



Autumn Term

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | |
|---|---|---|---|---|---|--|---|---|--------|
| Topic | Welcome back. Outline of the year. Design task. | Pewter Casting | Pewter Casting | Pewter Casting | Pewter Casting | Pewter Casting | Pewter Casting | Pewter Casting | |
| Challenge Objective and Content (for all learners) | Welcome back. Recap on H&S expectations Information about the year ahead Design activity. Challenge: What aspects of nature can you use to inspire your designs? | Exploring the brief. Introducing the brief and the client (Tatty Devine) Completing fact file on Jewellery designers Tatty Devine (client), Rennie Macintosh, Raymond Templier. Challenge: What characteristics does each designer have which makes their work distinctive? | Demonstration of the pewter casting process. COSHH and Safety. Pupils complete knowledge organiser. Properties & characteristics of pewter. Challenge: What are the most important steps to record during the demonstration? | Mind mapping ideas for the project. Challenge: what ideas and question do you have that are linked to the brief? | Designing pendant. Teacher demonstration on the basics of 2D Design Tools as CAD/CAM option for pendant. Challenge: How will you come up with a range of design ideas and communicate them successfully? | Designing – focus on annotation Challenge: What sentences can you add that explain your ideas in more detail and identify problems/ solutions | Manufacturing mould. Sawing the MDF moulds using coping saw. Pupils start their own moulds based on their designs. Challenge: How will use the saw skilfully to ensure that your mould is accurate. | Manufacturing mould. Challenge: How will use the saw skilfully to ensure that your mould is accurate. | F TERM |
| Inspire Opportunities | How do the needs of the user influence your designing? | Can you compare and contrast the work of each designer? | Can you identify quality control and quality assurance measures or simple techniques which will make your pendant more successful? | Can you identify the needs of the customer and client and identify how these might be different? | Are your ideas challenging/unique and do they meet the brief? | Can you use annotation to link back to the needs of the client and the customer? | What strategies can you use to plan for accuracy? | What QC checks could you make to check the standard of your mould? | HAI |
| Assessment Opportunities | Header Sheet will be used by teacher and pupil for both formative and summative assessment throughout activities. | Header Sheet will be used by teacher and pupil for both formative and summative assessment throughout activities. | Header Sheet will be used by teacher and pupil for both formative and summative assessment throughout activities. | Header Sheet will be used by teacher and pupil for both formative and summative assessment throughout activities. | Header Sheet will be used by teacher and pupil for both formative and summative assessment throughout activities. | Specific opportunity for verbal and formative feedback to discuss suitability of the designs. | Header Sheet will be used by teacher and pupil for both formative and summative assessment throughout activities. | Header Sheet will be used by teacher and pupil for both formative and summative assessment throughout activities. | |





| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | |
|---|---|---|--|--|--|--|----------|
| Topic | Pewter Casting | Pewter Casting | Pewter Casting | Pewter Casting | Pewter Casting | Pewter Casting | |
| Challenge Objective and Content (for all learners) | Manufacturing mould and casting. Challenge: Can you remember how to cast successfully? | Manufacturing. Cross and draw filing and drilling. Challenge: Can you use the tools accurately to produce the design you wanted? | Manufacturing. Finishing and polishing pendant. Challenge: Can you finish your product so the standard is good enough to be sold? | Manufacturing. Finishing and polishing pendant. Document work. Challenge: Can you finish your product so the standard is good enough to be sold? | Advantages and disadvantages of CAD/CAM Evaluation of pendant. Identifying strengths and weaknesses and linking back to the client and assessing whether their product meets the brief. Challenge: Can you identify what has been successful/ unsuccessful and justify your answers? | Pupils produce a step by step picture diagram showing the steps involved in casting pewter. Challenge: What are the correct steps for pewter casting? | IRISTMAS |
| Inspire Opportunities | What strategies can you use to plan for accuracy? | What strategies can you use to plan for accuracy? | What quality assurance checks will you make to ensure that your pendant is finished to a high standard? | What quality assurance checks will you make to ensure that your pendant is finished to a high standard? | Can you link back to the brief and identify whether your pendant would be suitable for Tatty Devine's online store? | Can you include steps for quality assurance/ quality control and H&S? | 끙 |
| Assessment Opportunities | Header Sheet will be used by teacher and pupil for both formative and summative assessment throughout activities. | Header Sheet will be used by teacher and pupil for both formative and summative assessment throughout activities. | Header Sheet will be used by teacher and pupil for both formative and summative assessment throughout activities. | Header Sheet will be used by teacher and pupil for both formative and summative assessment throughout activities. | Header Sheet will be used by teacher and pupil for both formative and summative assessment throughout activities. | Header Sheet will be used by teacher and pupil for both formative and summative assessment throughout activities. End of project exam style questions. | |

