

# Design Technology Year 12 Curriculum Map



Pupils will have 10 lessons over two weeks. The lessons are split between I Collings (6) and K Nicol (4).

YEAR 12	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Curriculum Content</b>	<p><u>Composite – AZTEC/ NATURE- Introductory design brief.</u></p> <p>Component 1: Explore theme research Component 2: Museum visit Component 3: Experimentation with materials/printing onto various surfaces/ practical workshops Component 4: As above Component 5: As above Component 6: Observational drawing / recording with photography</p> <p>Additional session to discuss the requirement of the written response.</p>	<p><u>Composite –</u> Development from theme 1</p> <p>Component 1: Exploration of theme. Development of observational drawing to incorporate AZTEC/NATURE theme (Monochrome and in colour). Component 2: Sketchbook development Component 3: Sketchbook development Component 4: Exploration of ideas with concrete and wood. Component 5: As above Component 6: AP2</p>	<p><u>Composite- PORTFOLIO / RESEARCH DEVELOPMENT</u></p> <p>Component 1: Research into contemporary or historical artists, designers or craft persons Component 2: Annotation / recording of language and understanding the genre/ ethical contexts/ styles of the chosen work. Component 3: As above Component 4: Add own visual response to the annotated research/ sketchbook Component 5: Develop own 3d response to research Component 6: As above</p>	<p><u>Composite – PERSONAL INVESTIGATION</u></p> <p>Component 1: Group discussion of brief and plan for research development. Independent Library visit/ source finding/ photography Component 2: Collation of research materials and sketching from sources Component 3: Sketch/ sketchbook development / Modelling/ visual and physical ‘doodling’ Component 4: As above Component 5: Group presentation of ideas and work to date. Analysis, notes, sketchbook up date/ collation Component 6: Action feedback from presentation/ continue with planned task.</p>	<p><u>Composite – PERSONAL INVESTIGATION</u></p> <p>Component 1: Manufacture of 3d product- Evidence of plan for development and manufacture, materials, sizes etc Component 2: As above Component 3:As above Component 4: As above Component 5: As above Component 6: Presentation- discussion of personal investigation and its progression leading to a 3d product.</p>	<p><u>Composite – PERSONAL INVESTIGATION- Students independent response</u></p> <p>Student led task-</p> <ul style="list-style-type: none"> <li>• <b>Research- books/ journals/ websites, observational drawing, photography, collated items, notes</b></li> <li>• <b>Development of ideas- group/tutor discussion, visual brainstorming, sketch development, modelling</b></li> <li>• <b>Creation- production, materials and components, written response</b></li> </ul>
<b>Prior knowledge and skills (from previous year / key stage)</b>	KS3/ 4 Curriculum knowledge	KS3/ 4 Curriculum knowledge	KS3/ 4 Curriculum knowledge	KS3/4 Curriculum knowledge	KS3/ 4 Curriculum knowledge	KS3/ 4 Curriculum knowledge
<b>Core Knowledge Organiser content</b>	<p>Health and safety considerations Names of tools and machinery 3D Isometric Drawing Accuracy and observational recording EXTENDED WRITTEN RESPONSE</p>	<p>Health and safety considerations Safe use of tools and machinery ACCESS FM – Analysis and evaluation Accuracy and measuring Team work Solving problems Designing for a brief EXTENDED WRITTEN RESPONSE</p>	<p>Health and safety considerations Names of machinery and equipment. ACCESS FM- consolidation of knowledge. Understanding the role of a designer Problem solving Development of motor skills when manipulation materials Recognising when modifications need to be made to solve a problem</p> <p>EXTENDED WRITTEN RESPONSE</p>	<p>Health and safety considerations Names of machinery and equipment. ACCESS FM- consolidation of knowledge. Understanding the role of a designer Problem solving Development of motor skills when manipulation materials Recognising when modifications need to be made to solve a problem</p> <p>EXTENDED WRITTEN RESPONSE</p>	<p>Health and safety considerations Names of equipment Ingredient knowledge Safe and accurate knife skills Use of different cooking methods</p> <p>EXTENDED WRITTEN RESPONSE</p>	<p>Health and safety considerations Names of equipment Ingredient knowledge Use of different cooking methods Safe and accurate knife skills The Eatwell guide 8 Tips for healthy eating EXTENDED WRITTEN RESPONSE</p>
<b>Assessment Objectives</b>	<p>* Being able to explore a range of 3d media, processes and techniques. * Exploration of drawing and recording for different purposes * Explore relevant images, artefacts and resources relating to a range of art, craft and design from past and recent times.</p>	<p>Being able to work safely using tools and machinery. Having a high-quality end product. Being able to design to a brief. Being able to solve real world problems.</p>	<p>To work safely in a workshop To work independently and with peers to problem solve To develop creativity and motor skills to be able to produce a 3D item. To effectively evaluate their results and that of others to come up with an effective design solution.</p>	<p>To independently plan their own response To research and respond to the context with clarity and reasoning. To research, experiment and use materials appropriate to the task To experiment with presentation techniques that will showcase their designs and skill base</p>	<p>To demonstrate a high level of creativity and imagination when manufacturing the final product(s). To show clear development of ideas through the use of a sketchbook. To show clear connections to artists, photographers, designers or craftspeople.</p>	<p><u>Component 1-</u></p> <ul style="list-style-type: none"> <li>• <b>coherent, in-depth study</b></li> <li>• <b>construct and develop a sustained line of reasoning from an initial starting point to a final realisation.</b></li> <li>• <b>show clear development from</b></li> </ul>

