and solve their own design problems and understand how to reformulate problems given to them • Develop specifications to inform the design of innovative, functional, appealing products that respond to the needs in a variety of situations • Use a variety of approaches to generate creative ideas and avoid stereotypical Responses • Develop and communicate design ideas using annotated sketches, detailed plans, 3D and mathematical modelling, oral a digital presentation and computer-based tools. <p>Make</p> <ul style="list-style-type: none"> • Select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer aided manufacture • Select from a wider, more complex range of materials, components, considering their properties. <p>Evaluate</p> <ul style="list-style-type: none"> • Analyse the work of past and present professionals and others to develop and broaden their understanding • Investigate new technologies • Test and evaluate and refine their ideas and products against a specification, taking into account the views and needs of intended users and other interested groups. • Understand how developments in technology, its impact on individuals, society and the environment, and the responsibility of designers, engineers and technologists

Possible Key Learning Points	Skills	Prerequisites
<ul style="list-style-type: none"> To introduce different forms of drawing. To be able to draw basic shapes and add shading to these. To research and formulate opinions on different artists/designers. Be able to develop a design brief from a starting point Use this starting point to develop a product through a specification Understand the needs of customers Be able to use design communication to formulate ideas and create prototypes Be able to test final outcome against specification 	<ul style="list-style-type: none"> Interpret artwork from variety of sources Analyse and evaluate work from a variety of artists/designers, comparing and contrasting work Sketch, draw and mark make Use relevant tools and equipment to create a quality outcome Understand and research sources to further develop work. <p>Literacy</p> <ul style="list-style-type: none"> Key words unit specific vocabulary Writing frames and extended writing tasks within the analysis of artist's/designer's work <p>Numeracy</p> <ul style="list-style-type: none"> Composition Measuring and application of maths when creating a practical outcome 	<p>Awareness of what Art is and that all artists, craftspeople and designers are inspired by the world and culture around us. That products are designed and made for an end user and because of this design is ever changing.</p> <hr/> <p>Home Learning Activities.</p> <ol style="list-style-type: none"> Research into the famous person they have chosen. Drawing of products linked to theme Creating tone by using other mark making techniques. Research into Clarice Cliff/Windsor and Newton artist products. (Product Analysis)
Subject Specific Language	Pedagogical Notes	Make it Stick Activities
<p>Tone Line Reference Analysis Evaluate Specification End User Corporate Identity Specialist terms such as Embroidery scissors, Fabric Shears, Sewing Machine.</p>	<p>Growth mind-set and the PBL approach (multiple drafts) will be delivered across all units in Art and Design Technology.</p> <p>Using art work DT/examples and teacher exemplar will bring value to the lessons as the students will be exposed to different cultures and craftspeople they would not normally experience otherwise.</p> <p>Students will be expected to remember a lot of subject specific terminology – returning to these words regularly will help embed them.</p>	<p>Additional starter and plenary quizzes based on key terminology</p> <ul style="list-style-type: none"> True and false Odd one out Drawing from memory. Drawing and explaining the formation of the face from memory. <p>Flipped learning for artists/Designer research.</p>

