

The Warriner School Subject Curriculum Map

Subject: Art, Design, Technology, Food & Nutrition	Year Group: KS3 – Yr 9	Unit: D&T: Graphics – Glastonbury Festival
Unit objectives: (NC Statements) <ul style="list-style-type: none"> • Develop skills in use of specialist tools, techniques, processes, materials, equipment accurately, creatively, and safely. • Evaluate and refine their ideas against a specification/considering the views of others. • Understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers and manufacturers 		
Context for study: Develop skills in idea generation, (written & visual), and translating these into a physical product via heat treatment, (Dye Sublimation) and 2D graphic publicity, (Posters & Packaging), to create a themed range of promotional prototypes. <ul style="list-style-type: none"> • To know the design process in its basic form. • To know how to develop ideas using annotation and sketching – iteration. • To know how to use templates within Photoshop to develop graphic imagery. • To know what a net is in relation to paper and board materials. • To know how to layout graphics on a 2D plane for a 3D form – packaging design. • To know how to fold, crease and join paper and board from 2D net to 3D form, e.g., mountain and valley folds. • To know how dye sublimation works. • To know how to use the dye sublimation and mug press. • To know about smart materials and their applications. • To know how to consider the moral, social, environmental and sustainability issues when designing. • To know how to evaluate work against a specification. • To know how to use a range of design & technology language – Tier 3. • To know the importance of safety – especially when using tools specialist tools and equipment. 		
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) <i>All pupils should know and have an understanding of;</i> <ul style="list-style-type: none"> • The importance of Health & Safety in the workshop • That a specification is a list of points that guide a project and support evaluation. • Research (visual and written) is key to responding to a design brief. • Target markets • That sketching ideas and annotating is a key stage in design thinking. • Using templates within Photoshop to produce a range of visual options • Proof copy and modifications (iteration), through self and third-party feedback of printed design work. • The dye sublimation process and how to prepare a printed image for use with either Heat or Mug press • The four Ps of packaging, primary and secondary packaging, and nets. • How to use specialist equipment, (Creasing bone/board, Rotary Trimmer, Mug Press/Heat Press, (Heat Process)), safely to produce a successful outcome • The sources and origins of related materials. • The impact of extraction on the environment – Social, Moral and Cultural elements of GCSE. 		



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Tier 2 ... Evaluation – Research – Templates – Packaging

Tier 3...Dye Sublimation – Specification – Heat/Mug Press – Proof Copy – Nets - Rotary Trimmer – Annotation

Possible Misconceptions and adaptive responses to these: *identified through formative assessment/retrieval practice/diagnostic questioning.*

- Q&A during the lessons – PPP (aka: basketball)
- Ability to apply surface decorations to cast ware pre and post moulding
- Short answer questions that demonstrate understanding and AfL

Assessment/Final outcomes: *How will students apply their deep learning in a meaningful way that respects the subject's discipline?*

- Create graphic design work to promote the festival.
- Create graphic design work for a 3D object of merchandise
- Use templated starting points to develop ideas and skills with independence and creativity.
- Manufacture thematically linked outcomes.
- Ongoing assessment in line with Dept policy.
- An end of unit evaluation (self & peer) for the whole project.

Literacy and Oracy development opportunities:

Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.

- Design terminology
- Project specific terminology
- Written specification
- Written evaluation of the outcome
- Completed work booklet
- Various starter tasks
- Annotating sketches
- Pre-teaching/learning of technical words
- Encourage students to answer in full sentences in response to verbal/written feedback.

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