Spring Term

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
|---|---|--|---|--|---|---|
| Topic | Character Cushion | Character Cushion | Character Cushion | Character Cushion | Character Cushion | Character Cushion |
| Challenge Objective and Content (for all learners) | Introduction to project. Artist fact – Jon Burgerman (client), Yinka Ilori and Karim Rashid. Challenge: What characteristics does each designer have which makes their work distinctive? | Product research using ACCESS FM to analyse Cushions. Challenge: Can you analyse one or more cushions under each heading of ACCESS FM | Exploring running stitch, back stitch & invisible stitch. More able will sew a button to fabric and explore a wider range of stitches. Challenge: how could you use these techniques for your character cushion? | Exploring applique versus gluing fabric. Input regarding choice of fabric based on their characteristics. Exploring decorative sewing techniques. Challenge: how could you use these techniques for your character cushion? | Introduction of the sewing machine. Identifying key parts of machine. Complete driving test without thread. Practise threading machine. Challenge: Can you demonstrate that you can set up and use the sewing machine independently? | Students practising with thread – making a machine sampler of different stitch types. Challenge: Can you demonstrate that you can set up and use the sewing machine independently? |
| Inspire Opportunities | Can you compare and contrast the work of each designer? | What analysis can you complete around sustainability? | How does the choice of techniques impact the client and customer? | How does the choice of fabric impact the durability of the product and the environment? | Can you teach someone how to set up a sewing machine correctly? | Can you teach someone how to set up a sewing machine correctly? |
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| Topic | Character Cushion | Character Cushion | Character Cushion | Character Cushion | Character Cushion | Character Cushion |
| Challenge Objective and Content (for all learners) | Recap purpose of design brief and specification. Writing a specification for the cushion based on learning acquired during weeks 1-6. <i>Challenge.</i> Can you write a range of specification points stating what / why/ how you will make? | Pupils designing for client (Jon Burgerman) Challenge: Can you come up with a range of ideas and communicate them successfully? | Completing design phase with focus on detailed annotation. Challenge: Can you add sentences that explain your ideas in more detail and identify problems/ solutions? | Introduction to pattern making. Pupils making pattern for their chosen design idea. Opportunity for more able students to add features such as arms/legs if they wish. Challenge: Can you develop a workable pattern based on your initial design ideas? | Manufacture. Cutting out component parts for cushion. Pinning ready for assembly. Challenge: Can you use equipment accurately to cut out your pattern successfully? | Manufacture. Assembling the Cushion. Pupils attaching facial features using Bondaweb/ fabric glue/ hand sewing. Challenge: Can you plan where your features will go and attach them successfully to a high standard? |
| Inspire Opportunities | How is a specification essential for the client and the customer? | Are your ideas unique/ challenging and do they meet the needs of the client. | How can you use annotation to link back to the needs of the client/ the customer/ your specification? | Why is a seam allowance important when creating a pattern? | What strategies can you use to plan for accuracy? | What strategies can you use to plan for accuracy? |
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Summer Term

