

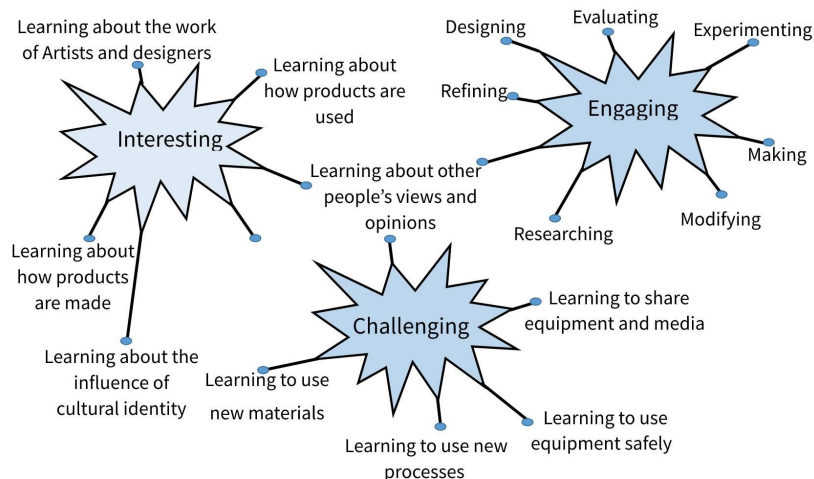


Key Stage 3 Design and Technology Curriculum Plan

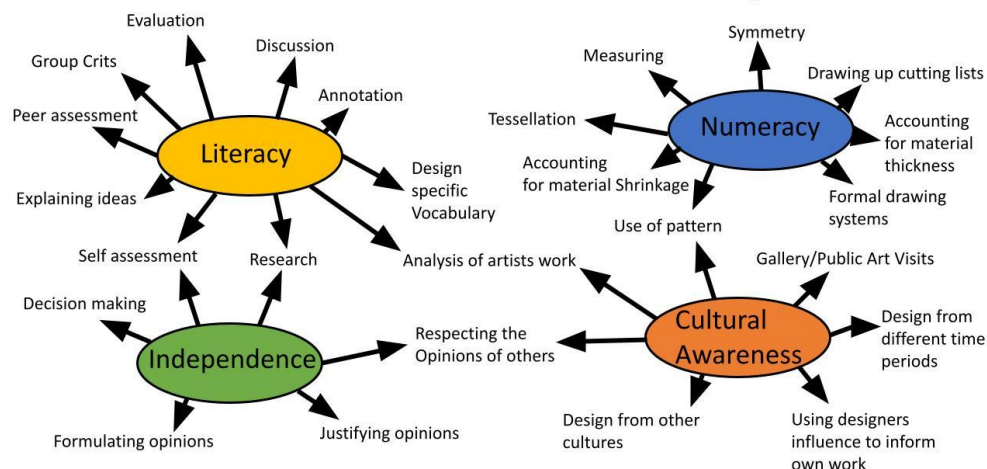
Main Aims:

Design Technology in KS3, seeks to draw year 5 and 6 experiences together into projects which cover GCSE assessment objectives. In design, we introduce formal drawing systems to communicate designs and learn about the benefits of formal drawing systems. Students' practical skills are developed and modified through projects which explore different types of resistant materials, their differing forms and uses, environmental implications, and their primary and secondary processing. Students will explore, through focussed practical tasks, the production and use of thermosoftening plastics, manufactured boards, softwood timbers, enamelware and cast pewter. We will focus on their range of uses, adaptabilities and limitations as well as cutting, drilling, Simple joint construction, enamelling, casting and finishing techniques. Students will also learn about mechanics and mechanisms in the development of some of their products. Students will consider the health and safety implications of making, using and storing products which utilise Acrylics plastic, MDF, Plywood, Pine, enamel and pewter in their manufacture. Students will be able to make products from scratch using readily available materials and to make informed choices towards having a sustainable lifestyle. We also want students to have a sense of the environmental impact of consumer society.

I.C.E. Curriculum in Art and Design Technology



The L.I.N.C. Approach in Design:





Year 7	
Autumn 1	Autumn 2
<u>Pencil Pots: Developmental Work</u> • Health and safety • What makes a good pencil holder? • Research / moodboard • Exploring ideas • Practising skills on relevant machinery.	<u>Pencil Pots: Outcome production</u> • Marking out final design onto wood • Building pencil pot • Producing a high-quality finish of wood
Spring 1	Spring 2
<u>Trinket box: Developmental work</u> • Final design of trinket box • Mastering skills on machinery and hand tools • Assessment of work up to date.	<u>Trinket Box: Outcome production</u> • Marking wood and sawing accurate joints into wood to join wood • Building a trinket box using a combination of wood joining techniques. • Producing a high-quality finish of wood



Summer 1	Summer 2
Enamel work for trinket box : Development work • Exploring enamel techniques • Practising the enamel making process	Enamel work for trinket box: Outcome production • Designing final enamel piece • Mastering enamel technique. • Adding enamel piece to completed trinket box • Assessment and peer assessment • Group crit
Year 8	
Autumn 1	Autumn 2
Automata: Research and Health and Safety • Health and safety • What makes a good automata design? • Moodboard • Exploring the properties of wood • Initial automata designs	Automata: Developmental Work • Automata designs • Exploring ideas • Using the machinery and mastering skills • Starting to make the final automata design
Spring 1	Spring 2
Automata: Outcome Development • Making the automata, following the final design	Automata: Outcome Production • Continue the making of the automata



Whytrig Middle School

• Assessing work up to date • Mastering skill on machinery	• Completion of the automata • Peer assessment • Group crit
Summer 1	Summer 2
Pewter Casting: Developmental Work • Health and safety • Artist/designers research • Design development • Making clay moulds for pewter casting	Pewter Casting: Outcome Production • Casting pewter first design • Casting 2nd design after improvements have been made • Group crit • Assessment