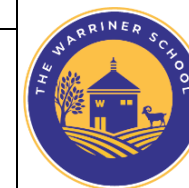


## The Warriner School Subject Curriculum Map



<b>Subject:</b> Art, Design, Technology, Food & Nutrition	<b>Year Group:</b> KS3 – Yr 7	<b>Unit:</b> D&T: Yr7 Picture Frame
<b>Unit objectives: (NC Statements)</b> <ul style="list-style-type: none"> <li>Understand the concept of dimensions on working drawings (Designing)</li> <li>Identify key features and specification in a product and relate them to the performance of a product. (Designing)</li> <li>Identify suitable processes for making a product and use them with confidence and skill. (Making)</li> <li>Make observed evaluations as work progresses and modify accordingly. (Evaluation)</li> <li>Used appropriate making skills and processes to produce a good quality functioning prototype (Making)</li> <li>Make comparisons using the finished prototype against a specification and identify what went well and suggest modifications.</li> </ul>		
<b>Context for study:</b> <p>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.</p> <p>They will learn about:</p> <ul style="list-style-type: none"> <li>Different types of wood, their origins, properties and uses.</li> <li>The safe use and identification of wood working tools and machines.</li> <li>How to accurately mark out, cut and construct wood joints to make a frame.</li> <li>How surface finishes are applied onto the surface of wood and the benefits of their application.</li> <li>Methods of ensuring accuracy and quality of finish.</li> <li>Card and board suitable for packaging</li> <li>Consumer symbols for packaging</li> <li>Techniques for cutting and folding card and board</li> </ul>		
<b>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)</b> <i>All pupils should know and have an understanding of;</i> <ul style="list-style-type: none"> <li>To be able to write a relevant <b>specification</b> in relation to a given <b>Design Brief</b>,</li> <li>To identify <b>properties, origins</b> and <b>uses</b> of some materials.</li> <li>Recognise technical terms communication information: half <b>lap joint</b>, <b>exploded view</b>, <b>assembled view</b>.</li> <li>Select and safely use specialist tools, appropriate techniques, processes, equipment and machinery with good accuracy.</li> <li>To include <b>Tenon Saw, Band Faced sander, marking knife, mallet, marking gauge, bevel chisel, tooth set</b>.</li> <li>Demonstrate an understanding of how to read and interpret data in <b>tabular form and relate it to a working drawing</b> using technical terms such as <b>end view, side view, plan view</b>.</li> <li>Demonstrate a good understanding of the working properties and performance characteristics of the specified materials and, where appropriate, demonstrated consideration of <b>surface treatments/finishes</b>.</li> <li>Able to suggest <b>improvements and modifications</b> to how the student has worked and the final piece of work.</li> </ul>		

## The Warriner School Subject Curriculum Map

<p>Possible Misconceptions and adaptive responses to these: <i>identified through formative assessment/retrieval practice/diagnostic questioning.</i></p> <ul style="list-style-type: none"> <li>• Q&amp;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>	<p>Literacy and Oracy development opportunities: <i>Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.</i></p> <ul style="list-style-type: none"> <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>
<p>Assessment/Final outcomes: <i>How will students apply their detailed learning in a meaningful way that relates to the subject's discipline?</i></p> <ul style="list-style-type: none"> <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>	