



(Enter subject) Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



Year 7	Term 1	Term 2	Term 3
Unit(s) – As outlined in 39 week plans	RM Picture frame: Students learn how to use hand tools and equipment to manufacture a picture frame. AO1, AO2 & AO3 Investigation, design & development. Evaluation. Realising intentions & evaluation AO4. Technical knowledge	Graphics – Book Covers: An introduction to graphics and illustration. AO1, AO2 & AO3 Research & Investigation. Development of ideas. Graphics techniques- drawing and Photoshop AO4 final outcome- A6 notebook	Working safely in the kitchen. Making healthier food choices
Key Retainable Knowledge & Skills	<ul style="list-style-type: none"> Cultural research - look at diverse cultural influences such as themes and patterns, that could be used. Analysis and annotation of the research. Designing a picture frame in the style of their choice. Develop the design idea and model to scale/ How to accurately measure and mark out the pieces needed for the project. How to choose from the appropriate tools and equipment to use in the workshop (both hand and powered) and how to use safely. Manufacture the students chosen design using the materials, tools, and equipment safely. Students choose the appropriate materials and justify their choices. Learn the theory of how an LED circuit works. Why are they more environmentally friendly? Investigation of new and emerging technologies. How energy is converted. Design and make a LED circuit for the picture frame How to apply finishes to the materials used to enhance the outcome. Evaluate the outcome and suggest improvements. 	<ul style="list-style-type: none"> Analysis of book covers and illustration, what is the purpose of book cover illustration? Design range of book covers for a notebook based on their favourite subject. Using art techniques such as drawing and shading. Develop the designs through the use of Photoshop. Students will scan in the drawings and learn how to digitally colour illustrations Learn how to create a repeated pattern on Photoshop. Print and present all work neatly in a sketchbook. Wrap A6 notebooks in their printed digitally coloured covers. 	<ul style="list-style-type: none"> Knife skills (Bridge, Claw, chopping board). Parts of a cooker, cooker safety. Food Storage linked to hygiene and food spoilage. Government healthy eating guidelines (5 a day) Vitamins. Combining methods (rubbing in, creaming, all in one). Using healthy eating knowledge to modify a recipe. Hidden sugars (including fizzy drinks).
Key Technical Vocabulary	Accuracy, Health & Safety, contextual research. Materials & properties. Circuit.	Photoshop, Illustration, digital, sketching, shading, design, book covers, Photoshop tools-move tool, brush tool, gradient fill, paint bucket, layers, blending modes, print, layout, presentation, orientation.	Bridge, Claw, Grill, Oven, Hob, Spoilage, Bacteria, various fruit and vegetable names that are new to the students or commonly misspelled. Rubbing in, Creaming, Fibre, energy, Sodium, empty calories, modification
Opportunities for Reading	Research cultures and art from around the world.	Book covers from famous children's books.	https://www.nutrition.org.uk/ https://www.ifst.org/lovefoodlovescience
Developing Cultural Capital	Personal investigation into World cultural and the environment.	Understanding a broad range of literature and illustrators from all around the world.	
Cross Curricular Links (Authentic Connections)	Styles of art from around the world, mathematics for accurately marking out and measuring the picture frame. Science, theory of circuits, electricity.	History of Art & Graphic design styles & movements. Maths accurately measuring when repeating the patterns. English- study of books.	Science, P.E, Life Skills
Key Assessment	Learning cycle week	Learning cycle week	Learning cycle week



(Enter subject) Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



Year 8	Term 1	Term 2	Term 3
Unit(s) – As outlined in 39 week plans	RM Windchime: Designing and making using tools equipment and a range of materials. AO1, AO2 & AO3 Research & Investigation. Development of ideas. Realising intentions & evaluation. AO4 Technical knowledge	Travel Agency Advertisements: students will create a series of advertisements and merchandise for a travel company. AO1, AO2 & AO3 Research & Investigation. Development of ideas. Realising intentions & evaluation. AO4 Final outcome- poster and keyring	Food for families Shopping on a budget
Key Retainable Knowledge & Skills	<ul style="list-style-type: none"> Understanding user needs and wants. Designing skills and presentation techniques to accurately present their idea. Model ideas. Drawing in isometric, to show their work in 3D. Model and develop chosen ideas. Use a range of workshop tools and equipment safely, to manufacture the design. Reasons why to choose certain tools and equipment. Properties and uses of different materials and the reasons to choose these. Looking at combining the use of modern and traditional manufacturing skills, use of tools. Extension: Computer aided design and manufacture (CAD & CAM) when appropriate. Materials properties and uses. Classes of materials used in school. Knowledge of the different materials used, soft woods and thermoplastics (acrylic), metals. How to form and shape thermoplastics. How to accurately mark out and join materials and look at alternatives that could be used. How to assemble the final product and apply various finishes. Evaluate and test the completed product 	<ul style="list-style-type: none"> Understanding a design brief. Understanding the work of the chosen artists (Magdiel Lopez). Produce a study of the artist's work. Investigation and research skills, looking at the work of others. Use of different graphic techniques e.g. use of Adobe Photoshop. To explore ideas, working and experimenting with different media. Learn how to use a range of different photoshop techniques to design and develop their work. Typography research design and development. Produce and develop a range of ideas for the merchandise of the travel agency. Produce the final idea and create a keyring 	<ul style="list-style-type: none"> Pathogens Stir frying Eatwell Guide and healthy eating Using an electric whisk Calories Budgeting and shopping Making a reduction sauce Hidden sugars Making and shaping a basic dough
Key Technical Vocabulary	Computer aided design (CAD), Computer aided manufacture (CAM), designing, client, environment & recycling, sustainability, finger joint, laser, finishes, thermoplastics, acrylic, manufacture. Health & safety. One off, manufacturing, assembly. Concrete. Designer link.	Investigation, analysis, typography, development, style, Photoshop. Move tool, shape tool, gradient fill, layout, orientation, poster, advertisements, merchandise,	Listeria, staphylococcus aureus, e-coli, salmonella, campylobacter, wok, carbohydrates, proteins, Lipids, colloid structure, budget, Reduction, simmer, dice, mince, sucrose, dextrose, maltose, fructose.
Opportunities for Reading	Research different designers & design movements	Research into Magdiel Lopez, his art and processes.	<i>Fay's Family Food: Delicious Recipes Where One Meal Feeds Everyone. Whatever Age!</i> <i>Eat Well for Less – Joe Scarret Jones</i>
Developing Cultural Capital	Problem solving. Knowledge of designers and products.	Knowledge of Art & Design. Knowledge of travel and tourism. Landmarks from around the world and designs from many cultures.	
Cross Curricular Links (Authentic Connections)	Mathematics, measuring and marking out. Environmental considerations & sustainability. Links to Art and history.	Art, use of media and printing. ICT use of software packages to produce their ideas. Geography studying cities from around the world.	Science, P.E, Life Skills



