

## Project: TicTacToe.

Students will be designing and making a TicTacToe game inspired by Oldham and Manchester. The project is designed to introduce pupils to Design and Technology and start developing their skills within the subject.

- Pupils make a TicTacToe game as an introductory project, where they learn basic skills in design and making, using various equipment, tools and machinery.
- Pupils are introduced to 2D Design and will create their player pieces on the software, to then be manufactured on the laser cutter.

### How have you considered the development of literacy and oracy in your subject?

Literacy is being developed via written tasks, keywords and modelling.

MAD time is also used to further develop responses and correct SPAG mistakes.

Cold calling and turn and talk are used to encourage pupils to develop confidence and articulate the correct use of technical words.

**Do Nows** – Are a mixture of Turn and Talk and recorded in books or Formative depending on the content being delivered.

### How have you considered the development of literacy in your subject?

Literacy is being developed via written tasks, keywords and modelling. Robust Reading is used when appropriate.

MAD time is also used to further develop responses and correct SPAG mistakes.

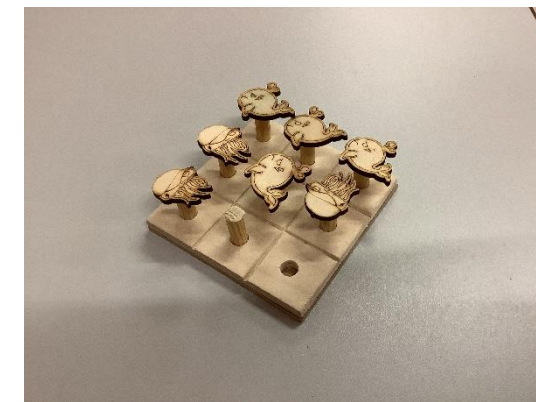
### Feedback and assessment

Live Feedback is an integral part of Design and Technology, pupils receive Live feedback for both practical and written tasks.

Flash feedback is used for tasks such as Product Analysis and practical, this allow pupils to develop their work further.

### Project Delivery

The running order of this project will vary to try and avoid manufacturing pinch points. Teachers rotate the delivery of practical and CAD / CAM depending on resource availability.



### Getting to grips

You will design and make a TicTacToe game inspired by Oldham or Manchester. The project is an introduction to Design and Technology and will develop your creativity and practical skills.

#### Half Term 1

You will learn about...  
Workshop Health and Safety  
Research to inspire design  
Using tools and equipment.

#### Half Term 2

You will...  
Continue making your game parts or start learning how to use 2D Design to draw your pieces.

#### Half Term 3

You will...  
Laser cut your pieces.  
Assemble all of your parts and have a finished game made to a high standard.  
Rotate to Cooking and Nutrition.

## Y7 D&T

Learning Journey



# Project: Clock Tidy Y8

## Project: Designer inspired Clock Tidy.

Students design and make a clock and desk tidy inspired by a professional designer. Pupils will have the opportunity to develop creativity and understand how products are influenced by the work of others. Pupils continue developing their skills within the iterative process for designing and making products, they are also introduced to industrial processes (Vacuum Forming) and 3d printing.

- Pupils will be creating a designer inspired clock and desk tidy.
- Students creativity will be evident through design ideas and final outcomes.
- Students will produce specific criteria in which their product will need to meet.
- Students will reflect on how well their clocks have met their criteria.

### How have you used the skills/content/cultural capital to enrich Key Stage 3?

The project is based on the work of an existing designer, which will be used to inspire creativity and cultural awareness.

### How have you considered the development of literacy in your subject?

Literacy is being developed via written tasks, keywords and modelling. Robust Reading is used when appropriate to discuss ideas and topics.

MAD time is also used to further develop responses and correct SPAG mistakes.

**Do Nows** – Are a mixture of Turn and Talk and recorded in books or Formative depending on the content being delivered.

### Feedback and assessment

Live Feedback is an integral part of Design and Technology, pupils receive Live feedback for both practical and written tasks.

Flash feedback is used for tasks such as:

Product Analysis – evaluate an existing product for strength, weaknesses and improvement.

Practical skills - use of tools equipment and machinery.

