

	Autumn	Spring	Summer
Starter topics	<ul style="list-style-type: none"> ➤ 1-point perspective ➤ 2-point perspective ➤ Rendering techniques 	<ul style="list-style-type: none"> ➤ Differentiated drawing tasks ➤ Isometric techniques ➤ 2-point perspective 	<ul style="list-style-type: none"> ➤ Differentiated drawing tasks ➤ Isometric techniques ➤ 2-point perspective
Project & Objectives	<p>Clock project Students make an informed decision about the materials to use for their clock. Aesthetics, sustainability and working properties are the main considerations when considering whether materials are suitable for their particular design.</p>	<p>Phone/Media stand The key to a success is developing a functional product that make effective use of material properties. Acrylic can be heated/formed to create a 3-dimensional structure, whilst plywood is more sustainable & more natural aesthetically!</p>	<p>Storage Box Students research and learn about different cultures & related imagery. The box they make must be inspired by a culture of their choice. Tea-light holder (cultural) An alternative solution; the tea-light must also reflect a culture/imagery</p>
Acquired Knowledge / Skills	<ul style="list-style-type: none"> • The work of others • Working drawings • Card/CAD modelling • Working properties of plywood/acrylic • Iterative design • Fixings/fittings • Evaluating against the specification • Mechanisms/forces/levers 	<ul style="list-style-type: none"> • Research & innovation • Flatpack products • Forming thermo-plastics • Iterative design • Orthographic drawings • Card modelling (HW) • Sketch-up drawings • Developing CAD techniques 	<ul style="list-style-type: none"> • Researching cultural imagery • Mood board • CAD/CAM • Sketch-up solutions • Laser cutter • Adhesives • Types of finish (stains/varnish/paint/wax)
Target Vocabulary	<p><u>Tier 2 vocab:</u> Perspective, client, evaluate, appeal. <u>Tier 3 vocab:</u> Render, model, lever, mechanism, iterative design.</p>	<p><u>Tier 2 vocab:</u> Opinion, influence, sustainable, function. <u>Tier 3 vocab:</u> CAD/CAM, flatpack, obsolescence, thermoplastic.</p>	<p><u>Tier 2 vocab:</u> Incorporate, culture, theme. <u>Tier 3 vocab:</u> Tessellate, batch, tab, aesthetics, finishes.</p>
Rights Respecting	<p>Students choose their own clock theme/research & share findings. Article 12: Respect for the rights of the child.</p>	<p>Difference between fact and opinion. Link to online marketing, influencers, rights of consumer, sustainable design, built in obsolescence etc. Article 17: Right to information</p>	<p>Students research cultural imagery to theme their box. Article 13: Freedom of expression Article 31: Right to leisure, play and culture</p>
Assessment	<p>Students submit both a design folder & product:</p> <ul style="list-style-type: none"> ➤ 40 marks - Design folder ➤ 40 marks - Making ➤ 20 marks - End of project test ➤ <u>Total of 100 marks</u> <p>% then converted to 1-9 level for overall progress</p>	<p>Students submit both a design folder & product:</p> <ul style="list-style-type: none"> ➤ 40 marks - Design folder ➤ 40 marks - Making ➤ 20 marks - End of project test ➤ <u>Total of 100 marks</u> <p>% then converted to 1-9 level for overall progress</p>	<p>Students submit both a design folder & product:</p> <ul style="list-style-type: none"> ➤ 40 marks - Design folder ➤ 40 marks - Making ➤ 20 marks - End of project test ➤ <u>Total of 100 marks</u> <p>% then converted to 1-9 level for overall progress</p>