

Subject: DT- Name Plaque	Year Group: 7
Autumn 1 – Curriculum Plan	Homework Plan
<p>Lesson 1: LO1: Be able to describe the success criteria for a name plaque. LO2: Be able to demonstrate my understanding of ACCESSFM LO3: Create a specification for my own name plaque using ACCESSFM</p> <p>Lesson 2: LO1: Be able to use research to sketch my ideas. LO2: Be able to demonstrate my understanding of the De Stijl Style. LO3: Be able evaluate my designs and consider how to improve my work.</p> <p>Lesson 3-4: LO1: Be able to choose the correct tools and equipment to use for marking, shaping and cutting wood. LO2: Be able to apply my understanding of De Stijl to create my name in the same style. LO3: Be able to evaluate my work by gaining feedback from others and through physically testing it</p> <p>Lesson 5-6: LO1: Be able to apply wood stain correctly and neatly. LO2: Be able to apply my understanding of De Stijl to create my name in the same style. LO3: Be able to evaluate my work by gaining feedback from others and through physically testing it</p> <p>Lesson 7: LO1: Be able to recall what makes a successful piece of packaging. LO2: Be able to demonstrate my understanding of Typography, Image, Colour and Layout (TICL) LO3: Be able to annotate and evaluate my designs in detail.</p>	<p>Embed</p> <p>Lesson 2: Students design and colour their final design. Skill: Drawing, Rendering, Evaluation</p> <p>Lesson 3: Create a safety in the workshop poster. Skill: ICT</p> <p>Lesson 7: Final Evaluation. Skill: Reflective learner, Evaluation.</p> <p>Apply</p> <p>Lesson 1: Find four examples of name plaques. Analyse each name plaque using ACCESSFM. Skill: Analysis and Evaluation.</p> <p>Lesson 6: Packaging Research. Analyse packaging using ACCESSFM. Skill: Analysis and Evaluation.</p> <p>Challenge/Interleaving</p> <p>Lesson 4: Research the art movement 'De Stijl'. Explain what it is, who were the main artists, include images and give your opinion about the style. Skill: Researching, Analysis, Evaluation.</p> <p>Improve/Go Green</p> <p>Lesson 5: Improve booklet work by responding to teacher feedback.</p>
<p>Autumn 1 Assessment: Exam style questions- A range of multiple choice and short answer questions.</p>	

Subject: DT- Steady Hand Game	Year Group: 8
Autumn 1 – Curriculum Plan	Homework Plan
<p>Lesson 1: LO1: Be able to illustrate at range of different design ideas. LO2: Be able to apply rendering skills to give a 3D 'look' to my designs. LO3: Be able to evaluate my ideas by considering the opinions of others.</p> <p>Lesson 2-3: LO1: Be able to recall how to prepare my base correctly and be able to understand a working drawing. LO2: Be able to demonstrate my understanding of working accurately when marking out. LO3: Be able to consider any issues with my base and be able to improve my work.</p> <p>Lesson 4-5: LO1: Be able to recall how to use a soldering iron and solder safely. LO2: Be able to read and understand a working drawing in order to create a circuit. LO3: Be able to consider any issues with my base and be able to improve my work.</p> <p>Lesson 6: LO1: Be able to choose and use the correct tools safely. LO2: Be able to demonstrate my understanding of design by creating a wand that relates to my game. LO3: Be able to diagnose issues with the steady hand game through physically testing and gaining others opinions.</p> <p>Lesson 7: LO1: Be able to demonstrate my understanding of constructing my game. LO2: Be able to evaluate my packaging and game and consider any changes I need to make to my design. LO3: Be able to create an improved design of your game and packaging.</p>	<p>Embed</p> <p>Lesson 4: Create own safety sheet/ poster about using the soldering iron and soldering a circuit. Skill: ICT, Drawing, Presenting information</p> <p>Lesson 7: Final Evaluation. Skill: Reflective learner, Evaluation.</p> <hr/> <p>Apply</p> <p>Lesson 5: Design a range of wands suitable for my game. Skill: Drawing, Rendering, Evaluation.</p> <p>Lesson 6: Design the packaging for my game. Skill: Drawing, Rendering, Analysis and Evaluation.</p> <hr/> <p>Challenge/Interleaving</p> <p>Lesson 1: Product analysis and inspiration board. Skill: Research, Analysis, Evaluation.</p> <p>Lesson 2: Information fact sheet/ presentation/ revision aid about a range of manufacturing processes. Skill: Research, Analysis, Communicating, ICT</p> <hr/> <p>Improve/Go Green</p> <p>Lesson 3: Improve booklet work by responding to teacher feedback.</p>
<p>Autumn 1 Assessment: Exam style questions- A range of multiple choice and short answer questions.</p>	

