

Short Term Planning

Design Technology, Year 7, Jewellery Box

<u>Aims of this unit</u>	<u>Links to Key Stage Four</u>	<u>Resources required</u>
<ul style="list-style-type: none"> • Students have an awareness of health and safety in the workshop • Students develop their knowledge of woods and joints • Students can analyse products, create a specification and produce design ideas • Students learn - Marking out and measuring, using templates, Cutting out, Finger joint, Filing/Sanding/Finishing, Applying a finish • Students can create a Jewellery Box • Students can evaluate their work 	<ul style="list-style-type: none"> • AQA Tech Award Materials Technology - Timber and timber-based composites, Preparation processes, Marking and measurement, Using hand tools, power tools and machinery, Joining techniques, Finish • GCSE DT - Natural and manufactured timbers, Material properties, Selection of materials or components 	<ul style="list-style-type: none"> • Each student needs 2 end pieces, 2 sides (80x110) and a top and bottom (70x130) – plywood. • Tenon saw, try square, steel ruler, wood work vices, g-clamp, disk sander, PVA, Danish oil, cloths, brushes, wood dyes
<u>Risk Assessment/H+S</u>	<u>ICT/CAD/CAM</u>	<u>Literacy</u>
<ul style="list-style-type: none"> • Students will need a generic health and safety to working in the workshop as well as showing how to use all tools and machine safely. Risk assessments for this project can be found in the shared area. • Students should wear goggles when using machines and take blazers and ties off during practical work. 	<ul style="list-style-type: none"> • ICT CAD/CAM could be used to carry out some decorative engraving on the Jewellery box lid and/or to create some pieces to go on the side 	<ul style="list-style-type: none"> • Key words and spellings – wood and joints • Justification – Product Analysis, Design Specification • Written Evaluation
<u>Numeracy</u>	<u>QKS Values</u>	<u>Assessment pieces</u>
<ul style="list-style-type: none"> • Marking out and measuring 	<ul style="list-style-type: none"> • Research/Product Analysis/Specification/Design and development – we plan our work carefully • Design, development, production – our work is well presented • Assessment tickets/DIRT time – we learn from our mistakes; we work hard to improve our work based on feedback • Analysis, Design, development, making and evaluation skills – we apply our skills and knowledge across all areas 	<ul style="list-style-type: none"> • Product Analysis • Design Specification • Evaluation • Making

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Summary of what we are trying to achieve

- Students have an awareness of health and safety in the workshop
- Students develop their knowledge of woods and joints
- Students can analyse products, create a specification and produce design ideas
- Students learn - Marking out and measuring, Using templates, Cutting out, Finger joint, Filing/Sanding/Finishing, Applying a finish
- Students can create a Jewellery Box
- Students can evaluate their work

<u>Lesson Number</u>	<u>Learning Objective and Outcomes</u>	<u>Lesson Activities</u>	<u>Differentiation</u>	<u>Assessment</u>	<u>Homework</u>
	<i>What are students learning, what do they need to be able to say or do</i>	<i>Ensure planning focuses on: Pre assessments, looking for proof, demystifying the destination, engaging hook, variety, pace, regular questioning and feedback</i>	<i>Community, Assistance, Task, Extension, Resources</i>	<i>What will be marked and assessed, feedback opportunities, marking and feedback method</i>	<i>Ensure all homework is set on showmyhomework Homework should consolidate, prepare or extend</i>
1. Task Analysis and Client Profile	<u>In this lesson students will learn:</u> How to analyse a task and produce a client profile	<u>Question on the board:</u> Display task on the board and give out task analysis cards and students to think of an answer for their card. <u>Starter task:</u> Introduce LO's Discuss cards from previous tasks – students to read out cards and answers and use for questioning, stretch and challenge and justify. <u>Main:</u> Students complete task analysis in booklets and then move onto producing a client profile. <u>Review/Consolidation:</u> Questioning on how their client profile could influence them and examples.	<u>To support students:</u> Examples of WAGOLL of client profile <u>To stretch and challenge:</u> Probing questions from the teacher to expand task analysis and client profile.	<u>Assessment in the lesson:</u> Teacher questioning Teacher observation Peer Marking <u>Feedback in the lesson:</u> Verbal teacher feedback Verbal peer feedback <u>Marked work:</u> Peer marked work	Relevant research – make a list of items at home they will want to store in Jewellery box. Dimensions etc