Reasoning opportunities and probing questions	Suggested Activities	Possible Misconceptions
<ul style="list-style-type: none"> • How do artists and designers express themselves? • Students will be asked regularly to analyse paintings/artwork/work of designers, the meaning behind them, what makes the art work? What is the artist trying to say? What makes a good design? Bad design? • Students will be asked to compare and contrast artwork/Products and be able to justify their findings. • Students will be encouraged to look at customer profiles and what design needs are met or not met. Why this is the case? • Students will be given the opportunity to consider new technologies and the benefits and problems surrounding them 	<ul style="list-style-type: none"> • Research on theme. • Analyse artwork/work of designers • Compare and contrast pieces • Look at existing products and dissemble them • Extended writing...analysing and evaluating existing graphic artwork and providing an in-depth evaluation of completed pieces. • BIG WRITE – • Investigate new and emerging technologies • Be able to understand the environment around them and how design fits into this 	<ul style="list-style-type: none"> • Students must understand they are working through a design process rather than just drawing then making something. • Understanding tone, line and form • That mark making and drawing can be created not just by hand but with a sewing machine, camera, computer. • That a designer knows what to make straight away...that the first ideas are not always the best • That it is ok to fail (Link to Dyson vacuum cleaner
<ul style="list-style-type: none"> • Textiles <p>Final Outcome in Textiles is using tools and equipment correctly to design and make a cushion cover for a Bakery/Tea Room. Students will go through the process of designing, reflecting on existing products and considering consumer needs.</p>	<ul style="list-style-type: none"> • Graphics <p>Final Outcome for Graphics will be a set of Top Trumps cards that include information on famous Artists and Designers. The students will have the opportunity to use IT to create the grids and again will be designing a commercial product that will have an end user. Art/Graphic techniques will be explored across the scheme of work</p>	<ul style="list-style-type: none"> • Technical Knowledge <p>Students across both subjects will be given the opportunity to develop their knowledge and understanding of materials Students will be able to use the computer to add value to their work, particularly in Graphics. Use of 2D Design and Photoshop (at a basic level) could be introduced.</p>

George Stephenson High School Secondary Scheme of Work: Year 8 Design (Textiles and Graphics)

Unit	Lessons	Key Progression Indicators Knowledge, Understanding and Skills
Textiles: The Coast	September-February	<p>Projects have been designed and developed to meet and reflect the assessment objectives for GCSE Art Curriculum, adapted for KS3. Students will build on the work achieved in Year 7 and:</p> <ul style="list-style-type: none"> • Further develop skills in observational drawing and mark making and develop an ability to create meaningful subject specific mark making. • Build on knowledge and understanding of colour theory and apply this understanding to practical outcomes in the form of fabric painting, Tie-dyeing and Batik. • Be able to understand and use this understanding to produce the following textile skills: • Carbon transfer, Felting, Use of mixed media, weaving, applique, tie-dye and batik. • Be able to understand and apply this understanding to produce the following Graphical Communication skills: Acetate prints, typography and use of layout, photoshop and photography.
Graphics: Landmarks including assessment unit.	February-July	<p>Design Technology Key Stage 3</p> <p>Design</p> <ul style="list-style-type: none"> • Use research and exploration, such as the study of different cultures, to identify and understand user needs • Identify and solve their own design problems and understand how to reformulate problems given to them • Develop specifications to inform the design of innovative, functional, appealing products that respond to the needs in a variety of situations • Use a variety of approaches to generate creative ideas and avoid stereotypical Responses • Develop and communicate design ideas using annotated sketches, detailed plans, 3D and mathematical modelling, oral a digital presentation and computer-based tools. <p>Make</p> <ul style="list-style-type: none"> • Select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer aided manufacture • Select from a wider, more complex range of materials, components, considering their properties.

	<p>Evaluate</p> <ul style="list-style-type: none"> Analyse the work of past and present professionals and others to develop and broaden their understanding Investigate new technologies Test and evaluate and refine their ideas and products against a specification, taking into account the views and needs of intended users and other interested groups. <p>Understand how developments in technology, its impact on individuals, society and the environment, and the responsibility of designers, engineers and technologists</p>
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Year 8 Design (Textiles and Graphics) Calendar

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	
<p>Review of work from Year 7 Mark making and observational drawing linked to the theme The Coast. (KAT 1)</p> <p>Research and mood board linked to the theme the Coast Design challenge. Design and make task</p>				<p>Carbon transfer technique and embroidery based on artist Sandra Meech. Artist analysis of Sandra Meech and critical evaluation of work. Product analysis of existing items. How designers use this information to support work and develop.</p> <p>Introduce the term Biomimicry and its place in design...link to the theme and mood boards The Coast.</p>				<p>Application of colour theory built into Year 7 SOW now applied through the textile format of Tie-Dye, Batik resit transfer. Design and make challenge continued</p>		<p>Further Artist analysis of Helen Melvin. Critical study and Big Write (KAT2)</p> <p>Fabric and Fibres introduced Linking to theme. (KAT 3) (Test)</p>		<p>Feedback on Big write DIRT: Setting of</p>	

Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	Week 26	
<p>Response to artist research independent Focused study on Heather Collins linked to Felting (link to fabric and fibres).</p>				<p>Felting and weaving, students produced a final piece (AO4) (KAT4)</p>						<p>Graphic Design (Landmarks) what is a landmark Focus on Newcastle/surrounding area</p> <p>Mark making and KAT 1 Drawing Landmark</p>			

Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39
<p>Design Challenge set: Landmark based Corporate identity task</p>				<p>Big Write (KAT 2)</p>		<p>Photoshop introduction/digital editing/Poster design (KAT 3)</p>			<p>Testing and evaluation/Target setting for Year 9 (KAT 4)</p>			

George Stephenson High School Unit Overview: Year 8 Design Technology Textiles and Graphics

Unit: Coast (Autumn Term)		Number of Lessons: 24	
<p>Key concepts (GCSE subject content statements)</p> <ul style="list-style-type: none"> • AO1: Develop ideas through investigations, demonstrating critical understanding of sources. • AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. • AO3: Record ideas, observations and insights relevant to intentions as work progresses. • AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. 		<p>The Coast/Landmarks</p> <p>Shipping, fishing, sailing and maritime activities are recorded in the paintings of Raoul Dufy and Alfred Wallis. Seascapes, driftwood, rock-pools, beach debris, pebbles and shells are all features associated with the coastal environment. These have inspired textile artists such as Heather Collins, Helen Melvin and Margaret Ramsay as well as felt maker Sandra Adams. Research relevant sources and use appropriate techniques to create a textile inspired by:</p> <p>The Coast Landmarks</p>	
Possible Key Learning Points	Skills	Prerequisites	
<ul style="list-style-type: none"> • To continue to introduce different forms of drawing, this time using the sewing machine and mark making with fabric/fibres • To develop further understanding of fabrics and fibres including the properties of them and the application so use • Develop deeper understanding of the textiles and surface decoration including use of colour through tie dye and batik • Printing and dying • Develop skills set of textiles techniques, weaving and felting. <p>Landmarks</p> <ul style="list-style-type: none"> • To develop further mark making and observational skills • Introduce the concept of Corporate Identity • Introduce the basics of Photoshop and its application in Design • Introduce Layout skills need in Design Graphic Industry. 	<ul style="list-style-type: none"> • Continue to Interpret artwork from variety of sources • Analyse and evaluate work from a variety of artists/designers, comparing and contrasting work • Develop further skills within textiles, weaving and felting • Understand and research sources to further develop work. • Present work sympathetic to theme. <p>Literacy</p> <ul style="list-style-type: none"> • Key words unit specific vocabulary • Writing frames and extended writing tasks within the analysis of artist's work <p>Numeracy</p> <ul style="list-style-type: none"> • Composition • Measuring and application of maths when creating a practical outcome 	<p>Awareness of what Design Technology is and that all artists, craftspeople and designers are inspired by the world and culture around us. The application of textiles across all cultures and the importance of this in society.</p> <p>Home Learning Activities.</p> <ol style="list-style-type: none"> 1. Research into the artists and theme the Coast 2. Research on chosen designer for groups 3. Fabrics and fibres fact sheets 4. Design work for final outcome 5. Market research questionnaires. 6. Research on SMART materials 7. Design movement home learning. 8. Company research investigations (Dyson, Apple) 9. Typography and letter style homework's 	