Subject: DT- IKEA Shelving	Year Group: 9
Autumn 1 – Curriculum Plan	Homework Plan
<p>Lesson 1: LO1: Be able to apply my understanding of ACCESSFM to complete a task analysis. LO2: Be able to create a design specification using my mind map to help me. LO3: Be able to evaluate my page by explaining what I have learnt and what my next steps would be.</p> <p>Lesson 2: LO1: Be able to recall what a user profile is and be able to plan a user profile. LO2: Be able to create a detailed user profile. LO3: Be able to evaluate my page by explaining what I have learnt and what my next steps would be.</p> <p>Lesson 3: LO1: Be able to recall the different types of questions used in a questionnaire LO2: Be able to choose the most suitable questions for my questionnaire. LO3: Be able to create a questionnaire that will gain me relevant information for my design work.</p> <p>Lesson 4: LO1: Be able to experiment with a range of techniques to help with design development. LO2: Be able to adapt my own ideas with experimental techniques to demonstrate creativity. LO3: Be able to justify my design decisions through the use of sketches/ diagrams and annotations.</p> <p>Lesson 5: LO1: Be able to justify my design decisions through the use of sketches/ diagrams and annotations. LO2: Be able to create my own information resource and be able to clearly present information to others. LO3: Be able to reflect on information that is presented to me and apply my understanding to my notes.</p> <p>Lesson 6: LO1: Be able to apply my understanding of wood joints to develop my design ideas into a workable solution. LO2: Be able to create an exploded view in isometric to show how the pieces of my design will fit together. LO3: Be able to evaluate my work in detail using the 6 Thinking Hats.</p> <p>Lesson 7: LO1: Be able to create an exploded view in isometric to show how the pieces of my design will fit together. LO2: Be able to apply my understanding of numeracy to create an accurate model. LO3: Be able to evaluate my work in detail using the 6 Thinking Hats.</p> <p>Lesson 8: LO1: Be able to apply my understanding of numeracy to create an accurate model. LO2: Be able apply my understanding of numeracy when marking out my wood pieces. LO3: Be able to evaluate my learning by completing my diary of making.</p> <p>Lesson 9-14: LO1: Be able to correctly choose and use tools safely. LO2: Be able to demonstrate my ability of marking out, cutting and shaping my wood pieces. LO3: Be able to evaluate my learning by completing my diary of making.</p>	<p>Embed</p> <p>Lesson 5: Create own revision aid- type up information gathered in the lesson. Skill: Presenting information, ICT</p> <p>Lesson 6: Complete design ideas and evaluate. Skill: Drawing, Rendering, Analysis, Evaluation.</p> <p>Lesson 7: Complete Final Design exploded view drawing. Skill Drawing, Rendering, Analysis, Evaluation.</p> <p>Lesson 9-16: Record and evaluate their learning in a diary of making. Skill: Drawing, Analysis, Evaluation.</p> <p>Lesson 19-20: Record and evaluate their learning in a diary of making. Gain feedback about product from target market. Skill: Drawing, Analysis, Evaluation, Communication.</p> <p>Apply</p> <p>Lesson 3: Ask 10 people the questionnaire and place results into pie charts/ bar charts. Skill: Research, Communication, Numeracy, Analysis</p> <p>Lesson 17: Students apply understanding of packaging to finish creating their own designs. Skill: Drawing, Rendering, Analysis, Evaluation.</p> <p>Lesson 18: Students make a model of their tray former. Skill: Model making, Numeracy</p> <p>Challenge/Interleaving</p> <p>Lesson 1: Product analysis and inspiration board. Skill: Research, Analysis, Evaluation.</p> <p>Lesson 4: Designer/ company analysis. Skill: Research, Analysis, Evaluation.</p> <p>Improve/Go Green</p> <p>Lesson 2: Improve product analysis and inspiration board. Skill: Improving work, responding to peer feedback.</p> <p>Lesson 8: Improve work by responding to teacher feedback.</p>

Lesson 15-16:

- LO1: Be able to choose a method for assembling parts together
LO2: Be able to modify the finish of my work with gloss paper and wood stains.
LO3: Be able to evaluate my learning by completing my diary of making and gaining feedback from others.

Lesson 17:

- LO1: Be able to apply my knowledge of mathematical nets to create at least 3 net ideas.
LO2: Be able to plan the layout of graphics for my net designs by considering I PICT PD criteria.
LO3: Be able to evaluate my ideas by annotating them in reference to the I PICT PD criteria.

Lesson 18:

- LO1: Be able to recall the steps to vacuum forming.
LO2: Be able to create a professional piece of packaging
LO3: Be able to evaluate my learning by completing my diary of making and gaining feedback from others.

Lesson 19-20:

- LO1: Be able to recall the steps of vacuum forming and demonstrate my ability of creating a professional piece of packaging.
LO2: Be able to demonstrate my understanding of vacuum forming to create a tray insert.
LO3: Be able to evaluate my learning by completing my diary of making.

Lesson 21:

- LO1: Be able to describe the making process of my shelf. Be able to evaluate my work briefly (WWW/EBI)
LO2: Be able to apply my understanding of the 6 Thinking Hats when evaluating all my work.
LO3: Be able to evaluate my work in reference to 3rd party opinions.