(Enter subject) Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



Key Assessment	Learning cycle week	Learning cycle week	Learning cycle week
-----------------------	---------------------	---------------------	---------------------

Year 9	Term 1	Term 2	Term 3
Unit(s) – As outlined in 39 week plans	RM: Maze & Clock project- based on designing for a client and understanding user needs. AO1 AO2 & AO3 – Contextual understanding & Recording- Study of design movement to establish a style and link. Development of design ideas. Realising intentions & evaluation. AO4 Technical knowledge	Graphics: Magazine Cover AO1, AO2 & AO3 Research & Investigation. Development of ideas. Realising intentions & evaluation. AO4 Technical knowledge	Food: Planning and preparing family meals.
Key Retainable Knowledge & Skills	<ul style="list-style-type: none"> Research skills – research and analyse the user needs chosen, detailed research with images that relate to the artist and or chosen movement. E.g. Mc Esher, Bauhaus, De Stijl, Memphis. Designing, modelling & rendering skills. Develop ideas for the client. Final outcome will be made from the development of materials and modelling. Using a range of materials and equipment including CAD CAM and Vacuum forming. Produce a 3D mould for the Maze that can be Vacuum formed, understand of how heat can affect the thermoplastic, how it can form any given shape. How a mould and vacuum form. Looking at combining the use of modern and traditional manufacturing skills, use of tools. Computer aided design and manufacture (CAD & CAM) when appropriate. Produce a working clock outcome. 	<ul style="list-style-type: none"> Understand the design brief set. Understand the work of magazine illustrators Hattie Stewart and Ana Strumpf. Study and make drawings from the researched images. Experiment with different media and design a range of illustrations using Posca Paint Pens. Develop the illustrations by scanning them into Photoshop and using digital techniques to manipulate the image. Produce a range of final magazine covers. 	To be completed by RCO
Key Technical Vocabulary	User needs, Research, Contextual Study, Form, Function, Investigate, Analyse, Annotate. Computer aided design. Vacuum forming.	Research, Contextual Study, Illustration, Function, Manipulation, experiment, Photoshop, Investigate, Analyse, Annotate, , Develop, explore, organise, identify and present.	
Opportunities for Reading		Through the study of magazines and their range of subjects.	
Developing Cultural Capital		Looking at magazine images from multiple cultures.	
Cross Curricular Links (Authentic Connections)	Maths, measuring and planning out.	Links can be made with Art, ICT and media.	



(Enter subject) Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



Key Assessment	Learning Cycle	Learning Cycle	Learning Cycle
-----------------------	----------------	----------------	----------------

Year 10 Graphics	Term 1	Term 2	Term 3
Unit(s) – As outlined in 39 week plans	AO1 Developing ideas through investigation 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	AO1 Developing ideas through investigation 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	AO1 Developing ideas through investigation 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
Key Retainable Knowledge & Skills Working independently on the personal study How to write a brief from given topic names Understanding and working from a brief Working with different media and techniques How to develop ideas to reach a final piece How to show artists links throughout the personal study	<ul style="list-style-type: none"> Festivals project- demonstrate critical understanding of the brief. Research graphic designers and artists work given with the topic headings. This can be secondary research or primary Make studies of the graphic designers/artists work using Photoshop- this project is designed to work through the key features of Photoshop to prepare students for independent work in their personal investigation project. Present the studies and annotate the work discuss the work of the chosen graphic designers. Extend the research look at other designers not given on the list that will inspire your work Primary research linked to your chosen theme E.G photograph people, places and products. Skills how to use the photographs as starting points for ideas? teacher demonstrations Use of photoshop, direct from photographs, or making drawings from photographs and scanning then in. to cover colour fills, effects, use of layering, repeat pattern and typography. Print making from photographs using lino, mono-printing and stencils. 	<ul style="list-style-type: none"> Skills continued Adobe software skills- Photoshop Working on initial ideas for the graphic product, present ideas and annotate Research into relevant artists and designers Further research into existing through primary and or secondary research Advertising Brand identity Illustration/book cover Poster Packaging Present research and annotate Research typography Design ideas and development using typography Development of ideas using typography and images working with the chosen media 	<ul style="list-style-type: none"> Begin working on the personal investigation Rebrand Developing ideas and further experimentation using one or more media Making sure the work links to the chosen graphic designers and artists Presentation of work Annotation, annotation must evidence how the work has been inspired by a particular artist, explain how media has been used to develop the ideas.



(Enter subject) Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



Key Technical Vocabulary	Brief, primary research, secondary research, graphic designers / artist links, media, experimenting, photo-shop, print making, oil pastels, chalk pastels, composition, style, influence, lino cutting, silk screen printing, lithography inspiration, annotation, CAD CAM 2D design, laser cutter, techniques	Brief, primary research, secondary research, graphic designers / artist links, media, experimenting, photo-shop, Illustrator, print making, oil pastels, chalk pastels, composition, style, influence, lino cutting, printing, annotation, techniques, typography, evaluate	Brief, primary research, secondary research, graphic designers / artist links, media, experimenting, photo-shop, print making, oil pastels, chalk pastels, composition, style, influence, lino cutting, silk screen printing, lithography inspiration, annotation, CAD CAM 2D design, laser cutter, techniques, typography, evaluate
Opportunities for Reading	Research the work of graphic designers and artists to help with understanding and the annotation of work	Research the work of graphic designers and artists to help with understanding and the annotation of work	Research the work of graphic designers and artists to help with understanding and the annotation of work
Developing Cultural Capital	Personal investigation could include: Visiting galleries, photographing subject matter and places, individual to the needs of the students, Skate parks, Yorkshire sculpture park, Hepworth Gallery, Industrial areas etc	Personal investigation could include: Visiting galleries, photographing subject matter and places, individual to the needs of the students, Skate parks, Yorkshire sculpture park, Hepworth Gallery, Industrial areas etc	Personal investigation could include: Visiting galleries, photographing subject matter and places, individual to the needs of the students, Skate parks, Yorkshire sculpture park, Hepworth Gallery, Industrial areas etc
Cross Curricular Links (Authentic Connections)	Art, looking at artists work as a form of inspiration, history looking at graphic designers in a historical context, photography	Art, looking at artists work as a form of inspiration, history looking at graphic designers in a historical context, photography	Art, looking at artists work as a form of inspiration, history looking at graphic designers in a historical context, photography
Key Assessment	AO1	AO2 AO3	AO1 AO2 AO3

