

Year 8 Curriculum Map: Products to aid

Year 8 Designers will take part in three DT lessons per fortnight, for three half terms of the year. The project will be delivered in two parts, Phase one will be predominantly theory and design, phase two will be focused on practical work and evaluation.

What are we learning about? What skills & attitudes are we developing? What are we making?	Key vocabulary we will be using in written work and when talking about our work:	Links to national curriculum:
<p>WHAT ARE WE LEARNING?</p> <p>Designers will be building on the transferable skills they have acquired in DT and applying them to textile technology and graphic design in this real-world brief.</p> <p>We will be using lots of new vocabulary, aswell as gaining and applying in-depth knowledge of textile materials, pattern cutting, textile manufacture, computer aided design and manufacture.</p> <p>PROJECT BRIEF:</p> <p>You must design and manufacture a hat from one of the given styles. You must create a piece of advertising for the hat, either as your own brand identity or an existing brand collaboration. You must customize the hat design to appeal to your chosen brands audience. You must design and incorporate a laser cut element.</p> <p>WHAT SKILLS AND ATTITUDES ARE WE DEVELOPING?</p> <p>Designers will use empathy to create a product that appeals to a target user, fine motor skills when pattern cutting and making their hat, creativity and resilience</p>	<p>Iterative design process & user centered design</p> <p>Brief, analysis, design ideas</p> <p>Computer aided design, computer aided manufacture.</p> <p>Pattern cutting, toile, machette</p> <p>Anthropometrics & ergonomics</p> <p>Sewing machine, stitch, back foot, tailors chalk</p> <p>Grain, notch, selvege, bias, layplan</p> <p>Brand identity, collaboration, advertising, print, broadcast, interactive, instore, outdoor, exhibition, demographic marketing</p> <p>Colour theory, typography</p> <p>Fibres, natural, synthetic, woven, non-woven, knitted</p>	<p>DESIGN</p> <p>(D1) Use research and exploration, such as the study of different cultures, to identify and understand user needs.</p> <p>(D2) Identify and solve their own design problems and understand how to reformulate problems given to them.</p> <p>(D3) Develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations.</p> <p>(D4) Use a variety of approaches to generate creative ideas and avoid stereotypical responses.</p> <p>(D5) Develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations and computer-based tools.</p> <p>MAKE</p> <p>(M1) Select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture.</p> <p>(M2) Select from and use a wider, more complex range of materials, components and ingredients, taking into account their properties.</p> <p>EVALUATE</p> <p>(E1) Analyse the work of past and present professionals and others to develop and broaden their understanding</p> <p>(E4) Understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists.</p>

when designing and making their laser cut and custom hat elements.	Physical & working properties	TECHNICAL KNOWLEDGE
	Sustainability	(TK1) Understand and use the properties of materials and the performance of structural elements to achieve functioning solutions.