

V.A. (DESIGN TECHNOLOGY) – Term 3

Term: 3 Year: 11 Subject: Design Technology				
WHAT?	HOW?			HOW WELL?
Curriculum Content/LO	In the event of a localised lockdown	In the event of a bubble being unable to attend school	In the event of individual students who are shielding	Assessment
<p><b>Students are currently undertaking their non exam assessment. This in-depth piece of coursework has been set by the exam board with students choosing from a selection of three briefs.</b></p> <ul style="list-style-type: none"> <li>Designing a range of innovative and imaginative ideas using a wide range of design techniques including CAD.</li> <li>Developing idea into a final concept prototype through testing of different design ideas using modelling, further research and material testing.</li> <li>Modelling solutions to their brief using any material suitable for construction.</li> <li>Developing final model using CAD packages including Solid Works or Google SketchUp.</li> <li>Evaluating ideas and gaining consumer feedback via the use of questionnaires and testing products against a brief.</li> </ul> <p>Helpful websites  <a href="http://www.technologystudent.com">www.technologystudent.com</a>  <a href="http://www.corshamnea.weebly.com">www.corshamnea.weebly.com</a></p>	<ul style="list-style-type: none"> <li>Directions for tasks to be communicated at the beginning of the week via Class Charts.</li> <li>Live TEAMS lessons as per timetable – where possible with the class teacher.</li> <li>Live Teams group tutorials with smaller groups of students.</li> <li>All resources to be readily available on TEAMS.</li> <li>Demonstrations of tools and equipment to be available on teams.</li> <li>Use of voice over power points to explain next steps.</li> <li>Example projects of different levels available on TEAMS.</li> <li>Teachers to use ‘Help’ channel on TEAMS to answer any questions and provide further help.</li> </ul>	<ul style="list-style-type: none"> <li>Directions for tasks to be communicated at the beginning of the week via Class Charts.</li> <li>Live TEAMS lessons as per timetable – where possible with the class teacher.</li> <li>Live Teams group tutorials with smaller groups of students.</li> <li>All resources to be readily available on TEAMS.</li> <li>Demonstrations of tools and equipment to be available on teams.</li> <li>Use of voice over power points to explain next steps.</li> <li>Example projects of different levels available on TEAMS.</li> <li>Teachers to use ‘Help’ channel on TEAMS to answer any questions.</li> </ul>	<ul style="list-style-type: none"> <li>All resources to be readily available on TEAMS.</li> <li>Key elements of lessons to be recorded for viewing on TEAMS.</li> <li>Demonstrations of tools and equipment to be available on teams.</li> <li>Use of voice over power points to explain next steps.</li> <li>Example projects of different levels available on TEAMS.</li> <li>Teachers to use ‘Help’ channel on TEAMS to answer any questions and provide further help.</li> </ul>	<p><b>Assessment</b> will be carried out using ‘Assignments’ via TEAMS. All work produced will be marked in line with the NEA mark scheme which can be found in the ‘NEA’ section of TEAMS with opportunities for students to gain act upon feedback given through this platform.</p> <p><b>Knowledge:</b> Knowledge assessed will be applied knowledge of materials, processes, environmental factors and the design process.</p> <p><b>Depth assessment:</b> This will be key pieces of work contributing to the NEA which will allow students to gain a better insight into progress.</p>