Subject Specific Language	Pedagogical Notes	Make it Stick Activities
Batik Fabrics and Fibres Silk Cotton Wool Linen SMART Materials Weaving Felting Carbon Footprint Fast Fashion Corporate Identity Digital editing Photoshop Lay out grids	<p>Growth mind-set and the PBL approach (multiple drafts) will be delivered across all units in Art.</p> <p>Using art work/examples and teacher exemplar will bring value to the lessons as the students will be exposed to different cultures and craftspeople they would not normally experience otherwise.</p> <p>Students will be expected to remember a lot of subject specific terminology – returning to these words regularly will help embed them.</p>	<p>Additional starter and plenary quizzes based on key terminology</p> <ul style="list-style-type: none"> • True and false • Odd one out • Drawing from memory. • Drawing and explaining the formation of the face from memory. • Subjects interleaved from Year 7 and current work • Flipped learning for artists/Designers research.
Reasoning opportunities and probing questions	Suggested Activities	Possible Misconceptions
<ul style="list-style-type: none"> • How do artists and designers express themselves? • Students will be asked regularly to analyse artwork, the meaning behind them, what makes the art work? What is the artist trying to say? • Students will be asked to compare and contrast artwork work of designers and be able to justify their findings. • What is Fast Fashion? What is the effect on the environment? • How damaging is the farming of fabrics and fibres on our carbon footprint? • Is it ethical for design companies to target consumers? 	<ul style="list-style-type: none"> • Research on theme. • Analyse artwork • Compare and contrast pieces • Extended writing...analysing and evaluating existing graphic artwork and providing an in-depth evaluation of completed pieces. • BIG WRITE 	<ul style="list-style-type: none"> • Students must understand they are working through a design process rather than just drawing then making something. • Understanding tone, line and form • That mark making and drawing can be created not just by hand but with a sewing machine, camera, computer. • That design and textiles has a huge impact on the environment

Final Outcome for Textiles

- Final outcome for Textiles Technology is to design and make a tote bag for a seaside restaurant. The images will link to the theme but will have the ethical outcome behind the final product using the bag for life agenda. The outcome is more challenging than the cushion in Year 7 SOW, as construction, mathematical skills will be needed to pattern cut and ensure the bag fits together. The embellishment will again be a step up in skill, using batik and felting as the decoration.

Final Outcome for Graphics

- The final outcome for Graphics is a Travel poster and merchandise for a travel shop in a local seaside resort. The SOW challenges the Year 8 student further by introducing Photoshop and layout grids

George Stephenson High School Secondary Scheme of Work: Year 9 Design Technology (Textiles and Graphics)

Unit	Lessons	Key Progression Indicators Knowledge, Understanding and Skills
Textiles: MAPS	September-February	<p>Projects have been designed and developed to meet and reflect the assessment objectives for GCSE Art Curriculum, adapted for KS3 Design Technology.</p> <ul style="list-style-type: none"> • Develop skill in observational drawing and mark making and to develop an ability to create meaningful mark making through the medium of Textiles/Graphics. • Develop an understanding of colour and the application of colour • Introduce the subject/skill and art form of Textile Art and Graphic Communication.
Graphics: Sense of Place including final assessment unit	February-July	<ul style="list-style-type: none"> • Be able to understand and use this understanding to produce the following textile skills: Hand embroidery, applique, polyboard printing, mixed media, fabric painting, machine applique. • Be able to understand and use this understanding to produce the following Graphic Communication skills: Mono printing, typography, layout, (use of ICT to enhance work). Photography, design for a customer, corporate identity. • Be able to identify and solve design problems and understand how to reformulate problems given to them • Be able to critically evaluate work of artists/designers and self evaluate work • Be able to research and explore the different cultures, identify needs.

Year 9 Design Technology (Textiles and Graphics) Calendar

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	
<p>What is a MAP? Focus on the different types of Maps, work of Harry Beck. Categorising of topic in a map Fiest skills test using sewing machine (Couching) KAT 1 Response to artist work Jennifer Collier DTT Introduction to GCSE taught within the department and examples shared.</p>			<p>Design challenge shared with group: Designing for a customer and the customer's needs. Responding to a design brief: Using the theme Maps and focusing on the artist Mary Brying Design and make a waistcoat. Mind mapping and researching into product development Developing a specification around research.</p>					<p>Artist/designer research/ focus of Big Write (Literacy and Numeracy) (KAT2) Mary Brying, Paula Scher Vivienne Westwood</p>		<p>Response to Big Write, (DIRT)</p>	<p>Design and fashion design master classes. How to present work to client.</p>		

Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	Week 26
<p>Making of final product and looking at customer needs and expectations. (Consumer trial.) Pattern cutting and toile making, embellishment/introduction to machine free hand embroidery. Final assessment and evaluation of unit. Target setting (KAT3)</p>							<p>Graphics Introduction to GCSE Graphics Photography..options at GCSE. Reflection again on formal elements. Revisiting Year 8 work. What is a sense of place? Embellishment/ introduction to machine free hand embroidery. Research and reflection on theme and artist work. (KAT 4) Interleaved work on colour, in more depth (needed in all GCSEs (Bringing in Photography) Design and make to a brief based on the curation of an object that reflects 'A Sense of Place'</p>					

Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39
<p>Typography, In depth work on typography and the link to the artists/designers studied in week 14/15. Focus on more challenging method of mark making etching and mono printing. Link all work together to design and make to a specification a focus typography/print making 'book, journal' which reflects a sense of place (personal or a famous person)</p>								<p>Etching and print making. Final assessment.(KAT 6) Target setting</p>				

George Stephenson High School Unit Overview: Design Technology Year 9 Maps/Sense of Place

Unit: MAPS (Autumn Term)		Number of Lessons: 24	
<p>Key concepts (GCSE subject content statements)</p> <ul style="list-style-type: none"> • AO1: Develop ideas through investigations, demonstrating critical understanding of sources. • AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. • AO3: Record ideas, observations and insights relevant to intentions as work progresses. • AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. 		<p>Maps</p> <p>Historically, needlework map samplers were produced to promote learning about geography and the craft of stitching. They could include images, patterns and lettering. Fabric printed with maps has been used to create garments and soft furnishings. Alighiero Boetti worked with Afghan artisan embroiderers to create his 'Mappa' series. Claire Brewster, Jennifer Collier and Susan Stockwell retrieve old maps and use them to create intricate sculptures and paper garments. Mary Brying uses hand-dyed or printed fabric to create mixed media maps. Nikki Rosato makes connections between maps and the human form.</p> <p>Investigate appropriate sources and create your own response to</p> <p>MAPS. Sense of Place</p>	
Possible Key Learning Points		Skills	
<ul style="list-style-type: none"> • To introduce different forms of drawing. • To develop further understanding of the formal elements and apply them to Textiles Technology • Develop deeper understanding of the textiles and surface decoration and fine tune skills including: • Application of applique • Mola work • Printing and dying • Develop understanding of garment and produce construction. • Understand the importance of designing for a customer profile • Consideration of pattern cutting and use in industry CAD/CAM 		<ul style="list-style-type: none"> • Interpret artwork from variety of sources • Analyse and evaluate work from a variety of artists/designers, comparing and contrasting work • Develop skills in using sewing machine and other textile mediums • Be able to pattern cut and create a toile (prototypes) • Be able to make prototypes for Graphics and learn from this development process • Understand and research sources to further develop work. <p>Literacy</p> <ul style="list-style-type: none"> • Key words unit specific vocabulary • Writing frames and extended writing tasks within the analysis of artist's work 	
		Prerequisites	
		<p>Awareness of what Art is and that all artists, craftspeople and designers are inspired by the world and culture around us. The application of textiles/graphics across all cultures and the importance of this in society. Understand that design is a reflection of who we are and who we want to be.</p>	
		Home Learning Activities.	
		<ol style="list-style-type: none"> 1. Research into the artists and theme maps 2. Drawing of maps and places of interest 3. Creating tone by using other mark making techniques. 4. Research into Mary Brying 5. Research on fashion designers 	

