

## The Warriner School Subject Curriculum Map

<b>Subject:</b> Art, Design, Technology, Food & Nutrition	<b>Year Group:</b> KS3 – Yr 8	<b>Unit:</b> D&T: Graphics – Casting and Packaging
<b>Unit objectives: (NC Statements)</b> <ul style="list-style-type: none"> <li>• Select from and use specialist tools, techniques, processes, materials, equipment accurately and safely.</li> <li>• Evaluate and refine their ideas against a specification/considering the views of others.</li> <li>• Understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers and manufacturers</li> </ul>		
<b>Context for study:</b> Develop skills in idea generation, (written & visual), and translating these into a physical product via heat treatment, (Casting), mould-making, technical processes, and specialist equipment together with a vac-formed transparent package with backing material that is unique and functional. <ul style="list-style-type: none"> <li>• To know the design process in its basic form.</li> <li>• To know how to develop ideas using annotation and sketching</li> <li>• To know how to subtract a shape from a material using coping saws.</li> <li>• To know how to prepare a mould for casting, to include awareness of H&amp;S surrounding Heat Processes specifically</li> <li>• To know printing and lamination processes for the graphics-based element of project.</li> <li>• To know how to fettle a cast piece of metal</li> <li>• To know how to finish as cast piece of metal, (Pewter) – surface decoration, polishing etc.</li> <li>• To know how to prepare a model for vac forming including what a drafting angle is and its function.</li> <li>• To know how to evaluate work</li> <li>• To know how to use a range of design &amp; technology language</li> <li>• To know the importance of safety – especially when using tools that generate heat and fumes.</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>• The importance of Health &amp; Safety in the workshop</li> <li>• That a specification is a list of points that guide a project and support evaluation.</li> <li>• That sketching ideas and annotating is a key stage in design thinking.</li> <li>• The four Ps of packaging.</li> <li>• Why symbols are used on packaging.</li> <li>• The difference between paper and board materials</li> <li>• Why materials are laminated.</li> <li>• How to use specialist equipment, (Die Cutter, creasing bone/board / Rotary Trimmer, Hearth, (Heat Process)), safely to produce a successful outcome</li> <li>• That die-cutting is a production process that minimises waste and gives repeatable outcomes – e.g., pastry cutter.</li> <li>• The sources and origins of metals.</li> <li>• The impact of extraction on the environment – Social, Moral and Cultural elements of GCSE.</li> </ul>		



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**Tier 2 ... Evaluation – Task Analysis - Specification – Die Cutter – Rotary Trimmer – Greyboard – MDF – Mould- Subtractive/Additive – Laminating – Templates – Euro hook – Pewter – Alloy – Ladle -**

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<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 – PPP (aka: basket ball)</li> <li>• Ability to apply surface decorations to cast ware pre and post moulding</li> <li>• Short answer questions that demonstrate understanding and AfL</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>• Project specific terminology</li> <li>• Written specification</li> <li>• Written evaluation of the outcome</li> <li>• Completed work booklet</li> <li>• Various starter tasks</li> <li>• Annotating sketches</li> <li>• Wordsearch starter of technical words</li> <li>• Encourage students to answer in full sentences in response to verbal/written feedback.</li> </ul>
<p>Assessment/Final outcomes: <i>How will students apply their deep learning in a meaningful way that respects the subject's discipline?</i></p> <ul style="list-style-type: none"> <li>• Create graphic design work to promote the cast object</li> <li>• Use templated starting points to develop ideas and skills with independence and creativity.</li> <li>• Manufacture a unique, packaged and functional product composed of several parts.</li> <li>• Ongoing assessment in line with Dept policy.</li> <li>• An end of unit evaluation (self &amp; peer) for the whole project.</li> </ul>	