

## YEAR 1: DESIGN & TECHNOLOGY MONSTER PUPPET PROJECT

Week /Activity/ Learning Objectives <i>(Homeworks in brackets)</i>	Assessment Opportunities	Skills
<p>1. <b>L01 ANALYSIS &amp; DESIGN BRIEF</b> Introduction to the monster puppet project. Teacher discusses the design brief and looks at examples of existing products. Then talk about where to start, looking at the different aspects and requirements of the product. Class are to complete the design brief and then produce an analysis of the project. <i>Homework – to complete the design brief and analysis (next lesson).</i></p> <p>2. <b>L02 EXISTING PRODUCT ANALYSIS</b> The class are to complete a product analysis of different monsters, looking features they could use that would give them inspiration for their own designs. They must find three different examples, then write about each one based on a set of given analysis questions (found in PP resource). <i>Homework – to complete existing product analysis.</i></p> <p>3. <b>L03 SPECIFICATION AND INITIAL IDEAS</b> The class are introduced to the purpose of a specification, given the main aspects of a spec and are then asked to write their own specification for the monster puppet. This should be a fairly short activity before starting to produce designs for the monster puppet. Qualities of good design are discussed with the class. Then class are asked to design four monster puppet designs, coloured and annotated. Further information is provided on the lesson PowerPoint. <i>Homework – To complete specification.</i></p> <p>4. <b>INITIAL IDEAS CONTINUED</b> The class continue to produce the four sketched monster puppet designs. The class are reminded of the criteria for the product in in order to ensure successful design. Deadline set depending on the progress made. Given for homework. <i>Homework – To complete four initial ideas for the monster puppet, coloured and annotated.</i></p> <p>5. <b>USING ADOBE ILLUSTRATOR (TUTORIAL)</b> The class are given a tutorial for the use of Adobe Illustrator. This includes some basic tasks. Then the class are sked to recreate the monster shown in the tutorial. This is done by simply following the on screen instructions. <i>Homework – None</i></p> <p>6. <b>CAD DEVELOPMENT (ILLUSTRATOR)</b> The class are to put their new computer skills into practice by taking their best monster design and creating it in Adobe Illustrator. This should take two lesson, including lamination. <i>Homework – None</i></p> <p>7. <b>FINAL DESIGN AND EVALUATION</b> Boys are to complete their monster design in Illustrator then print them off and get them laminated and cut out. Once boys have completed this, they must complete an evaluation of the product and the project as a whole. This must be finished for homework and handed in at the start of the following lesson. <i>Homework – To ensure that the monster puppet is completed and to finish the evaluation.</i></p>	<p>1. Design brief formally marked out of 10.</p> <p>2. Product Analysis formally marked out of 10.</p> <p>3. Specification formally marked out of 10.</p> <p>4. Initial Ideas formally marked out of 10.</p> <p>5. Final Design formally marked out of 10.</p> <p>6. Evaluation formally marked out of 10.</p>	<p>Designing Rendering Annotation Analysis Research ICT &amp; CAD Skills Evaluation</p>
<b>Programmes of Study</b>		
		<p>1.1a, 1.1c, 1.1d, 1.2b, 1.3a, 1.4a, 1.4b, 1.4c, 2a, 2b, 2d, 2f, 2h, 3b, 3c, 4d, 4f, 4g</p>

Links within subject and cross curricular	Learning Styles (VAK)	Assessment Method
Art: Design development through sketching. English: Communicating ideas through annotation , analysis through existing product analysis. ICT: Using Computer Aided Design to produce monster puppet. Mathematics: Dimensions have to meet criteria for hand and fingers dimensions.	V : Power point, ICT work  A : Question & Answer sessions, AFL Throughout  K : making packaging	AFL throughout the project. Self/peer assessment throughout-worksheet to complete at the end of the project. Unit formally marked. Overall grade given at the end of the unit

### Citizenship

### Links with unit of work

a political, legal and human rights, and responsibilities of citizens	Packaging and the environment
b the roles of the law and the justice system and how they relate to young people	
c key features of parliamentary democracy and government in the constituent parts of the UK and at local level, including voting and elections	
d freedom of speech and diversity of views, and the role of the media in informing and influencing public opinion and holding those in power to account	
e actions that individuals, groups and organisations can take to influence decisions affecting communities and the environment	
f strategies for handling local and national disagreements and conflicts	
g the needs of the local community and how these are met through public services and the voluntary sector	
h how economic decisions are made, including where public money comes from and who decides how it is spent	

### Economic Wellbeing and Financial Capability

a different types of work, including employment, self-employment and voluntary work	
b work roles and identities	Team activities
c the range of opportunities in learning and work and changing patterns of employment (local, national, European and global)	
d the personal review and planning process	Evaluation and analysis of research/ self/peer assessment
e skills and qualities in relation to employers' needs	Scenario/design briefs
f a range of economic and business terms, including the effect of competition on product and price	
g personal budgeting, money management and a range of financial products and services	
h risk and reward, and how money can make money through savings, investment and trade	
i how businesses use finance	
j social and moral dilemmas about the use of money.	Packaging and the environment

### Personal Wellbeing

a examples of diverse values encountered in society and the clarification of personal values	
b the knowledge and skills needed for setting realistic targets and personal goals	Throughout in time setting/planning Self/peer assessment. Formal assessment
c physical and emotional changes as we develop	
d human relationships & reproduction	
e facts and laws about drug, alcohol and tobacco use and misuse, and the personal and social consequences of misuse for themselves and others	
f how a balanced diet and making choices for being healthy contribute to personal wellbeing, and the importance of balance between work, leisure and exercise	
g ways of recognising and reducing risk, minimising harm and getting help in emergency and risky situations	Health and safety guidelines