Autumn 1 Assessment:

Exam style questions- A range of multiple choice and short answer questions.

Subject: DT- Desk Tidy	Year Group: 10
Autumn 1 – Curriculum Plan	Homework Plan
<p>Lesson 1: LO1: Be able to sum up the key features of the Memphis design movement. LO2: Be able to apply my understanding of ACCESSFM to analyse the situation and design brief. LO3: Be able to demonstrate my understanding of my analysis by writing my initial response.</p> <p>Lesson 2: LO1: Be able to explain the difference between open and closed questions. LO2: Be able to choose appropriate questions for a product questionnaire. LO3: Be able to create a questionnaire that relates to my project.</p> <p>Lesson 3: LO1: Be able to demonstrate an understanding of converting product related data. LO2: Be able to demonstrate an understanding of analysing the collected data. LO3: Be able to summarise my research pages so far and explain how the research will affect my design.</p> <p>Lesson 4: LO1: Be able to demonstrate my understanding of sketching and rendering in order to produce clear sketches of my ideas. LO2: Be able to apply my knowledge of existing products to design unique and original products. LO3: Be able to evaluate and annotate my designs in detail and explain which ideas have the potential to be developed further.</p> <p>Lesson 5: LO1: Be able to demonstrate my understanding of design development through drawing. LO2: Be able to apply my knowledge of existing products to design unique and original products. LO3: Be able to evaluate and annotate my designs in detail and explain which ideas have the potential to be developed into models.</p> <p>Lesson 6-7: LO1: Be able to create a model based on my developed design. LO2: Be able to apply my numeracy skills so that my model is accurate. LO3: Be able to evaluate my model in detail.</p> <p>Lesson 8: LO1: Be able to create a model based on my developed design. LO2: Be able to apply my numeracy skills so that my model is accurate. LO3: Be able to apply my knowledge I have gained (by making the model) to create my Final Design.</p> <p>Lesson 9: LO1: Be able to recall the difference between one point and two point perspectives. LO2: Be able to demonstrate my understanding of oblique drawing/ one and two point perspective. LO3: Be able to apply my understanding to exam style questions.</p> <p>Lesson 10-11: LO1: Be able to identify an isometric drawing and an orthographic drawing. LO2: Be able to demonstrate my understanding of isometric drawing and orthographic drawing. LO3: Be able to apply my understanding to draw my Final Desk Tidy design in isometric and orthographic.</p>	<p>Embed</p> <p>Lesson 2: Finish and print out questionnaire and ask a range of people to complete the questionnaire. Skill: Gaining Primary Research, Communication, ICT.</p> <p>Lesson 3: Finish creating graphs to show data and analyse the results. Skill: Numeracy, Analysis</p> <p>Lesson 12: Complete Final Design and cutting list. Skill: Drawing, Rendering, Numeracy, CAD</p> <p>Lesson 13: Complete Flowchart to show method of making: Skill: Planning, ICT</p> <p>Lesson 15-19 Record Learning in Diary of Making. Skill: Drawing, Evaluation.</p> <p>Apply</p> <p>Lesson 1: Research the design movement-Memphis. Analyse research using ACCESSFM. Sketch own ideas next to research. Skill: Analysis, Evaluation, Drawing.</p> <p>Lesson 4: Complete design ideas with annotation and evaluation. Skill: Drawing, Rendering, Analysis, Evaluation</p> <p>Lesson 5: Complete design development with annotation and evaluation. Skill: Drawing, Rendering, Analysis, Evaluation</p> <p>Lesson 9: Draw a room at home in 1 point perspective. Skill: Drawing</p> <p>Challenge/Interleaving</p> <p>Lesson 4: Research a designer/ design company that will influence your design ideas. Skills: Research, Analysis, Evaluation</p> <p>Lesson 7-8: Design a revision aid about joining methods. Skill: Research, Increasing subject knowledge</p> <p>Improve/Go Green</p> <p>Lesson 6: Improve work by responding to teacher feedback.</p> <p>Lesson 14: Improve work by responding to teacher feedback.</p>

Lesson 12:

LO1: Be able to create my final design page and demonstrate my understanding of rendering (colouring).

LO2: Be able to apply my numeracy skills when making a cutting list/ measuring out my materials/using 2D Design.

LO3: Be able to consider how to improve my pages and work independently.

Lesson 13:

LO1: Be able to recall the different symbols used to create a flow chart.

LO2: Be able to apply my numeracy skills when making a cutting list/ measuring out my materials/using 2D Design.

LO3: Be able to choose the correct tools and equipment to use for marking, shaping and cutting wood.

Lesson 14-20:

LO1: Be able to choose the correct tools and equipment to use for marking, shaping and cutting wood.

LO2: Be able to apply my understanding of quality control to ensure accuracy.

LO3: Be able to evaluate my work by gaining feedback from others and through physically testing it.

Autumn 1 Assessment:

Exam style questions- A range of multiple choice and short answer questions.