

DT Intent - Developing students to be informed consumers, provide life skills for adulthood, including leisure and mental health, and for a wide range of careers

Design Technology: Modelling and presentation to meet a design brief – Year 9 - 14 lessons		
Using high quality modelling and presentation techniques to meet a specific design brief		
<p>Substantive knowledge: Practical (knowing what)</p> <p>Modelling techniques to develop and present designs and presentation techniques to meet a brief. Cutting, joining card, working with modelling materials such as polystyrene</p>	<p>Substantive knowledge: Theoretical Design/Designers</p> <p>Jose Granell – lead model maker of Hogwarts castle to demonstrate the purpose of high-quality model making iconic logo analysis as graphic design and presentation</p>	<p>Disciplinary knowledge (knowing how to)</p> <p>Demonstrating an understanding of the key points of a design brief. Using research to develop and present ideas through modelling</p>
Specialisms	Graphic design and prototyping	
Materials	Card chair templates, offcuts of fabric, coloured card, vinyl	A3 paper, coloured card, printouts of photos of models,
Tools to create the product	Scissors, craft knives, cutting boards, rulers, pencils. Computers, photo editing software, printer	
Key vocabulary	Client, analysis, specification, modelling, anthropometrics, ergonomics, prototyping, shaping, forming, embellishments	
Reading	Encourage scanning technique to pick out important information regarding design briefs and design influences.	
Golden threads – research, design, make, evaluate	Research design styles through time Design a chair using research that meets the brief make a prototype model of a chair evaluate the final design and presentation against the given brief	
Cultural capital	Exploration of the cultural and historical influences in the history of design styles	
What prior knowledge needs to be revisited to underpin the learning of new content	<ul style="list-style-type: none"> - working to a design brief (year 7) -Identifying key features of a design styles (Year 7) -principles of sustainable design (year 8) 	
Common Misconceptions	<ul style="list-style-type: none"> - Students often do not use the inspiration to design therefore fail to meet the brief - Students fail to adapt the design enough - Students fail to reach the quality required of the prototype model 	
How can the content be extended for HPA?	<ol style="list-style-type: none"> 1. More independence in practical tasks encouraged with the aid of instructions 2. Higher level of technical terminology and greater descriptive detail expected in evaluation 	
How can the content be adapted for SEND	<ol style="list-style-type: none"> 1. Instructions/ tasks chunked on cream paper with wide spaces between words if required 2. More support in practical work may need to be given depending on the nature of the need. 3. Some may produce a less technical outcome in practical work depending on the nature of the need 4. Evaluation outline if required 	
What is the homework?	<ol style="list-style-type: none"> 1. Edpuzzle video and quiz on Memphis design 2. Edpuzzle video and quiz on iconic design styles 3. Edpuzzle video and quiz on modelling techniques 	

<p>Lesson objective and misconceptions</p>	<p>Assessment and success criteria</p>
<ol style="list-style-type: none"> 1. Identify key points of the design brief as a class and explore a selection of design styles, particularly Memphis design 2. Select key features of the chosen design styles and reproduce colours, shapes and pattern in the books. <i>Some students need a smaller window to help them select detail</i> 3. Exploration of Jose Granell and the purposes of model making in Harry Potter. 4. Using chair template design create a range of design ideas that would meet the brief 5. Refine ideas for a chair design to meet the given brief 6. Adapt the card chair template to match the shape they have drawn for their chair design 7. Start to add embellishments to the chair prototype model 8. Complete embellishments to the chair prototype 9. Introduction to presentation techniques e.g. layout, colour, embellishments. Exploration of logo design and semiotics 10. Create initial sketches for the layout of a presentation sheet to demonstrate their chair design 11. Introduction to the image manipulation on image manipulation software (removing backgrounds, scaling, flipping, applying filters) 12. Manipulate own image of the prototype chair on image manipulation software 13. Create high-quality presentation sheet for the completed chair prototype. 14. Evaluate students own and others presentations against the given brief 	<ol style="list-style-type: none"> 1. Teacher verbal feedback and exit quiz. <i>Students should recognise several 'specification' points from the brief and recognise that different styles have similarities and differences</i> 2. Teacher written feedback. <i>Students should have selected a range of colours, shapes and patterns that will be usable when designing</i> 3. Exit quiz. <i>Students should be able to recognise the purpose of a good quality model to reduce costs and time as well as demonstrating design intent.</i> 4. Self-assessment using feedback sheet in books. <i>Ideas should be neat, meet the brief and be creative</i> 5. Teacher written feedback. <i>Chosen idea should be relevant, well-drawn and creative.</i> 6. Self-assessment of practical work using feedback sheet. <i>Given card template should be shaped according to the students chosen design</i> 7. Self-assessment of practical work using feedback sheet. <i>Embellishments should be neat and meet the design</i> 8. Peer assessment of practical work using feedback sheet. <i>Embellishments should be neat and meet the design</i> 9. Exit quiz WWW-EBI. <i>Sketches should give an indication of scale, colour and be appropriate for the task</i> 10. Peer-assessment. <i>Students should have created 2-3 layout possibilities that use some of the techniques from the previous lesson.</i> 11. Self-assessment and teacher verbal feedback. <i>Students should show an awareness of the possibilities of the software (but not necessarily grasp the command sequences)</i> 12. Self-assessment using feedback sheet. <i>Chair image should be an appropriate size with a background and colour.</i> 13. Self-assessment using feedback sheet. <i>Presentation should display the key points of the chair design</i> 14. Teacher final grade. <i>Students should be able to describe the experiences and how well the chair met the brief</i>



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