

The Warriner School Subject Curriculum Map



Subject: Art, Design, Technology, Food & Nutrition	Year Group: KS3 – Yr9	Unit: D&T: Wood– Desk Lamp
Unit objectives: (NC Statements) <ul style="list-style-type: none"> To develop knowledge of specialist tools, techniques, processes, equipment. To understand the importance of choosing appropriate methods of construction and assembly, Identify suitable components and the criteria for their use. Understand basic forms of forces acting on a structure to maintain equilibrium. To produce a high-quality product. 		
Context for study: <ul style="list-style-type: none"> To develop an understanding of factors influencing the assembly of a number of structural components to form a simple functioning desk lamp. Using a range of hand and machine tools and develop the skills necessary to manufacture a quality outcome. Learning about woods, fixtures and fastenings and polymers – both natural and manufactured, 		
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) <ul style="list-style-type: none"> To know the importance of Health & Safety in the workshop To know the physical properties certain materials – plywood, hardboard, MDF, PVC foamboard, acrylic sheet, rigid polystyrene. To be able to identify and select appropriate tools and equipment – bench hook, steel rule, try square, tenon saw, coping saw, wood glue, abrasive paper, varnish. Mortising machine, pillar drill, drill bit To know that orthographic plan drawings are used to communicate and provide a source of information on how a product is constructed. To understand the need for accuracy in marking out to ensure precision in assembly. To know the appropriate ways to hold and use tools correctly and safely. To evaluate and identify ways to improve and progress the work when snags are encountered. To give consideration to the next stages in planning and development for the next stage of construction. To know how and which order to achieve a quality finish using appropriate tools, such as files, abrasive papers, band faced sander, bobbin sander and applied finishes such as varnish. Apply appropriate making skills and processes to produce a high-quality functioning prototype that fully meets all requirements of the design specification and is fit for purpose, evaluate by critically analysing the work against a given specification to identify “what went well and what could be done better if”. 		
Possible Misconceptions and adaptive responses to these: <i>identified through formative assessment/retrieval practice/diagnostic questioning.</i> <ul style="list-style-type: none"> Q&A during the lessons Short answer questions that demonstrate understanding and AfL Demonstration, scaffolding, exemplar materials. 		Literacy and Oracy development opportunities: <i>Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.</i> <ul style="list-style-type: none"> Hardwoods and softwoods Written specification

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

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- Use of technical vocabulary in discussion
- Written evaluation of the outcome
- Completed work booklet
- Labelling diagrams
- Feedback on assessed work.
- Encourage students to answer in full sentences