						<p>initial intentions to the final outcome or outcomes</p> <ul style="list-style-type: none"> <li>• must be informed by an aspect of contemporary or past practice of artists, photographers, designers or craftspeople.</li> </ul> <p><u>written response</u></p> <ul style="list-style-type: none"> <li>• clarifying the focus of the investigation</li> <li>• demonstrating critical understanding of contextual and other sources</li> <li>• substantiating decisions leading to the development and refinement of ideas</li> <li>• recording ideas, observations and insights relevant to intentions by reflecting critically on practical work</li> <li>• making meaningful connections between, visual, written and other elements.</li> </ul>
<b>Vocabulary / Key Subject Terminology</b>	Proportion, scale, rhythm, artist/ crafts people, analysis, critical understanding, focused investigation					
<b>Assessment 1</b>	Observational drawing/ sketchbook	Observational drawing/ sketchbook	Observational drawing/ sketchbook	Observational drawing/ sketchbook	Observational drawing/ sketchbook	Observational drawing/ sketchbook
<b>Assessment 2</b>	Observational drawing of 2 focal points	Observational drawing/ sketchbook	Observational drawing/ sketchbook	Observational drawing/ sketchbook	Observational drawing/ sketchbook	Observational drawing/ sketchbook
<b>Cross Curricular Links with other Faculties</b>	<p><u>Maths</u> – Measuring and marking out. Isometric drawing skills. 3D shapes.</p> <p><u>Art</u> – Sketching and shading skills. Composition</p> <p><u>English</u> – Analysis and evaluation of products.</p> <p><u>ICT</u>- Use of programmes for design development, 3d printing and laser cutting</p>	<p><u>Maths</u> – Measuring and marking out. Isometric drawing skills. 3D shapes.</p> <p><u>Art</u> – Sketching and shading skills.</p> <p><u>English</u> – Analysis and evaluation of products.</p> <p><u>ICT</u>- Use of programmes for design development, 3d printing and laser cutting</p>	<p><u>Art</u>- surface pattern, placement of design</p> <p><u>Maths</u>- spatial awareness, accurate measuring</p> <p><u>English</u>- analysis, evaluative skills, vocabulary, spelling</p> <p><u>ICT</u>- Use of programmes for design development, 3d printing and laser cutting</p>	<p><u>Art</u>- surface pattern, placement of design</p> <p><u>Maths</u>- spatial awareness, accurate measuring</p> <p><u>English</u>- analysis, evaluative skills, vocabulary, spelling</p> <p><u>ICT</u>- Use of programmes for design development, 3d printing and laser cutting</p>	<p><u>Art</u>- surface pattern, placement of design</p> <p><u>Maths</u>- spatial awareness, accurate measuring</p> <p><u>English</u>- analysis, evaluative skills, vocabulary, spelling</p> <p><u>ICT</u>- Use of programmes for design development, 3d printing and laser cutting</p>	<p><u>Art</u>- surface pattern, placement of design</p> <p><u>Maths</u>- spatial awareness, accurate measuring</p> <p><u>English</u>- analysis, evaluative skills, vocabulary, spelling</p> <p><u>ICT</u>- Use of programmes for design development, 3d printing and laser cutting</p>

