|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Name** | | | | | | **W Bullen** | | | | | | | | | | **Date** | | | |  | | | | | | | | **Letterhead**  **LESSON PLAN**  **HOLY FAMILY**  **RC & CE COLLEGE** | | | | | | | | | |
| **Subject / Class** | | | | | | **Y9 Design Technology** | | | | | | | | | | **Time / Period** | | | |  | | | | | | | |
| **Number in class** | | | | | |  | | | | | | | | | | **Boys** | | | |  | | | **Girls** | |  | | |
| Key Stage 3: Highlight the levels targeted in this lesson. Record number of students currently working at each level. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Below level 3 | | | | | Level 3 | | | | | | Level 4 | | | | | | Level 5 | | | | | | | Level 6 | | | | | Level 7 | | | | | Level 8 | | | |
| 1 | 2c | 2b | | 2a | 3c | | | 3b | 3a | | 4c | 4b | | | 4a | | 5c | | 5b | | 5a | | | 6c | 6b | | 6a | | 7c | | 7b | 7a | | 8c | 8b | | 8a |
|  |  |  | |  |  | | |  |  | |  |  | | |  | |  | |  | |  | | |  |  | |  | |  | |  |  | |  |  | |  |
| Key Stage 4: Highlight the grades targeted in this lesson. Record number of students currently working at each grade. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| G | | | F | | | | E | | | D | | | | C | | | | B | | | | A | | | | A\* | | | | Pass | | | Merit | | | Dist. | |  |  |
|  | | |  | | | |  | | |  | | | |  | | | |  | | | |  | | | |  | | | |  | | |  | | |  | |  |  |
| ***How many students are currently:*** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Below Expected Progress: | | | | | | | | | | | | | Making Expected Progress: | | | | | | | | | | | | | | Above Expected Progress: | | | | | | | | | | |
| Context of the lesson  **LOOK – UNDERSTANDING OF HOW EMOTIONS CAN HELP US TO CHOOSE WELL**  The focus of this activity is on Product Analysis and how this helps designers to improve and refine existing products. The activities are based on whole class discussion and sharing of ideas, and students working in small groups. They need to make decisions on why a designer made decisions about a product and this will test their resilience and patience when listening to and accepting opinions and ideas of others in the group. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Learning Objectives (please display on whiteboard)   * To investigate the function, aesthetics and accessibility of a product * To reflect on what could be made better to improve the function, aesthetics, accessibility and appeal of a product * To consider the next steps of an everyday product to appeal to a specific target market need | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Key words:  Function; aesthetic; accessibility; essential; desirable; design criteria; response; consider; reflect; value. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Key Questions | | | | | | | | Lesson outline | | | | | | | | | | | | | | | | | Progress checks | | | | | | | | | | | | |
| Do Now/Self-starter (engage): | | | | | | | | Working in small groups – each group has one product to handle, question each other about and investigate. Use the 5 quick questions on slide 3 to structure the ideas and conversation. | | | | | | | | | | | | | | | | | Can all students access the language used on the resources. Can they link previous work on customer profiling to the analysis of a product with technical language and reasoned judgment? | | | | | | | | | | | | |
| Starter (links to prior learning, new concept or skill) | | | | | | | | Small groups to feedback to the whole class, to introduce their product stating what the function is, materials used, design features, etc. and give their agreed group opinion on who the product appeals to and who would struggle to use the product with justifications for each. Invite the whole class to either say why they agree or to question the points made by each of the smaller groups. | | | | | | | | | | | | | | | | | Are groups now becoming more confident with liking the product to the needs of a user and identify plus and minus points not just about the aesthetics, but also in relation to function and accessibility to show full consideration of another persons’ needs. Are students able to question the views and points made by another group in a mature and considerate manner. | | | | | | | | | | | | |
| Main (model, apply, implement, consolidate, understand) | | | | | | | | Teacher to have a collection of products (photographs if not actual products) to show the class for handling and analysis. Position them around the room alongside the A3 response sheet for Main Task 1. Model responses to a product based on the discussion from the starter.  Pupils to spend 4-5 minutes with each of the products and record responses on the A3 sheet next to the product before being prompted to move onto the next product.  Individual task – Pupils to choose just one of the sample products to focus on in more detail. Slide 10 can be used for the teacher to model responses for some of the criteria on Main Task 2. Using the A3 Main Task 2 sheet, and by reading and reflecting on the group responses to their chosen product, pupils to record own more detailed responses and incorporate a design sketch for ways to develop the product, move it forward, make it more fit for the intended purpose or user.  Using slides 9-10 students can start to think about the actual criteria that controlled the designer’s actions whilst designing the product. Slide 10 can be used for the teacher to model how criteria could be worded for examples of the criteria used in the analysis from task 2. Using this example, students can plan the wording of 3 criteria points for the product they have analysed. | | | | | | | | | | | | | | | | | Are students relating the key points from the starter to the deeper analysis of a product for handling? Do they value the difference in handling and testing a product as informative and is this giving more reasoned opinions of a product?  Are groups able to listen well to each other, accept others’ opinions and views to come to a group agreed opinion?  Teacher to circulate the groups around each of the products and encourage further questioning on the points already made as a whole class. Students might find accessing a computer to search technical information about the products helpful in making their responses more inquisitive and probing. For example, looking at the environmental impact of specific materials.  Do students understand the impact of not having set criteria for a designer to follow? Do they understand this controls the imagination of the designer to lead to a product that functions as intended and suits the needs of a specific market? Can they identify which are essential criteria for the product to be a success, and which are desirable to make a product more appealing. | | | | | | | | | | | | |
| Plenary (review, evaluate, assess) | | | | | | | | Students to look at slides 9- 11 and be given 5 minutes quiet thinking time to consider responses to the 5 questions. Working through each of the 5 questions on slide 11, invite individual students to give a verbal response to each of the 5 questions. The aim is to comment on the product with reflection and opinion moving towards fact with what they think was the criteria for designing. Encourage through questioning the criteria that was either *essential* or *desirable* in relation to the target market and the successful function of the product. | | | | | | | | | | | | | | | | | Do students present ideas in a balanced and reasoned manner with the ability to question each other in a constructive manner? Do they value the sharing of the analysis as informative as a designer or limited to just the view of an existing product? | | | | | | | | | | | | |
| **Opportunities to develop Numeracy skills:** students could consider the scale of production (batch/mass/one-off) when analyzing and discussing the use of materials, design features and level of quality and skill required to manufacture the product. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Opportunities to develop Literacy skills:** reading and scanning of informational text in the starter activity; ability to pose questions about a product and produced reasoned explanations; verbal presentation skills when presenting ideas to the class. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Opportunities to develop SMSC:** reflecting on environmental issues in designing; sharing and listening to the ideas and opinions of others; discussing customer need in a considerate manner; considering the impact of design on the life quality of the intended user. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Differentiation Strategies** (for key groups of students inc. SEN, PP, G&T, EAL): Design Classics resources with highlighted text; use of the Human Factors terminology on a prompt sheet to encourage full use and to remind students to use as common language when presenting final work. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |