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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 line  Secondary: the second in line | Know the basics of red, blue and yellow  Know that colours mix to create other colours | Art – Reference the Art introduction to colour theory to activate learning | Recall/activate starter  Application plenary  Can 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 design  Understand the difference between light, dark and medium | Art – Reference the Art techniques workshops that include stippling and Hatching. | Recall/activate starter  Cold call questioning  What 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 letter  Sans Serif: no stroke at the end of a letter  Italic: slight angular lean on a typeface  Script: a typeface that appears handwritten | Letters are designed by designers  Letters can be designed in different shapes and sizes  Colour is used to help create designs | Food – reference package labelling and the use of clear fonts to communicate a message | Recall/activate starter  SSS assessment  How 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 idea  Annotation: the process of describing key parts of a design directly on a drawing  STRUCTURED TALK | Basic knowledge of drawing  Basic knowledge of colour  How to use feedback to develop a idea | Art – Reference the basic shape workshop when forming complex images using circles, squares and rectangles  Art – reference Jon Burgerman workshops and how he uses simple line to create fun/obscure characters | Recall/activate starter  Cold call questioning  Why 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 extent  3rd angle projection: a technical drawing showing 3 faces of a design | How to draw basic technical drawings  How to apply basic shade  How to apply basic tone | Art – Reference tonal shading workshop | Recall/activate starter  Application 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 product  Understand the term manufacture | Food – reference the basic methodology behind following a recipe to activate learning | Recall/activate starter  Cold 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 aesthetic  Know how to apply their designs to a product  Know how to generate new ideas | Food – discuss simple tools like moulds and cookie cutters to activate learning around jigs | Recall/activate starter  Application 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 aesthetic  Know how to apply their designs to a product  Know how to generate new ideas |  | Recall/activate starter  Cold 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 * How to use double sided tape as an adhesive |  | Know what is meant by the term aesthetic  Know how to apply their designs to a product  Know how to generate new ideas |  | Recall/activate starter  Cold 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 summative  assessment |