



# Art and Design Technology Curriculum

## at Bronte Girls' Academy



### Our Vision

To develop creativity, knowledge and fine motor skills to enable pupils to experience a range of art and design movements. To develop remarkable problem solving solutions to a design brief. To provide the opportunity for pupils to explore and experiment with a range of techniques and process, media, tools and materials in order to create final outcome.

### Topics Covered

	Term 1	Term 2	Term 3
Year 7	<p>Core skills and Abstract Impressionism</p> <p>Outline of project – Pupils will look at the work of Vincent Van Gogh and the impressionist movement. They will look at how artists blur and interpret the natural world. Pupils will focus on the core skills of tonal shading and create a detailed observational drawing of a sphere, focusing on showing 3D shape and form. Pupils will create 'A Starry Night' in the style of Vincent Van Gogh. These drawings will focus on mark-making, directional lines and tonal shading. As part of their core</p>	<p>Textiles: Mobile phone stand</p> <p>Outline of project- Pupil will understand: The importance of accuracy in a pattern template. Be accurate and precise when using the sewing tools and equipment. Be able to refine and show skill when using decorative techniques, Understand the properties of a wide range of fabrics and applying knowledge to fabric choice. Be able to construct a 3D shape from a 2D template. Through a variety of creative and practical activities in this unit pupils will be taught the knowledge, understanding and skills needed to engage in an</p>	<p>Title –Food Technology core skills</p> <p>Outline of project – An introduction to how to look after yourself and the nutrition required as part of a healthy balanced diet</p> <p>Final piece:</p> <ul style="list-style-type: none"> <li>• Fruit Salad</li> <li>• Croque Monsieur/Pizza toast</li> <li>• Ratatouille</li> <li>• Flap Jacks</li> </ul> <p>Skills – Cutting, measuring, weighing, boiling, use of the oven, hob and grill. Various forms of writing skills such as bullet points for planning and extended writing for evaluation.</p>

	<p>skills pupils will be introduced to:</p> <p>Core Skills and Inspiration Colour theory Tonal Shading Mark-making Observational drawing</p> <p>Possible Artists – Vincent Van Gogh, Monet, Toulouse Lautrec.</p> <p>Social, moral, spiritual and cultural links Learning about significant British artists from the Expressionist period and their impact on current day art. Focusing on abstracting the landscape rather than representing it in a realistic manner.</p> <p>Skills</p> <ul style="list-style-type: none"> <li>• Understanding, discussing and writing about artists and their work.</li> <li>• Drawing using tonal shading to show 3D shape and form.</li> <li>• Drawing using directional shading to show 3D shape and form.</li> <li>• Observational drawing to show 3 shape and form.</li> <li>• Continuous line drawing.</li> <li>• Mark-making</li> <li>• Colour mixing and blending</li> </ul>	<p>iterative process of designing and making. Technical Knowledge: understand and use the properties of materials and the performance of structural elements to achieve functioning solutions. Develop and communicate design ideas using annotated sketches and detailed plans.</p> <p>Inspiration Pupils will have the option to explore of the following for:</p> <ul style="list-style-type: none"> <li>• Nature</li> <li>• Portraiture</li> </ul> <p>Final piece: To create a printed and embroidered mobile phone stand.</p> <p>Skills:</p> <ul style="list-style-type: none"> <li>• To be able to analyse the design brief in detail</li> <li>• To identify the research required in designing and making their mobile phone stand.</li> <li>• Understand what a specification is and be able to write one.</li> <li>• To be able to design a range of design ideas, with accurate and informed annotation.</li> <li>• To develop fine motor skills</li> <li>• Improve understanding of developing 2D shapes into 3D.</li> <li>• To understand the structure of woven fabrics.</li> <li>• To identify different types of woven fabric</li> <li>• To improve their essay writing skills when completing evaluation.</li> <li>• Develop analyse and critical thinking skills</li> </ul>	<p>Learning Objectives</p> <ul style="list-style-type: none"> <li>• Knowledge and understanding of basic classroom rules and procedures</li> <li>• Understand the importance of hygiene standards in food preparation.</li> <li>• Know the names and functions of basic kitchen equipment</li> <li>• To understand a range of different vitamins and nutrients and their impact on the body.</li> <li>▪ To understand what sensory analysis is and how it is carried out</li> <li>▪ To be able to use appropriate descriptive words</li> <li>▪ To know the process for making a range of products and where they fit into the eat well plate</li> <li>▪ To be able to use a, knife safely</li> <li>▪ Use the <i>bridge hold</i> and <i>claw grip</i> accurately</li> <li>▪ To be able to work in an organised and hygienic manner</li> <li>▪ To be able to use planning effectively in order to create a quality product</li> <li>▪ To be able to wash up correctly</li> <li>▪ To understand the difference between simmering and boiling</li> <li>▪ Understand what the heat source conductive means.</li> <li>▪ Have an understanding of quality control</li> </ul>
<p><b>Year 8</b></p>	<p>Art- Natural Forms and Architecture</p> <p>Outline of Project - In this unit pupils will learn about Antoni Gaudi and Friedensreich</p>	<p>Textiles: Ribbon Weave Bag</p> <p>Outline of project – Pupils will create a 3D bag, working to a brief and theme. They will research, design, sample and make looking at</p>	<p>Food Technology</p> <p>Title - Staple Foods around the world</p>

