

RESPONDING TO DESIGN SCENARIOS	DESIGN DEVELOPMENT	HEALTH AND SAFETY	MARKING AND MEASURING	USING SOFTWARE
PRODUCT ANALYSIS	VISUAL COMMUNICATION TECHNIQUES	PROPERTIES OF MATERIALS	OPERATING MACHINERY	QUALITY CONTROL
CLIENT PROFILING	ANTHROPOMETRICS AND ERGONOMICS	SUSTAINABILITY	PROTOTYPING	3D MODELLING

## KS3 DESIGN ROTATION – CURRICULUM OVERVIEW

**Knowledge builds and connects over time**

Each rotation will develop;

- Understanding of the design process
- Specialist technical skills
- Confidence using shared concepts and vocabulary

**The design process**

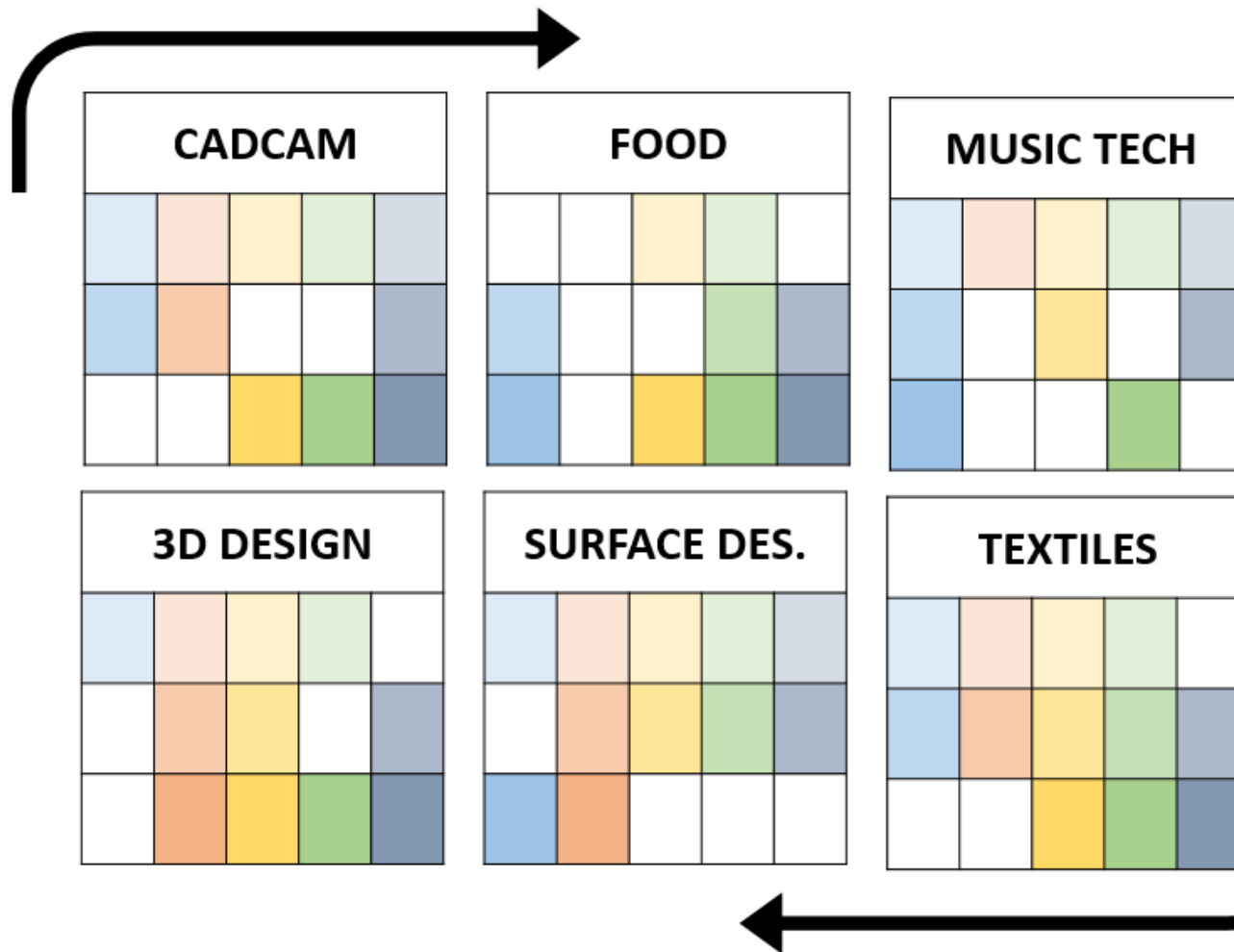
Research

Ideas

Plan

Make

Evaluate



## KS3 Curriculum Intent

Intent	What new knowledge/content do we introduce?		How does this curriculum go beyond the National Curriculum? How does going beyond the NC ensure challenge?	
<b>By the end of KS3 students are able to...</b>	<b>Each teaching group rotates around our 6 specialism in year 8 and 9</b>			
<p><b>After following the complete rotation pupils will have;</b></p> <ul style="list-style-type: none"> <li>developed the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world</li> <li>build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users</li> <li>critique, evaluate and test their ideas and products and the work of others</li> </ul>	<b>3D DESIGN</b>	<b>Lesson sequence</b>	<b>Progression of knowledge and skill</b>	
		Card chair challenge	MAKE. Understanding of design brief, team work and problem solving, card construction and safe cutting skills using junior hack saws, scissors and scalpels. Considering properties of materials and sustainability	<p>Students are able to build and connect knowledge over time by revisiting the design process; research, ideas, plan, make and evaluate throughout each specialism.</p> <p>Students will also develop confidence using shared design concepts and vocabulary.</p> <p>Students are challenged through the range of specialisms they will experience, allowing them to explore a wide variety of ways of designing and making using</p>
		Card chair challenge and evaluation	EVALUATE. Understanding of function, quality control and aesthetics and written evaluation skills	
		Bauhaus mood board	RESEARCH/IDEAS. Understanding of design brief, mood board expectations, contextual design research and analysis, layout and presentation skills	
		Concept designs	IDEAS/ PLAN. Quick concept sketches, design development, tracing and precision drawing skills, working to a design brief and specification, design annotation and refining and refining	
		Component drawing	PLAN/ MAKE. Translation from design concepts to making components, considering specification and sustainability. Precision drawing skills	
		Cutting and assembling card chair prototypes	PLAN/ MAKE. Safe cutting skills using scalpels and refining	