Year 10 Photography	Term 1	Term 2	Term 3
Unit(s) – As outlined in 39-week plans	Form & Texture: Personal investigation project(60)AO1, AO2 & AO3 Contextual understanding, Development of techniques & Recording; photographers research; take first hand photographs in the style of a variety of influences.	Form & Texture: Preparatory development of Final Ideas AO2, AO3 & AO4. Form & Texture: Preparatory development of Final Ideas and/or Personal Investigation Final Piece AO4. Form & Texture: Personal Investigation Final Piece AO4.	Portraiture: Personal investigation project(60)AO1, AO2 & AO3 Contextual understanding, Development of techniques & Recording; photographers research; take first hand photographs in the style of a variety of influences. Review week and presentation of portfolio
Key Retainable Knowledge & Skills	<ul style="list-style-type: none"> Develop ideas that are informed by investigative, contextual and cultural studies of historical and contemporary photography and lens-based imagery in their own and other societies. Explore a wide variety of work produced by photographers artists and understand the differences in their methods, 	<ul style="list-style-type: none"> Refine and reflect upon work as it progresses by exploring ideas, selecting and experimenting with an appropriate photographic media and processes, other media and combinations of media, with controlled use of lighting, shutter speed, aperture, lenses, filters and, where appropriate, the purposeful manipulation of digital software. Exercise skilful and safe application of these to maximise creative potential and produce quality outcomes. 	<ul style="list-style-type: none"> Develop ideas that are informed by investigative, contextual and cultural studies of historical and contemporary photography and lens-based imagery in their own and other societies. Explore a wide variety of work produced by photographers artists and understand the differences in their methods,



(Enter subject) Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



	<p>approaches, purposes and intentions, such as ethical considerations.</p> <ul style="list-style-type: none"> • Provide evidence of analytical skills and critical and contextual understanding by appraising, comparing and contrasting the work of relevant photographers, filmmakers and video artists and other historical and contextual sources and use this to inform their own work. • Increase awareness of the wide variety of photography, lens and light-based processes and outcomes and the differences between these, including how different genres are applied and adapted to meet particular needs. <ul style="list-style-type: none"> • Refine and reflect upon work as it progresses by exploring ideas, selecting and experimenting with an appropriate photographic media and processes, other media and combinations of media, with controlled use of lighting, shutter speed, aperture, lenses, filters and, where appropriate, the purposeful manipulation of digital software. Exercise skilful and safe application of these to maximise creative potential and produce quality outcomes. • Explore a stimulating and rich variety of resources to initiate and develop innovative ideas. Pay due regard to line, tone, colour, shape, texture and other visual elements and, where appropriate, use drawing to explore and communicate ideas. • Provide evidence of appropriate depth and breadth of study of photography and other lens based media. Employ sensitive control, for example in refining digital and/or chemical processes, composition, or use of lighting. • Show discrimination in reviewing ideas as work develops. Establish a clear working relationship between working methods and outcomes by documenting significant steps so that final outcomes do not emerge without evidence of the creative process. <ul style="list-style-type: none"> • Gather, select, organise and communicate information that is relevant to their personal interests as a consequence of careful research and analysis of a stimulating and rich variety of resources. • Record ideas, first-hand observations, insights and judgments by photography and any other suitable means, 	<ul style="list-style-type: none"> • Explore a stimulating and rich variety of resources to initiate and develop innovative ideas. Pay due regard to line, tone, colour, shape, texture and other visual elements and, where appropriate, use drawing to explore and communicate ideas. • Provide evidence of appropriate depth and breadth of study of photography and other lens based media. Employ sensitive control, for example in refining digital and/or chemical processes, composition, or use of lighting. • Show discrimination in reviewing ideas as work develops. Establish a clear working relationship between working methods and outcomes by documenting significant steps so that final outcomes do not emerge without evidence of the creative process. <ul style="list-style-type: none"> • Gather, select, organise and communicate information that is relevant to their personal interests as a consequence of careful research and analysis of a stimulating and rich variety of resources. • Record ideas, first-hand observations, insights and judgments by photography and any other suitable means, such as sketches, diagrams, story boards, layouts and written notes that are relevant to personal intentions. • Critically reflect on work as it progresses in order to effectively review what has been learned, acquire deeper understanding and to clarify purposes and meanings. <ul style="list-style-type: none"> • Present personal, imaginative final outcomes, together with selective evidence of thinking and production processes, that effectively realise the student's stated intentions or a design brief and demonstrate critical understanding of visual and, where appropriate, other forms of communication. For example, students could reinterpret still life paintings from the Dutch 'Golden Age' in the 17th century by setting up 21st century equivalents in the studio paying particular attention to the formal elements. <ul style="list-style-type: none"> • Make explicit connections, where appropriate, between the different elements of the submission, including contextual, practical and written responses, presenting work that is 	<p>approaches, purposes and intentions, such as ethical considerations.</p> <ul style="list-style-type: none"> • Provide evidence of analytical skills and critical and contextual understanding by appraising, comparing and contrasting the work of relevant photographers, filmmakers and video artists and other historical and contextual sources and use this to inform their own work. • Increase awareness of the wide variety of photography, lens and light-based processes and outcomes and the differences between these, including how different genres are applied and adapted to meet particular needs. <ul style="list-style-type: none"> • Refine and reflect upon work as it progresses by exploring ideas, selecting and experimenting with an appropriate photographic media and processes, other media and combinations of media, with controlled use of lighting, shutter speed, aperture, lenses, filters and, where appropriate, the purposeful manipulation of digital software. Exercise skilful and safe application of these to maximise creative potential and produce quality outcomes. • Explore a stimulating and rich variety of resources to initiate and develop innovative ideas. Pay due regard to line, tone, colour, shape, texture and other visual elements and, where appropriate, use drawing to explore and communicate ideas. • Provide evidence of appropriate depth and breadth of study of photography and other lens based media. Employ sensitive control, for example in refining digital and/or chemical processes, composition, or use of lighting. • Show discrimination in reviewing ideas as work develops. Establish a clear working relationship between working methods and outcomes by documenting significant steps so that final outcomes do not emerge without evidence of the creative process. <ul style="list-style-type: none"> • Gather, select, organise and communicate information that is relevant to their personal interests as a consequence of careful research and analysis of a stimulating and rich variety of resources. • Record ideas, first-hand observations, insights and judgments by photography and any other suitable means,
--	---	--	---



