

Topic	Rationale	Knowledge acquisition	Tasks - Notes	Key vocabulary	Skills and enrichment
<p style="writing-mode: vertical-rl; transform: rotate(180deg); text-align: center;"><b>The work of others</b></p>	<p>This Year 9 Design and Technology (DT) project is designed to provide students with an in-depth understanding of the evolution of design through the works of renowned designers— Philippe Starck, Ettore Sottsass, Marcel Breuer, and Charles Rennie Mackintosh— and influential manufacturers such as Braun, Apple, Dyson, and Alessi. By studying the designs and philosophies of these key figures and companies, students will explore a range of design principles, from aesthetics and functionality to innovation and user experience. Through research, product design, modelling, and evaluation, students will gain valuable skills that will prepare them for further study in</p>	<p>Lesson 1 (double) Research into the design of others</p> <p>To know a range of influential designers and companies including their key products and characteristics.</p>	<p>Starter why the work of others is important                      Watch Cesca chair video                      Look at the eight different design styles                      Produce some research on each designer/company</p>	<p>Influential                      Analysis                      Research                      Characteristics</p>	<p><b>Subject Specific Skills:</b></p> <ul style="list-style-type: none"> <li>• Analysis</li> <li>• Evaluating</li> <li>• Designing</li> <li>• Modelling development</li> <li>• Annotating for communication</li> <li>• Using workshop tools and equipment</li> </ul> <p><b>Numeracy</b></p> <ul style="list-style-type: none"> <li>• Measuring in MM</li> <li>• Calculating sizes</li> <li>• Scale</li> </ul> <p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• Key vocab, meanings and context</li> <li>• Comprehension of instructions for processes</li> </ul> <p><b>Cultural Capital</b></p> <ul style="list-style-type: none"> <li>• Influence of past and preset designers</li> <li>• Designing for purpose</li> </ul> <p><b>Aims of the Project</b></p> <ol style="list-style-type: none"> <li>1. <b>To Explore Design Innovation:</b> The project allows students to study the groundbreaking works of leading designers and manufacturers, helping them understand how innovative ideas in design have evolved over time and how they influence the development of contemporary products.</li> <li>2. <b>To Understand Design Principles:</b> Through the works of Starck, Sottsass, Breuer, Mackintosh, and modern manufacturers like Apple, Dyson, and Braun, students will examine essential design principles, including form, function, ergonomics,</li> </ol>
		<p>Lesson 2 (double) Generating Ideas</p> <p>To know how to draw on inspiration from the work of others to generate a range of suitable design ideas.</p>	<p>Starter using 2 circles as a starting point for ideas                      Use research from previous week to create design ideas based on the designers/companies</p>	<p>Inspiration                      Suitability</p> <p>Perspective                      Vanishing Point                      Horizon line</p>	
		<p>Lesson 3 (double) Presentation Drawing</p> <p>To know what features are included in a 2 pt perspective drawing and to be able to draw one .</p>	<p>Starter using 2 crosses as a starting point for ideas.                      Explore 1 and 2 point perspective                      Complete an example of 1 and 2 point perspective                      Create a 2 point perspective presentation drawing of one of your chairs</p>	<p>Perspective                      Vanishing Point                      Horizon line</p>	
		<p>Lesson 4 (2 doubles) Manufacturing the Chair Prototype</p> <p>To know how to manufacture a prototype using templates, jigs and various tools safely.</p>	<p>Starter name some basic hand tools, recap                      Create a model based on design ideas from previous lessons                      Safely use workshop tools and equipment</p>	<p>Templates                      Jigs                      Scale                      Manufacture</p>	

design and related fields.				<p>materials, and sustainability. They will understand how these principles contribute to creating products that are not only functional but also aesthetically pleasing and user-friendly.</p> <p>3. <b>To Develop Critical Research and Analytical Skills:</b> Students will conduct in-depth research on the designers and manufacturers, learning to analyse design decisions within their historical, social, and technological contexts. This will help students develop strong research skills, critical thinking, and the ability to evaluate designs from multiple perspectives.</p> <p>4. <b>To Encourage Creativity and Practical Design:</b> Students will use the insights gained from their research to create their own product designs, incorporating innovative ideas and applying the design principles they have learned. The process will include sketching, prototyping, and testing, enabling students to bring their ideas to life. Students will also evaluate their designs, considering improvements based on feedback and practical testing.</p> <p><b>Links to National Curriculum :</b></p> <p><b>Design:</b></p> <ul style="list-style-type: none"> <li>• use research and exploration, such as the study of different cultures, to identify and understand user needs identify and solve their own design problems and understand how to reformulate problems given to them</li> <li>• develop specifications to inform the design of innovative, functional, appealing products</li> <li>• that respond to needs in a variety of situations</li> </ul>
	Lesson 5 (double) Evaluation	<p>Starter how can we improve our work?</p> <p>Complete an evaluation of designs and model</p> <p>Evaluate another students model in their book.</p>	<p>Feedback</p> <p>Iterative design</p> <p>Critical reflection</p>	

			<ul style="list-style-type: none"><li>• use a variety of approaches [for example, biomimicry and user-centred design],</li><li>• to generate creative ideas and avoid stereotypical responses</li><li>• develop and communicate design ideas using annotated sketches, detailed plans, 3-D</li><li>• and mathematical modelling, oral and digital presentations and computer-based tools</li></ul> <p><b>Make:</b></p> <ul style="list-style-type: none"><li>• select from and use specialist tools, techniques, processes, equipment and machinery</li><li>• precisely, including computer-aided manufacture</li></ul> <p><b>Evaluate:</b></p> <ul style="list-style-type: none"><li>• analyse the work of past and present professionals and others to develop and broaden</li><li>• their understanding</li><li>• investigate new and emerging technologies</li><li>• test, evaluate and refine their ideas and products against a specification, taking into</li><li>• account the views of intended users and other interested groups</li><li>• understand developments in design and technology, its impact on individuals, society</li></ul> <p><b>Technical knowledge:</b></p> <ul style="list-style-type: none"><li>• understand and use the properties of materials and the performance of structural elements to achieve functioning solutions</li></ul>
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