<p>Hundertwasser, and look at the artists' style of architecture and their influences.</p> <p>They will discuss and write about these architects and explore their fascination with the natural world. Pupils will then draw links between nature and architecture and develop creative ideas which will come together to a final design and product of a mosaic mirror.</p> <p>Inspiration Natural world and how it relates to design, architecture and the world around them. Antoni Gaudi and Friedensreich Hundertwasser Natural forms</p> <p>Final Piece Pupils will be producing a mosaic mirror. To do this they will need to apply their imagination and make informed decisions as to the design and techniques used to create the work. They will evaluate their work at the end of the project, identifying what went well and what could be improved.</p> <p>Skills</p> <ul style="list-style-type: none"> <li>• Discussing, writing about and understanding artwork.</li> <li>• Using paint with control.</li> <li>• Colour mixing with paints.</li> <li>• Mark-making with paint</li> <li>• Working in 3D</li> <li>• Working in an abstract style.</li> <li>• Collage</li> <li>• Evaluation and critical analysis of own work.</li> </ul>	<p>the techniques applique, machine embroidery and bead work/ hand embroidery. Students will look at the work of William Morris and Celia Birtwell.</p> <p>Final piece – Applique and embroidered 3D Bag</p> <p>Skills</p> <ul style="list-style-type: none"> <li>▪ To be able to analyse the design brief in detail</li> <li>▪ To identify the research required in designing and making their bag.</li> <li>▪ Understand what a specification is and be able to write one.</li> <li>▪ To be able to design a range of design ideas, with accurate and informed annotation.</li> <li>▪ Knowledge and understanding of fabrics and components/fastenings used in textiles</li> <li>▪ To use sewing machine, materials and equipment competently and safely.</li> <li>▪ Understand the process of applique</li> <li>▪ Be able to make suitable fabric choices.</li> <li>▪ To gain accuracy when machine embroidering.</li> <li>▪ To understand the structure of woven fabrics.</li> <li>▪ To identify different types of woven fabric</li> <li>▪ To apply knowledge of woven fabrics by constructing models.</li> <li>▪ To develop accuracy on the machine</li> <li>▪ To develop fine motor skills when intricately folding fabric for the channel</li> <li>▪ Improve understanding of developing 2D shapes into 3D.</li> <li>▪ To improve their essay writing skills when completing evaluation.</li> </ul>	<p>Final piece – Pasta Salad (Italy), Savoury rice (France), different types of breads (Range of countries), pizza.</p> <p>Inspiration – Range of different countries and cultures</p> <p>Skills – Theory - Nutritional analysis of pasta salad for a teenager. Sensory analysis and use of descriptive words. Use of the oven and hob, time managements, cutting skills, kneading dough. Nutrition of bread and the formation of gluten. Food around the world independent led project</p> <p>Careers: Food developer, nutritionist, food blogger, journalist, production manager, quality control specialist, food technologist</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• To understand principles of healthy eating</li> <li>• To identify the nutritional needs of the five main stages of life.</li> <li>• To be able to link function of ingredients to making process.</li> <li>• To be able to produce a quality food product using time management skills.</li> <li>• To be able to work hygienically and safely.</li> <li>• To develop evaluation skills</li> <li>• To be able to carry out a product analysis.</li> <li>• To understand what a standard components is and the benefits of using them in a range of food products</li> <li>• To understand the importance, economically and morally of using left over ingredients.</li> <li>• To be able to choose a range of toppings which</li> </ul>
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	<b>Term 1- 2.1</b>	<b>Term 2.2- 3</b>	