(Enter subject) Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



	<p>such as sketches, diagrams, story boards, layouts and written notes that are relevant to personal intentions.</p> <ul style="list-style-type: none"> Critically reflect on work as it progresses in order to effectively review what has been learned, acquire deeper understanding and to clarify purposes and meanings. 	<p>meaningful, well-informed and in a sequence that can be easily followed and results in quality outcomes.</p> <ul style="list-style-type: none"> Consider different presentational formats and select the most appropriate for the submission. Due regard should be given to the purpose of the work and how it might engage the interest of an audience or potential clients. For example, students could produce a slide show (with accompanying text) documenting images of neglected parts of the local environment as the start of a community improvement campaign. 	<p>such as sketches, diagrams, story boards, layouts and written notes that are relevant to personal intentions.</p> <ul style="list-style-type: none"> Critically reflect on work as it progresses in order to effectively review what has been learned, acquire deeper understanding and to clarify purposes and meanings.
Key Technical Vocabulary	Research, Contextual Study, Form, Texture, Photography, Function, Investigate, Analyse, Annotate, Realise, Respond, Develop, Discuss, explore, organise, identify, present and connection. Aperture, Back-Button Focus, Camera Modes, Chromatic Aberration, Composition, Crop Factor, Depth of Field, Diffraction, Distortion, DSLR Camera, Exposure, Exposure Compensation, Exposure Triangle, Filters, Focal Length, Focusing, HDR, Image Blending, Image Stabilization, IPS Monitor, ISO, JPEG, Lens Flare, Light, Lightroom, Long Exposure, Macro, Manual Mode, Metering, Megapixels, Mirrorless Camera, Noise, Overexposure, Photoshop, Prime Lens, RAW, Rule of Thirds, Sensor Size, Sharpness, Shutter Speed, Subject, Time Lapse, Underexposure, Viewfinder, Vignetting, Visualization, Zoom Lens, Conclusion.	Research, Contextual Study, Form, Texture, Photography, Function, Investigate, Analyse, Annotate, Realise, Respond, Develop, Discuss, explore, organise, identify, present and connection. Aperture, Back-Button Focus, Camera Modes, Chromatic Aberration, Composition, Crop Factor, Depth of Field, Diffraction, Distortion, DSLR Camera, Exposure, Exposure Compensation, Exposure Triangle, Filters, Focal Length, Focusing, HDR, Image Blending, Image Stabilization, IPS Monitor, ISO, JPEG, Lens Flare, Light, Lightroom, Long Exposure, Macro, Manual Mode, Metering, Megapixels, Mirrorless Camera, Noise, Overexposure, Photoshop, Prime Lens, RAW, Rule of Thirds, Sensor Size, Sharpness, Shutter Speed, Subject, Time Lapse, Underexposure, Viewfinder, Vignetting, Visualization, Zoom Lens, Conclusion.	Research, Contextual Study, Form, Texture, Photography, Function, Investigate, Analyse, Annotate, Realise, Respond, Develop, Discuss, explore, organise, identify, present and connection. Aperture, Back-Button Focus, Camera Modes, Chromatic Aberration, Composition, Crop Factor, Depth of Field, Diffraction, Distortion, DSLR Camera, Exposure, Exposure Compensation, Exposure Triangle, Filters, Focal Length, Focusing, HDR, Image Blending, Image Stabilization, IPS Monitor, ISO, JPEG, Lens Flare, Light, Lightroom, Long Exposure, Macro, Manual Mode, Metering, Megapixels, Mirrorless Camera, Noise, Overexposure, Photoshop, Prime Lens, RAW, Rule of Thirds, Sensor Size, Sharpness, Shutter Speed, Subject, Time Lapse, Underexposure, Viewfinder, Vignetting, Visualization, Zoom Lens, Conclusion.
Opportunities for Reading	When researching various photographers and contextual referencing. General publications on photography. Camera equipment instruction manuals.	When researching various photographers and contextual referencing. General publications on photography. Camera equipment instruction manuals.	When researching various photographers and contextual referencing. General publications on photography. Camera equipment instruction manuals.
Developing Cultural Capital	Visits from past students, university's, artists. Local gallery trips and photography field trips.	Visits from past students, university's, artists. Local gallery trips and photography field trips.	Visits from past students, university's, artists. Local gallery trips and photography field trips.
Cross Curricular Links (Authentic Connections)	Links are clearly made with Art & Design, opportunities of the use of photography throughout KS3-5 within the Art, Design & Technology department. Media studies and ICT will be teaching some similar skills. The projects also link well with the performing arts department, especially as a potential subject matter. We will also require their studio spaces for some photoshoots.	Links are clearly made with Art & Design, opportunities of the use of photography throughout KS3-5 within the Art, Design & Technology department. Media studies and ICT will be teaching some similar skills. The projects also link well with the performing arts department, especially as a potential subject matter. We will also require their studio spaces for some photoshoots.	Links are clearly made with Art & Design, opportunities of the use of photography throughout KS3-5 within the Art, Design & Technology department. Media studies and ICT will be teaching some similar skills. The projects also link well with the performing arts department, especially as a potential subject matter. We will also require their studio spaces for some photoshoots.
Key Assessment			



