

**YEAR 2: DESIGN & TECHNOLOGY DRAWING SKILLS PROJECT**

WEEK /ACTIVITY/ LEARNING OBJECTIVES (HOMEWORKS IN BRACKETS)	ASSESSMENT OPPORTUNITIES	SKILLS	
<ol style="list-style-type: none"> <li>1. Introduce pupils to the importance of the Drawing Skills project and how it fits into the wider sphere of D&amp;T; mention how KS3 D&amp;T will lead onto KS4 and subsequently KS5. This first week will be spent teaching pupils how to draw in Isometric Projection at a level approaching GCSE standard; far in advance of the level of complexity that they were taught in the 1<sup>st</sup> Year. A detailed PPT resource has been produced to allow for the delivery of this week’s lesson; this is on the Shared Area.</li> <li>2. This second week will be spent teaching pupils how to draw in Perspective (both one point and two point) at a level approaching GCSE standard; far in advance of the level of complexity that they were taught in the 1<sup>st</sup> Year. A detailed PPT resource has been produced to allow for the delivery of this week’s lesson; this is on the Shared Area.</li> <li>3. This third week will be spent teaching pupils how to draw in Planometric; this is a complex skill that will be required to be used at GCSE level. A detailed PPT resource has been produced to allow for the delivery of this week’s lesson; this is on the Shared Area.</li> <li>4. This fourth week will be spent teaching pupils how to draw in 3<sup>rd</sup> Angle Orthographic Projection at a level approaching GCSE standard; far in advance of the level of complexity that they were taught in the 1<sup>st</sup> Year. A detailed PPT resource has been produced to allow for the delivery of this week’s lesson; this is on the Shared Area.</li> <li>5. This fifth week will be spent teaching pupils how to draw a Sectional Drawing at a level approaching GCSE standard; far in advance of the level of complexity that they were taught in the 1<sup>st</sup> Year. A detailed PPT resource has been produced to allow for the delivery of this week’s lesson; this is on the Shared Area.</li> <li>6. This sixth week will be spent teaching pupils about complex packaging nets; they will require this knowledge at GCSE. A detailed PPT resource has been produced to allow for the delivery of this week’s lesson; this is on the Shared Area.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher assessment, peer assessment, homework #1 set.</li> <li>2. Teacher assessment, peer assessment.</li> <li>3. Teacher assessment, peer assessment, homework #2 set.</li> <li>4. Teacher assessment, peer assessment.</li> <li>5. Teacher assessment, peer assessment, homework #3 set.</li> <li>6. Teacher assessment, peer assessment.</li> </ol>	Designing Rendering Annotation Analysis Research ICT & CAD Skills Testing Evaluation	
<b>PROGRAMMES OF STUDY</b>			
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