V.A. (DESIGN TECHNOLOGY) – Term 3

<p><b>Term: 3</b>  <b>Year: 10</b>  <b>Subject: Design Technology</b></p>				
WHAT?	HOW?			HOW WELL?
Curriculum Content/LO	In the event of a localised lockdown	In the event of a bubble being unable to attend school	In the event of individual students who are shielding	Assessment
<p><b>Students will be creating lighting solutions using composite materials including manufactured boards and concrete.</b></p> <ul style="list-style-type: none"> <li>Looking at the properties of composite materials and making a material selection based on these properties.</li> <li>Designing and developing using the iterative design process. Students will model various solutions using a variety of different modelling materials.</li> <li>Creating manufacturing plans, working on timings, accuracy and quality control.</li> <li>Manufacturing products with a high level of skill and accuracy applying quality control checks regularly.</li> <li>Looking at the commercial market for products with a case study on IKEA and flat pack furniture.</li> </ul> <p><b>The manufacturing element of this term would be completed purely in model form in the event of remote learning.</b></p> <p>Helpful websites  <a href="http://www.technologystudent.com">www.technologystudent.com</a>  <a href="http://www.corshamnea.weebly.com">www.corshamnea.weebly.com</a></p>	<ul style="list-style-type: none"> <li>Directions for tasks to be communicated at the beginning of the week via Class Charts.</li> <li>Live TEAMS lessons as per timetable – where possible with the class teacher.</li> <li>Use of online tutorials where appropriate.</li> <li>All resources to be readily available on TEAMS.</li> <li>Demonstrations of tools and equipment to be available on teams.</li> <li>Use of voice over power points to explain next steps.</li> <li>Example projects of different levels available on TEAMS.</li> <li>Teachers to use ‘Help’ channel on TEAMS to answer any questions and provide further help.</li> <li>Use of Seneca to aid understanding and recall of knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Directions for tasks to be communicated at the beginning of the week via Class Charts.</li> <li>Live TEAMS lessons as per timetable – where possible with the class teacher.</li> <li>Use of online tutorials where appropriate.</li> <li>All resources to be readily available on TEAMS.</li> <li>Demonstrations of tools and equipment to be available on teams.</li> <li>Use of voice over power points to explain next steps.</li> </ul>	<ul style="list-style-type: none"> <li>All resources to be readily available on TEAMS.</li> <li>Key elements of lessons to be recorded for viewing on TEAMS.</li> <li>Demonstrations of tools and equipment to be available on teams.</li> <li>Use of online tutorials where appropriate.</li> <li>Use of voice over power points to explain next steps.</li> <li>Example projects of different levels available on TEAMS.</li> <li>Teachers to use ‘Help’ channel on TEAMS to answer any questions and provide further help.</li> <li>Use of Seneca to aid understanding and recall of knowledge.</li> </ul>	<p><b>Assessment</b> will be carried out using ‘Assignments’ via TEAMS.</p> <p><b>Knowledge:</b> Knowledge of different methods of communication, the design process and the finer details of technical drawing will be assessed using regular recall tests.</p> <p><b>Depth assessment:</b> A final design of a skateboard including detailed graphics, a CAD designed ‘grip’ and detailed analysis will form the basis of an in-depth assessment.</p>

**Teaching & Learning: Remote Learning Contingency Plan**

**V.A. (DESIGN TECHNOLOGY) – Term 3**

		<ul style="list-style-type: none"><li>• Example projects of different levels available on TEAMS.</li><li>• Teachers to use 'Help' channel on TEAMS to answer any questions and provide further help.</li><li>• Use of Seneca to aid understanding and recall of knowledge.</li></ul>		
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V.A. (DESIGN TECHNOLOGY) – Term 3