<p>2. Access FM and Product Analysis</p>	<p><u>In this lesson students will learn:</u> To analyse existing products and their features</p>	<p><u>Question on the board:</u> Have a picture of a product on the board and students to think of the pros and cons of the product as stood behind chairs/register taken <u>Starter task:</u> Introduce LO's Teacher questioning of product from previous but using and demonstrating and modelling use of ACCESS FM. <u>Main:</u> Hand out a What a good one look like of a product analysis and draw out the success criteria with students. Students then complete the product analysis in their workbook. They need to be clear this is an assessed piece of work. If time permits carry out some peer assessment on product analysis <u>Plenary and Review/Consolidation:</u> Display a key word from ACCESS FM and students must give a question they would use as part of the product analysis which fits within that section of ACCESS FM.</p>	<p><u>To support students:</u></p> <ul style="list-style-type: none"> • Help Desk Resources – Access FM help sheet, WAGOLL of Product Analysis, Success Criteria on the page in work booklet • Scrolling example on the TV Screen • Teacher support <p><u>To stretch and challenge:</u></p> <ul style="list-style-type: none"> • Probing teacher questions to make analysis more critical • Post it note on work to analyse findings and explain how it will influence own ideas • Students make comparisons between products 	<p><u>Assessment in the lesson:</u> Teacher questioning and observation Peer assessment <u>Feedback in the lesson:</u> Verbal Teacher feedback from questioning and circulation Opportunity for written peer feedback <u>Marked work:</u> Teacher marked assessment piece using assessment ticket to identify strengths against assessment criteria and improvements ready for DIRT next lesson. Students are given a specific DIRT task to do next lesson.</p>	<p>Knowledge Test Homework on Woods, Joints and Properties</p>
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<p>3. Product Analysis DIRT and Specification</p>	<p><u>In this lesson students will learn:</u> To produce specification points for their Jewellery box</p>	<p><u>Question on the board:</u> Picture of WAGOLL Product Analysis and students thinking of what makes it good and what the success criteria is. <u>Starter task:</u> Introduce LO's Discuss and remind students of Product Analysis Success Criteria. Give feedback from marked work and how work needs to be improved. Go through the choices of DIRT Tasks. <u>Main:</u> Students are given a specified amount of time to complete DIRT task on Product Analysis.</p> <p>Students are then given a bad example (WABOLL) of a Specification. Questioning on what the purpose of a Specification is. They then look at the assessment criteria for a Specification identify which it meets and what they need to do to improve it.</p> <p>Students complete Specification for their own project.</p> <p><u>Plenary and Review/Consolidation:</u> Q+A on the purpose of the product analysis and specification. What they need to include. What they are used for/purpose of them and how they will help with project.</p>	<p><u>To support students:</u></p> <ul style="list-style-type: none"> • Help Desk Resources – Access FM help sheet, WAGOLL of Product Analysis, Success Criteria on the page in work booklet, WAGOLL of Specification. • Scrolling examples on the TV Screen • Teacher support • Teacher Feedback <p><u>To stretch and challenge:</u></p> <ul style="list-style-type: none"> • Specification points are justified • Specifications points are based on all research • Students do more research to create more specification points • Probing teacher questions 	<p><u>Assessment in the lesson:</u> Teacher questioning and observation <u>Feedback in the lesson:</u> Verbal feedback from the teacher Written feedback from Product Analysis last lesson <u>Marked work:</u> Product Analysis will be remarked using the assessment criteria</p> <p>Specification work marked with statements in the front of the workbooklet at the end of the project</p>	
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<p>4. Design Ideas</p>	<p><u>In this lesson students will learn:</u> To produce a design idea for their Jewellery Box</p>	<p><u>Question on the board:</u> Display two design ideas on the board. One being good one being bad and whilst register is being taken students are thinking about which is better and why. <u>Starter task:</u> Introduce LO's Students complete What a good one needs activity and discuss and question with teacher. Discuss also how research and specification needs to feed into design ideas <u>Main:</u> Students complete design ideas in work booklet</p> <p>Opportunity for peer feedback</p> <p><u>Plenary and Review/Consolidation:</u> Self-assessment of design ideas against WAGOLL to identify what they still need to do</p>	<p><u>To support students:</u></p> <ul style="list-style-type: none"> • Help Desk Resources – WAGOLL of Design, Success Criteria on the page in work booklet, • Scrolling examples on the TV Screen of WAGOLL, WABOLL and WAGON • Teacher support <p><u>To stretch and challenge:</u></p> <ul style="list-style-type: none"> • Students increase range of design ideas • Annotations are detailed and link to research and making • Probing teacher questions 	<p><u>Assessment in the lesson:</u> Teacher questioning and observation Peer assessment <u>Feedback in the lesson:</u> Verbal feedback from teacher Written peer feedback <u>Marked work:</u> Design ideas are an assessed piece which will be marked using assessment criteria and given a DIRT task for next lesson.</p>	
<p>5. Plan of making/Make</p>	<p><u>In this lesson students will learn:</u> The following practical skills - Marking out and measuring, Using templates, Cutting out, Finger joint, Filing/Sanding/Finishing, Applying a finish</p>	<p><u>Question on the board:</u> Picture of tool with question/health and safety or woods theory question on board for students to think about whilst register being taken and then used to promote some questioning with teacher <u>Starter task:</u> Introduce LO's Any demonstrations needed, health and safety, clear instructions and criteria to achieve in lesson, success criteria and outline help resources</p>	<p><u>To support students:</u></p> <ul style="list-style-type: none"> • Help desk resources with pictures and step by step guides how to do things. • Scrolling pictures of how to on TV • Teacher help and support 	<p><u>Assessment in the lesson:</u> Teacher questioning Teacher observation of work <u>Feedback in the lesson:</u></p>	

