## The Warriner School Subject Curriculum Map

| **Subject:** Art, Design, Technology, Food & Nutrition | **Year Group:** KS3 – Yr 7 | **Unit:** D&T: Yr7 Picture Frame |
|---|---|---|

**Unit objectives: (NC Statements)**

- Understand the concept of dimensions on working drawings (Designing)
- Identify key features and specification in a product and relate them to the performance of a product. (Designing)
- Identify suitable processes for making a product and use them with confidence and skill. (Making)
- Make observed evaluations as work progresses and modify accordingly. (Evaluation)
- Used appropriate making skills and processes to produce a good quality functioning prototype (Making)
- Make comparisons using the finished prototype against a specification and identify what went well and suggest modifications.

**Context for study:**

Students will create a product and suitable packaging by firstly developing a set of criteria and features to suit a user of their choice. They will identify materials and finishes to satisfy their target market. They will learn how to construct a frame out of wood using joints. A packaging activity will accompany the activity where students will consider materials, function, consumer information and sustainability.
They will learn about:

- Different types of wood, their origins, properties and uses.
- The safe use and identification of wood working tools and machines.
- How to accurately mark out, cut and construct wood joints to make a frame.
- How surface finishes are applied onto the surface of wood and the benefits of their application.
- Methods of ensuring accuracy and quality of finish.
- Card and board suitable for packaging
- Consumer symbols for packaging
- Techniques for cutting and folding card and board

**Sequence of learning:** ***Knowledge content - list of statements of what students should know by progressing through this unit*** *(identify key tier 2/3 vocabulary in* **bold***)*
*All pupils should know and have an understanding of;*

- To be able to write a relevant **specification** in relation to a given **Design Brief**,
- To identify **properties**, **origins** and **uses** of some materials.
- Recognise technical terms communication information: half **lap joint, exploded view, assembled view**.
- Select and safely use specialist tools, appropriate techniques, processes, equipment and machinery with good accuracy.
- To include **Tenon Saw, Band Faced sander, marking knife, mallet, marking gauge, bevel chisel, tooth set**.
- Demonstrate an understanding of how to read and interpret data in **tabular form and relate it to a working drawing** using technical terms such as **end view, side view, plan view.**
- Demonstrate a good understanding of the working properties and performance characteristics of the specified materials and, where appropriate, demonstrated consideration of **surface treatments/finishes**.
- Able to suggest **improvements and modifications** to how the student has worked and the final piece of work.

<table>
<tr><td>Possible Misconceptions and adaptive responses to these: identified through formative assessment/retrieval practice/diagnostic questioning.<ul><li>Q&A during the lessons – both group and one to one</li><li>Short answer questions that demonstrate understanding and AfL</li><li>Group demonstrations and use of peer observations.</li></ul></td><td rowspan="2">Literacy and Oracy development opportunities:<br>Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.<ul><li>Design terminology</li><li>Written evaluation of the outcome</li><li>Completed work booklet</li><li>Various starter tasks</li><li>Encourage students to answer in full sentences when developing specifications in response to verbal/written feedback.</li><li>Use of technical / specialist terms in class discussion.</li></ul></td></tr>
<tr><td>Assessment/Final outcomes: How will students apply their detailed learning in a meaningful way that relates to the subject's discipline?<ul><li>worked with appropriate materials and components to complete all aspects of the manufacture of their prototype to a defined standard.</li><li>used appropriate making skills and processes to produce a good quality functioning prototype that meets all requirements of the specification and user.</li><li>Ongoing assessment in line with Dept policy.</li></ul></td></tr>
</table>