

## CURRICULUM OVERVIEW: DESIGN AND TECHNOLOGY YEAR 7

| Year | Term | Unit/s of Work   | Assessment  | Skills to be covered  |
|------|------|--|---|---|
| 7    | 1    | <p><b>Graphic Design</b></p> <ul style="list-style-type: none"> <li>• Introduction to Sketching</li> <li>• Tone &amp; Shading</li> <li>• Rendering for Design</li> </ul> <p><b>Acrylic Bag Tag</b></p> <ul style="list-style-type: none"> <li>• Design Ideas</li> <li>• Working with Plastics</li> <li>• Plastic Memory</li> </ul> | <ul style="list-style-type: none"> <li>• Development of skills and understanding</li> <li>• application of skills to familiar and unfamiliar situations</li> </ul><br><ul style="list-style-type: none"> <li>• Design ideas – Ability to generate a range of suitable design proposals to suit the design brief</li> <li>• Making – Ability to produce a quality and functioning final product</li> <li>• Evaluation – Students will evaluate their final product against the specification and design brief</li> </ul> | <ul style="list-style-type: none"> <li>• Rendering</li> <li>• Oblique Drawing</li> </ul><br><ul style="list-style-type: none"> <li>• Measuring and marking out</li> <li>• Heating thermoplastics</li> <li>• Drilling Plastics</li> <li>• Finishing plastics: filing, using abrasive papers and polishing</li> </ul> |
|      | 2    | <p><b>Graphic Design Pencil Tidy</b><br/> <i>Student have the opportunity to make this into a multi-purpose MP3 speaker.</i></p> <ul style="list-style-type: none"> <li>• Tone &amp; Shading</li> <li>• Design Ideas</li> <li>• Graphical Equipment</li> <li>• Electronic components</li> </ul>                                    | <ul style="list-style-type: none"> <li>• Design ideas – Ability to generate a range of suitable design proposals to suit the design brief</li> <li>• Making – Ability to produce a quality and functioning final product</li> <li>• Evaluation – Students will evaluate their final product against the specification and design brief</li> </ul>   | <ul style="list-style-type: none"> <li>• Using graphical equipment</li> <li>• Using the laser cutter</li> <li>• Assembling card products</li> <li>• Soldering electrical components</li> </ul>  |

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|  | 3 | <p><b>Angry Bird Money Box</b></p> <ul style="list-style-type: none"> <li>• Research existing products</li> <li>• Theme &amp; mood board</li> <li>• Properties of wood</li> <li>• Design development</li> <li>• Introduction to CAD/CAM</li> <li>• Workshop Practices</li> <li>• Testing &amp; Evaluation</li> </ul> | <ul style="list-style-type: none"> <li>• Investigation into existing products and themes</li> <li>• Design ideas – Ability to generate a range of suitable design proposals to suit the design brief</li> <li>• Development – ability to develop a chosen idea and justify improvements</li> <li>• Making – Ability to produce a quality and functioning final product</li> <li>• Evaluation – Students will evaluate their final product against the specification and design brief</li> </ul> | <ul style="list-style-type: none"> <li>• Using graphical equipment</li> <li>• Using the laser cutter</li> <li>• Assembling card products</li> <li>• Soldering electrical components</li> </ul> |
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