<p><b>Term: 3</b>  <b>Year: 7</b>  <b>Subject: Graphics</b></p>				
WHAT?	HOW?			HOW WELL?
Curriculum Content/LO	In the event of a localised lockdown	In the event of a bubble being unable to attend school	In the event of individual students who are shielding	Assessment
<p><b><u>Healthy Drink packaging – Graphics project</u></b></p> <p>Introductory project in Design &amp; Technology that focuses on researching skills, analysis of written information and creativity of ideas.</p> <p>Graphics skills developed include:</p> <ul style="list-style-type: none"> <li>• correct use of pencil and ruler</li> <li>• Use of feint and bold lines</li> <li>• Rendering techniques using colouring pencils</li> <li>• Introduction to 3D drawing – oblique (isometric extension activities for HA)</li> <li>• Fonts and logos</li> <li>• Graphical layout</li> </ul> <p>Research skills include:</p> <ul style="list-style-type: none"> <li>• Existing product analysis – analysing drinks bottle graphics</li> <li>• Legal requirements – written information</li> </ul> <p>Creativity of ideas:</p> <ul style="list-style-type: none"> <li>• Exploring fonts – analysing the style and relating to purpose</li> <li>• Development of ideas</li> <li>• Creating graphics that promote a healthy drink/lifestyle</li> </ul> <p>Literacy</p>	<p>. Live TEAMS lessons as per timetable – drawing skills / explanation of design tasks.</p> <p>Students can develop their own drinks bottle graphics just as effectively remotely as they can in school.</p> <p>Final designs can be modelled placed over a drinks bottle found at home.</p> <p>As the whole of Year 7 are following the same introductory project, the timetabled lesson can be taught live for one class, recorded and then used for all Year 7 classes that week. This could be on a rolling basis so each class receives live support.</p> <p>. PowerPoint narration added to resources where appropriate for enhanced explanation where live provision isn't appropriate or students cannot access live support.</p> <p>. Paper-based provision alternatives available</p>	<p>. Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach).</p> <p>. PowerPoint or video narration added to TEAMS resources where appropriate for enhanced explanation where live provision isn't appropriate or students cannot access live provision.</p> <p>. Paper-based provision alternatives available</p>	<p>. Class teacher puts work on MS TEAMS and provides a weekly overview of learning on Class Charts, attaching the in-class resources.</p> <p>. PowerPoint narration added to resources where appropriate.</p>	<p>. Recall test completed using Microsoft Forms – Graphics Quiz</p> <p>. Depth assessment – completed healthy drinks wrapper design</p> <p>Completed designs can be emailed or submitted via TEAMS to their class teacher.</p>

**V.A. (DESIGN TECHNOLOGY) – Term 3**

<b>Term: 3</b> <b>Year: 7</b> <b>Subject: Resistant Materials</b>				
WHAT?	HOW?			HOW WELL?
Curriculum Content/LO	In the event of a localised lockdown	In the event of a bubble being unable to attend school	In the event of individual students who are shielding	Assessment
<p><b><u>Mechanical Grabber – Resistant Materials project</u></b></p> <p>Introductory project in Resistant Material that focuses on researching skills, writing a specification and development of ideas.</p> <p>Research skills include:</p> <ul style="list-style-type: none"> <li>• Exploring possible clients – users for a mechanical grabber</li> <li>• Material research – MDF / Pine</li> <li>• Tools research – Marking Gauge / Try Square / Tenon Saw / Coping Saw</li> <li>• Assembly research – Half Lap joint</li> <li>• Types of Lever</li> <li>• Writing a specification</li> </ul> <p>Creativity of ideas:</p> <ul style="list-style-type: none"> <li>• Exploring possible themes</li> <li>• Generation of ideas – (x3)</li> <li>• Selection of idea, modelling and testing idea</li> <li>• Final design</li> </ul> <p>Literacy:</p> <ul style="list-style-type: none"> <li>• Use of key words / terms for Tools research</li> <li>• Use of PEE paragraphs / justification of specification points</li> <li>• Annotations linking design ideas back to specification points</li> </ul>	<p><b>. Practical skills will not be developed during remote learning</b></p> <p>. Mechanical Grabber booklet physically sent home to students or available digitally on TEAMS.</p> <p>. Live TEAMS lessons as per timetable – tasks from booklet.</p> <p>As half of Year 7 will be following the Mechanical Grabber project, the timetabled lesson can be taught live for one class, recorded and then used for the other class that week. This could be on a rolling basis so each class receives live support.</p> <p>. PowerPoint narration added to resources where appropriate for enhanced explanation where live provision isn't appropriate or students cannot access live provision.</p> <p>. Paper-based provision alternatives available</p>	<p><b>Practical skills will not be developed during remote learning</b></p> <p>. Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach).</p> <p>. PowerPoint or video narration added to TEAMS resources where appropriate for enhanced explanation where live provision isn't appropriate or students cannot access live provision.</p> <p>. Paper-based provision</p>	<p><b>Practical skills will not be developed during remote learning</b></p> <p>. Class teacher puts work on MS TEAMS and provides a weekly overview of learning on Class Charts, attaching the in-class resources.</p> <p>. PowerPoint narration added to resources where appropriate.</p>	<p>. Recall test completed using Microsoft Forms – Mechanical Grabber Quiz</p> <p>. Depth assessment – completed Final Design – self assessment and DIRT time prior to submission.</p> <p>Completed designs can be emailed or submitted via TEAMS to their class teacher.</p>

