


Lesson 1	Introduction to Product Design and packaging		Lesson Breakdown
Objectives	to develop broader and deeper knowledge and skills in graphic communication through producing preliminary, production and promotional graphics for a range of products.		How do we use visual research to influence design? Students will create visual research pages – packaging they like and of Japanese packaging to gain insight into the key differences of Japanese packaging vs. Western packaging.
Outcomes	Understand of design brief and design problem How to design packaging, looking specifically at how other cultures (Japan) packaging design differs to ours.		<ul style="list-style-type: none"> - Research and explore Japanese packaging and western packaging - Look into the culture of Japan and the differences of behaviour to western culture - why? Might their packaging look the way it does? - Compare 2 pieces of packaging, students to decide which they prefer then use questioning to encourage a developed analysis of why they prefer one to the other. - WAGOLL of mood board done on a computer - Develop a visual research page of packaging they like - Analyse and justify the reasons why they like it
Time frame	1 hour	Assessment Detail in mind map	
Prior learning	Design brief, Task Analysis , culture, local context, user needs		
Key vocabulary	Audience, aesthetics, colour, text		
Character and cultural development	Industry standard technical drawings carried out in design industry Take part and problem solve a design brief		
Skills Coverage	Research, analysis, review influence of ideas		
Extension / challenge	Explain how visual research is used in industry design to inspire a project and help designers understand other products made to fit similar briefs and the aesthetics they may be aiming for.		Homework – 6 week homework project – Manufacture a piece of packaging for a new produce of your choice. It can be any length and needs to be creative, interesting and of a good standard. It need to be able o catch the eye of someone.

Lesson 2	To be introduced into key visual aspects of design- colour, space, harmony, text and image relationships and audience			<p>Lesson breakdown</p> <p>Key terminology – students put together a table with the key terminology definitions in and add a visual image that relates. Colour, space, harmony, text, image relationships and audience.</p> <p>Students shown packaging images that relates to the key terminology and asked to analyse analysing key visual aspects of design i.e. colour, space, harmony, text and image relationships and audience.</p> <p>Colour – How is colour used effectively? What kind of mood is conjured by use of these colours i.e. red could be anger or love and passion depending on the product or design of the packaging? Space – Is it cluttered or minimalist? What is taking up the most space design or text? Why might have the designer used space in that way? E.G an NHS poster will have more text than visual elements because the text is more important whereas a poster of a product will be more visual because they want to sell you on the look of it. Harmony - Explain how visual research is used in industry design to inspire a project and help designers understand other products made to fit similar briefs and the aesthetics they may be aiming for</p> <p>Summary - how will you use this to inform your packaging ?</p>
Objectives	To design using photoshop a poster to promote a cultural food festival			
Outcomes	Photoshop, manipulation of images, colour, visual style, suitability of images			
Time frame	1 hour	Assessment	Detailed product analysis	
Prior learning	Product Analysis			
Key vocabulary	colour, space, harmony, text and image relationships and audience			
Character and cultural development	Western packaging focusses predominantly upon colour and maximalism for effect while Japanese packaging uses text as art due to having a generally more artistic alphabet and descending from sumi-e an ancient Japanese form of artistic calligraphy.			
Skills Coverage	Accurate technical drawing skills, Presentation skills, detailed analysis using a variety of sources of information.			
Extension / challenge	<ul style="list-style-type: none"> - Digital or oral or recorded presentation - How will your food festival stand out from the others ? 			
	Homework – 6 week homework project – Manufacture a piece of packaging for a new produce of your choice. It can be any length and needs to be creative, interesting and of a good standard. It need to be able o catch the eye of someone.			

Lesson 3	Week 3 assessment		Lesson Breakdown Week 3 assessment. Students given 2 contrasting images – Japanese packaging and western culture packaging. They need to analyse using key terminology the 2 contrasting images using the key words from the previous lesson. They need to produce a paragraph analysis. Visual research page on the key terminology colour, space, harmony, text and image relationships and audience. Relating to one or more of these brands Lushsoap, Fentimans drinks, Glossier makeup products, Halo Top ice cream, Apple, Oatly Oat Milk, Innocent Smoothies.	
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			Homework – 6 week homework project – Manufacture a piece of packaging for a new produce of your choice. It can be any length and needs to be creative, interesting and of a good standard. It need to be able o catch the eye of someone.