		<p><u>Main:</u> Students to complete the making of the project. Help resources on the help desk, students work independently, teacher facilitating help and reviewing progress. Teacher questioning students as they circulate and also stopping the whole class as necessary/mini plenaries reviewing progress Students should also spend some time during their lesson updating the plan of making</p> <p><u>Plenary and Review/Consolidation:</u> Question and answer with students</p>	<ul style="list-style-type: none"> • Help and support from peers • Demonstrations <p><u>To stretch and challenge:</u></p> <ul style="list-style-type: none"> • Direct stretch and challenge given by the teacher to individual students to stretch and push their making skills and quality of finish 	<p>Verbal feedback from the teacher</p> <p><u>Marked work:</u> Practical work marked in the front of the booklet at the end of the project</p>	
6. Plan of making/Make	<p><u>In this lesson students will learn:</u> The following practical skills - Marking out and measuring, Using templates, Cutting out, Finger joint, Filing/Sanding/Finishing, Applying a finish</p>	<p><u>Question on the board:</u> Picture of tool with question/health and safety or woods theory question on board for students to think about whilst register being taken and then used to promote some questioning with teacher</p> <p><u>Starter task:</u> Introduce LO's Any demonstrations needed, health and safety, clear instructions and criteria to achieve in lesson, success criteria and outline help resources</p> <p><u>Main:</u> Students to complete the making of the project. Help resources on the help desk, students work independently, teacher facilitating help and reviewing progress. Teacher questioning students as they circulate and also stopping the whole class as necessary/mini plenaries reviewing progress Students should also spend some time during their lesson updating the plan of making</p> <p><u>Plenary and Review/Consolidation:</u> Question and answer with students</p>	<p><u>To support students:</u></p> <ul style="list-style-type: none"> • Help desk resources with pictures and step by step guides how to do things. • Scrolling pictures of how to on TV • Teacher help and support • Help and support from peers • Demonstrations <p><u>To stretch and challenge:</u></p> <ul style="list-style-type: none"> • Direct stretch and challenge given by the teacher to individual students to 	<p><u>Assessment in the lesson:</u> Teacher questioning Teacher observation of work</p> <p><u>Feedback in the lesson:</u> Verbal feedback from the teacher</p> <p><u>Marked work:</u> Practical work marked in the front of the booklet at the end of the project</p>	