V.A. (DESIGN TECHNOLOGY) – Term 3

		alternatives available		
<p>Term: 3                  Year: 7                  Subject: Textiles</p>				
WHAT?		HOW?		HOW WELL?
Curriculum Content/LO	In the event of a localised lockdown	In the event of a bubble being unable to attend school	In the event of individual students who are shielding	Assessment
<p><b>Juggling Balls &amp; Bag – Textiles project</b></p> <p>Introductory project in Textiles that focuses on researching skills and practical skills development.</p> <p>Research skills include:</p> <ul style="list-style-type: none"> <li>• Tie dye research – method / techniques / designs</li> <li>• Existing product research – tie dye products</li> <li>• Sewing machine – key features/names of parts</li> <li>• Types of stitch – satin / running / backstitch...</li> </ul> <p>Practical techniques :</p> <ul style="list-style-type: none"> <li>• Sewing machine techniques – <b>not possible remotely</b></li> <li>• Tie dying - <b>not possible remotely</b></li> <li>• Hand stitching – may be possible remotely for some students</li> </ul> <p>Literacy:</p> <ul style="list-style-type: none"> <li>• Use of key words / terms for Tie dye research</li> <li>• Sewing machine parts</li> </ul>	<p>. Textiles Practical skills may not be possible during remote learning – some hand stitching practice may be possible.</p> <p>. Juggling Balls booklet physically sent home to students or available digitally on TEAMS.</p> <p>. Live TEAMS lessons as per timetable – tasks from booklet.</p> <p>. As half of Year 7 will be following the Juggling Balls project, the timetabled lesson can be taught live for one class, recorded and then used for the other class that week. This could be on a rolling basis so each class receives live support.</p>	<p>. Textiles Practical skills may not be possible during remote learning – some hand stitching practice may be possible.</p> <p>. Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach).</p> <p>. PowerPoint or video narration added to TEAMS resources where appropriate for enhanced</p>	<p>Textiles Practical skills may not be possible during remote learning – some hand stitching practice may be possible.</p> <p>. Class teacher puts work on MS TEAMS and provides a weekly overview of learning on Class Charts, attaching the in-class resources.</p> <p>. PowerPoint narration added to resources where appropriate.</p>	<p>. Recall test completed using Microsoft Forms – Textiles Quiz</p> <p>. Depth assessment – Tie Dye research (this is different to the assessed product assessed within school).</p> <p>Completed research can be emailed or submitted via TEAMS to their class teacher.</p>

**Teaching & Learning: Remote Learning Contingency Plan**



**V.A. (DESIGN TECHNOLOGY) – Term 3**

	<p>. PowerPoint narration added to resources where appropriate for enhanced explanation where live provision isn't appropriate or students cannot access live provision.</p> <p>. Paper-based provision alternatives available</p>	<p>explanation where live provision isn't appropriate or students cannot access live provision.</p> <p>. Paper-based provision alternatives available</p>		
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V.A. (DESIGN TECHNOLOGY) – Term 3

