

# REMOTE LEARNING MODULE

Subject: GCSE D&T

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Updated:



Subject:	GCSE D&T	Teacher (if applicable):	DJB
Year:	10	Ability/Class (if applicable):	Mixed
Module title:	Presenting designs introduction		
Duration:	2 weeks <input type="checkbox"/>	4 weeks x	6 weeks <input type="checkbox"/>
		8 weeks <input type="checkbox"/>	Other:

## Intent

Intent Statement - at Landau Forte Amington, we believe learning powerful knowledge helps students achieve and creates a fairer society. How are you trying to accomplish this, with this module?

This module provides students with the skills required to thrive in this GCSE course. In the process it gives them the skills to communicate in alternative ways and present ideas in the ways most appropriate to them

Aims - what do you want pupils to be able to know and do by the time they finish this module?

How to render using colour and shade to add texture  
Present ideas using 1 and 2 point perspective

Academy values – at Landau Forte Amington, we want students to be ambitious, brave and kind. How are these values promoted in this module?

Ambitious – students are encouraged to strive to produce products which are of the highest quality and push their creativity and skills.

Brave – Students are required to be brave when undertaking tasks which require the use of new and interesting tools, equipment and processes in the workshop.

Kind – Students are required to work in groups and help each other in this projects. The end user of the product being designed is always considered and the impact on the wider community has to be taken into account.

Content – what is being covered, ensuring breadth & depth?

National Curriculum/Exam Specification - how does the content link to the NC or Exam Spec?

Rendering techniques  
1 point perspective drawing  
2 point perspective drawing  
Crating  
Presentation techniques

AQA GCSE D&T spec point - 3.3.4 Design Strategies

Powerful Knowledge - what powerful knowledge is included in this module? Consider what knowledge is it important for our students to know, so that when they leave school they can engage in and lead discussions, with people from the most advantaged backgrounds?

This module provides students with the skills to communicate in alternative ways and present ideas in the ways most appropriate to them. These skills can be used in their professional or personal lives.

## Implementation

### KEY CONCEPTS

<b>Key Concepts</b> – what are the key concepts being taught?	<b>Progression</b> – how will studying these key concepts support progression to the next academic year, or key stage?
Communication through a variety of presentation techniques	All design and make modules will requires ideas to be communicated and the in NEA task section C is all about creating and presenting design solutions.

### LEARNING

<b>Synchronous</b> – what are the synchronous aspects of the module, including new material taught?	<b>Asynchronous</b> – what are the asynchronous aspects of the module, including deliberate practice?
How to carry out each of the communication techniques	Students applying the skills to a range of communication exercises

### ENGAGEMENT

<b>Accessibility</b> – how are you going to ensure students without ICT can engage with this module?	<b>Disengagement</b> – how are you going to ensure students who are not engaging with this module are identified and supported?
All tasks are completed on printed scaffolded sheets. The synchronous aspects can be delivered live face to face, or video session or by printed step by step help sheets.	Regular light feedback will highlight any students that are not fully engaging and appropriate contact can be made.

### FEEDBACK

<b>End of Module</b> – what is the end of module assessment, which will be used to evaluate the knowledge and skills gained?	<b>Review Points</b> – what takes place at the review points, to monitor the progress of learners and provide feedback, or support?	
The module is based around an initial attempt at a 3D presentation drawing. Skills are then developed through the cycle and finishes with students recreating the initial 3D presentation drawing applying the skills gained.	<b>2 Weeks</b>	Second attempt at initial 3D sketching task (DNA from session1)
	<b>4 Weeks</b>	Final assessment attempt at initial 3D sketch
	<b>6 Weeks</b>	
	<b>8 Weeks</b>	
	<b>Other</b>	

<b>Delivery</b> (please note - a two week remote learning module may only take one lesson cycle)							
1	Number of lessons in cycle:	1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)	
		Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>	Sketch the given image as accurately as possible	What	How to use a range of presentation techniques	
Blended (live in classroom and remote as study)	<input type="checkbox"/>	Why	To be able to choose the most appropriate technique according to the product and your skills				
		How	By practicing each technique and comparing results to initial attempts				
1	Number of lessons in cycle:	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)	
		Rendering techniques, shading and representing material textures		Questioning Plan for errors		Template sheets to produce work on and modelling of techniques	
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)	
		Students render the given images on the sheet using the templates, examples of real life materials and guided instructions.		Use of visualizer to critique work		Feedback from critiquing work will be used in future sessions when sketching techniques are introduced and rendering applied	
2	Number of lessons in cycle:	1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)	
		Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>	Draw cube in 3D in a variety of different ways		What	How to use a range of presentation techniques

