

| Month | | Rotation 1 | Rotation 2 | |
|-----------------------------|--------------------------------|--|--|--|
| | Units of Work | Develop Investigative Skills Research and record Refine 3-Dimensional Working Skills Needle Felting Decorative design Understanding and interpreting the work of an artist. Embellishment. Present a Final Outcome of a needle felted sculpture. Sketchbook layout and presentation. | Develop Investigative Skills Research and record Refine 3-Dimensional Working Skills Needle Felting Decorative design Understanding and interpreting the work of an artist. Embellishment. Present a Final Outcome of a needle felted sculpture. Sketchbook layout and presentation. | |
| Cultural Transmission | National Curriculum area – KS3 | <ul style="list-style-type: none"> To increase their proficiency in the handling of different materials. Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. | <ul style="list-style-type: none"> To increase their proficiency in the handling of different materials. Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. | |
| | Substantive Knowledge | <i>The What!</i> | Pupils will build on their substantive knowledge from Year 7 through designing and making a needle felted animal sculpture. They will explore the creative design and manufacture processes used in the textile and fashion industry through creating design and manufacture specifications and applying these to their animal design. | |
| | Disciplinary Knowledge | <i>The How!</i> | Pupils disciplinary skills will build from Year 7 as they learn to use the more complex techniques of needle felting and embellishment. They will learn how to use a barbed needle to bond wool fibres and they will gain an understanding of how bonded fabric is used in the textiles industries. Pupils will develop their design skills through focusing on designing an animal sculpture pattern and designing a manufacturing pattern. They will also learn how to use a range of embellishments to add detail to their sculpture. | |
| | Sequencing (Flow) | <i>Retrieval & Extension</i> | Building on soft sculpture skills in Year 7 Developing knowledge of working with bonded fibres Develop research and analysis skills through investigating, designs and techniques. Develop embellishment techniques. Present a final outcome by creating a personalised animal sculpture. Builds from: <ul style="list-style-type: none"> builds stitching knowledge from Yr 7 Is further developed to: <ul style="list-style-type: none"> Creating multi-media textiles outcomes, Yr9 Machine embroidery, Yr9 | Building on soft sculpture skills in Year 7 Developing knowledge of working with bonded fibres Develop research and analysis skills through investigating, designs and techniques. Develop embellishment techniques. Present a final outcome by creating a personalised animal sculpture. Builds from: <ul style="list-style-type: none"> builds stitching knowledge from Yr 7 Is further developed to: <ul style="list-style-type: none"> Creating multi-media textiles outcomes, Yr9 Machine embroidery, Yr9 |
| | Summative Assessment | | Deep mark 1 – WWW/EBI & PR time with explicit written success criteria and examples of levelled work on PowerPoints Deep mark 2 – WWW/EBI & PR time with explicit written success criteria and examples of levelled work on PowerPoints AP1 W/C 22/11/21 – Animal sculpture design. Deep mark 3 – WWW/EBI & PR time with explicit written success criteria and examples of levelled work on PowerPoints | Deep mark 4 – WWW/EBI & PR time with explicit written success criteria and examples of levelled work on PowerPoints AP2 W/C 07/03/22 – Animal sculpture design. Deep mark 5 – WWW/EBI & PR time with explicit written success criteria and examples of levelled work on PowerPoints Deep mark 6 – WWW/EBI & PR time with explicit written success criteria and examples of levelled work on PowerPoints AP3 W/C 20/06/22 – Final outcome which brings together the skills learned in this topic. |
| Personal Empowerment | Virtue | 1. Friendliness and Civility (September) 2. Justice and Truthfulness (October) 3. Courage (November) 4. Generosity (December) 5. Gratitude (January) 6. Good Speech (February) | 1. Good Speech (February) 2. Good Temper (March) 3. Self-Mastery (April and May) 4. Compassion (June) 5. Good Sense (July) | |
| | Link to Virtue | The opportunity to reflect, think deeply and critically about an issue. Friendliness and Civility – understanding and being tolerant of other cultures and beliefs. Justice and Truthfulness – understanding how animals help to manage our true feelings and being honest with ourselves. Courage - Having the courage to push yourself out of your comfort zone and try new skills Generosity – sharing knowledge and ideas with your peers. Gratitude - Being grateful for the comfort we are fortunate to have in our homes. Good Speech – Thinking about how we speak to one another when giving critical feedback through peer assessment. | Good Speech – Thinking about how we speak to one another when giving critical feedback through peer assessment. Good Temper & Good Humour - Keeping calm when using specialist equipment and understanding that it takes time to perfect this. Self-Mastery – Understanding how to draw from observation and mastering this technique Compassion – Being kind to the natural forms in our environment. Good Sense – Choosing patterns which work with the shape your form and create contrast. | |
| Preparation for Work | Skill | 1. Listening (September) 2. Leadership (October) 3. Problem Solving (November) 4. Creativity (December) 5. Staying Positive (January) 6. Speaking (February) | 1. Speaking (February) 2. Staying Positive (March) 3. Aiming High (April and May) 4. Speaking (June) 5. Teamwork (July) | |
| | Link to Skill | <i>Transferable skills</i> Listening – to other cultures beliefs and practises. Leadership - Lead on presentation of their work, then leading on their own design. Problem Solving – Sharing thoughts, experience and specialised equipment. Creativity - Showing the creative skills learned in your work to start to produce a final outcome. Staying Positive – Staying positive when learning a new and difficult skill. Speaking - Learning to speak about your own art and the work of others. | Speaking - Learning to speak about your own art and the work of others. Staying Positive – Staying positive when analysing your own work. Aiming High – Aiming for a platinum outcome. Speaking – Explaining and supporting design choices through speaking about your work. Teamwork – sharing tools and equipment. | |
| Preparation for Citizenship | SMSC & British Values | Enable students to acquire a broad general knowledge of and respect for public institutions and services in England Enable students to develop their self-knowledge, self-esteem and self-confidence. | Enable students to acquire a broad general knowledge of and respect for public institutions and services in England Enable students to develop their self-knowledge, self-esteem and self-confidence. | |
| | Link to SMSC & British Values | <i>Developing opinions on current issues</i> Looking at the rules of law that protect our wildlife and why this is important. | Looking at the rules of law that protect our wildlife and why this is important. | |