

## KS4 Curriculum Plan

		LP1	LP2	LP3	LP4	LP5
Year 10	TOPIC	<i>Environment - Architecture</i>	<i>Environment - Structure</i>	<i>Environment - interior</i>	<i>Mock Exam</i>	<i>Mock Exam</i>
	Knowledge	Verbal and visual exploration into the project theme via 3d making techniques photographic explorations and verbal annotations. Pupils will be completing challenging observations and making techniques from primary, secondary and tertiary sources to fully explore their project title.	Pupils will explore a range of 3D making techniques and designers who create 3d maquettes.	Combining their visual observations with contextual studies, pupils will begin to refine and develop their own ideas. Further explorations into relevant technical processes will be encouraged - exploration of interior design, ergonomics, anthropometrics and purpose of interior design..	Mock exam project - pupils will select their own theme and begin visual explorations towards their chosen theme. The intention of this mini 'mock' project is to challenge pupils to combine and create using previous knowledge of all AOs. Although independent, pupils will be support to ensure they are aware of exam expectations, and key timings.	Pupils will refine and develop their ideas in order to create a final response to their theme. Pupils will produce all summative pieces for their portfolio.
	Skills	Pupils must demonstrate the ability to: <ul style="list-style-type: none"> <li>- develop their ideas through investigations informed by selecting and critically analysing sources</li> <li>- apply an understanding of relevant practices in the creative and cultural industries to their work</li> <li>- refine their ideas as work progresses through experimenting with media, materials, techniques and processes</li> <li>- record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses</li> <li>- use visual language critically as appropriate to their own creative intentions and chosen area(s) of study through effective and safe use of:               <ul style="list-style-type: none"> <li>media</li> <li>materials</li> <li>techniques</li> <li>processes</li> <li>technologies</li> </ul> </li> <li>- use drawing skills for different needs and purposes, appropriate to context</li> <li>- realise personal intentions through sustained application of the creative process.</li> </ul>				
Key Vocab	objective, criteria, assessment, development, composition, observe, recording	model, structure, maquette, geometric	personal response, evaluation, annotation, realise, intentions	research, compose, arrange, explore, objective, criteria. Independent	refine, develop, explore, analyse	
Year 11	TOPIC	<i>Product Design - Places and Spaces</i>	<i>Product Design - Places and Space</i>	<i>Exam Project</i>	<i>Exam Project</i>	
	Knowledge	Verbal and visual exploration into the project theme via drawing, painting, photographic explorations and written annotations. Pupils will explore a design brief and consider how they can best approach the brief.	Complete analysis into relevant ideas to support the development of the project/theme. Pupils will develop a contextual understanding of historical and modern design practices that will inform their development further. Pupils will visually and verbally analyse the work of others. Explorations of relevant materials and media to develop ideas.	Final exam unit. Pupils will choose their own personal project. Combining their visual observations with contextual research pupils will begin to refine and develop their own ideas. Further explorations into relevant technical processes will be encouraged - including, but not limited to painting, drawing, mixed media. Understand how to use preparatory work to inform development of a final idea.	Pupils to produce their summative project for their exam component.	
	Skills	Pupils must demonstrate the ability to: <ul style="list-style-type: none"> <li>- develop their ideas through investigations informed by selecting and critically analysing sources</li> <li>- apply an understanding of relevant practices in the creative and cultural industries to their work</li> <li>- refine their ideas as work progresses through experimenting with media, materials, techniques and processes</li> <li>- record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses</li> <li>- use visual language critically as appropriate to their own creative intentions and chosen area(s) of study through effective and safe use of:               <ul style="list-style-type: none"> <li>media</li> <li>materials</li> <li>techniques</li> <li>processes</li> <li>technologies</li> </ul> </li> <li>- use drawing skills for different needs and purposes, appropriate to context</li> <li>- realise personal intentions through sustained application of the creative process.</li> </ul>				
Key Vocab	objective, criteria, assessment, development architecture, composition, observe, recording	development,, composition, refine, explore, experiment	personal response, evaluation, annotation, realise, intentions	research, compose, arrange, explore, objective, criteria. Independent, refine., annotate, realise.		