<ul style="list-style-type: none"> Develop further understanding of Fast fashion, environment and the effect fashion has on it. 	<p>Numeracy</p> <ul style="list-style-type: none"> Composition Measuring and application of maths when creating a practical outcome (pattern cutting/book making) 	<ol style="list-style-type: none"> Researching into fashion and technical textiles Research on a designer and or themselves to create a sense of place outcome. Investigation into new and emerging technology. Photography tasks: A-Z, Photography challenge.
Subject Specific Language	Pedagogical Notes	Make it Stick Activities
<p>Tone Line Reference Analysis Evaluate Mola Applique Tonal gradient Pattern cutting Toile Monoprinting Brayer Ink Print Printmaking Repetition Plan Develop Ideas Mock- up Etching Typography</p>	<p>Growth mind-set and the PBL approach (multiple drafts) will be delivered across all units in Art/Design Technology</p> <p>Using art work/Design Technology/examples and teacher exemplar will bring value to the lessons as the students will be exposed to different cultures and craftspeople they would not normally experience otherwise.</p> <p>Students will be expected to remember a lot of subject specific terminology – returning to these words regularly will help embed them.</p>	<p>Additional starter and plenary quizzes based on key terminology</p> <ul style="list-style-type: none"> True and false Odd one out Drawing from memory. Drawing and explaining the formation of the face from memory. Interleaved work for Year 8/7 <p>Flipped learning for artists research.</p>
Reasoning opportunities and probing questions	Suggested Activities	Possible Misconceptions
<ul style="list-style-type: none"> How do artists and designers express themselves? Students will be asked regularly to analyse artwork, the meaning behind them, what makes the art work? What is the artist trying to say? Students will be asked to compare and contrast artwork and be able to justify their findings. What does fashion say about us? Why is it important? Why do we need a Sense of Place? 	<p>Research on theme.</p> <ul style="list-style-type: none"> Analyse artwork Compare and contrast pieces Extended writing...analysing and evaluating existing graphic artwork and providing an in-depth evaluation of completed pieces. BIG WRITE 	<ul style="list-style-type: none"> Students must understand they are working through a design process rather than just drawing then making something. Understanding tone, line and form That mark making and drawing can be created not just by hand but with a sewing machine, camera, computer. That designers draft and re draft constantly

Textiles Maps Final Outcome.

- The final outcome for Textiles is a waistcoat, this outcome is more challenging than a bag in Year 8 as its builds on pattern cutting, construction skills and toile making needed in design technology (Toiles) The decoration is also more challenging and builds on the skills and techniques in Year 7 and Year 8. Students will be able to use a variety of textile methods to embellish the waistcoat. And evaluate the outcome against the customer needs and the specification.

Graphic Communication Outcome

- The final outcome combines all the skills learnt in previous years. The Sense of Place SOW also introduces students to GCSE Photography. The students will design and make a 'book' using Photoshop, typography and printing (etching and mono) to create a product either about themselves and their sense of place or a famous person of their choice. The item will be curated and presented in the form of an exhibition. CAD and Cam will be used and considered in the process.

George Stephenson High School Unit Overview: Graphics/Photography – mixed media Year 9

Unit		Lessons	Key Progression Indicators	Essential Knowledge
		15	Project units have been designed and managed to reflect GCSE Art and Design.	Importance of line, mark making. Understand how artists and craftspeople work. The importance of a visual journal (sketchbook) Use of layout within Graphic work Creating quality final outcomes that realise intentions.
KAT 1	AP1	12	Baseline assessment to generate Design flight path for student.	
MIXED MEDIA			Year 7 Artist Analysis/layout/Manipulating card & image	
KAT 2	AP2		Year 8 Further development of the above and developing drawing skills/pen work	
Examination Unit	AP3	13	Year 9 Advanced analysis/mixed media and photography development of skills/layout	
Action plan produced for Year 9 (Flight path)				
Unit: Day of the Dead (Autumn Term)				Number of Lessons: 12
Key concepts (GCSE AO1-4) <ol style="list-style-type: none"> The Ability to Draw accurately and expressively from observation, imagination and understanding to analyse and record, to communicate and express ideas and to inform design; Design and investigation: The ability to use a sketchbook or visual journal approach to organise, develop, improve and present ideas through investigation, exploration and experimentation. The ability to research and use sources of evidence to inform their imagination, creative actions and design stages, including changes in their work, resulting in improvements in their ideas and designs for making and creating outcomes. Control mark and tonal value: The ability to use marks expressively and shading techniques to decorate and represent three dimensions, form and space, with some knowledge of perspective. Knowledge of artists, craftspeople, designers and architects: The ability to look at, analyse, interpret and respond to works of art, craft, design and architecture to inform their own designs. Use of annotation and the recording of ideas and evaluations of artwork. Creativity: The ability to speak confidently expressing opinions and ideas, demonstrating an ability to interpret and synthesise from different sources to create original outcomes. Colour and Paint: The ability to mix and use colour with knowledge, understanding and control of primary, secondary and tertiary, warm, cool and complimentary colours. 				