Pupils are assessed on practical skills observations, work produced in books that is marked for Flash feedback and through the use of Formatives where appropriate.

### Project Delivery

The running order of this project will vary to try and avoid manufacturing pinch points. Teachers rotate the delivery of practical and CAD / CAM depending on resource availability.



### Confident designer makers

Your project brief is to design and make a clock desk tidy inspired by a professional designer.

You will make it using a combination of CAD / CAM and by hands skills.

#### Half Term 1

You will learn about...  
A professional designer  
Create your own ideas in their  
style.

#### Half Term 2

You will...  
Build on your 2d design skills  
Create your idea using 2d design  
or start making the base of the  
product with tools and  
equipment..

#### Half Term 3

You will...  
Vacuum Form your base.  
Laser cut the back part of the  
product and assemble it  
together.  
You will rotate to Cooking and  
Nutrition.

## Y8 D&T

Learning Journey



## Project: Y9 SOMA Cube

Students design and make a SOMA cube, a small puzzle which can be solved in 240 different combinations. The project focusses on developing practical skills and further builds on CAD skills in preparation for Key Stage 4.

- Pupils make seven different wooden joints, which range in complexity for each puzzle part.
- Two of the joints will be drawn using CAD and manufactured using the 3d printers.
- The project focusses on accuracy, quality and making skills.

### How have you considered the development of literacy in your subject?

Literacy is being developed via written tasks, subject specific keywords and modelling. Robust Reading is used when appropriate to allow pupils to discuss topics.

**Do Nows** – Are a mixture of Turn and Talk and recorded in books or Formative depending on the content being delivered.

### Feedback and assessment

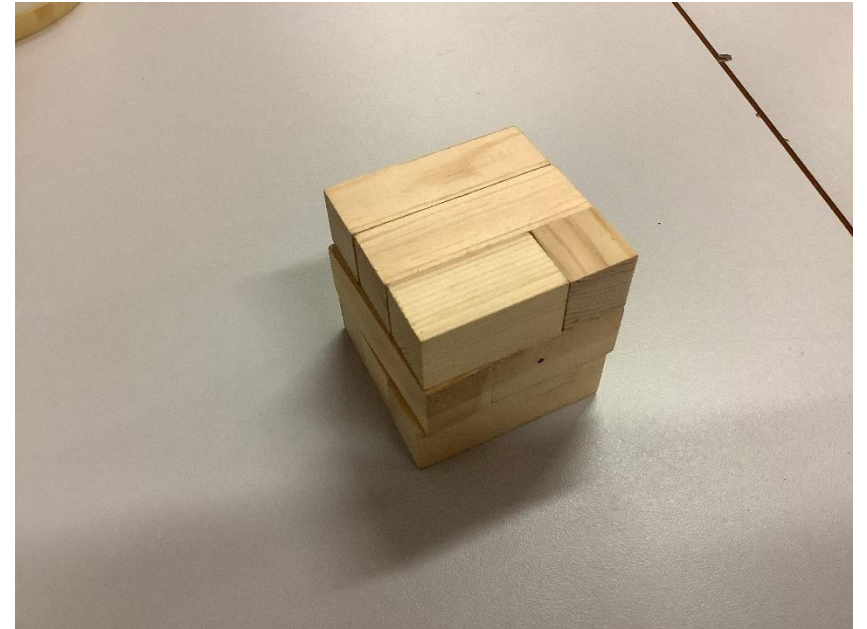
Live Feedback is an integral part of Design and Technology, pupils receive Live feedback for both practical and written tasks.

Flash feedback is used less within this project as it focusses mainly on practical skills, however there is greater of use Live feedback.

Pupils are assessed on practical skills observations, use of CAD, accuracy and quality of outcomes.

### Project Delivery

The running order of this project will vary to try and avoid manufacturing pinch points. Teachers rotate the delivery of practical and CAD / CAM depending on resource availability.



### Competent designer makers

You will design and make a SOMA cube, a small puzzle which can be solved in 240 different combinations. The project focusses on developing practical skills and further builds on CAD skills in preparation for Key Stage 4.