		Blended (live in classroom and remote as study)	<input type="checkbox"/>		Why	To be able to choose the most appropriate technique according to the product and your skills			
					How	By practicing each technique and comparing results to initial attempts			
2	Number of lessons in cycle:	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)		Synchronous (live)	
		Recap on isometric drawing. New learning adding shadow and shade to designs.		Sharing work on visualizer and critiquing against success criteria		Template sheets to produce work on and modelling of techniques			
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)		Asynchronous (remote)	
		Students complete the isometric drawing tasks on the sheet using the templates, examples and guided instructions.		Light feedback from teacher touring room checking for errors and progress. Or over video images of student work shared on Microsoft Teams.		Second attempt at initial 3D sketching task (DNA from session1)			
3		1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)			
		Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>	Add detail to the given street diagram	What	How to use a range of presentation techniques			
		Blended (live in classroom and remote as study)	<input type="checkbox"/>		Why	To be able to choose the most appropriate technique according to the product and your skills			
			How		By practicing each technique and comparing results to initial attempts				
	3	Number of lessons in cycle:	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)		Synchronous (live)
			Recap one point perspective drawing and expand technique to presentation of large scale products/architecture		Initial simple one point sketches checked against success criteria		Template sheets to produce work on and modelling of techniques		
			7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)		Asynchronous (remote)
Students complete the one point perspective drawing tasks on the sheet using the templates, examples and guided instructions. An independent street view will be produced.			Light feedback from teacher touring room checking for errors and progress. Or over video images of student work shared on Microsoft Teams.		EXIT ticket on presenting one point perspective drawings				

		1) Lesson Type (remote or blended)	2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)			
4	Number of lessons in cycle: 2	Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>	Follow the steps to turn an isometric sketch in to an organic shape	What	How to use a range of presentation techniques	
		Blended (live in classroom and remote as study)	<input type="checkbox"/>		Why	To be able to choose the most appropriate technique according to the product and your skills	
					How	By practicing each technique and comparing results to initial attempts	
		4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	Synchronous (live)		
	Recap crating and expand technique to presentation of internal shapes	Targeted questioning Plan for errors	Template sheets to produce work on and modelling of techniques				
	7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)			
	Students complete the crating drawing tasks on the sheet using the templates, examples and guided instructions.	Light feedback from teacher touring room checking for errors and progress. Or over video images of student work shared on Microsoft Teams.	End of module assessment to reproduce the initial 3D sketch (session 1 DNA) applying all relevant techniques				
		1) Lesson Type (remote or blended)	2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)			
5	Number of lessons in cycle:	Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>		What		
		Blended (live in classroom and remote as study)	<input type="checkbox"/>		Why		
					How		
		4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	Synchronous (live)		
	7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	Asyn chro			

6	Number of lessons in cycle:	1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)				
		Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>			What				
		Blended (live in classroom and remote as study)	<input type="checkbox"/>			Why				
			4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)		Synchronous (live)	
			7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)		Asynchronous (remote)	
7	Number of lessons in cycle:	1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)				
		Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>			What				
		Blended (live in classroom and remote as study)	<input type="checkbox"/>			Why				
			4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)		Synchronous (live)	
			7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)		Asyn chro	

8	Number of lessons in cycle:	1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)				
		Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>			What				
		Blended (live in classroom and remote as study)	<input type="checkbox"/>			Why				
			4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)		Synchronous (live)	
			7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)		Asynchronous (remote)	
9	Number of lessons in cycle:	1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)				
		Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>			What				
		Blended (live in classroom and remote as study)	<input type="checkbox"/>			Why				
			4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)		Synchronous (live)	
			7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)		Asyn chro	



		1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)			
		Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>			What			
		Blended (live in classroom and remote as study)	<input type="checkbox"/>			Why			
						How			
10	Number of lessons in cycle:	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)			Synchronous (live)
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)			Asynchronous (remote)