Term: 3 Year: 8 Subject: <b>Resistant Materials</b>				
WHAT?	HOW?			HOW WELL?
Curriculum Content/LO	In the event of a localised lockdown	In the event of a bubble being unable to attend school	In the event of individual students who are shielding	Assessment
<p><b><u>'Organise it' – Resistant Materials project</u></b></p> <p>A design &amp; make Resistant Materials project that focuses on identifying and solving a problem around the home. Students researching, design. Make and test their solution skills, writing a specification and development of ideas.</p> <p>Research skills include:</p> <ul style="list-style-type: none"> <li>Material research – Acrylic</li> </ul> <p>Creativity of ideas:</p> <ul style="list-style-type: none"> <li>Modelling of ideas – testing in situ</li> </ul> <p>Literacy:</p> <ul style="list-style-type: none"> <li>Use of key words / terms</li> <li>Use of PEE paragraphs / justification of specification points</li> <li>Annotations linking design ideas back to specification points</li> </ul>	<p><b>. Practical skills will not be developed during remote learning</b></p> <p>Students <u>can use materials from around home to model design solutions</u> and test their ideas.</p> <p>. 'Organise It' booklet physically sent home to students or available digitally on TEAMS.</p> <p>. Live TEAMS lessons as per timetable – tasks from booklet.</p> <p>As half of Year 8 will be following the Organise It project, the timetabled lesson can be taught live for one class, recorded and then used for the other class that week. This could be on a</p>	<p><b>Practical skills will not be developed during remote learning</b></p> <p>Students <u>can use materials from around home to model design solutions</u> and test their ideas.</p> <p>. Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach).</p> <p>. PowerPoint or video narration added to TEAMS resources where appropriate for enhanced explanation where live provision isn't appropriate or students cannot access live provision.</p> <p>. Paper-based provision alternatives available</p>	<p><b>Practical skills will not be developed during remote learning</b></p> <p>Students <u>can use materials from around home to model design solutions</u> and test their ideas.</p> <p>. Class teacher puts work on MS TEAMS and provides a weekly overview of learning on Class Charts, attaching the in-class resources.</p> <p>. PowerPoint narration added to resources where appropriate.</p>	<p>. Recall test completed using Microsoft Forms – Organise It Quiz</p> <p>. Depth assessment – completed Final Design – self assessment and DIRT time prior to submission.</p> <p>Completed designs can be emailed or submitted via TEAMS to their class teacher.</p>



V.A. (DESIGN TECHNOLOGY) – Term 3

	<p>rolling basis so each class receives live support.</p> <p>. PowerPoint narration added to resources where appropriate for enhanced explanation where live provision isn't appropriate or students cannot access live provision.</p> <p>. Paper-based provision alternatives available</p>			
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Term: 3

Year: 8

Subject: Textiles

WHAT?	HOW?			HOW WELL?
Curriculum Content/LO	In the event of a localised lockdown	In the event of a bubble being unable to attend school	In the event of individual students who are shielding	Assessment
<p><b><u>Ugly Dolls – Textiles project</u></b></p> <p>Ugly Dolls Textiles project that focuses on individuality and expression. Development of practical techniques and skills to create an expressive 'Ugly' Doll. Creative writing literacy links.</p> <p>Research skills include:</p> <ul style="list-style-type: none"> <li>• Expressions – drawing techniques linked to facial expression</li> <li>• Material research – calico</li> <li>• Printing techniques</li> </ul>	<p>. Textiles Practical skills may not be possible during remote learning – some hand stitching practice may be possible.</p> <p>. Ugly Dolls booklet physically sent home to students or available digitally on TEAMS.</p> <p>. Live TEAMS lessons as per timetable – tasks from booklet.</p>	<p>. Textiles Practical skills may not be possible during remote learning – some hand stitching practice may be possible.</p> <p>. Live TEAMS lessons as per timetable – where possible</p>	<p>Textiles Practical skills may not be possible during remote learning – some hand stitching practice may be possible.</p> <p>. Class teacher puts work on MS TEAMS and provides a weekly overview of learning on Class Charts, attaching the in-class resources.</p>	<p>. Recall test completed using Microsoft Forms – Textiles Quiz</p> <p>. Depth assessment – Creative writing story (this is different to the assessed product assessed within school).</p> <p>Completed research can be emailed or submitted</p>

