



YEAR 13 TERM 1

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Design Theory



Curriculum Intent	<p>In addition to working further on objectives from Year 9 , pupils will be taught, following National Curriculum guidelines, the following this term:</p> <ul style="list-style-type: none"> To be able to discuss key design styles and movements, including: Arts and Crafts, Art Deco, Modernism (Bauhaus), Post Modernism (Memphis) To know the following influential designers and their work: Phillipe Starck, James Dyson, Margaret Calvert, Dieter Rams, Charles and Ray Eames and Marianne Brandt
Skills/Assessment Objective Links	
Spiritual, moral, social, and cultural development	<p>SMSC: Post war designs and socio-economic impact on furniture using scarce resources</p> <p>PSHE/British Values: Links to British Designers and design companies</p> <p>Skills Builder: Linking product with the type of material and the reasons why the material is used.</p>
Numeracy	
Literacy	<p>Vocabulary Tier 2: See highlighted above</p> <p>Vocabulary Tier 3: See highlighted above</p> <p>Reading: exam style question, text book terminology</p> <p>Writing: use of technical tier 3 vocabulary within an exam question and annotation</p> <p>Oracy: when questioned pupils are able to use technical subject specific language</p>
Becoming future ready	Careers/Employability: Knowledge of metals, metal industries and processes
Adaptation	Throughout this topic, quality first teaching will provide differentiation:
QFT/SEND Provision	<p>By product:</p> <p>By resource: A Level books, Online resources, Powerpoints</p> <p>By Intervention: by providing different levels of supervision and support</p> <p>By Progressive Questioning: exploring pupils' understanding through interactive dialogue.</p> <p>By Grouping: according to prior attainment, gender, social preference, preferred learning style.</p> <p>By Task: Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.</p> <p>By Offering Optional Activities: In class or as homework, to extend learning.</p> <p>This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>
Implementation Curriculum Delivery	<ul style="list-style-type: none"> See Above
Learning Outcomes (Knowledge)	<p>Red denotes interleaving; aspects of knowledge covered previously.</p> <p>Only a small amount of knowledge covered at GCSE</p>
Current learning to be developed in the future within:	
Assessment	End of Unit assessment – use of AQA Exampro questions
Impact	Pupils to have knowledge and understanding of Design Theory in order to fully answer questions on paper 2