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**Knowledge Rich Curriculum Plan**

Year 7 Paper Lantern



| Lesson/Learning Sequence  | **Intended Knowledge:***Students will know that… Students will know how to…* | **Tiered Vocabulary**  | **Prior Knowledge:***In order to know this students, need to already know that…* | **ADT Interleaving Opportunities** | **Assessment**  |
| --- | --- | --- | --- | --- | --- |
| Colour theory | * Identify the 3 primary colours
* Identify the 3 Secondary colours
* Know how a tertiary colour is formed
* Understand how colour is used in Design and Technology

Misconception: Tertiary colours are not made up of mixing two secondary colours | Primary colours: the first in lineSecondary: the second in line | Know the basics of red, blue and yellowKnow that colours mix to create other colours | Art – Reference the Art introduction to colour theory to activate learning | Recall/activate starterApplication plenaryCan you identify the primary/secondary colours?How do you form a tertiary colour?How does a designer effectively use colour in design? |
| **Rendering techniques** | * Create rendering techniques in their design ideas
* Create tonal shading as part of their design ideas
* How to create different effects by rendering

Misconception: When applying tones and texture during rendering activities, students will often keep the pattern in 2D on a 3D object  | Design: a plan or drawing of a proposed product | Apply basic colour to a designUnderstand the difference between light, dark and medium | Art – Reference the Art techniques workshops that include stippling and Hatching. | Recall/activate starterCold call questioningWhat impression does a rendering technique give to a design?How would a rendered image help translate a design in an industry setting? (example: pitching a new iPhone design against other designers) |
| **Typography** | * How the term typography applies to Design and Technology
* How designers use Typography
* How letters are designed for different functions
* What is meant by the term Serif, sans serif, italic and script
 | Serif: slight stroke and the end of a letterSans Serif: no stroke at the end of a letterItalic: slight angular lean on a typefaceScript: a typeface that appears handwritten | Letters are designed by designersLetters can be designed in different shapes and sizesColour is used to help create designs | Food – reference package labelling and the use of clear fonts to communicate a message | Recall/activate starterSSS assessmentHow does typography help translate a design in an industry setting? |
| **Design and development** | * How designers use developments to help create ideas
* How to use creative skills to develop design ideas
* How to use basic shapes to form a design idea
 | Development: the process of improving an ideaAnnotation: the process of describing key parts of a design directly on a drawingSTRUCTURED TALK | Basic knowledge of drawingBasic knowledge of colourHow to use feedback to develop a idea | Art – Reference the basic shape workshop when forming complex images using circles, squares and rectanglesArt – reference Jon Burgerman workshops and how he uses simple line to create fun/obscure characters | Recall/activate starterCold call questioningWhy is it important to develop a design idea?Why is it important not to fixate on one idea or previous examples? |
| **3rd angle projection** | * Know how to draw in 3 projections
* Understand how different angle drawings can be used in Design
* Understand how designers present their work
 | Dimension: a measurable extent3rd angle projection: a technical drawing showing 3 faces of a design | How to draw basic technical drawingsHow to apply basic shadeHow to apply basic tone | Art – Reference tonal shading workshop | Recall/activate starterApplication plenary |
| **Manufacturing plan** | * Know how to create a manufacturing plan
* Know that a manufacturing plan is a step by step of how to manufacture a product
 | Manufacture: to make something using machines and tools  | Understand the basics of making a productUnderstand the term manufacture | Food – reference the basic methodology behind following a recipe to activate learning | Recall/activate starterCold call questioning |
| **Manufacture** | * To decide the best aspects of their initial ideas to produce a final solution
* Know how to use jigs and templates to create the monster box
* Know different card manipulation techniques including, folding, bending, scoring, layering, curling, creating springs and splicing
 |  | Know what is meant by the term aestheticKnow how to apply their designs to a productKnow how to generate new ideas | Food – discuss simple tools like moulds and cookie cutters to activate learning around jigs | Recall/activate starterApplication plenary |
| **Manufacture** | * To decide the best aspects of their initial ideas to produce a final solution
* Know how to use jigs and templates to create the monster box
* How to use double sided tape as an adhesive
 |  | Know what is meant by the term aestheticKnow how to apply their designs to a productKnow how to generate new ideas  |  | Recall/activate starterCold call questioning |
| **Manufacture** | * To decide the best aspects of their initial ideas to produce a final solution
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 |  | Know what is meant by the term aestheticKnow how to apply their designs to a productKnow how to generate new ideas |  | Recall/activate starterCold call questioning |
| **Assessment** | * Students will complete an assessment based on the highlighted intended knowledge within the map
 | N/A | All highlighted knowledge from the above map. | Final summativeassessment |