Possible Themes and Key Learning Points	Skills	Prerequisites
<ul style="list-style-type: none"> To be able to develop ideas through investigations To be able to research and collect information about the style and context in which the artist works in Use knowledge and understanding to record observations and insights through drawing and annotation. Demonstrate an ability to present a meaningful response/final outcome. Be able to reflect upon detailed art work and chart progression 	<ul style="list-style-type: none"> Interpret Graphic artwork from variety of sources Analyse and evaluate work from a variety of artists, comparing and contrasting work Sketch, draw and mark make Develop Graphic skills in use of card and layout Understand and research sources to further develop work. <p>Literacy</p> <ul style="list-style-type: none"> Key words unit specific vocabulary Writing frames and extended writing tasks within the analysis of artist's work <p>Numeracy</p> <ul style="list-style-type: none"> Composition Measuring and application of maths when creating a practical outcome. 	<p>Awareness of what Graphic Design/Photography is and that all artists, craftspeople and designers are inspired by the world and culture around us.</p>
Subject Specific Language/Artists	Pedagogical Notes	Make it Stick Activities
<ul style="list-style-type: none"> Tone Line Primary, secondary and tertiary colours Complimentary colours Contrasting colours Analysis Evaluate Typography Mixed Media/Photography based artist – John Stezaker 	<p>This will be the first year group through within the new curriculum at Key Stage 3. Various primary schools have different approaches to DT/Art therefore the completion of the baseline and feedback DIRT marking should prove to be the starting point for all students. Growth mind-set and the PBL approach (multiple drafts) will be delivered across all units in DT/Art.</p> <p>Using art work/examples and still life examples will bring value to the lessons as the students will be exposed to different cultures and craftspeople they would not normally experience otherwise.</p>	<ul style="list-style-type: none"> Starter and plenary activities, reflect and consolidate information each lesson to keep the content alive Applying techniques through dissemination of existing artwork Repeating skills/concepts across Art and DT Growth mind-set approach to artwork and building resilience within the learner. Memory hooks through the unit so students can remember and repeat key aspects/areas.

Reasoning opportunities and probing questions	Suggested Activities/ Challenge	Possible Misconceptions
<ol style="list-style-type: none"> 1. How do artists and designers express themselves? 2. Students will be asked regularly to analyse paintings/artwork, the meaning behind them, what makes the art work? What is the artist trying to say? Do? 3. Students will be asked to compare and contrast art work and be able to justify their findings. 4. Upon completing artwork, students will be asked to reflect on their journey and express how they have interpreted their chosen artists ethos 	<ul style="list-style-type: none"> • Research on theme. • Analyse artwork – tiered towards target grade • Compare and contrast pieces • Extended writing...analysing and evaluating existing mixed media artwork and providing an in-depth evaluation of completed pieces. Includes interpretation of chosen artist's style and ethos 	<p>Students must understand they are working through a design process rather than just drawing then making something.</p> <p>Understanding tone, line and form</p> <p>That mark making and drawing can be done not just by hand but with a sewing machine, camera, computer and through mixed media</p>

Examination Unit

This unit will be handed out to students with the choice of questions (like the GCSE). The students then will pick their own question to focus on and work independently (with guidance/structure) to produce a sketchbook of work. They will then have to produce a final outcome in exam conditions across 4 lessons in the Summer Term. This will be in line with the GCSE format of 60% Coursework and 40% Examination. The results of the examination, coursework added to the KATs will support and inform part of the flight path for each individual student and inform planning/work for the student into Year 8