

Year 7					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Topic: Graphics, Papers and boards</p> <p><b>focus:</b> 3d Pop culture models. (nets)</p> <p>SOL Intent: Introduce students to sourcing of paper based materials, their processing, and end uses.</p> <p>NC Aim: Students are given ample opportunities through the iterative and gallery critique design processes during initial ideas of most topics covered. The sketches are reviewed, considering peer feedback and developed based on this.</p>	<p>Topic: Graphics, Papers and Boards</p> <p><b>focus:</b> Pop up Cities alongside superhero designs.</p> <p>SOL Intent: Creatively introduce students to graphics practical working with specialist equipment.</p> <p>NC Aim: produce creative work, exploring their ideas and recording their experiences ☑ become proficient in drawing, planning, using basic specialist cutting equipment.</p>	<p>Topic: Introduction to Textiles</p> <p><b>Focus:</b> Textile theory. Sourcing, sustainability, responsibility, ethics. Design</p> <p>SOL Intent: Intro to fabric based manufacturing processes and animal/ethical issues.</p> <p>NC Aim: Understanding how we source our materials for textile production, the complications and ethical issues regarding harvesting and sustainability.</p>	<p>Topic: Textiles Practical intro</p> <p><b>Focus:</b> Practical sewing skills, embroidery techniques, sewing machine understanding. Monster/ Video game character inspired design process.</p> <p>SOL Intent: Students are given the opportunity to learn how to sew and embroider through various techniques.</p> <p>NC: Subject content: The design brief for the stuffed textile toys are created by the students through a 'who is my customer' framework that allows them to research and interpret market needs and formulate their own brief to meet the demand of their chosen market or niche</p>	<p>Topic: I.T based Design</p> <p><b>Focus:</b> Intro to 2d design program. Fundamental tools and techniques. Laser cutting program and printing. – Bedroom sign</p> <p>SOL Intent: Industry standard design programs are used to walk students through the modern design procedure and hardware.</p> <p>NC Aim: Introduce students to the CAD CAM manufacturing design using industry standard software and hardware, skills and tools to utilise the program to create blueprints for laser cut products.</p>	<p>Topic: Foam Fabrication – cosplay and props making.</p> <p><b>Focus:</b> Cosplay inspired research and design creation. Prop selection/ design/ creation. Lay planning, resource management, problem solving, creating as we iterate.</p> <p>SOL Intent: Students are encouraged to problem solve and creatively adapt their designs in relation to fabricating pop culture foam products.</p> <p>NC Aim: to increase their proficiency in the handling of different materials ☑ to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their practical work, while within a set brief.</p>
<p><b>Milestones/outcomes:</b></p> <p><b>HPA:</b> I can organise my work so I can carry out processes accurately and consistently. I use equipment, materials and components with precision</p> <p><b>MPA:</b> Work with a range of tools, materials, equipment and components with precision and change my method of production to suit changing circumstances, and explain these changes</p>	<p><b>Milestones/outcomes:</b></p> <p><b>HPA:</b> Use self and peer assessment to identify successful designs to develop using 2D Design, drawing to scale and construct a working model.</p> <p><b>MPA:</b> Use self and peer assessment to identify successful designs to develop orthographically.</p> <p><b>Transition:</b> Use self and peer assessment to identify successful designs to</p>	<p><b>Milestones/outcomes:</b></p> <p><b>HPA:</b> Complete research that explores the health and wellbeing, cultural, religious and socio-economic contexts of the customer and their relationship with the source materials.</p> <p><b>MPA:</b> Use research from a range of primary and secondary sources, including the study of different cultures to identify user needs.</p> <p><b>Transition:</b></p>	<p><b>Milestones/outcomes:</b></p> <p><b>HPA:</b> I can organise my work so I can carry out processes accurately and consistently. I use equipment, materials and components with precision</p> <p><b>MPA:</b> Work with a range of tools, materials, equipment and components with precision showing an understanding of characteristics.</p>	<p><b>Milestones/outcomes:</b></p> <p><b>HPA:</b> I can apply the use of CAD CAM to enhance the processing and finishing of my product to a professional standard.</p> <p><b>MPA:</b> I can use CAD CAM to inform a significant part of my product.</p> <p><b>Transition:</b> I can utilise the basics of the CAD CAM program to</p>	<p><b>Milestones/outcomes:</b></p> <p><b>HPA:</b> Test my product and evaluate its performance using 2 or more techniques, making creative suggestions for adaptations and improvements based on feedback.</p> <p><b>MPA:</b> Use self and peer assessment to comprehensively assess the successfulness of my product.</p> <p><b>Transition:</b> I can say what I have done well, and using success criteria, what needs</p>



<p>I can utilise the equipment independently to create high quality 3d models with multiple features. I can fully render my finished product and analyse its successes using Personal Learning Checklist.</p> <p><b>MPA:</b> Justify usage of specific tools for certain tasks, evaluating their effectiveness.</p> <p><b>Transition:</b> Work with a range of tools, materials, equipment and components with some precision, explaining my choices if necessary.</p>	<p>Testing my product and reviewing it's performance against specification criteria. Utilising feedback and considering developments for the future.</p> <p><b>MPA:</b> Utilising feedback to critique areas for improvement, analysing function and providing few basic creative directions.</p> <p><b>Transition:</b> Breaking down what went well and even better if statements to suggest rudimentary changes for future consideration.</p>	<p>Demonstrate keen knowledge of fabrication techniques such as Seam Allowance usage, clever lay planning and excellent utilisation of more than one sewing technique.</p> <p><b>MPA:</b> Good knowledge and use of a range of stitches and materials, justifying their use and reasoning using design language.</p> <p><b>Transition:</b> Can assemble a cushion with considered design elements, chosen with a specific purpose.</p>	<p>Analysing the multiple methods and steps of production used throughout the cycle. Can confidently adapt use of stitches to meet requirements and functions.</p> <p><b>MPA:</b> Work with and suggest advantages and disadvantages of working with a range of tools, materials, equipment and components showing an understanding of basic characteristics.</p> <p><b>Transition:</b> Work with a variety of materials and components fairly accurately to achieve a good quality prototype.</p>	<p>Reviewing work against current real world products and can communicate similarities and differences accurately and consistently.</p> <p><b>MPA:</b> I can argue the production benefits of using CAD CAM in manufacturing and suggest tools to use in program.</p> <p><b>Transition:</b> I can utilise the basics of the CAD CAM program to form shapes and edit designs</p>	<p>I can respond to third party feedback, and iteratively design my product to consider these. I can generate a range of creative ideas that are clearly annotated to respond to the need of the user</p> <p><b>MPA:</b> I can confidently respond to a brief with multiple initial ideas and sell their merits to a potential customer/user.</p> <p><b>Transition:</b> I can say how I have met the needs of the user, and the creative elements I have tried to include in my products design.</p>
<p align="center"><b>End of Year Milestones/Outcomes:</b></p> <p><b>ALL:</b> To deepen the understanding of the product design process. Build and push new skills regarding problem solving, responses to briefs and customer feedback. Enhanced skills with a range of basic specialist design equipment and software. Evaluative and analytical skills focused upon and providing foundation for independent working. Gain a broad range of techniques and strong design ethic across multiple media.</p>					