## Teaching & Learning: Remote Learning Contingency Plan

### V.A. (DESIGN TECHNOLOGY) – Term 3

<ul style="list-style-type: none"> <li>Existing product research – commercially available Ugly Dolls</li> <li>Sewing machine – recap activities</li> <li></li> </ul> <p>Practical techniques :</p> <ul style="list-style-type: none"> <li>Sewing machine techniques – <b>not possible remotely</b></li> <li>Printing - <b>not possible remotely</b></li> <li>Hand stitching – may be possible remotely for some students</li> </ul> <p>Literacy:</p> <ul style="list-style-type: none"> <li>Use of key words / terms for sewing machine</li> <li>Creative writing – story about their Ugly Doll.</li> </ul>	<p>. As half of Year 8 will be following the Ugly Dolls project, the timetabled lesson can be taught live for one class, recorded and then used for the other class that week. This could be on a rolling basis so each class receives live support.</p> <p>. PowerPoint narration added to resources where appropriate for enhanced explanation where live provision isn't appropriate or students cannot access live provision.</p> <p>. Paper-based provision alternatives available</p>	<p>with the class teacher (or a whole year group approach).</p> <p>. PowerPoint or video narration added to TEAMS resources where appropriate for enhanced explanation where live provision isn't appropriate or students cannot access live provision.</p> <p>. Paper-based provision alternatives available</p>	<p>. PowerPoint narration added to resources where appropriate.</p>	<p>via TEAMS to their class teacher.</p>
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Term: 3

Year: 9

Subject: **Resistant Materials**

WHAT?	HOW?			HOW WELL?
Curriculum Content/LO	In the event of a localised lockdown	In the event of a bubble being unable to attend school	In the event of individual students who are shielding	Assessment
<p><b><u>Mood light– Resistant Materials project</u></b></p> <p>A design &amp; make Resistant Materials project that focuses on inspiration from design movements from the</p>	<p>. <b>Practical skills will not be developed during remote learning</b></p>	<p><b>Practical skills will not be developed during remote learning</b></p>	<p><b>Practical skills will not be developed during remote learning</b></p>	<p>. Recall test completed using Microsoft Forms – Electronics / Mood light Quizzes</p>

**V.A. (DESIGN TECHNOLOGY) – Term 3**

<p>past 100 years. It is a very practical-based project with limited elements that students can produce at home.</p> <p>There are four key elements to the final product:</p> <ul style="list-style-type: none"> <li>• Electronics – not possible practically at home</li> <li>• Hardwood box – not possible at home</li> <li>• Graphic lid – possible at home</li> <li>• Laser-cut acrylic ‘sail’ – hand design possible</li> </ul> <p>Research skills include:</p> <ul style="list-style-type: none"> <li>• Design movements mood boards – students can research all four identified – Art Deco / Art Nouveau / Modernism (Bauhaus) / Post - Modernism</li> <li>• Electronic components – sort activity including name /circuit drawing symbols / images / explanation</li> <li>• Design specification</li> </ul> <p>Creativity of ideas:</p> <ul style="list-style-type: none"> <li>• Design Inspiration – using mood boards</li> <li>• Design Ideas – exploring 3 ‘pairs’ of designs including graphic lid and acrylic sail – inspired by different design movements.</li> <li>• Graphic top</li> <li>• 2D laser cut – CAD (a drawn plan for remote learning)</li> </ul> <p>Literacy:</p> <ul style="list-style-type: none"> <li>• Use of key words / terms</li> <li>• Use of PEE paragraphs / justification of specification points</li> </ul>	<p>. ‘Mood Light’ booklet physically sent home to students or available digitally on TEAMS.</p> <p>. Live TEAMS lessons as per timetable – tasks from booklet.</p> <p>As half of Year 9 will be following the Mood Light project, the timetabled lesson can be taught live for one class, recorded and then used for the other class that week. This could be on a rolling basis so each class receives live support.</p> <p>. PowerPoint narration added to resources where appropriate for enhanced explanation where live provision isn’t appropriate or students cannot access live provision.</p> <p>. Paper-based provision alternatives available</p>	<p>. Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach).</p> <p>. PowerPoint or video narration added to TEAMS resources where appropriate for enhanced explanation where live provision isn’t appropriate or students cannot access live provision.</p> <p>. Paper-based provision alternatives available</p>	<p>. Class teacher puts work on MS TEAMS and provides a weekly overview of learning on Class Charts, attaching the in-class resources.</p> <p>. PowerPoint narration added to resources where appropriate.</p>	<p>. Depth assessment – completed Design Ideas sheet – self assessment and DIRT time prior to submission.</p> <p>Completed designs can be emailed or submitted via TEAMS to their class teacher.</p>
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V.A. (DESIGN TECHNOLOGY) – Term 3