		Yinka Ilori contemporary design inspiration page	RESEARCH. Contextual design research and analysis and presentation skills	
		Digital mood board	RESEARCH/PLAN. Mood board expectations, digital research skills, layout and presentation skills	
		Personalised pattern design development	IDEAS/PLAN. Pattern conventions, use of colour, use of stencils and templates, precision drawing skills	
		Collage pattern design to chair nets	MAKE. Pattern conventions, use of colour, use of stencils and templates, precision drawing skills, safe cutting skills using scalpels and refining	
		Cut and apply surface design sheets to card chair prototypes	MAKE. safe cutting skills using scalpels and refining	
		Photoshoot and evaluation of prototypes	EVALUATE. Understanding of function, quality control and aesthetics and written evaluation skills	

<ul style="list-style-type: none"> <li>understand and apply the principles of nutrition and learn how to cook.</li> </ul> <p>Pupils will also learn how to problem solve and take risks, becoming resourceful, innovative, enterprising and capable citizens. They will develop a critical understanding of design and its impact on daily life and the wider world and how high-quality design makes an essential contribution to the creativity, culture, wealth and well-being of the nation.</p>	<p><b>Rationale for this sequence</b></p>	<p>This choice of activity and lesson sequence has been developed to give students opportunities to revisit the design process and shared concepts and vocabulary whilst experiencing particular ways of working with card construction and collage techniques. This develops student's safe working practices, their fine motor control and precision. The design inspiration give students an opportunity to learn about an established historical design movement, the Bauhaus, its impact on modern design and timeless appeal. Introducing the contemporary designer Yinka Ilori promotes diversity in design and encourages students to explore their own heritage and interests to create personalised pattern inspired by Ilori's own use of pattern and colour inspired by his Nigerian heritage</p>	<p>specialist technical skills</p> <p>We also offer additional opportunities such as</p> <p>Architecture day in partnership with local architecture firms and the University of Cambridge</p> <p>Design Ventura competition</p> <p>Drop down food days</p> <p>Extra-curricular music technology club</p>
	<p><b>How does the KS3 Curriculum build on previous learning at KS2?</b></p>	<p>Students come to us with mixed knowledge and skills from KS2 so we build on prior learning, establishing a use of the design process and building on shared concepts and vocabulary throughout the two-year rotation. All with a focus on enjoying practical experiences. We also build on learning in KS3 Art lessons.</p>	<p>Weekly After school art / textile club</p>