(Enter subject) Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



Year 10 3D Design	Term 1	Term 2	Term 3
Unit(s) – As outlined in 39-week plans	<p>Project 3 - Lighting and Furniture Project, Initial research into Pop Art, Art Deco and Art Nouveau</p> <p>AO1 & AO3 – Contextual understanding & Recording – research and sketching to develop an awareness of the link with the design movement and designer, leading to more in-depth research of a area of choice such as Architecture.</p> <p>Project 3 -Designing and Experimenting – Development of Techniques</p> <p>AO1, AO2 & AO3 Contextual understanding, Development of techniques & Recording – Modelling in different materials using different techniques, using inspiration from research</p>	<p>Project 3 – Primary Sources</p> <p>AO2 Development of techniques / materials, refining design models using research and primary sources.</p> <p>Project 3 – Refining Ideas</p> <p>AO2 Development of techniques / materials, through experimentation and research a final outcome has been selected that reflects the link.</p>	<p>Project 3 – Refining Ideas</p> <p>AO2 Development of techniques / materials, through experimentation and research a final outcome has been selected that reflects the link.</p> <p>Project 3 - Making Outcome</p> <p>AO4 Realising intentions, compositional skills</p>
Key Retainable Knowledge & Skills	<ul style="list-style-type: none"> Research skills that link with the design movement chosen, detail research with images that relate to that movement and products that inspire the students, this will be looking at Pop Art, Art Deco and Art Nouveau and producing in depth research around a designer from that period. Looking into other areas that may inform their primary research, this can be done around the theme and could lead to looking down a different and independent pathway Drawing and rendering skills, to use the designer link information to interoperate what the designer is trying to do. Experimentation with media, understanding limitations of medias. Produce a mind map to outline all the skill, methods and experimentation they are going to conduct to gain more of an understanding. 	<ul style="list-style-type: none"> How primary sources can inform the design process, how they can link with the theme and be stylised to link with the design movement, understanding the concept of flow and shape. How to develop primary sources and how this can lead to looking into other areas of design such as Architecture, sculpture and Engineering. Design ideas are modelled, and a variety of techniques and materials will be explored and used to determine the final outcome. 	<ul style="list-style-type: none"> How to develop primary sources and how this can lead to looking into other areas of design such as Architecture, sculpture and Engineering. Design ideas are modelled, and a variety of techniques and materials will be explored and used to determine the final outcome. Card, Timbers, Polymers, Activity clay, Clay. Preparation for trail examination to complete the final outcome for the main sustained project, Project must be evaluated and be the complete product from all off the development. Use of the laser cutter to aid with the production of the final outcomes were applicable.
Key Technical Vocabulary	Designer Link, Research, Contextual Study, Form, Function, Investigate, Analyse, Annotate, Realise, Respond, Develop, Discuss, explore, organise, identify, present and connection.	Designer Link, Research, Contextual Study, Form, Function, Investigate, Analyse, Annotate, Realise, Respond, Develop, Discuss, explore, organise, identify, present and connection.	Designer Link, Research, Contextual Study, Form, Function, Investigate, Analyse, Annotate, Realise, Respond, Develop, Discuss, explore, organise, identify, present and connection.
Opportunities for Reading	Research into furniture designers such as Ron Arad, Marc Newsom, Tom Simpsom and looking at lighting specialists such as IKEA.	Research into furniture designers such as Ron Arad, Marc Newsom, Tom Simpsom and looking at lighting specialists such as IKEA.	Research into furniture designers such as Ron Arad, Marc Newsom, Tom Simpsom and looking at lighting specialists such as IKEA.
Developing Cultural Capital			
Cross Curricular Links (Authentic Connections)	Links can be made with Art, Links with Construction, Links to Science in terms of structure, Links to Geography looking at landscape, Links to ICT with use of research and presentation	Links can be made with Art, Links with Construction, Links to Science in terms of structure, Links to Geography looking at landscape, Links to ICT with use of research and presentation	Links can be made with Art, Links with Construction, Links to Science in terms of structure, Links to Geography looking at landscape, Links to ICT with use of research and presentation



(Enter subject) Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



Key Assessment			
----------------	--	--	--

Year 11 Graphics	Term 1	Term 2	Term 3
Unit(s) – As outlined in 39 week plans	AO1 Developing ideas through investigation 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.	AO1 Developing ideas through investigation 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.
Key Retainable Knowledge & Skills Working independently on the personal study How to write a brief from given topic names Understanding and working from a brief Working with different media and techniques How to develop ideas to reach a final piece How to show artists links throughout the personal study	<ul style="list-style-type: none"> Completion of development of ideas and experimentation Producing the final piece Presentation of the final piece Evaluation Complete Wjec coursework document 	<ul style="list-style-type: none"> EXAM PREPARATION Choose an area for study from the exam paper given Write a brief demonstrate critical understanding of the brief. Choose an end product from the following list: <ul style="list-style-type: none"> Advertising Brand identity Illustration/book cover Poster Packaging Research graphic designers and artists work given with the topic headings. This can be secondary research or primary Make studies of the graphic designers/artists work using a range of different media that is appropriate, pastel, oil pastel, paint, print making, coloured pencil Present the studies and annotate the work discuss the work of the chosen graphic designers. Extend the research look at other designers not given on the list that will inspire your work Primary research linked to your chosen theme E.G photograph people, places and products. Design ideas and development Typography research Design and development of typography Final development 	<ul style="list-style-type: none"> Ten-hour exam Completion of final piece Evaluate Complete externally set Wjec exam document



(Enter subject) Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



Key Technical Vocabulary	media, experimenting, photo-shop, print making, oil pastels, chalk pastels, composition, style, influence, lino cutting, silk screen printing, lithography inspiration, annotation, CAD CAM 2D design, laser cutter, techniques, typography	Brief, primary research, secondary research, graphic designers / artist links, media, experimenting, photo-shop, print making, oil pastels, chalk pastels, composition, style, influence, lino cutting, silk screen printing, lithography inspiration, annotation, CAD CAM 2D design, laser cutter, techniques	Brief, primary research, secondary research, graphic designers / artist links, media, experimenting, photo-shop, print making, oil pastels, chalk pastels, composition, style, influence, lino cutting, silk screen printing, lithography inspiration, annotation, CAD CAM 2D design, laser cutter, techniques, typography, evaluate
Opportunities for Reading		Research the work of graphic designers and artists to help with understanding and the annotation of work	
Developing Cultural Capital	Personal investigation could include: Visiting galleries, photographing subject matter and places, individual to the needs of the students, Skate parks, Yorkshire sculpture park, Hepworth Gallery, Industrial areas etc	Personal investigation could include: Visiting galleries, photographing subject matter and places, individual to the needs of the students, Skate parks, Yorkshire sculpture park, Hepworth Gallery, Industrial areas etc	Personal investigation could include: Visiting galleries, photographing subject matter and places, individual to the needs of the students, Skate parks, Yorkshire sculpture park, Hepworth Gallery, Industrial areas etc
Cross Curricular Links (Authentic Connections)	Art, looking at artists work as a form of inspiration, history looking at graphic designers in a historical context, photography	Art, looking at artists work as a form of inspiration, history looking at graphic designers in a historical context, photography	Art, looking at artists work as a form of inspiration, history looking at graphic designers in a historical context, photography
Key Assessment	AO4	AO1 AO2 AO3	AO4

