



Denton Community College

Departmental Curriculum Plan

Subject: Product Design Technology

Year Group: YEAR 7



	ROTATION 1	ROTATION 2	ROTATION 3	ROTATION 4
Topics	GRAPHIC PRODUCTS SNAPCARE AIRLINES	MULTI MATERIALS PEWTER JEWELLERY	FOOD NUTRITION	TEXTILES BOOKMARK PROJECT
What will students be learning during this unit?	<ul style="list-style-type: none"> - Graphic design skills which include: Typography, composition and use of colour. - Analysis of existing products. - Graphic design techniques which include: Construction lines, Line weighting and word generation. - CAD. Pupils will be learning how to use the following resources as a means of research and to develop their designs further; Tattoo font generator, Font meme, Noun. Project and Design Evo. - Annotation skills, which encourages pupils to use subject specific terminology. - How to analyse designs of past and present designers. 	<ul style="list-style-type: none"> - Materials - METALS and their properties - Material uses - Introduction to tools and equipment - How to use a series of tools and equipment with increased confidence and accuracy over time - Introduction to H&S - Materials - Plastics and their properties - Vacuum forming - Research past and present designers - Sustainability - Pewter casting - Dimensioning (numeracy) 	<ul style="list-style-type: none"> - Understand and apply the principles of nutrition -Safety and hygiene/4 C's -The eatwell guide -5 main nutrients -8 tips for healthy eating -Seasonality -Wide range of cooking skills 	<p>The national curriculum Technology aims to ensure that all students:</p> <ul style="list-style-type: none"> -Produce creative, exploring their ideas and recording experiences. -Become proficient in design, creating and other Textile art, craft and design techniques. -Evaluate and analyse creative works using the language of Textile art craft and design. -Know about great Textile artists, craft makers and designers, and understand the historical and cultural developments of their products. <p>Textile Meaning Health & Safety How to hand stitch Sewing machine skills How to use the equipment. Artist facts Drawing skills Design skills Create a final outcome using the previous skills taught Refine and improve the work produced. Evaluation skills</p>

<p>When will students be assessed?</p>	<ul style="list-style-type: none"> - Research page. - Existing product analysis. - Design/drawing pages. - Quality of annotation. - Analysis of their own and others designs. - Development of design ideas . <p>Work will be assessed via peer/self assessment. Students' work will also be teacher assessed every 3 weeks in line with the DCC marking policy.</p>	<ul style="list-style-type: none"> - Research page with Metals as a focus area - Design page - Isometric drawings - Application of practical skills in final practical outcome <p>Work will be assessed via peer/self assessment. Students' work will also be teacher assessed every 3 weeks in line with the DCC marking policy.</p>	<ul style="list-style-type: none"> - Observation - Ongoing verbal feedback - Practical outcomes - Written feedback - booklet <p>Work will be assessed via peer/self assessment. Students' work will also be teacher assessed every 3 weeks in line with the DCC marking policy.</p>	<ul style="list-style-type: none"> - Ongoing verbal feedback - Practical outcomes - Written feedback - booklet <p>Work will be assessed via peer/self assessment. Students' work will also be teacher assessed every 3 weeks in line with the DCC marking policy.</p>																										
<p>How will students be assessed?</p>	<p>In line with NC students will be assessed after each key piece using a WWW/EBI. Which is in line with DCC policy. Ongoing methods of formative assessment will be evident while pupils complete lesson tasks and exercise. Plus ongoing verbal feedback while pupils are completing activities. Use of 'Mote' feedback in Google Classroom to give verbal feedback on students' home learning.</p>	<p>In line with NC students will be assessed after each key piece using a WWW/EBI. which is in line with DCC policy. Ongoing methods of formative assessment will be evident while pupils complete lesson tasks and exercise via ongoing verbal feedback . Use of 'Mote' feedback in Google Classroom to give verbal feedback on students' home learning,</p>	<p>In line with NC students will be assessed after each key piece using a WWW/EBI. which is in line with DCC policy. Ongoing methods of formative assessment will be evident while pupils complete lesson tasks and exercise via ongoing verbal feedback . Use of 'Mote' feedback in Google Classroom to give verbal feedback on students' home learning,</p>	<p>In line with NC students will be assessed after each key piece using a WWW/EBI. which is in line with DCC policy. Ongoing methods of formative assessment will be evident while pupils complete lesson tasks and exercise via ongoing verbal feedback . Use of 'Mote' feedback in Google Classroom to give verbal feedback on students' home learning,</p>																										
<p>Key Vocabulary</p>	<p>Design brief. Analyse. Logo. Typography. Aesthetics. Environment. Font. Annotation. Construction line. CAD. Iconic.</p> <ul style="list-style-type: none"> - 'Literacy challenge wall' activities. - 'Do Now' booklet. 	<ul style="list-style-type: none"> - Ferrous - Non Ferrous - Alloys - Pewter - Coping saw - Pewter casting machine - Feed - Waste lines - Mould - Hack saw - Emery cloth - Wire wool - Needle file Machine Vice <ul style="list-style-type: none"> - 'Literacy challenge wall' activities - 'Do Now' booklet 	<p>Eatwell guide Nutrients Carbohydrates Vitamins Minerals Protein Fibre Hygiene Eatwell plate Claw Bridge</p> <ul style="list-style-type: none"> - 'Literacy challenge wall' activities - 'Do Now' booklet 	<table border="0"> <tr> <td>Textiles</td> <td>Making skills</td> </tr> <tr> <td>Sewing</td> <td>Hand stitch skills</td> </tr> <tr> <td>Needles</td> <td>Sewing machine</td> </tr> <tr> <td>Pins</td> <td></td> </tr> <tr> <td>Bookmark</td> <td></td> </tr> <tr> <td>Felt</td> <td></td> </tr> <tr> <td>Fabric</td> <td></td> </tr> <tr> <td>Applique</td> <td></td> </tr> <tr> <td>Decoration</td> <td></td> </tr> <tr> <td>Design</td> <td></td> </tr> <tr> <td>Final Product</td> <td></td> </tr> <tr> <td>Textile Skills</td> <td></td> </tr> <tr> <td>Fonts/ Text</td> <td></td> </tr> </table> <ul style="list-style-type: none"> - 'Literacy challenge wall' activities - 'Do Now' booklet 	Textiles	Making skills	Sewing	Hand stitch skills	Needles	Sewing machine	Pins		Bookmark		Felt		Fabric		Applique		Decoration		Design		Final Product		Textile Skills		Fonts/ Text	
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<p>Homework opportunities to broaden or deepen student knowledge</p>	<p>Pupils will undertake independent research tasks. They are to research the following designers:</p> <ul style="list-style-type: none"> - Raymond Loewy - Pixar - Apple 	<p>Pupils will undertake independent research tasks. They are to research the following designers:</p> <ul style="list-style-type: none"> - ALESSI - TESLA - ZAHA HADID 	<p>INGREDIENTS are to be brought into school unless provided for. Students are encouraged to practice cooking at home to further develop identified skills</p>	<p>Fact finding, developing and enhancing fundamental skills. Raising cultural capital. Developing skills.</p>
<p>Links to the National Curriculum</p>	<p>D2, D5, E1 and E3</p>		<p>Understand and apply the principles of nutrition and health</p> <p>Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet</p> <p>Become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]</p> <p>Understand the source, seasonality and characteristics of a broad range of ingredients</p>	<p>1.1a,b, 1.2a, 1.3c, 1.4a, 2a,b,c,g,h 3a,d,e, 4a,b,c,d,f</p>