REMOTE LEARNING MODULE

Subject: D&T
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Created: 15/7/20
Updated:

Subject:	D&T		Teacher (if applicable):	DJB & NLO	
Year:	7		Ability/Class (if applicable):	Mixed	
Module title:	Graphics				
Duration:	2 weeks ☐	4 weeks ☐	6 weeks x	8 weeks ☐	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?
Providing a KS3 Curriculum which provides students with essential practical life skills to allow them to develop healthy and creative lifestyles. This module introduces students to D&T at KS3 and prepares them with the skills to develop in all areas of the D&T curriculum.
Aims - what do you want pupils to be able to know and do by the time they finish this module?
Understand and apply the design process. Be able to present design ideas using isometric drawing. Be able to create design ideas around a given theme.
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?
Design process (working to a brief, analysing products, writing specification, creating ideas & developing them, producing high quality products and evaluating the final outcomes) Isometric drawing Understanding the use of technical equipment (vacuum former and laser cutter)	This relates to the design and make sections of the national curriculum

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?
Being able to apply the design process. It gives students the background skills required to develop concepts in their wider life with a solid framework. (E.g. Designing the layout of a garden taking in to account the needs of all the family.)

Implementation

KEY CONCEPTS	
Key Concepts – what are the key concepts being taught?	**Progression** – how will studying these key concepts support progression to the next academic year, or key stage?
The process designers go through to create/design products What are the important considerations we need to take when designing for others How can we achieve the highest quality possible in our design and make projects	The design process is at the heart of all projects in D&T. This module give the solid foothold to build on in future projects. Isometric drawing is considered the industry standard for sketching initial ideas in the design world.
LEARNING	
Synchronous – what are the synchronous aspects of the module, including new material taught?	**Asynchronous** – what are the asynchronous aspects of the module, including deliberate practice?
The design process and how to draw in isometric using an isometric grid and freehand.	Carrying out research into their user, creating and developing ideas (using isometric drawing to present these ideas)
ENGAGEMENT	
Accessibility – how are you going to ensure students without ICT can engage with this module?	**Disengagement** – how are you going to ensure students who are not engaging with this module are identified and supported?
Work produced in this module is mainly sketch based. For research tasks appropriate images to analyse along with information can be provided on printouts.	Regular light feedback will highlight any students that are not fully engaging and appropriate contact can be made.
FEEDBACK	

End of Module – what is the end of module assessment, which will be used to evaluate the knowledge and skills gained?	**Review Points** – what takes place at the review points, to monitor the progress of learners and provide feedback, or support?	
1. The final outcome and it's links to the initial designs and brief will be assessed and deep feedback given 2. An assessment will be carried out with short/multiple choice questions and a longer design based question.	**2 Weeks**	The sections of the design process and use of ACCESSFMM will be reviewed using a short quiz
	4 Weeks	Design ideas will be assessed with the opportunity for students to apply the feedback to their developments
	6 Weeks	Final design assessed to check for progress from initial design assessment
	8 Weeks	
	Other	

Delivery *(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)	☒	What design work have you completed in primary school?	What	What the design process is
Blended (live in classroom and remote as study)	☐		Why	It is what all projects will be based on and is how professional designers work
			How	By applying it to a design and make project

4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	
The steps in the design process and task analysis	Targeted questioning on the design process	Scaffold provided an initial modelling done for students to complete mind map of occasions	Synchronous (live)
7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)
Students complete a mind map of the occasions which could be used for the project	Students share ideas through discussion or by presenting student work on screen	Design process steps reviewed as DNA in next session	

2

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)	☒	Put the Design Process stage sin the correct order.	What	How to analyse existing products

