**Colton Hills Community School medium term planning**

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| **Topic title:**  Graphic Communication – Pop corn packaging | **Year: 8**  **Term: 9-week project based on 4 curriculum area rotation.** | **Why we teach this:**  This is Design Technology project.  It follows the design process and the structure of a design project introducing the Research – Initial Design – Develop Designs – Make it develops and builds on skills developed in Year 7. More complex design outcomes with the use of complex nets. | **Why we teach this here:**  This is a development of the concepts taught in Year 7. It covers forms of advertising and the benefits and drawbacks of promoting products. It also gives the students an opportunity to work in different materials from those used in Year 7. It is also the foundation of what is taught in Year 9. | |
| **Big questions:**   1. **‘What goes into the designing and making of a promotional product?’** | | **Builds on previous topics:**  This project builds on the foundation skills taught in Year 7. More complex design concepts and the use of different design materials as well as the use of ICT to enhance and develop design ideas.  Students are given the opportunity to work with more complex nets. | **Links to future topics:**  Fundamentals of designing and making.  Analysis and evaluation of products.  Working with materials.  Evaluating products.  Working with complex surface developments (nets). | |
| **Key knowledge:**  **Knowledge of materials**  Knowledge of the working properties of materials.  How we use materials in the designing and making of products.  How the use of materials can impact upon the environment.  Where do the materials we use come from?  How can we cut down on the amount of materials used in the making of products?  How materials are re-cycled.  **Knowledge of key designers**   * Woking methods * Materials used * Context of design work * Where it fits in the timeline of design. | **Key knowledge continued:**  **Health and Safety**   * Knowledge of safe practices within the DT department. * Knowledge of tools and how they are used.   **General DT knowledge**  Knowledge of how to promote and event or product.  Knowledge of ways to promote events  Knowledge of why we analyse existing designs.  Knowledge of why we study the work of other designers.  Knowledge of the moral obligations of a designer.  Knowledge of how we communicate ideas as designers.  Knowledge of presenting design ideas.  Knowledge of subject specific language.  Knowledge of working with surface developments. | |
| **Skills developed:**  Research skills and the analysis of existing products.  Analysing a design brief.  Generating initial design ideas.  Developing design ideas.  Working with surface developments.  Working with materials and tools safely. | |
| **Mini/Interim assessments:**  Mini assessment after each section of the project.  **Termly summative assessment:**  Summative assessment of the knowledge and design skills taught. | | **Independent study tasks/resources:**  Design booklet to be completed independently:  Week1: Analysis of a successful promotional campaign.  Week 2: Designer profile.  Week 3: Poster design for an existing product.  Week 4: Working in the style of a designer  Week 5: Designer research | **Key vocabulary 1:** Design Specification Contrasting Complimentary Harmonious  Surface development  Net  Font  Typeface  Three Dimensional Promotional Advertise Evaluate Evaluation | **Key vocabulary 2:**  Promotion  Promotional  Media  Materials  Develop  Laminate  Context Construction Analysis Promote Visual Impact Clarity Corporate identity |
| **Cultural capital opportunities:** …  Looking at the work of other designers.  Designing and the environment. | | **Whole school Curricular Concept links:**  **Technological progress**  How ICT has changed the way we design  **Precious Planet**  Designing will full consideration to the impact design has on the planet.  **Artistic Creativity**  Producing designs to meet a design context. Developing design ideas for an intended audience. |

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| **Week/ Phase** | **Key Features** | |
| 1 | **Small Questions:** … | |
| **Key Activities/Resources:** … | **Retrieval focus:**  …  **Independent study:**  … |
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| 2 | **Small Questions:** … | |
| **Key Activities/Resources:**  … | **Retrieval focus:**  …  **Independent study:**  … |
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| 3 | **Small Questions:** … | |
| **Key Activities/Resources:**  … | **Retrieval focus:**  …  **Independent study:**  … |
| **Week/ Phase** | **Key Features** | |
| 4 | **Small Questions:** … | |
| **Key Activities/Resources:**  … | **Retrieval focus:**  …  **Independent study:**  … |
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| 5 | **Small Questions:** … | |
| **Key Activities/Resources:**  … | **Retrieval focus:**  …  **Independent study:**  … |
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| 6 | **Small Questions:** … | |
| **Key Activities/Resources:**  … | **Retrieval focus:**  …  **Independent study:**  … |