Year 11 Photography	Term 1	Term 2	Term 3
Unit(s) – As outlined in 39 week plans	<p><u>Portraiture: Preparatory development of Final Ideas And/or Personal Investigation Final Piece AO4</u></p> <p><u>Portraiture: Preparatory development of Final Ideas And/or Personal Investigation Final Piece AO4</u></p> <p>Review week and presentation of portfolio</p>	<p><u>Externally Set Exam: Personal investigation project(60)AO1, AO2 & AO3 Contextual understanding, Development of techniques & Recording. Artist research. Take first hand photographs from a variety of starting points. First hand observational drawing. 3D Modelling and experimentation of materials relevant to work.</u></p> <p><u>Externally Set Exam: Preparatory development of Final Ideas AO2, AO3 & AO4</u></p>	<p><u>Externally Set Exam: Final Piece AO4</u></p> <p>Review week and presentation of portfolio</p>
Key Retainable Knowledge & Skills	<ul style="list-style-type: none"> Refine and reflect upon work as it progresses by exploring ideas, selecting and experimenting with an appropriate photographic media and processes, other media and combinations of media, with controlled use of lighting, shutter speed, aperture, lenses, filters and, where appropriate, the purposeful manipulation of digital software. Exercise skilful and safe application of these to maximise creative potential and produce quality outcomes. Explore a stimulating and rich variety of resources to initiate and develop innovative ideas. Pay due regard to line, tone, colour, shape, texture and other visual elements and, where appropriate, use drawing to explore and communicate ideas. 	<ul style="list-style-type: none"> Develop ideas that are informed by investigative, contextual and cultural studies of historical and contemporary photography and lens-based imagery in their own and other societies. Explore a wide variety of work produced by photographers artists and understand the differences in their methods, approaches, purposes and intentions, such as ethical considerations. Provide evidence of analytical skills and critical and contextual understanding by appraising, comparing and contrasting the work of relevant photographers, filmmakers and video artists and other historical and contextual sources and use this to inform their own work. 	<ul style="list-style-type: none"> Gather, select, organise and communicate information that is relevant to their personal interests as a consequence of careful research and analysis of a stimulating and rich variety of resources. Record ideas, first-hand observations, insights and judgments by photography and any other suitable means, such as sketches, diagrams, story boards, layouts and written notes that are relevant to personal intentions. Critically reflect on work as it progresses in order to effectively review what has been learned, acquire deeper understanding and to clarify purposes and meanings.



(Enter subject) Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



	<ul style="list-style-type: none"> Provide evidence of appropriate depth and breadth of study of photography and other lens based media. Employ sensitive control, for example in refining digital and/or chemical processes, composition, or use of lighting. Show discrimination in reviewing ideas as work develops. Establish a clear working relationship between working methods and outcomes by documenting significant steps so that final outcomes do not emerge without evidence of the creative process. Gather, select, organise and communicate information that is relevant to their personal interests as a consequence of careful research and analysis of a stimulating and rich variety of resources. Record ideas, first-hand observations, insights and judgments by photography and any other suitable means, such as sketches, diagrams, story boards, layouts and written notes that are relevant to personal intentions. Critically reflect on work as it progresses in order to effectively review what has been learned, acquire deeper understanding and to clarify purposes and meanings. Present personal, imaginative final outcomes, together with selective evidence of thinking and production processes, that effectively realise the student's stated intentions or a design brief and demonstrate critical understanding of visual and, where appropriate, other forms of communication. For example, students could reinterpret still life paintings from the Dutch 'Golden Age' in the 17th century by setting up 21st century equivalents in the studio paying particular attention to the formal elements. Make explicit connections, where appropriate, between the different elements of the submission, including contextual, practical and written responses, presenting work that is meaningful, well-informed and in a sequence that can be easily followed and results in quality outcomes. Consider different presentational formats and select the most appropriate for the submission. Due regard should be given to the purpose of the work and how it might engage the interest of an audience or potential clients. For example, students could produce a slide show (with accompanying text) documenting images of neglected parts of the local environment as the start of a community improvement campaign. 	<ul style="list-style-type: none"> Increase awareness of the wide variety of photography, lens and light-based processes and outcomes and the differences between these, including how different genres are applied and adapted to meet particular needs. Refine and reflect upon work as it progresses by exploring ideas, selecting and experimenting with an appropriate photographic media and processes, other media and combinations of media, with controlled use of lighting, shutter speed, aperture, lenses, filters and, where appropriate, the purposeful manipulation of digital software. Exercise skilful and safe application of these to maximise creative potential and produce quality outcomes. Explore a stimulating and rich variety of resources to initiate and develop innovative ideas. Pay due regard to line, tone, colour, shape, texture and other visual elements and, where appropriate, use drawing to explore and communicate ideas. Provide evidence of appropriate depth and breadth of study of photography and other lens based media. Employ sensitive control, for example in refining digital and/or chemical processes, composition, or use of lighting. Show discrimination in reviewing ideas as work develops. Establish a clear working relationship between working methods and outcomes by documenting significant steps so that final outcomes do not emerge without evidence of the creative process. Gather, select, organise and communicate information that is relevant to their personal interests as a consequence of careful research and analysis of a stimulating and rich variety of resources. Record ideas, first-hand observations, insights and judgments by photography and any other suitable means, such as sketches, diagrams, story boards, layouts and written notes that are relevant to personal intentions. Critically reflect on work as it progresses in order to effectively review what has been learned, acquire deeper understanding and to clarify purposes and meanings. 	<ul style="list-style-type: none"> Present personal, imaginative final outcomes, together with selective evidence of thinking and production processes, that effectively realise the student's stated intentions or a design brief and demonstrate critical understanding of visual and, where appropriate, other forms of communication. For example, students could reinterpret still life paintings from the Dutch 'Golden Age' in the 17th century by setting up 21st century equivalents in the studio paying particular attention to the formal elements. Make explicit connections, where appropriate, between the different elements of the submission, including contextual, practical and written responses, presenting work that is meaningful, well-informed and in a sequence that can be easily followed and results in quality outcomes. Consider different presentational formats and select the most appropriate for the submission. Due regard should be given to the purpose of the work and how it might engage the interest of an audience or potential clients. For example, students could produce a slide show (with accompanying text) documenting images of neglected parts of the local environment as the start of a community improvement campaign.
Key Technical Vocabulary	Research, Contextual Study, Form, Texture, Photography, Function, Investigate, Analyse, Annotate, Realise, Respond, Develop, Discuss, explore, organise, identify, present and connection. Aperture, Back-Button Focus, Camera Modes, Chromatic Aberration, Composition, Crop Factor, Depth of Field, Diffraction, Distortion, DSLR Camera, Exposure, Exposure Compensation, Exposure Triangle, Filters, Focal Length, Focusing, HDR, Image Blending, Image Stabilization, IPS Monitor, ISO, JPEG, Lens Flare, Light, Lightroom, Long Exposure, Macro, Manual Mode, Metering, Megapixels, Mirrorless Camera, Noise, Overexposure, Photoshop, Prime Lens, RAW, Rule of Thirds, Sensor Size, Sharpness, Shutter Speed, Subject, Time Lapse, Underexposure, Viewfinder, Vignetting, Visualization, Zoom Lens, Conclusion.	Research, Contextual Study, Form, Texture, Photography, Function, Investigate, Analyse, Annotate, Realise, Respond, Develop, Discuss, explore, organise, identify, present and connection. Aperture, Back-Button Focus, Camera Modes, Chromatic Aberration, Composition, Crop Factor, Depth of Field, Diffraction, Distortion, DSLR Camera, Exposure, Exposure Compensation, Exposure Triangle, Filters, Focal Length, Focusing, HDR, Image Blending, Image Stabilization, IPS Monitor, ISO, JPEG, Lens Flare, Light, Lightroom, Long Exposure, Macro, Manual Mode, Metering, Megapixels, Mirrorless Camera, Noise, Overexposure, Photoshop, Prime Lens, RAW, Rule of Thirds, Sensor Size, Sharpness, Shutter Speed, Subject, Time Lapse, Underexposure, Viewfinder, Vignetting, Visualization, Zoom Lens, Conclusion.	Research, Contextual Study, Form, Texture, Photography, Function, Investigate, Analyse, Annotate, Realise, Respond, Develop, Discuss, explore, organise, identify, present and connection. Aperture, Back-Button Focus, Camera Modes, Chromatic Aberration, Composition, Crop Factor, Depth of Field, Diffraction, Distortion, DSLR Camera, Exposure, Exposure Compensation, Exposure Triangle, Filters, Focal Length, Focusing, HDR, Image Blending, Image Stabilization, IPS Monitor, ISO, JPEG, Lens Flare, Light, Lightroom, Long Exposure, Macro, Manual Mode, Metering, Megapixels, Mirrorless Camera, Noise, Overexposure, Photoshop, Prime Lens, RAW, Rule of Thirds, Sensor Size, Sharpness, Shutter Speed, Subject, Time Lapse, Underexposure, Viewfinder, Vignetting, Visualization, Zoom Lens, Conclusion.



