

Visual Arts (Design Technology) – Term 1

Term: 1&2 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>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.</p> <ul style="list-style-type: none"> Understand the requirements of the NEA and produce work of a quality in line with their potential grade. Thoroughly research chosen brief looking at a range of primary and secondary research. Analysing research and drawing conclusions about direction of project. Outlining a specification for a final prototype. Designing a range of innovative and imaginative ideas using a wide range of design techniques including CAD. Developing idea into a final concept prototype through testing of different design ideas using modelling, further research and material testing. <p>Helpful websites www.technologystudent.com www.corshamnea.weebly.com</p>	<ul style="list-style-type: none"> Directions for tasks to be communicated at the beginning of the week via Class Charts. Live TEAMS lessons as per timetable – where possible with the class teacher. Live Teams group tutorials with smaller groups of students. All resources to be readily available on TEAMS. Demonstrations of tools and equipment to be available on teams. Use of voice over power points to explain next steps. Example projects of different levels available on TEAMS. Teachers to use 'Help' channel on TEAMS to answer any questions and provide further help. 	<ul style="list-style-type: none"> Directions for tasks to be communicated at the beginning of the week via Class Charts. Live TEAMS lessons as per timetable – where possible with the class teacher. Live Teams group tutorials with smaller groups of students. All resources to be readily available on TEAMS. Demonstrations of tools and equipment to be available on teams. Use of voice over power points to explain next steps. Example projects of different levels available on TEAMS. Teachers to use 'Help' channel on TEAMS to answer any questions. 	<ul style="list-style-type: none"> All resources to be readily available on TEAMS. Key elements of lessons to be recorded for viewing on TEAMS. Demonstrations of tools and equipment to be available on teams. Use of voice over power points to explain next steps. Example projects of different levels available on TEAMS. Teachers to use 'Help' channel on TEAMS to answer any questions and provide further help. 	<p>Assessment 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>Knowledge: Knowledge assessed will be applied knowledge of materials, processes, environmental factors and the design process.</p> <p>Depth assessment: This will be key pieces of work contributing to the NEA which will allow students to gain a better insight into progress.</p>

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<p>Term: 1 Year: 10 Subject: Design Technology</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>Students are currently carrying out an introduction module focused on improving design communication.</p> <ul style="list-style-type: none"> To be able to communicate ideas using a variety of different drawing techniques including 1pt perspective, 2pt perspective and isometric drawing. Students should use a range of different rendering techniques to improve the quality of their drawings. Know how drawings can be used to communicate ideas looking at exploded drawings and orthographic drawings. Looking at the use of CAD/CAM to create complex ideas. Programs such as Solid works and Tinker CAD to be used to create own ideas. Understanding the importance of Product Analysis on the development of a new product. Looking at consumerism and how to use task analysis to find a gap in the market. <p>Helpful websites www.technologystudent.com www.corshamnea.weebly.com</p>	<ul style="list-style-type: none"> Directions for tasks to be communicated at the beginning of the week via Class Charts. Live TEAMS lessons as per timetable – where possible with the class teacher. Use of online tutorials where appropriate. All resources to be readily available on TEAMS. Demonstrations of tools and equipment to be available on teams. Use of voice over power points to explain next steps. Example projects of different levels available on TEAMS. Teachers to use ‘Help’ channel on TEAMS to answer any questions and provide further help. Use of Seneca to aid understanding and recall of knowledge. 	<ul style="list-style-type: none"> Directions for tasks to be communicated at the beginning of the week via Class Charts. Live TEAMS lessons as per timetable – where possible with the class teacher. Use of online tutorials where appropriate. All resources to be readily available on TEAMS. Demonstrations of tools and equipment to be available on teams. Use of voice over power points to explain next steps. Example projects of different levels available on TEAMS. Teachers to use ‘Help’ channel on TEAMS to answer any questions and provide further help. 	<ul style="list-style-type: none"> All resources to be readily available on TEAMS. Key elements of lessons to be recorded for viewing on TEAMS. Demonstrations of tools and equipment to be available on teams. Use of online tutorials where appropriate. Use of voice over power points to explain next steps. Example projects of different levels available on TEAMS. Teachers to use ‘Help’ channel on TEAMS to answer any questions and provide further help. Use of Seneca to aid understanding and recall of knowledge. 	<p>Assessment will be carried out using ‘Assignments’ via TEAMS.</p> <p>Knowledge: 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>Depth assessment: 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



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