



# Denton Community College

## Departmental Curriculum Plan

### Subject: Product Design Technology

Year Group: 9



	ROTATION 1	ROTATION 2	ROTATION 3	ROTATION 4
<b>Topics</b>	<b>Graphic Product Architecture &amp; CAD</b>	<b>Textiles</b>	<b>Food</b>	<b>Resistant Materials Bottle opener</b>
<b>What will students do during this unit?</b>	<ul style="list-style-type: none"> <li>- Orthographic drawings: Pupils will be learning how to produce an orthographic drawing. Which meets the Edexcel exam board standard .</li> <li>- Isometric drawings.</li> <li>- Rendering skills in order to develop the quality of hand drawings.</li> <li>- Card modelling: Pupils will become familiar with modelling equipment, materials and techniques.</li> <li>- Quality control measures, to ensure pupils know what steps are to be taken when aiming to create a high quality physical or CAD outcome.</li> <li>- 3D CAD design using Google Sketch-Up.</li> <li>- Logo design using CAD. (Photoshop)</li> </ul>	<p>The national curriculum Textile Art aims to ensure that all students:</p> <ul style="list-style-type: none"> <li>-Produce creative, exploring their ideas and recording experiences.</li> <li>-Become proficient in design, creating and other Textile art, craft and design techniques.</li> <li>-Evaluate and analyse creative works using the language of Textile art craft and design.</li> <li>-Know about great Textile artists, craft makers and designers, and understand the historical and cultural developments of their products.</li> </ul>	<ul style="list-style-type: none"> <li>- Reinforce a range of cooking skills, methods and techniques by cooking 8 multi-cultural dishes during the rotation.</li> <li>- To learn about food from different cultures including popular foods, staple foods and school dinners around the world.</li> <li>- To do a sensory analysis on a range of food items from different countries</li> <li>- To create a menu for a new restaurant using a country they have researched. To understand all of the factors involved in menu planning (direct link to Hospitality and Catering level 1 and 2)</li> </ul>	<ul style="list-style-type: none"> <li>- Dimensioning using British Standards</li> <li>- Materials knowledge - Metals and Acrylic</li> <li>- Manufacturing using a range of equipment, processes and techniques such as:               <ul style="list-style-type: none"> <li>Scriber</li> <li>Dividers</li> <li>Engineers red</li> <li>Centre punch</li> <li>2D Design</li> <li>Use of a pillar drill</li> <li>Stock and die</li> <li>Filing</li> <li>Hole cutting</li> <li>Pop Rivet</li> <li>Marking out</li> <li>Hack saw</li> <li>Emery cloth</li> <li>Wire wool</li> <li>Finishing techniques</li> </ul> </li> </ul>
	<p>The following pieces of work will be assessed. This will be done while the pupils are completing the tasks and on completion.</p> <ul style="list-style-type: none"> <li>- Orthographic drawing.</li> <li>- Miniature Card Model.</li> <li>- Google sketch-Up generated house.</li> <li>- Self generated Housing logo.</li> </ul>	<p>AO1-Students look at Textile artists, craftspeople and designers to help your work. Showing that they can analyse art that inspires them and showing that students understand the cultural background to the Textile art.</p> <p>AO2-Using lots of different materials like sewing, and printing. Experimenting to</p>	<p>The following pieces of work will be assessed. This will be done while the pupils are completing the tasks and on completion.</p> <ul style="list-style-type: none"> <li>- Baseline test</li> <li>- End of unit test</li> <li>- Menu planning task at the end of the rotation</li> </ul>	<p>The following pieces of work will be assessed. This will be done while the pupils are completing the tasks and on completion.</p> <ul style="list-style-type: none"> <li>- End of unit test</li> <li>- Accuracy of dimensioning</li> <li>- FPT assessed</li> </ul>

	<p>- Hand drawn logo designs. - Superimposed housing development Photoshop advertisement . 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>see what works and what doesn't. Improving their work as it progresses. AO3-Writing and presenting your ideas out – making these ideas link to their research from A01. This includes mind maps – visually and written. AO4-This is the work that students make at the end of the project (it might not just be one piece). This should be linked to their inspirations (A01), your experiments (A02) and finished ideas (A03).</p>	<p>Work will be assessed using peer/self and teacher assessments Pupils work workbooks will be checked and marked every 3 weeks in line with the DCC marking policy</p>	<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>
<b>How will students be assessed?</b>	<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>
<b>Key Vocabulary</b>	<p>Quality assurance. Quality control. Tolerance. Perspective. Proportion. Illusion. Orthographic. Texture. - 'Literacy challenge wall' activities. - 'Do Now' booklet.</p>	<p>Graffiti Layering Overlap Surface Decoration Motif Textile Skills Manipulating fabric Sewing machine Hand stitch skills Printing Batik Layering Fonts/ Text Making skills Product Design Starters/do now tasks, peer/self-assessment and student evaluations.</p>	<p>Multicultural Sensory Staple foods Influence Dietary requirements Cooking skills Cooking methods</p>	<p>Scriber Dividers Engineers red Centre punch 2D Design Stock and die Filing Hole cutting Pop Rivet Finishing techniques Marking out Hack saw Emery cloth Wire wool Pillar drill</p>

<b>Homework opportunities to broaden or deepen student knowledge</b>	Subject specific weekly home learning tasks. Set weekly to further support in class learning and embed key terminology. Tasks include: GCSE Bitesize tests, designer research exercise plus work development. - 'Literacy challenge wall' activities. - 'Do Now' booklet.	Subject specific weekly home learning tasks. Set weekly to further support in class learning and embed key terminology. - 'Literacy challenge wall' activities. - 'Do Now' booklet.	Subject specific weekly home learning tasks. Set weekly to further support in class learning and embed key terminology. - 'Literacy challenge wall' activities. - 'Do Now' booklet.	Subject specific weekly home learning tasks. Set weekly to further support in class learning and embed key terminology. - 'Literacy challenge wall' activities. - 'Do Now' booklet.
<b>Links to the National Curriculum</b>	D1, D2, D5, M1, M2, E1 and E3  See separate document	See separate document	"Understand and apply the principles of nutrition and health  Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet  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]  Understand the source of a broad range of ingredients"	See separate document