#### Half Term 1

You will learn how to...  
Measure and mark out accurately.  
Use tools and equipment and machinery safely.

#### Half Term 2

You will...  
Build your CAD skills and learn to use Onshape.  
Continue making various parts of your puzzle.

#### Half Term 3

You will...  
Learn about the world of 3d printing.  
Continue refining your practical skills and completing your project. Rotate to Cooking and Nutrition.

## Y9 D&T

Learning Journey



You will experiment, design and make a range of products to develop your creativity, understanding and skill in Design and Technology. You will learn various techniques and manufacturing processes to help you realise your ideas.

## Y10 D&T

Learning Journey

### Half Term 1

You will learn how to Research and investigate a professional designer. Produce work in their style and communicate your design ideas for a mobile phone holder.

### Half Term 2

You will finalise and manufacture your mobile phone holder using industrial processes.

### Half Term 3

You will Continue refining your design skills and investigate the needs of a client. You will design and make a Pizza Cutter.

### Half Term 4

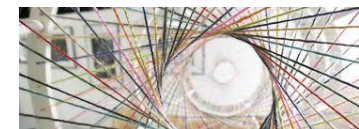
You will continue building on your skills and expertise by designing and making a tissue dispenser.

### Half Term 5

You will manufacture your final solution, to a high quality finish.

### Half Term 6

You will Complete various focussed practical tasks to deepen your understanding of the materials and machinery.



## **Year 1 T&L BTECH 3D Design –Art and Design Practice - 2022 Specification**

### **Year 2 – Component 1 and 2.**

Students will design and make various products to develop their skills and expertise within Design and Technology. Pupils are also taught a range of practical making skills, which make use of a variety of techniques, materials and machinery. Exposing pupils to a wide range of possibilities for when they design and make their own products in response to component 1 and 2 in Year 11 – Pearson Set Assignment (PSA) and Responding to a brief, allows for greater creativity. Each project throughout year 10 reflects areas of component requirements for Y11

#### **How have you used the skills/content/cultural capital to enrich Key Stage 4?**

Projects designed to allow pupils to explore and develop a variety of skills a designer uses. We focus on the work of existing designers to inspire creativity and cultural awareness. Pupils develop skills in design and making products using a variety of materials. The use of a live client allows pupils to empathise with client needs and wants.

#### **How have you considered the development of literacy in your subject?**

Literacy is being developed via written tasks, keywords and modelling.  
MAD time is also used to further develop responses and correct SPAG mistakes.

**Do Now's** – consist of using opportunities to develop oracy and reading skills, and depend on the content being delivered. If this is practical it may include turn and talk discussion and demonstration of technique.

#### **Feedback and assessment**

Live Feedback is an integral part of Design and Technology, pupils receive Live feedback for practical tasks so they are able to respond in real time.

Feedback is used for tasks such as:

Product Analysis – evaluate an existing product for strength, weaknesses and improvement.

Design Criteria – develop design parameters for a product.

Design Ideas – communicate and develop design thinking.

Pupils are assessed on practical skills observations, work produced in portfolios

#### **Project Delivery**

The running order of this project will vary to try and avoid manufacturing pinch points. Teachers rotate the delivery of practical and CAD / CAM depending on resource availability.



BTEC Tech Award in Art and Design Practice Level 1/Level 2

The BTEC is split into three components:

1. Generating ideas in Art and Design – Assessed internally
2. Develop practical skills in Art and Design – Assessed internally
3. Responding to a client brief – External synoptic

**Y11 D&T**  
Learning Journey



**Half Term 1**

You will ...  
complete your trinket box project, by making a high-quality product and recording your journey in your design portfolio.

**Half Term 2**

You will...  
Start your mock component 3 –  
Start Activity 1 – Project development.  
Start Activity 2 – your development review

**Half Term 3**

Start Activity 3 – Final response. You will make your product based on your client brief.  
Start Activity 4 and create your client brief.

**Half Term 4**

You will...  
Start your final component 3. You will analyse and choose your design brief based on the exam released by the exam board

**Half Term 5**

You will...  
Continue working on Component 3 and complete it ready for external assessment.

**Half Term 6**

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