Lesson 1	Introduction to Product Design			Lesson Breakdown
Objectives	Introduction into the product design.			• Theory: expectations and introduction • **Lesson - Research & Plan – User Needs/Requirements/Skills/Common elements of food festival** • Introduction to cultural food festivals – purpose, location, companies involved • Comparison of different food festivals – African Oye, Liverpool food and drink festival • Culture – what does this mean ? how can this affect our community, how can we learn about different cultures and traditions. • Introduction to careers in product design/ festival promotion, marketing • use research and exploration, such as the study of different cultures, to identify and understand user needs • use the correct terminology when describing how different cultures influences designs. • Theory: Introduction to design brief and task analysis • Begin to generate design ideas for a food festival banner with culture influences -
Outcomes	Understand of design brief and design problem			
Time frame	1 hour	Assessment	Detail in mind map	
Prior learning	Design brief, Task Analysis , culture, local context, user needs			
Key vocabulary	Product design, task analysis, design brief			
Character and cultural development	Industry standard technical drawings carried out in design industry Take part and problem solve a design brief			
Skills Coverage	Job roles Students look at styles and genres of illustration (this could cover some of . The activity could include reference to the use of shape, pattern, texture, line, colour, stylisation, scale and composition			
Extension / challenge				Homework – research the African Oye festival in Sefton park. What is on offer for people , how is it presented, styled and promoted. Who is the festival aimed at. Extension task – get personal responses to the African Oye festival if family and friends have attended.

Lesson 2	Design a food festival photoshop poster for a cultural food festival of your choice			Lesson Breakdown
Objectives	To design using photoshop a poster to promote a cultural food festival			● Students to pick a culture that is influential in Liverpool city - musical culture, historical culture, food culture.
Outcomes	Photoshop, manipulation of images, colour, visual style, suitability of images			● Students need to explain why they have picked this culture ● Understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers
Time frame	1 hour	Assessment	Detailed product analysis	● Research this culture ● **Research & Plan – User Needs/Requirements/Skills/Common elements of the culture**
Prior learning	Product Analysis			● Once its been researched they need to select and justify the reasons why they want to do this culture for their food festival.
Key vocabulary	Cultural, identity, local needs, exploring, location			● What makes a good presentation – what are we looking for and being assessed on. How can I make sure that I am doing the best presentation
Character and cultural development	Cultures in Liverpool and how its influences Liverpool building, food and festivals.			● Importance of being able to speak in front of others and justify your reason for choice. ● No time limit for presentation but students need to present their ideas and use prompts or produce a leaflet about what they have found out about it
Skills Coverage	Accurate technical drawing skills, Presentation skills, detailed analysis using a variety of sources of information.			● Statistics and data to support the justification ● Students develop a personal response and produce and present their justification of culture (possibly in a magazine format, building on their development, refinement and recording of ideas)
Extension / challenge	- Digital or oral or recorded presentation - How will your food festival stand out form the others ?			Homework – prepare to present an oral or oral and digital presentation for assessment next week . it can be a poster made to promote their culture . encourage students to find and promote their chosen culture. Can bring in props or food samples to promote their chosen justification.

Lesson 3	**Oral or digital presentation assessment – justification of chosen culture** develop and communicate design ideas
Objectives	To present and justify my chosen cultural for food festival in Liverpool
Outcomes	Oral , digital presentation or recording of script
Time frame	1 hours / Assessment / Presentation assessment
Prior learning	Cultures and traditions in Liverpool to help influence design ideas and design contents
Key vocabulary	Presentation skills,
Character and cultural development	Aerodynamics in design which is industry practice in engineering
Skills Coverage	Presentation skills, effective use of data, design and use of images
Extension / challenge	- Use or props, data and statistics, family and friends feedback

Lesson Breakdown

- Welcome to presentation assessment week 3
- What the lesson will look like
- Presentations will start and each pupil needs to present their ideas to each other or to the class (depending on the need / of the class)
- Teacher to assess the students on:

1. -focus of the presentation.
2. Clarity and coherence of the content.
3. Thoroughness of the ideas presented and the analysis.
4. Justification of choice
5. Clarity of the presentation.
6. Effective use of facts, statistics and details.
7. Lack of grammatical and spelling errors.
8. Design of the slides.
9. Effective use of images.

