Y9: Art, Design Tech and Food: Curriculum Progression Map

	BLOCK 1		BLOCK 2		BLOCK 3	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Dates	4th September – 20th October	30th October – 15th December	2nd January – 9th February	19th February – 23rd March	9th April – 25th May	4th June – 24th July
Weeks	7 Weeks	7 Weeks	6 Weeks	5 Weeks	5 Weeks	7 weeks
Lessons	14 Lessons	14 Lessons	12 Lessons	10 Lessons	10 Lessons	14 Lessons
Inset	4th September, 5th September		2nd January		23rd July, 24th July	
Unit Title	DESIGN TECH: Speaker circuit and case construction				ART: People and Places	
Sequence	CAD skills: development of 2D drawing (techsoft 2d Design), and 3D model (sketchup drawing ICT) Independently drawn and models H&S workshop and tasks				Block 1: Artist research Block 2: Drawing techniques and development Block 3: Personal response	
Key Building Blocks	Research knowledge and understanding existing products and materials. CAD skills learning to use 2D and 3D /model/sketch up H&S in the workshop Understanding the different properties and uses of different woods, plastics and manufactured board. Understanding the purpose and application of electronics components and circuits Industrial processes – surface mount technology, automation, robotics, mass production Research and investigate a product Design ideas and development of iterations CAD modelling and card modelling to develop further iterations Use of hard materials: MDF (manufactured board), thermoform plastic (acrylic) Use of electrical components: Printed circuit boards (PCB), resistors, capacitors, switches, LEDs, microchips, batteries Developing workshop skills: Band facer, G-clamps, quick clamps, vice, screw-driver etc Construction of a final product (portable amp/speaker box) Roland stikka design and use of the machinery Finishing skills: paint, markers, varnish Evaluation				**Block 1: Artist research** Observational drawings linking to portraiture, architecture and the artists below. Research of the artists Mark Andrew Allen, Greg Gossell and Banksey. Exploration of drawing in varied materials and processes which link to 'People and Places'. Composition, layout and presentation. Annotation of the journey. **Block 2: Drawing techniques and development** Skill sets to be covered: line, tone, form, pattern, texture, shape, mark-making, colour (mixing, blending etc). Observational drawings of portraits.secondary source drawings of buildings (personally selected). Varied materials, processes and techniques to explore. Development of drawings/paintings and ideas. Composition, layout and presentation Annotation of the journey. **Block 3: Personal response** Skill sets to be covered: drawing, painting, mixed media, stencilling, photography, digital (Photoshop). Construction 1 or more final outcome, using the theme 'People and places)' as well as linking to the artist's work. Personal response Evaluation.	
Retrieval Practices	Do Now activities Low stakes quizzes Interleaved themes				Do Now activities Low stakes quizzes Interleaved themes	
Key Skills	CAD skills and ICT H&S in the workshop Drawing Skills Modelling Skills Soldering skills Practical workshop skills: use of various workshop tools and processes				Observational drawing Artist research Creating work in similar styles style of the artist/culture/art movement Discussing and writing about art: what, why, how, quality, learning (art framework) Developing skills in varied materials and processes. Creating ideas through the development of drawing Paint, mixed media, photography, graphics.	
Literacy	Written & Oral communication Paragraph structure Tier 2 & 3 vocab development				Written & Oral communication Paragraph structure Tier 2 & 3 vocab development	
Numeracy	Learning the decimal system—MM, cm and meters – practicing measuring and marking out Ratios and size (in millimetres of the 2D page when designing speaker case 3D shapes in virtual and physical Radius, Diameter. Geometric terms: Horizontal, Vertical, Height, Width, Depth, Parallel Electrical values: Ohms, battery voltage				Size, scale, proportion Scaled drawings considering space, scale and perspective. 3-Dimensional shapes – cylinder, cuboid etc. Use of a ruler to measure scale, as and when required. Proportions: between features on the face, perspective of buildings	
Formative Assessment	Peer & Self-Assessment Low stakes quizzes Teacher feedback				Peer & Self-Assessment Low stakes quizzes Teacher feedback	
Summative Assessment	AP1 Exam Paper				AP3 Exam Paper	
Social	Students are given opportunities to work in small teams and pairs to solve design problems. By peer assessing work they learn from each other and are taught to articulate their ideas through combining drawing, discussion and writing. Students are taught the social skills around behaviour self-regulation to ensure collective responsibility for a safe and efficient working environment.				Through researching and investigating art movements throughout time, for example digital contemporary art, students can research and explore the theme of "what is art?", students can also discuss the social implications there might be if machinery, computers take over from people's jobs.	
Moral	Students contribute to a safe working environment by observing specific safety requirements. Students are taught the social skills around behaviour self-regulation to ensure collective responsibility for a safe and efficient working environment. Students design and make products that do not offend.				Through the study of Art students investigate and explore ethical and moral issues when they look at artwork produced by other artists. Students are reminded that this is one view (much like a story or a film) and there may be differing views / opinions. Students can explore how they feel through discussions with their peers.	
Spiritual	Students get a great sense of enjoyment from creating products in the areas of product design. The fun element of making, testing and evaluating using new skills gives students opportunities to challenge themselves and discover talents they were unaware of. Students are introduced to new and smart materials and their numerous applications.				When producing artwork, look at the pop art and comic art movements and understand the cultural and emotional goings on from around the time period this art stems from. Students are asked to create their own personal responses from the artist and art movements studied and therefore are asked to be creative in their responses to this work.	
Cultural	DT reflects on ingenious products and inventions, the diversity of materials and ways in which DT can improve the quality of life. When students make their product, they might look at their product and how it is used in other cultures and throughout history.				Their own personal influences come through in their artwork and are seen through personal responses to their work.	
British Values	Mutual Respect – having mutual respect for each other's ideas and design decisions. This will also be reinforced in the classroom with peer-to-peer relationships and positive professional relationships between student and teacher				Individual Liberty – students are encouraged to think for themselves and express their own ideas through their artwork, students are encouraged to be independent and use their own creative voice.	
Gatsby	Linked with industrial processes for future jobs/career opportunities Regular discussion regarding links with the subject matter and jobs in design and manufacturing Jaguar Land Rover (JLR), electrician apprenticeship, electrical engineering, 3D CAD design for manufacturing, virtual modelling for video, apps, websites and computer gaming careers.				Understanding the creative industry and the design skills required; creativity, research, organisation, attention to detail, written and verbal communication. Jobs in the industry: Graphic design, Computer game design, Mobile app design, photography, marketing, advertising, publishing, packaging, theatre (stage set design), education (teacher).	