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | |
|---|--|--|---|---|---|---------|
| Topic | Character Cushion | Character Cushion | Character Cushion | Character Cushion | Character Cushion | |
| Challenge Objective and Content (for all learners) | Manufacture. Assembling the Cushion. Pupils hand sewing or machine sewing main body of character. Challenge: can you choose an appropriate hand/machine stitch to sew the body of your character cushion and complete it with accuracy? | Manufacture. Assembling the Cushion Pupils hand sewing or machine sewing main body of character. Challenge: can you choose an appropriate hand/ machine stitch to sew the body of your character cushion and complete it with accuracy? | Manufacture. Assembling the Cushion. Pupils hand sewing or machine sewing main body of character. Challenge: can you choose an appropriate hand/ machine stitch to sew the body of your character cushion and complete it with accuracy? | Manufacture. Assembling the Cushion. Pupils hand sewing or machine sewing main body of character. Challenge: can you choose an appropriate hand/ machine stitch to sew the body of your character cushion and complete it with accuracy? | Manufacture. Assembling the cushion. Pupils filling the cushion with stuffing and closing the gap using invisible stitch. Challenge: can you use invisible stitch successfully to close your cushion so the stitches cannot be seen? | LF TERM |
| Inspire Opportunities | What strategies can you use to plan for accuracy? | What strategies can you use to plan for accuracy? | What strategies can you use to plan for accuracy? | What strategies can you use to plan for accuracy? | What quality assurance checks can you make to ensure that your cushion is finished to a high standard? | H |
| Assessment Opportunities | Header Sheet will be used by teacher and pupil for both formative and summative assessment throughout activities. | Header Sheet will be used by teacher and pupil for both formative and summative assessment throughout activities. | Header Sheet will be used by teacher and pupil for both formative and summative assessment throughout activities. | Header Sheet will be used by teacher and pupil for both formative and summative assessment throughout activities. | Header Sheet will be used by teacher and pupil for both formative and summative assessment throughout activities. | |

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | |
|---|--|--|---|--|--|--|------|
| Topic | Character Cushion | Character Cushion | Orthographic Projection | Orthographic Projection | Orthographic Projection | Orthographic Projection | |
| Challenge Objective and Content (for all learners) | Manufacture. Assembling and filling the cushion. Closing the gap using invisible stitch. Challenge: can you use invisible stitch successfully to close your cushion so the stitches cannot be seen? | Document and evaluate Cushion identifying what has been successful / unsuccessful and analysing whether they have met the design brief. Challenge: Can you evaluate whether your cushion meets the specification? | Introduction. Simple orthographic projection drawing using lego blocks. Challenge: Can you look at a simple object and convert it into an orthographic projection? | Orthographic drawing of an object drawn originally in Isometric Projection. Challenge: Can you look at an isometric drawing and convert it into an orthographic projection? | Orthographic drawing of an object drawn originally in Isometric Projection. Challenge: Can you look at an isometric drawing and convert it into an orthographic projection? | Orthographic drawing of an everyday object. Challenge: Can you take an everyday object and draw it independently and correctly using Orthographic Projection? | MMER |
| Inspire Opportunities | What safety checks could you make now that your cushion is complete? | Linking back to the brief, is your cushion would be suitable for Jon Burgerman's store? | How will you draw a more complicated combination of lego bricks? | How would you teach someone how to complete their Orthographic Projection drawing? | How are orthographic drawings useful in the manufacturing industry and why there are "rules" about how they must be done? | What are the correct dimensioning rules and can you add these to your drawing? | SUI |
| Assessment Opportunities | Header Sheet will be used by teacher and pupil for both formative and summative assessment throughout activities. | Header Sheet will be used by teacher and pupil for both formative and summative assessment throughout activities. End of project exam style question. | Header Sheet will be used by teacher and pupil for both formative and summative assessment throughout activities. | Header Sheet will be used by teacher and pupil for both formative and summative assessment throughout activities. | Header Sheet will be used by teacher and pupil for both formative and summative assessment throughout activities. | Header Sheet will be used by teacher and pupil for both formative and summative assessment throughout activities. | |