REMOTE LEARNING MODULE

Subject: D&T
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Subject:	D&T		Teacher (if applicable):	DJB & NLO
Year:	9		Ability/Class (if applicable):	Mixed
Module title:	Designer influences			
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 key designers from the last 100 years and gives them an insight into what is expected at GCSE for Product Design

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

A range of key designers from the last 100 years and how their design work has impacted and been impacted by society.
How design work of other's can be used a s an influence for our own future designs

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 work of key designers Research into key designers Using previous designs to influence our own work Application of the design process	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?

This project gives students the tools to be able to analyse the work of others and find out how they arrived at their design solutions. This develops the skills of research and being able to adapt their own surroundings to suit their own taste and needs.

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?
How to analyse the work of others and use the information in our own design work Modelling of ideas rather than manufacturing full scale products	This module introduces students to key designers from the last 100 years and gives them an insight into what is expected at GCSE for Product Design

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?
How to analyse the work of others and draw ideas from their work How to produce models of products	Carrying out research and creating designs of their own Manufacturing models Evaluating 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?
This project is very much hands on other than the research task. Most of the research resources can be accessed through mobile phones or printouts can be provided with key information to be analysed	Regular light feedback will highlight any students that are not fully engaging and appropriate contact can be made. The practical nature of the modelling exercises should be engaging for most.

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?	
	2 Weeks	Designer profiles reviewed with class discussion

End of module assessment will include short answer/multiple choice questions on key designers and a longer answer/design questions based on presenting ideas and annotation.	**4 Weeks**	Deep feedback given on design ideas with summative and formative assessment
	6 Weeks	End of module assessment is presentation of a final design
	8 Weeks	
	Other	

Delivery *(please note - a two week remote learning module may only take one lesson cycle)*

Cycle 1

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)	☒		Who do you consider to be famous designers and why?	What	How designers have influenced peoples lifestyles over the last 100 years
Blended (live in classroom and remote as study)	☐			Why	To inform our own designing
				How	Describing at least 3 different influential designers work

4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	Synchronous (live)
Timeline of the key design style/designers over the last 100 years	Questioning existing knowledge Plan for errors (difference between designer and inventor)	Template timeline Modelled example	
7) Deliberate Practice (guided/ independent)	**8) Feedback (light/deep)**	**9) Review (daily/monthly)**	Asynchronous (remote)
Completion of timeline – filling the gaps	Light – review timeline and allow for correction time	Kahoot quiz or Daydream pocket poster test depending on resources available. Timeline reviewed in next session DNA	

Number of lessons in cycle: 1

Cycle 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)	☒		Timeline matching task	What	How designers have influenced peoples lifestyles over the last 100 years
Blended (live in classroom and remote as study)	☐			Why	To inform our own designing
				How	Describing at least 3 different influential designers work

4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	Synchronous (live)
Detailed review of individual designers and their style/influences	Targeted questioning	Modelled example of designer review. Scaffold layout for task	
7) Deliberate Practice (guided/ independent)	**8) Feedback (light/deep)**	**9) Review (daily/monthly)**	Asynchro

Number of lessons in cycle: 2

Choose 3 designers and present a summary of each before updating work from feedback	Presenting to class (visualizer) and updating from feedback	Exam question (describing style of a chosen designer)	

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 a chair	What	How to design using others influence
Blended (live in classroom and remote as study)	☐		Why	To give a wider range of tools to use for designing
			How	By design our own product in the style of one of your chosen designers

3 — Number of lessons in cycle: 2

4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	Synchronous (live)
Incorporating others styles in our own work	Students create own success criteria to represent their chosen designer	Modelled example of presenting designs and communicating style choices	

7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)
Students creating 3 design ideas in their chosen style	Deep feedback on finished designs. Opportunity to respond to feedback in final design presentation	EXIT Ticket on annotation of ideas	

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)	☒	Multiple choice quiz of key designers (part of final assessment)	What	How to design using others influence
Blended (live in classroom and remote as study)	☐		Why	To give a wider range of tools to use for designing
			How	By design our own product in the style of one of your chosen designers

4 — Number of lessons in: 1

4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	Synchronous (live)
Review of annotation and presenting ideas	Highlighting areas for improvement in their own designing to produce criteria for improvement task	Example of high grade final design page for students to aim for	

7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)
Final design produced including improvement task from feedback given	Students review each other's work against their own success criteria	Whole lesson is a review of the design task	

5 — 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	
			Why	
Blended (live in classroom and remote as study)	☐		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)	Asynchronous (remote)

6 — Number of lessons in

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	
			Why	
Blended (live in classroom and remote as study)	☐		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)	Asynchronous (remote)

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	
			Why	
Blended (live in classroom and remote as study)	☐		How	

7 — 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)

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	
			Why	
Blended (live in classroom and remote as study)	☐		How	

8 — 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)

		7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)

		1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
9	Number of lessons in cycle:	Remote (live on MS Teams and remote as study)	☒		What	
					Why	
		Blended (live in classroom and remote as study)	☐		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)	Asynchronous (remote)

		1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
10	Number of lessons in	Remote (live on MS Teams and remote as study)	☒		What	
					Why	
		Blended (live in classroom and remote as study)	☐		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)	Asynchronous (remote)