Week 4	The role of art direction team, how designers work in a team using a specification and a design brief			<p>Lesson breakdown</p> <p>Specification and design brief analysis/ definition – How do art directors use these ?</p> <p>Teacher model visual analysis of a piece of packaging. Focussing specifically on the main elements of Key Design Choices. Students will form into groups for this lesson. Within any design house there will be groups of designers who will work together as a design team. They will follow the brief to either create a range of ideas for one client or all use their skills and idea planning to create a final idea together.</p> <p>Students will work in groups to plan, this helps them to develop more in depth ideas and the creative process works well as a group, allowing ideas to be developed more. They will then think of the product they wish to design packaging for; the name of the product; their target audience and a range of design choices. Students need to come together to design their own specification/ brief for the packaging.</p> <p>Key design choices that you need to consider when you are planning a product, particularly for packaging which is very specifically tailored to the individual. Reviewing the questions:</p> <ol style="list-style-type: none"> Audience – who your product is aimed at, consider: Their age, do they want to spend money on this product, or should it be budget friendly? Aesthetics – Does your packaging fit into the situation you expect it to be sold in? Would the same packaging be used in Harrods vs in Aldi? Colour – How does the use of colour fit into what you have discussed about aesthetics? How to certain colour schemes conjure certain ideas? Text – How will your use of text/font look on your packaging? <p>Final choice for packaging ideas – specification and design brief leading into the design of the packaging next lesson. Can be a range of products or individual packaging.</p>
Objectives	To develop a specification and a design brief for one piece of cultural packaging or a range of Japanese or western culture packaging.			
Outcomes	Specification and Key design choices to be made- range or individual packaging decisions.			
Time frame	1 hour	Assessment	Accuracy of digital graphics	
Prior learning	photoshop design skills, typography, photoshop			
Key vocabulary	<p>Students will form into groups for this component.</p> <p>Within any design house there will be groups of designers who will work together as a design team. They will follow the brief to either create a range of ideas for one client or all use their skills and idea planning to create a final idea together.</p>			
Character and cultural development	Job roles, team work, selecting and analysing ideas, influence of others.			
Skills Coverage	photoshop			
Extension / challenge	Complete 2 designs same culture but a different design on each			<p>Homework – 6 week homework project – Manufacture a piece of packaging for a new produce of your choice. It can be any length and needs to be creative, interesting and of a good standard. It need to be able o catch the eye of someone.</p>

Lesson 5	To understand the impact of design on society and the environment	<p>Lesson Breakdown</p> <p>1. Pupils discuss and compare a range of different logo designs from those that are common-place and recognisable to those that are obscure or artistic. How is colour or lack of made these logos effective?</p> <p>Apple – purposeful removal of colour, one solid colour to make it instantly recognisable – logo also needs to be effective on boxes, stores and the back of phones etc. Simplicity is key.</p> <p>Instagram – Bright colours with gradient across, designed to be viewed on a screen and be able to attract your attention amongst other brightly. Simplistic design that was changed to fit in with Apples change of aesthetics after an IOS upgrade. Instagram was redesigned so it looked like an app that was designed to be on your phone.</p> <p>2. Can you describe the effectiveness of these logos?</p> <div style="text-align: center;">  </div> <p>Students should be able to pick out elements from the logos and discuss them effectively, using key terminology. Encourage them to consider who the different audiences might be for the different logos e.g. Gameshub vs Audrey & Co, how can we tell who they're aimed at by the look? Gameshub is brightly coloured and has silly visual elements, it is probably aimed at a younger audience whereas Audrey & Co is black and white with a serif font which shows it is probably for an older "higher class" audience.</p> <p>3. Use the knowledge of logos you have gained to design ideas for the final logo of your product linking to the culture and the design team meeting that's been completed.</p> <p>4. Start your packaging design on photoshop, sketchup or 3d paint.</p> <p>Homework – 6 week homework project – Manufacture a piece of packaging for a new produce of your choice. It can be any length and needs to be creative, interesting and of a good standard. It need to be able to catch the eye of someone.</p>
Objectives	Using design processes – How do we use drawn elements to begin designing our ideas?	
Outcomes	Understanding of the impact of designers on society and the environment	
Time frame	1 hour	
Prior learning	Photoshop design skills, typography, photoshop Evaluating user needs	
Key vocabulary	Purposeful, compare, visual elements, audience, obscure, artistic	
Character and cultural development	Audiences and user needs Responding to user needs Identification and understanding of user needs.	
Skills Coverage	Typology, referring to visual prompts, thumb nail sketching, analysing ,evaluating	

Lesson 6	Week 6 assessment and final packaging manufacture			Lesson Breakdown <ul style="list-style-type: none"> - Completion of packaging linking to culture, key design concepts and key terminology colour, harmony etc. - Using photoshop students continue form lesson 5 and complete the packaging - Relate to specification and design brief - Student voice and review How did you develop and improve your compositional ideas? <ul style="list-style-type: none"> - What were the challenges and how did you respond to them?
Objectives	To review last 6 weeks and to complete a student voice			
Outcomes	Completion of the food packaging on sketchup - Student voice and end of unit review			
Time frame	1 hour	Assessment	Assessment of final outcome.	
Prior learning	Photo shop, design skills			
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				

Year 8 Design Technology 2022

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: identify and solve design problems and how to reformulate the problems given. Use a variety of approaches to 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 is to allow each young person to develop skills and knowledge; both in practical making, 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.