

## Year 9 Design Technology

Students develop the key skills that they have started in year 8, developing the range of materials knowledge specifically around paper and board. Their knowledge from the previous year is tested through retrieval questioning making reference back to previous projects in the form of tools, materials and designing. Note each of the project's skills are closely linked to the previous years.

**PROJECT RUN IN DIFFERENT TERMS DUE TO RESOURCES.**

Year 9 Curriculum	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>Topic(s)</b>	<p><b>Drawing/Communication skills</b>            Students develop their research skills by studying an iconic piece of industrial design. They then develop their drawing and communication skills by sketching and designing their own version of this iconic design which is linked to a design brief and specification.</p>	<p><b>Developing making knowledge through industrial design project</b>            Students develop practical manufacturing skills by producing a range of templates to help them with the cutting and shaping of their chosen design. Students have the chance to use the laser cutter, 3D printer and vinyl cutter to enhance their work.</p>	<p><b>Students to develop CAD skills</b> producing their iconic design on Google SketchUp. They are learning, push, pull, rotate, material rendering, dimensioning and adding textures. They are also learning design and spatial awareness. Students have the opportunity to 3D print their design on the 3D printer.</p>	<p><b>Developing designing skills knowledge</b>            Students develop their research and designing skills by studying the De Stijl design movement and notable pieces of work. Students then develop their designing skills by designing and modelling a stained glass window effect piece based on the De Stijl movement</p>	<p><b>Developing making knowledge through industrial design project</b>            Students develop their manufacturing skills by making their chosen De Stijl inspired design. Students will be using foam board and acetate as well as hand tools to create their final finished product.</p>	<p><b>Drawing/Communication skills</b>  <b>Product Study</b>            Students learn about designers or design movements from the past by studying and redesigning a product. Year 9 Eames chair.</p>
<b>Assessment</b>	<p>Design work to be assessed against creativity and originality.</p>	<p>Design work to be assessed against creativity and originality.</p> <p>Practical work to be assessed, focus on marking out accurately as very</p>	<p>Design work to be assessed against creativity and originality.</p>	<p>Design and research work to be assessed against creativity and originality.</p>	<p>Practical work to be assessed, quality of finish.</p>	<p>Practical work assessed.</p>

<b>National Curriculum</b>		small.				
	Use research and exploration, such as the study of different cultures, to identify and understand user needs	Understand and use the properties of materials and the performance of structural elements to achieve functioning solutions	Develop and communicate design ideas using annotated sketches, use research and exploration, such as the study of different cultures, to identify and understand user needs	Analyse the work of past and present professionals and others to develop and broaden their understanding	Develop and communicate design ideas using annotated sketches, use research and exploration, such as the study of different cultures, to identify and understand user needs	Analyse the work of past and present professionals and others to develop and broaden their understanding