<b>Year 9</b>	<p><b>Art and Design: 'Our World, Landscapes'</b></p> <p>Outline of project - Pupils will explore the natural world, focusing on landscapes and artists whose work is landscapes. Pupils will develop their drawing skills, focusing on line, mark-making, pattern and colour mixing. Using different materials and techniques, pupils will explore the quality of line and mark-making on different surfaces. Pupils will experiment with mono-printing, lino printing, block printing and screen printing.</p> <p>Inspiration Landscapes, natural forms</p> <p>Artists – David Hockney Claude Monet Peter Doig Richard Deibenkorn</p> <p><u>Final Piece:</u> To create an A5 tile in clay which reflects a landscape.</p> <p><u>Social, moral, spiritual and cultural links</u> Understanding and respecting nature. Links to Geography with changes in landscapes. Discussing and understanding emotional responses through art.</p> <p>Skills</p> <ul style="list-style-type: none"> <li>Analysing the meaning behind artwork</li> <li>Colour mixing and blending</li> <li>Experimental drawing</li> <li>Quality of line and mark-making</li> <li>Mono printing</li> <li>Lino printing</li> <li>Screen printing</li> <li>Working in 3D: clay</li> <li>Collage</li> <li>Paper cutting</li> </ul>	<p><b>Textiles – 'Growth and Decay'</b></p> <p>Outline of project:</p> <p>They will research, design, sample and make looking at a variety of textile surface decoration techniques including applique, free machine embroidery and bead work/ hand embroidery. They will be experimenting and learning a variety of sewing techniques and processes required in garment making.</p> <p>Looking at the work other textiles artists in order take inspiration from their work including Susan Hotchkis, Alke Schmidst and Vanessa Barragao.</p> <p>Final piece – Soft sculpture or wall art</p> <p>Skills</p> <ul style="list-style-type: none"> <li>To use sewing machine, materials and equipment competently and safely</li> <li>To develop accuracy on the machine sewing.</li> <li>To develop fine motor skills when intricately folding fabric</li> <li>To gain accuracy when machine embroidering.</li> <li>Knowledge and understanding of a variety of fabrics and components/fastenings used in textiles.</li> <li>Be able to make suitable fabric choices.</li> <li>Improve understanding of developing 2D shapes into 3D.</li> <li>To be able to mix and processes to create a range of textures on the surface.</li> <li>To be able to analyse the design brief in detail.</li> <li>To identify the research required in designing and working to a brief</li> <li>To be able to design a range of design ideas, with accurate and informed annotation.</li> <li>To improve their essay writing skills when completing evaluation.</li> <li>Develop analyse and critical thinking skills</li> </ul>	

## Assessment

- Holistic assessment considering a range of skills throughout each project.
- Art – Drawing/ painting, artist analysis, 3D modelling and evaluation.

- Textiles- Research, designing and making, final piece.
- Food – Planning, Making and Evaluation.

## Outside of the classroom

We encourage our pupils to continue to practise arts and crafts outside of the classroom and to show their creative talent in other areas of their life. There will be opportunities to take part in Art and design competitions in across the school. We will also have creative clubs after school which will allow pupils to develop further skills like canvas making and explore other creative techniques. We will be having many trips to museums like Cartwright Hall to visit the David Hockney gallery, other art galleries (locally and nationally), Yorkshire Sculpture Park and they will the opportunity to attend creative workshops as well.

Pupils are given the opportunity to look at the world around them in an artistic and creative manner which they allows them to appreciate the arts and craft around in their local area. We encourage pupils to make use of their skills at home by practising the skills they learn in the kitchen and develop life skills. At Bronte we want all pupils to discover and unlock their unique talents!

## Useful resources



Visit as many museums and art galleries as possible!