

Training Group	Yr 9 Unit of work	Assessment Criteria
Developing	<p>Learning to See</p> <p>Form & Space</p> <p>Area of study: Design/ Craft 3D</p> <p>Introduction to experimental 3D sculpture techniques , Card construction, Paper Mache, Modroc etc</p>	<p>Pupils in the developing pathway will</p> <p>Collect information for their work; investigate visual and tactile qualities through materials and processes and use these to develop; a sculpture that communicates these ideas and meanings about three dimensional forms; comment on the similarities and differences between their own work and that of others. Adapt and improve their work as it develops.</p>
Secure	<p>Learning to See</p> <p>Form & Space</p> <p>Area of study: Design/ Craft 3D</p> <p>Introduction to experimental 3D sculpture techniques , Card construction, Paper Mache, Modroc etc</p>	<p>Pupils in the secure pathway will</p> <p>Explore ideas and collect visual and other information on innovative sculptural forms. Experiment with a selection of materials and techniques and use their knowledge to design and make a Sculpture showing a concern for aesthetics. Organise space, colour, texture and tone to respond to a theme. Compare and comment on ideas, methods and outcomes used in their own designs and that of others. Adapt and improve their work with thoughtful reflection.</p>
Extending	<p>Learning to See</p> <p>Form & Space</p> <p>Area of study: Design/ Craft 3D</p> <p>Introduction to experimental 3D sculpture techniques , Card construction, Paper Mache, Modroc etc</p>	<p>Pupils in the extending pathway will</p> <p>Select visual and other information and use this in developing a piece of Sculpture that takes into account innovative design. Manipulate a wide variety of materials and processes to communicate ideas and meanings. Match visual and tactile qualities to their intentions, analyse and comment on ideas, methods and approaches used in their own work and that of others. Relate these to the context and adapt and refine their work to reflect their own view of its purpose and meaning.</p>

Training Group	Yr 9 Unit of work	
Developing	<p>Design in our environment:</p> <p>Collaborative Graphics</p> <p>Area of study: Design 2D/ICT Introduction to Graphic Design, students will work from a Brief. Advertising ,Packaging or Illustration outcomes</p>	<p>Pupils in the developing pathway will</p> <p>Collect information for their work; investigate composition and typographical qualities through materials and processes and use these to communicate ideas and meanings about Graphic Design; comment on the similarities and differences between their own work and that of others. Produce a piece of Graphic design and adapt and improve their work as it develops.</p>
Secure	<p>Design in our environment:</p> <p>Collaborative Graphics</p> <p>Area of study: Design 2D/ICT Introduction to Graphic Design, students will work from a Brief. Advertising ,Packaging or Illustration outcomes</p>	<p>Pupils in the secure pathway will</p> <p>Explore ideas and collect visual and other information on Graphic Design in Media & Advertising and its purpose. Use their knowledge to design and make a design showing a concern for aesthetics and purpose. Organise space, colour, tone and typography to respond to a Brief. Compare and comment on ideas, methods and outcomes used in their own designs and that of others. Adapt and improve their work with thoughtful reflection.</p>
Extending	<p>Design in our environment:</p> <p>Collaborative Graphics</p> <p>Area of study: Design 2D/ICT Introduction to Graphic Design, students will work from a Brief. Advertising ,Packaging or Illustration outcomes</p>	<p>Pupils in the extending pathway will</p> <p>Select visual and other information and use this in developing their work, taking account of its Graphic Design purpose. Manipulate images and processes including Typography creatively to communicate ideas and meanings. Match visual and tactile qualities to their intentions, analyse and comment on ideas, methods and approaches used in their own work and that of other Designers. Relate these to the Brief and adapt and refine their work to reflect their own view of its purpose and meaning.</p>

Training Group	Yr 9 Unit of work	
Developing	<p>The world around us:</p> <p>Deconstructing Anatomy</p> <p>Area of study: Art 2D Introduction to the Human Figure and /or Portraits with focus on anatomically correct proportion and developing shading skills.</p>	<p>Pupils in the developing pathway will</p> <p>Collect information for their work; investigate visual and tactile qualities in two dimensional materials and processes and use these to communicate ideas and meanings about the Figure and Portraits; comment on the similarities and differences between their own work and that of others. Produce a final piece on the theme and adapt and improve their work as it develops.</p>
Secure	<p>The world around us:</p> <p>Deconstructing Anatomy</p> <p>Area of study: Art 2D Introduction to the Human Figure and /or Portraits with focus on anatomically correct proportion and developing shading skills.</p>	<p>Pupils in the secure pathway will</p> <p>Explore ideas and collect visual and other information on The Figure and Portraits. Use their knowledge to communicate a mood or feeling to depict elements. Organise proportion, line, colour, texture and tone to respond to the figure or face in an environment. Compare and comment on ideas, methods and outcomes used in their own responses and that of others. Adapt and improve their work with thoughtful reflection.</p>
Extending	<p>The world around us:</p> <p>Deconstructing Anatomy</p> <p>Area of study: Art 2D Introduction to the Human Figure and /or Portraits with focus on anatomically correct proportion and developing shading skills.</p>	<p>Pupils in the extending pathway will</p> <p>Select visual and other information and use this in developing their work based on the theme of The figure and Portraits, taking account of its purpose. Manipulate materials and processes creatively to communicate personal ideas and meanings inspired by their chosen artists. Match visual and tactile qualities to their intentions, analyse and comment on ideas, methods and approaches used in their own work and that of others. Relate these to the context and adapt and refine their work to reflect their own view of its purpose and meaning</p>