		Blended (live in classroom and remote as study)	☐		Why: To gain ideas we could use in our design work How: By analysing and existing product as a group	
	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)
		Introduction to ACCESSFMM and how it is used		Targeted questioning on the design process	Example modelled for Aesthetics of a product breaking it down into success criteria of FOR (Fact, Opinion and Reason)	
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)
		Students start to complete full product analysis of a product using ACCSS out of ACCESSFMM		Use student work to check success criteria have been met	ACCESSFMM used as DNA for next session	
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)	☒	What do each of the letters in ACCESSFMM mean?	What: What ergonomics means Why: So products can be designed to meet individuals needs How: By looking at ergonomics of a product and analysing it	
		Blended (live in classroom and remote as study)	☐			
	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)
		What is ergonomics and how it is used in design		Identify the ergonomic features of a product	Model analysis of a product in terms of ergonomics using FOR	
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)
		Students complete product analysis for remaining parts for ACCESSFMM.		Written feedback given to students on product analysis ready for review next session	Design process and ACCESSFMM definitions to be reviewed at beginning of week 2 (session 5)	
4		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) ☒ Blended (live in classroom and remote as study) ☐	What do each of the letters in ACCESSFMM mean?	What: How to write a specification Why: To focus your thoughts clearly ready to design from How: Someone else would be able to describe your idea from your spec		
	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)
		How to write a specification using must, should and could	Targeted questioning	Modelled example of a specification for a particular product. Scaffold provided for using ACCESSFMM to write a spec		
		7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)		Asynchronous (remote)
		Students complete a full specification using their research findings (product analysis)	Students check each other's work to establish if they can clearly define each other product details	Specification will be reviewed when it is use to evaluate design ideas.		
5		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) ☒ Blended (live in classroom and remote as study) ☐	Testing of Design Process steps and ACCESSFMM	What: How to create a logo Why: To be able to promote a product successfully How: By reviewing each other's work against success criteria		
	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)
		What makes a good logo?	Questioning by comparing a range of logos (which are good and what do they represent)	Demonstrate a range of ways of creating logos		
		7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)		Asynchronous (remote)
		Students create a range of logos	Student work presented on screen and critiqued by the class	Designing and use of rendering reviewed in week 5 (session 9) assessment piece		

6		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)	☒	Draw range of given shapes in 3D.	What: How to draw in isometric Why: It is a realistic way of presenting 3D shapes How: By comparing finished images to examples	
		Blended (live in classroom and remote as study)	☐			
	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)
		How to draw in isometric using a grid and freehand.		Quick sketch task with students critiquing each other's work	Isometric grid provided and step by step guide to follow	
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)
		Students create a range of isometric shapes		Finished sketches checked against success criteria	Isometric drawing EXIT Ticket Isometric reviewed as DNA next session	
7		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)	☒	Draw 3 shapes using an isometric grid	What: How to present design ideas Why: Successful presentation allows others to understand your ideas How: Other students will be able to describe your idea	
		Blended (live in classroom and remote as study)	☐			
	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)
		Presentation techniques. Recap rendering from logo designing and introduce thick and thin lines.		Students grade examples and give reasons for their choice of grade.	Live modelling (or video example) of rendering techniques and think and thin lines. Isometric packaging templates available if necessary)	
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)	Asyn chro

		Students produce 2 clear design ideas for their packaging	On screen review of student work	Design ideas will be reviewed and techniques revisited when producing final designs.	
8		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) ☒	Add thick and thin lines to given sketches	What: How to annotate design ideas Why: Sketches can't communicate all ideas successfully How: Other students will be able to describe your idea	
		Blended (live in classroom and remote as study) ☐			
	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)
		How to successfully annotate design ideas	Students describe what details are missing from a design idea	Model example of annotating a design idea	
		7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)
		Students annotate both their ideas using ACCESSFMM	Design ideas assessed and feedback given to be used to present in final design	Design ideas assessed and feedback given to be used to present in final design	
9		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) ☒	Recap on ACCESFFMM points	What: Evaluating design ideas Why: To take the best features into your final design How: Final design will include all the best features from your initial designs	
		Blended (live in classroom and remote as study) ☐			
	Number of lessons in	4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	Synchronous (live)
		How to critically evaluate a set of designs	Students tick if designs have met their specification points	Model critical evaluation of a design idea	

		7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)
		Students evaluate their 2 ideas and write a conclusion to state the features they will use in their final design	Students discussion of presented ideas to check if evaluation points match	Evaluation to be revisited when final design is complete	
10		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) ☒ Blended (live in classroom and remote as study) ☐	Studying feedback on design ideas (identifying what they need to add to their final design)	What: Presenting a final design Why: Successful presentation allows others to understand your ideas How: Other students will be able to describe your idea	
	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)
		Presenting final design ideas with annotation explaining final design choices	Students explain their choices from their 2 ideas	Example of final design modelled and discussed. Template available for final design if necessary	
		7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)
		Students present their final design and annotate to explain the features they have included from their initial designs	Identifying positives and errors Deep feedback given on final design.	EXIT ticket on missing annotation	