<ul style="list-style-type: none"> <li>Annotations linking design ideas back to specification points</li> </ul>				
<p>Term: 3                  Year: 9                  Subject: Textiles</p>				
WHAT?	HOW?			HOW WELL?
Curriculum Content/LO	In the event of a localised lockdown	In the event of a bubble being unable to attend school	In the event of individual students who are shielding	Assessment
<p><b><u>African-inspired Printed Bag – Textiles project</u></b></p> <p>Textiles project that focuses on African patterns and culture. Students develop patterns to apply to their bag. A standard bag template can be modified within the design phase to allow for design development opportunities.</p> <p>Research skills include:</p> <ul style="list-style-type: none"> <li>African mood board</li> <li>Existing product research – types of bag</li> </ul> <p>Design skills include:</p> <ul style="list-style-type: none"> <li>Design variations</li> <li>Modelling idea(s)</li> <li>Testing of model</li> </ul> <p>Practical techniques :</p> <ul style="list-style-type: none"> <li>Sewing machine techniques – <b>not possible remotely</b></li> <li>Printing - <b>not possible remotely</b></li> </ul> <p>Literacy:</p>	<p>. Textiles Practical skills may not be possible during remote learning.</p> <p>Students <u>can use materials from around home to model design solutions</u> and test their ideas.</p> <p>. Live TEAMS lessons as per timetable – tasks from booklet.</p> <p>. As half of Year 9 will be following the Printed Bag project, the timetabled lesson can be taught live for one class, recorded and then used for the other class that week. This could be on a rolling basis so each class receives live support.</p>	<p>. Textiles Practical skills may not be possible during remote learning .</p> <p>Students <u>can use materials from around home to model design solutions</u> and test their ideas.</p> <p>. Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach).</p> <p>. PowerPoint or video narration</p>	<p>Textiles Practical skills may not be possible during remote learning</p> <p>Students <u>can use materials from around home to model design solutions</u> and test their ideas.</p> <p>. Class teacher puts work on MS TEAMS and provides a weekly overview of learning on Class Charts, attaching the in-class resources.</p> <p>. PowerPoint narration added to resources where appropriate.</p>	<p>. Recall test completed using Microsoft Forms – Textiles Quiz</p> <p>. Depth assessment – Final Design sheet</p> <p>Completed designs can be emailed or submitted via TEAMS to their class teacher.</p>

## Teaching & Learning: Remote Learning Contingency Plan

### V.A. (DESIGN TECHNOLOGY) – Term 3

<ul style="list-style-type: none"><li>• Use of key words / terms</li><li>• Annotations for bag designs</li><li>• Evaluation of any model testing</li></ul>	<p>. PowerPoint narration added to resources where appropriate for enhanced explanation where live provision isn't appropriate or students cannot access live provision.</p> <p>. Paper-based provision alternatives available</p>	<p>added to TEAMS resources where appropriate for enhanced explanation where live provision isn't appropriate or students cannot access live provision.</p> <p>. Paper-based provision alternatives available</p>		
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