			stretch and push their making skills and quality of finish		
7. Plan of making/Make	<u>In this lesson students will learn:</u> The following practical skills - Marking out and measuring, Using templates, Cutting out, Finger joint, Filing/Sanding/Finishing, Applying a finish	<u>Question on the board:</u> Picture of tool with question/health and safety or woods theory question on board for students to think about whilst register being taken and then used to promote some questioning with teacher <u>Starter task:</u> Introduce LO's Any demonstrations needed, health and safety, clear instructions and criteria to achieve in lesson, success criteria and outline help resources <u>Main:</u> Students to complete the making of the project. Help resources on the help desk, students work independently, teacher facilitating help and reviewing progress. Teacher questioning students as they circulate and also stopping the whole class as necessary/mini plenaries reviewing progress Students should also spend some time during their lesson updating the plan of making <u>Plenary and Review/Consolidation:</u> Question and answer with students	<u>To support students:</u> <ul style="list-style-type: none"> • Help desk resources with pictures and step by step guides how to do things. • Scrolling pictures of how to on TV • Teacher help and support • Help and support from peers • Demonstrations <u>To stretch and challenge:</u> <ul style="list-style-type: none"> • Direct stretch and challenge given by the teacher to individual students to stretch and push their making skills and quality of finish 	<u>Assessment in the lesson:</u> Teacher questioning Teacher observation of work <u>Feedback in the lesson:</u> Verbal feedback from the teacher <u>Marked work:</u> Practical work marked in the front of the booklet at the end of the project	
8. Plan of making/Make	<u>In this lesson students will learn:</u> The following practical skills - Marking out and measuring, Using templates, Cutting out, Finger joint,	<u>Question on the board:</u> Picture of tool with question/health and safety or woods theory question on board for students to think about whilst register being taken and then used to promote some questioning with teacher <u>Starter task:</u> Introduce LO's	<u>To support students:</u> <ul style="list-style-type: none"> • Help desk resources with pictures and step by step guides how to do things. 	<u>Assessment in the lesson:</u> Teacher questioning Teacher observation of work	

	<p>Filing/Sanding/Finishing, Applying a finish</p>	<p>Any demonstrations needed, health and safety, clear instructions and criteria to achieve in lesson, success criteria and outline help resources</p> <p><u>Main:</u> Students to complete the making of the project. Help resources on the help desk, students work independently, teacher facilitating help and reviewing progress. Teacher questioning students as they circulate and also stopping the whole class as necessary/mini plenaries reviewing progress Students should also spend some time during their lesson updating the plan of making</p> <p><u>Plenary and Review/Consolidation:</u> Question and answer with students</p>	<ul style="list-style-type: none"> • Scrolling pictures of how to on TV • Teacher help and support • Help and support from peers • Demonstrations <p><u>To stretch and challenge:</u></p> <ul style="list-style-type: none"> • Direct stretch and challenge given by the teacher to individual students to stretch and push their making skills and quality of finish 	<p><u>Feedback in the lesson:</u> Verbal feedback from the teacher</p> <p><u>Marked work:</u> Practical work marked in the front of the booklet at the end of the project</p>	
<p>9. Evaluation and complete any making</p>	<p><u>In this lesson students will learn:</u></p> <ol style="list-style-type: none"> 1) To evaluate their own work 2) To evaluate each other's work 	<p><u>Question on the board:</u> Picture of a product on the board with the question how could this be improved?</p> <p><u>Starter task:</u> Introduce LO's Discuss the product that was on the board and facilitate a discussion on improving the product.</p> <p><u>Main:</u></p> <ul style="list-style-type: none"> • Demonstrate and show students how to construct a good analysis by taking each specification point and saying whether it meets it or not and how/how it could. • Students then complete the two pages in their work booklet on evaluation. There will be need here for students to have their work on display for gallery feedback so one or two students at a time whilst the class are completing evaluation can go and leave 	<p><u>To support students:</u> The assessment criteria will be on display for evaluation</p> <p>They will use each other for feedback</p> <p>The teacher can question and support students</p> <p>An example will be discussed and modelled and be on display</p>	<p><u>Assessment in the lesson:</u> Teacher observation and questioning, class discussion, observation of completed work</p> <p><u>Feedback in the lesson:</u> Feedback from teacher during questioning and observation</p>	<p>None set</p>

feedback. Students can then use this as part of their evaluation.

Plenary and Review/Consolidation:

Students should discuss and question with teacher what they have achieved/need to do to improve/like and seen in other people's projects etc – ideal opportunity to stretch questioning, what did you like, why, how did you meet it, how could you apply that to your own work etc ...

The work booklet provides structure

Sentence starters could be provided

To stretch and challenge:

Students complete the work without the support

Teacher questioning stretches and challenges students

Sketches drawn of how work can be improved

Assessment criteria on display shows progression

Feedback from peers on completed practical work as part of gallery feedback

Marked work:

The evaluation is not a key assessment piece for this project but will be looked at as the whole project is marked. There is an "I can statement" relating to evaluation. The whole project will be marked at the end of this lesson.

A lot of the prescriptive theory tasks have been removed from the workbooklet so that the workbooklet becomes the focus of high quality design work and can progress onto making sooner. The theory tasks have still been kept and are in the "Extension" folder and these can be dipped into and out of for starters, or for students who have finished to extend their knowledge or as tasks for students to do whilst not on machines. Large parts of lessons should not be spent doing "fill in the activity" in the workbooklet and lessons should not be delivered by being driven from an activity on a certain page in the workbooklet.