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Homework - collect promotional poster materials for design of food festival poster =- colours, shapes images

Lesson 4	Use photoshop to design a poster for a food festival with your chosen culture			Lesson Breakdown
Objectives	Creating digital graphics			- Students are provided with examples of graphics, such as logos, icons, and illustrations, to get a sense of what they will be developing throughout the course of the lesson
Outcomes	Photoshop poster of chosen culture			- Through a sequence of guided steps, students are acquainted with the basics of using software to draw geometrical shapes and manipulate them for a food festival poster.
Time frame	1 hour	Assessment	Accuracy of digital graphics	- Students design a poster on photoshop considering key elements
Prior learning	photoshop design skills, typography, photoshop			- Purpose: Let's start with why are you actually making a poster; what is the purpose of it? ... - Your audience: The next thing for you to consider is your audience. ... - Colour
Key vocabulary	Typography, digital graphics ,techniques, font, Draw basic shapes (rectangle, ellipse, polygon, star) with different properties (fill and stroke, shape-specific attributes) Manipulate individual objects (select, move, resize, rotate, duplicate, flip, z-order)			- Use of images - Text: typography Poster need to reflect : Venue, time, chosen culture, colours, images
Character and cultural development	Culture and traditions			
Skills Coverage	photoshop			
Extension / challenge	Complete 2 designs same culture but a different design on each			Homework – produce a sample floor pan of your event. Use carboard or draw a floor plan of the stands, stage ,invited guest, include anything else that will take your festival stand out.

Lesson 5	To understand the impact of design on society and the environment	Lesson Breakdown
Objectives	To explore the impact on individuals, society and the environment, and the responsibilities of designers	- Find 3 posters for different food festivals in different cities - Explain what the 3 common elements are of each - List the advantages and disadvantages of each one - Explore the effect on society of the impact on society and the environment ? - Complete a table on society and the environment that outlines the impact of design on society and the environment - Use visual images to support your research into this - Role of designers and job role of designers.
Outcomes	Understanding of the impact of designers on society and the environment	
Time frame	1 hour	
Prior learning	photshop design skills, typography, photoshop	
Key vocabulary	Culture and traditions	
Character and cultural development	photoshop	
Skills Coverage	Complete 2 designs same culture but a different design on each	Homework – produce a sample floor pan of your event. Use carboard or draw a floor plan of the stands, stage ,invited guest, include anything else that will take your festival stand out.

Lesson 6	Week 6 assessment			Lesson Breakdown
Objectives	To review last 6 weeks and to complete a student voice			- Poster view – students review their own work – is it what they intended how can it be improved
Outcomes	Student voice and end of unit review			- is it suitable for the user? - Advantages and disadvantages - Views of others - peer assessment of poster - Would they attend the festival
Time frame	1 hour	Assessment	Assessment of final outcome.	- What does the poster show? - Is it clear the venue/time? - **Is it clear what the culture of the event is ?** - Is it clear who the intended user is ?
Prior learning	Photo shop, design skills			- Review of 6 week - Student voice -written and verbal
Key vocabulary	Evaluation, justification, presentation, annotation, design brief			
Character and cultural development	Culture, review. evaluation			
Skills Coverage	Test, evaluate and refine their ideas taking into account the views of intended users and other interested groups			
Extension / challenge	Ask parents/ carers other teaching staff their opinion on the poster. Review this feedback and produce a chart with statistical information in that shows clearly the review			Homework:

Rotation 1 - product design

KS3 Subject Intent: What we want the pupils to know by the end of Year 7 in product design

Students will develop knowledge regarding society and design whilst developing key industry IT skills designing for an audience and linking in with cultural differences Students will undertake research and testing to help evaluate ideas to generate fully functional design proposals.   Students will develop oral and written presentation skills and be able to justify their decisions once they have completed research on cultural influences

Design : research to identify user needs: identity and solve design problems and how to reformulate the problems given. Use a variety of approachesto generate creative ideas. Design ideas using modelling and present ideas oral or digitally. Responsibility of designers

Evaluate: test, evaluate refine ideas, take into account others feedback, understanding of the environment and impact on individuals and society

KS3 Subject Ethos: How we reflect the Academy's core values within the Curriculum: Respect, Ambition, Resilience, Compassion The core ethos of the school is to aim to send each young person able and qualified to play their full part, and in year 7 our aim if to allow each young person to develop skills and knowledge; both in practical marking, from woodwork to food and nutrition. The students will be supported in DT with outcomes and lessons constantly adapting to suit the learners needs, in order for them to be proud with what outcomes they can achieve as they look towards the future. As a knowledge engaged curriculum, we believe that knowledge underpins and enables the application of skills; both are entwined. As a department we define the powerful knowledge our students need and help them recall it by developing their technical skills that focus on visualisation and realisation of ideas and information, with a focus on nutrition, drawing, , physical materials food - hard materials as well as knowledge and understanding of the current and emergent means of production, design and food nutrition.