Salford City Academy
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Part of United Learning

Subject: Design & Technology

Year 8

OVERVIEW

In the Technology faculty we develop students into independent problem solvers, by teaching the students how to independently produce bespoke products in response to a given design brief. We base all our learning and assessment around our ethos of Design, Make, Evaluate and Knowledge. In Year 8 Students will be given the opportunity to develop their learning for year 7. They will design in a style of two current designers Yinka Llori and Morag Myerscough. They will develop products – clock, Anglepoise lamp and a kite through the iterative design process. They will use 2D and 3D modelling techniques along with the laser cutter, cutter/plotters and 3D printers to produce professional products.

Autumn

Clock Design – Designer focus Yinka Llori and Morag Myerscough.

1. Designer profiles and pattern design.
2. Structures – Card modelling.
3. CAD – laser cut components.
4. Make - create components using machinery and hand tools.
5. CAD – vinyl components
6. Assemble and decorate
7. Test, evaluate, redesign.

*Self and Teacher assessment through end of unit assessment grid.
Due to the practical nature of the subject, students will receive verbal; feedback during each lesson, formal feedback will take place at the end of each project.

Assessment:

Design – clock design sketches and prototypes.

Make – the body of the clock and CAD CAM components.

Evaluate – how well the student has evaluated their designs, practice and finished product.

Knowledge – selecting correct tools and exporting correct file type, enhanced knowledge of sustainability and recycling polymers.

Spring

Anglepoise lamp

1 Brief, analysis. Initial ideas
2 Make - create components using machinery and hand tools.
3 Make - create components using machinery and hand tools.
4 Solder / electronic control
5 Lamp shade design, CAD – lamp shade
6 CAD – lamp shade
7 Assemble, test, evaluate, redesign.

*Self and Teacher assessment through end of unit assessment grid.
Due to the practical nature of the subject, students will receive verbal; feedback during each lesson, formal feedback will take place at the end of each project.

Assessment:

Design – lamp design sketches and prototypes.

Make – the moving parts of the lamp, soldering of components.

Evaluate – how well the student has evaluated their designs, practice and finished product.

Knowledge – selecting correct tools and exporting correct file type, enhanced knowledge of sustainability and recycling polymers. Style and features of the designers.

Summer

Let's Fly a Kite

1. Textile's skills
2. Pattern cutting
3. Applique design
4. Manufacturing the sail
5. Manufacturing the sail
6. Manufacturing the sail
7. Test, evaluate, redesign.

*Self and Teacher assessment through end of unit assessment grid.

Due to the practical nature of the subject, students will receive verbal; feedback during each lesson, formal feedback will take place at the end of each project.

Assessment:

Design – the designs for the shape and graphics of the kite. Basic CAD designs in Fusion 360.

Make – quality textiles hand skills, sewing, taping, and cutting.

Evaluate – how well the student has evaluated their designs, practice and finished product.

Knowledge – of technical textiles skills, basic CAD designing and simple aerodynamics.

Useful resources for supporting your child at home:

Excellent design sketching tutorials:
product designer maker - YouTube
Student access to Focus eLearning – direct link given to students - excellent Fusion 360 video tutorials

Homework:

There is no set schedule for KS3 homework, but occasionally there will be a research task, or design skills set by the class teacher.