(Enter subject) Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



Opportunities for Reading	When researching various photographers and contextual referencing. General publications on photography. Camera equipment instruction manuals.	When researching various photographers and contextual referencing. General publications on photography. Camera equipment instruction manuals.	When researching various photographers and contextual referencing. General publications on photography. Camera equipment instruction manuals.
Developing Cultural Capital	Visits from past students, university's, artists. Local gallery trips and photography field trips.	Visits from past students, university's, artists. Local gallery trips and photography field trips.	Visits from past students, university's, artists. Local gallery trips and photography field trips.
Cross Curricular Links (Authentic Connections)	Links are clearly made with Art & Design, opportunities of the use of photography throughout KS3-5 within the Art, Design & Technology department. Media studies and ICT will be teaching some similar skills. The projects also link well with the performing arts department, especially as a potential subject matter. We will also require their studio spaces for some photoshoots.	Links are clearly made with Art & Design, opportunities of the use of photography throughout KS3-5 within the Art, Design & Technology department. Media studies and ICT will be teaching some similar skills. The projects also link well with the performing arts department, especially as a potential subject matter. We will also require their studio spaces for some photoshoots.	Links are clearly made with Art & Design, opportunities of the use of photography throughout KS3-5 within the Art, Design & Technology department. Media studies and ICT will be teaching some similar skills. The projects also link well with the performing arts department, especially as a potential subject matter. We will also require their studio spaces for some photoshoots.
Key Assessment			

Year 11 3D Design	Term 1	Term 2	Term 3
Unit(s) – As outlined in 39 week plans	Project 3 AO1, AO2 & AO3 Contextual understanding, Development of techniques & Recording Project 3 AO3 Recording & AO4 Realising intentions, compositional skills, Y11 Prelim	External exam AO1 & AO3 – Contextual understanding & Recording External exam AO2 Development of techniques / materials	External exam AO3 Recording & AO4 Realising intentions, compositional skills, annotation, display
Key Retainable Knowledge & Skills	<ul style="list-style-type: none"> Design and development, the main knowledge and skills will come from research, links made to design movement, design ideas begin to be developed from initial designer study sheets. Design ideas are modelled, and a variety of techniques and materials will be explored and used to determine the final outcome. Card, Timbers, Polymers, Activity clay, Clay. Final outcome will be made from the development of materials and modelling. Research into Geometric shapes and Biomimicry – Design development will follow, design ideas that are inspired by the above topics, research into form and how polymers can be shaped. Development of the final outcome using all the information from the designer link pages, there needs to be a clear link to the designer study sheets. 	<ul style="list-style-type: none"> Development of the final outcome using all the information from the designer link pages, there needs to be a clear link to the designer study sheets. Research skills that link with the design movement chosen, detail research with images that relate to that movement and products that inspire the students, this will be looking at the examination question of their choice from the exam context and producing in depth research around a designer from that period. Drawing and rendering skills, to use the designer link information to interoperate what the designer is trying to do. Experimentation with media, understanding limitations of medias. Produce a mind map to outline all the skill, methods, and experimentation they are going to conduct to gain more of an understanding Producing a final outcome that satisfies the examination criteria, using 20 hours of preparation work ready for the 10-hour examination period. 	<ul style="list-style-type: none"> Development of the final outcome using all the information from the designer link pages, there needs to be a clear link to the designer study sheets. Research skills that link with the design movement chosen, detail research with images that relate to that movement and products that inspire the students, this will be looking at the examination question of their choice from the exam context and producing in depth research around a designer from that period. Drawing and rendering skills, to use the designer link information to interoperate what the designer is trying to do. Experimentation with media, understanding limitations of medias. Produce a mind map to outline all the skill, methods, and experimentation they are going to conduct to gain more of an understanding Producing a final outcome that satisfies the examination criteria, using 20 hours of preparation work ready for the 10-hour examination period.
Key Technical Vocabulary	Designer Link, Research, Contextual Study, Form, Function, Investigate, Analyse, Annotate, Realise, Respond, Develop, Discuss, explore, organise, identify and present.	Designer Link, Research, Contextual Study, Form, Function, Investigate, Analyse, Annotate, Realise, Respond, Develop, Discuss, explore, organise, identify, present and connection.	Designer Link, Research, Contextual Study, Form, Function, Investigate, Analyse, Annotate, Realise, Respond, Develop, Discuss, explore, organise, identify, present and connection.



