







Curriculum Overview for Design Year 7

<p>Half Term 1: Understanding materials</p> <p>Substantive Knowledge:</p> <ul style="list-style-type: none"> For students to develop the understanding of what a design brief, specification and market research is. To develop the understanding of what a risk, hazard and precaution are. To develop an understanding of how to create a physical design that meets the expectation of a design brief and specification in response to a theme. To understand how to work safely and accurately with a range of hand tools and machinery that aligns with the terms theme. To create a product in line with this terms theme to high quality To develop an understanding of packaging and how this encourages sales of a products. To annotate, analyse and evaluate the final response in line with a set design brief and personalised specification. <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> Break down a brief into actionable requirements and transform this into a criterion to meet your specific clients wants and needs. Use research and findings to inform and justify design decisions. Identify potential hazards and risks in the classroom/workshop environment. Apply appropriate precautions (e.g., PPE, safe handling, safe storage). To ensure you and others stay safe in a dangerous working environment. Evaluate design specific processes and outcomes in line with the terms theme 'festive chocolate bar' Generate ideas through sketches, mock-ups, and prototypes to support your final response. 		<p>Decoding of keywords.</p> <p>Opportunities for extended knowledge theory</p> <p>Reading art and design passages to inform written responses about artworks/techniques, Demonstrating comprehension and summarisation.</p> <p>Subject specific vocabulary with etymology</p> <p>Analysis of artists'/ designer's work, verbalising and expressing an opinion in written format.</p> <p>Independently reading source books and web articles regarding modern wider world design and technology studies.</p>
		<p>Grain, hardwood, veneer, softwood, polymer, synthetic, finite resource, thermosetting polymer, thermoforming polymer, colour, measurement, millimetres, typography, sans serif, serif, nets, mountain folds, valley folds, scoring, vacuum former, acrylic, tenon saw, coping saw, glass paper, files, moulds, armatures, lactose, heat, health and safety, melting, graphics, advertisement, packaging, ACCESS FM, design brief, design specification, market research,</p>
		<p>Weekly recall tests</p> <p>End of unit theory assessments</p> <p>Holistic marking across the term for practical making.</p>



<ul style="list-style-type: none">• Test and refine designs against the specification and theme requirements.• Apply problem-solving strategies to overcome design or material challenges.• Improve design through peer, verbal and written feedback and evaluation.• Follow workshop safety rules and use tools/machinery correctly.• Measure, mark out, and cut/assemble materials with accuracy.• Analyse existing products for Market research using ACCESS FM.• Develop an understanding of Typography, the different styles of font and the difference between serif and sans serif.• Design packaging that protects the product and communicates branding.• Consider materials, sustainability, and practicality in packaging choices.• Annotate work using subject-specific vocabulary (e.g., ergonomics, aesthetics, durability).• Critically analyse strengths and weaknesses in relation to the brief and specification using ACCESS FM.• Compare final outcomes with initial ideas, research, and specifications while suggesting improvements.		<p>Review of class work</p> <p>Design Homework to be completed in response to specific classroom related homework tasks. These should be completed in chronological order as the unit progresses.</p>
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