

WEEK /ACTIVITY/ LEARNING OBJECTIVES (HOMEWORKS IN BRACKETS)	ASSESSMENT OPPORTUNITIES	SKILLS	
<ol style="list-style-type: none"> 1. Introduce pupils to the importance of the Drawing Skills project and how it fits into the wider sphere of D&T; mention how KS3 D&T will lead onto KS4 and subsequently KS5. This first week will be spent teaching pupils how to draw in One Point Perspective. A detailed PPT resource has been produced to allow for the delivery of this week’s lesson; this is on the Shared Area. 2. This second week will be spent teaching pupils how to draw in Two Point Perspective. A detailed PPT resource has been produced to allow for the delivery of this week’s lesson. 3. This third week will be spent teaching pupils how to draw in Isometric Projection. A detailed PPT resource has been produced to allow for the delivery of this week’s lesson; this is on the Shared Area. 4. This fourth week will be spent teaching pupils how to draw in 3rd Angle Orthographic Projection. A detailed PPT resource has been produced to allow for the delivery of this week’s lesson; this is on the Shared Area. 5. This fifth week will be spent teaching pupils how to draw plans and maps. A detailed PPT resource has been produced to allow for the delivery of this week’s lesson; this is on the Shared Area. 6. This sixth week will be spent teaching pupils how to draw a sectional diagram. A detailed PPT resource has been produced to allow for the delivery of this week’s lesson. 7. This seventh week will be spent teaching pupils how to render drawings to a professional standard befitting a grammar school D&T student. A detailed PPT resource has been produced to allow for the delivery of this week’s lesson; this is on the Shared Area. 8. This eighth week will be spent teaching pupils how to draw in Exploded Projection. A detailed PPT resource has been produced to allow for the delivery of this week’s lesson. 9. This ninth week will be spent teaching pupils about the theory of typography and how to design their own unique typeface. A detailed PPT resource has been produced to allow for the delivery of this week’s lesson; this is on the Shared Area. 	<ol style="list-style-type: none"> 1. Teacher assessment, peer assessment, homework #1 set. 2. Teacher assessment, peer assessment. 3. Teacher assessment, peer assessment, homework #2 set. 4. Teacher assessment, peer assessment. 5. Teacher assessment, peer assessment, homework #3 set. 6. Teacher assessment, peer assessment. 7. Teacher assessment, peer assessment. 8. Teacher assessment, peer assessment, homework #4 set. 9. Teacher assessment, peer assessment, homework #5 set. 	Designing Rendering Annotation Analysis Research ICT & CAD Skills Testing Evaluation	
		PROGRAMMES OF STUDY	
		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	
LINKS WITHIN SUBJECT AND CROSS CURRICULAR	LEARNING STYLES (VAK)	ASSESSMENT METHOD	
Art: Design development through sketching. English: Communicating ideas through annotation; use of technical language. ICT: Using CAD and DTP in homework tasks. Mathematics: Dimensioning drawings.	V : Power point, ICT work. A : Question & Answer sessions, AFL throughout. K : Producing the drawings.	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	Tidying away together
b the roles of the law and the justice system and how they relate to young people	Safety in the classroom
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	Selecting appropriate graphics media
f a range of economic and business terms, including the effect of competition on product and price	Commercial costs and prices
g personal budgeting, money management and a range of financial products and services	Learning about costs of graphics media
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.	The environmental aspects of projects

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	Teamwork within the class
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	Appropriate length homework
g ways of recognising and reducing risk, minimising harm and getting help in emergency and risky situations	Health and safety guidelines