(Enter subject) Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



Opportunities for Reading	Research into the contextual challenge, linking the final outcomes to the research investigated	Research into the contextual challenges, study of the designer or design movement within this area.	Research into the contextual challenges, study of the designer or design movement within this area.
Developing Cultural Capital			
Cross Curricular Links (Authentic Connections)	Links can be made with Art, Links with Construction, Links to Science in terms of structure, Links to Geography looking at landscape, Links to ICT with use of research and presentation	Links can be made with Art, Links with Construction, Links to Science in terms of structure, Links to Geography looking at landscape, Links to ICT with use of research and presentation	Links can be made with Art, Links with Construction, Links to Science in terms of structure, Links to Geography looking at landscape, Links to ICT with use of research and presentation
Key Assessment			

Year 12 3D Art & Design	Term 1	Term 2	Term 3
Unit(s) – As outlined in 39 week plans	<p>Component 1 portfolio</p> <p>AO1 Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding</p> <p>AO2 Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops</p>	<p>Component 1 portfolio</p> <p>AO1 Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding</p> <p>AO2 Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops</p> <p>AO3 Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress</p>	<p>Component 1 portfolio</p> <p>AO1 Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding</p> <p>AO2 Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops</p> <p>AO3 Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress</p>



(Enter subject) Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



<p>Key Retainable Knowledge & Skills</p> <p>Working independently on the personal study</p> <p>How to write a brief from given topic names</p> <p>Understanding and working from a brief</p> <p>Working with different materials and techniques</p> <p>How to develop ideas to reach a final piece</p> <p>How to show artists links throughout the personal study</p> <p>Analytical and evaluative skills</p> <p>Concise annotation</p> <p>Communication skills through drawing</p> <p>CAD CAM Manufacturing using fabrication and casting</p> <p>Understanding materials</p>	<ul style="list-style-type: none"> Choose an area for study from the exam paper given Write a brief demonstrate critical understanding of the brief Research into relevant designers and design movement past and present Record the findings through effective communication either in the portfolio or sketch book Primary research on the theme Visit to Hepworth gallery Recording pf research effective communication Using the primary research create initial design ideas Annotate work throughout linking to primary research and designer links Card modelling Experimenting with different materials, woods, plastics, metals, composites such as resin and concrete, working with clay and plastidine Looking at joining materials, wood joints, braising, riveting, casting metals and composites Evidence materials research in sketch books Continue with design ideas and modelling 	<ul style="list-style-type: none"> Developing ideas that reflect the designer links Further modelling Experimenting with different materials and techniques to include CAD CAM Analysis of existing products 	<ul style="list-style-type: none"> Prototyping further experimentation with materials Working to scale Working drawings
<p>Key Technical Vocabulary</p>	<p>Form, function, three-dimensional, scale , proportion, CAD CAM, surface treatment, concept, brief, technical, isometric, two-dimensional, evaluate, analyse, sustainable, environmental, Primary research, secondary research, laser cutter, CNC machine, modelling, prototype, casting, fabrication</p>	<p>Form, function, three-dimensional, scale , proportion, CAD CAM, surface treatment, concept, brief, technical, isometric, two-dimensional, evaluate, analyse, sustainable, environmental, Primary research, secondary research, laser cutter, CNC machine, modelling, prototype, casting, fabrication</p>	<p>Form, function, hree-dimensional, scale , proportion, CAD CAM, surface treatment, concept, brief, technical, isometric, two-dimensional, evaluate, analyse, sustainable, environmental, Primary research, secondary research, laser cutter, CNC machine, modelling, prototype, casting, fabrication</p>



(Enter subject) Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



Opportunities for Reading	Research the work of product designers and artists to help with understanding and the annotation of work, researching materials and manufacturing processes	Research the work of product designers and artists to help with understanding and the annotation of work, researching materials and manufacturing processes	Research the work of product designers and artists to help with understanding and the annotation of work, researching materials and manufacturing processes
Developing Cultural Capital	Hepworth gallery visit, photographing subject matter and places, individual to the needs of the students own study	photographing subject matter and places, individual to the needs of the student's own study	design museum London
Cross Curricular Links (Authentic Connections)	Art, looking at artists work as a form of inspiration, history looking at product designers in a historical context, photography		
Key Assessment	AO1 AO2 AO3	AO1 AO2 AO3	AO1 AO2 AO3

Year 13 3D Art & Design	Term 1	Term 2	Term 3
Unit(s) – As outlined in 39 week plans	<p>Component 1 portfolio</p> <p>AO4 Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements</p>	<p>Component 2 externally set assignment</p> <p>AO1 Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding</p> <p>AO2 Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops</p> <p>AO3 Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress</p>	<p>Component 2 externally set assignment</p> <p>AO4 Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements</p>



(Enter subject) Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids

<p>Key Retainable Knowledge & Skills</p> <p>Working independently on the personal study</p> <p>How to write a brief from given topic names</p> <p>Understanding and working from a brief</p> <p>Working with different materials and techniques</p> <p>How to develop ideas to reach a final piece</p> <p>How to show artists links throughout the personal study</p> <p>Analytical and evaluative skills</p> <p>Concise annotation</p> <p>Communication skills through drawing</p> <p>CAD CAM</p>	<ul style="list-style-type: none"> • Manufacture of final product • Further refinement of ideas • Evaluate 	<ul style="list-style-type: none"> • EXAM PREPARATION 1ST FEBRUARY • Choose an area for study from the exam paper given • Write a brief demonstrate critical understanding of the brief • Research into relevant designers and design movement past and present • Record the findings through effective communication either in the portfolio or sketch book • Primary research on the theme • Visit to Hepworth gallery • Recording of research effective communication • Using the primary research create initial design ideas • Annotate work throughout linking to primary research and designer links • Card modelling • Experimenting with different materials, woods, plastics, metals, composites such as resin and concrete, working with clay and plasticine • Looking at joining materials, wood joints, braising, riveting, casting metals and composites • Evidence materials research in sketch books • Continue with design ideas and modelling • Developing ideas that reflect the designer links • Further modelling • Experimenting with different materials and techniques to include CAD CAM • Analysis of existing products • Prototyping further experimentation with materials • Working to scale • Working drawings 	<ul style="list-style-type: none"> • 15 hours exam to complete the final product • Evaluation
<p>Key Technical Vocabulary</p>	<p>Form, function, three-dimensional, scale, proportion, CAD CAM, surface treatment, concept, brief, technical, isometric, two-dimensional, evaluate, analyse, sustainable, environmental, Primary research, secondary research, laser cutter, CNC machine, modelling, prototype, casting, fabrication</p>		
<p>Opportunities for Reading</p>	<p>Research the work of product designers and artists to help with understanding and the annotation of work, researching materials and manufacturing processes</p>	<p>Research the work of product designers and artists to help with understanding and the annotation of work, researching materials and manufacturing processes</p>	



(Enter subject) Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids

Developing Cultural Capital	photographing subject matter and places, individual to the needs of the student's own study	photographing subject matter and places, individual to the needs of the student's own study	
Cross Curricular Links (Authentic Connections)	English, history, mathematics, chemistry, art	English, history, mathematics, chemistry, art	English, history, mathematics, chemistry, art
Key Assessment	AO1 AO2 AO3 AO4	AO1 AO2 AO3	AO1 AO2 AO3 AO4