




# YEAR 10 TERM 1

'An ambitious curriculum that meets the needs of all'

## Medium Term Planning - Topic: R039 TA1

<b>Curriculum Intent</b>	In addition to working further on objectives from Year 9 , pupils will be taught, following National Curriculum guidelines, the following this term:
<b>Skills/Assessment Objective Links</b>	<p>To be able to:</p> <ul style="list-style-type: none"><li>• create simple <b>freehand</b> sketches in 2D</li><li>• use the <b>crating</b> method to produce developed thumbnail sketches in 2D</li><li>• create simple freehand sketches in 2D using the <b>compound method</b></li><li>• produce 3D freehand sketches using the <b>oblique</b> and <b>isometric</b> method of drawing</li><li>• produce a 3D sketch using the <b>two-point perspective</b> method</li><li>• add a limited amount of detail to their drawing</li><li>• render their sketches using colour</li><li>• take into account how light affects the <b>tone</b> of the image</li><li>• label their design sketches</li><li>• <b>annotate</b> design drawings</li><li>• produce accurate isometric 3D sketches</li><li>• use annotation and <b>rendering</b> on their drawing</li></ul>
<b>Spiritual, moral, social, and cultural development</b>	<b>SMSC:</b> <b>PSHE/British Values:</b> <b>Skills Builder:</b> Planning for make skills
<b>Numeracy</b>	
<b>Literacy</b>	<b>Vocabulary Tier 2:</b> See highlighted above <b>Vocabulary Tier 3:</b> See highlighted above <b>Reading:</b> <b>Writing:</b> use of technical tier 3 vocabulary within annotation and design specification <b>Oracy:</b> when questioned pupils are able to use technical subject specific language
<b>Becoming future ready</b>	<b>Careers/Employability:</b> manufacturing industry, Product Designer, Engineering sector
<b>Adaptation</b>	Throughout this topic, quality first teaching will provide differentiation: <b>By product:</b> Use of Hodder Boost resources <b>By resource:</b> Use of exemplar materials from OCR <b>By Intervention:</b> by providing different levels of supervision and support <b>By Progressive Questioning:</b> exploring pupils' understanding through interactive dialogue. <b>By Grouping:</b> according to prior attainment, gender, social preference, preferred learning style. <b>By Task:</b> 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. <b>By Offering Optional Activities:</b> In class or as homework, to extend learning. This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.
<b>Implementation Curriculum Delivery</b>	<p>To be able to:</p> <ul style="list-style-type: none"><li>• create simple freehand sketches in 2D</li><li>• use the crating method to produce developed thumbnail sketches in 2D</li><li>• create simple freehand sketches in 2D using the compound method</li><li>• produce 3D freehand sketches using the oblique and isometric method of drawing</li><li>• produce a 3D sketch using the two-point perspective method</li><li>• add a limited amount of detail to their drawing</li><li>• render their sketches using colour</li><li>• take into account how light affects the tone of the image</li><li>• label their design sketches</li><li>• annotate design drawings</li><li>• produce accurate isometric 3D sketches</li><li>• use annotation and rendering on their drawing</li></ul>
<b>Learning Outcomes (Knowledge)</b>	
Red denotes interleaving; aspects of knowledge covered previously in Yr8 and 9.	

<b>Current learning to be developed in the future within:</b>	Skills to be developed – Crating, 2-point perspective and isometric	
<b>Assessment</b>	Formative – quality of design communication Summative – Final outcome with annotation of final design	
<b>Impact</b>	Pupils to have knowledge and understanding of how to produce freehand sketches and communicate ideas effectively using specific techniques so that they are able to complete R039 independetly.	