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| **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 |
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| 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. | |  |  |
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| ***How many students are currently:*** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Below Expected Progress: | | | | | | | | | | | | | Making Expected Progress: | | | | | | | | | | | | | | Above Expected Progress: | | | | | | | | | | |
| Context of the lesson  **LISTEN - USING REASON TO MAKE DELIBERATE (MORAL) CHOICES**  The focus of a design thinking strategy is the main focus for this activity. This design strategy requires students to think creatively and imaginatively yet also in a realistic manner to achieve a workable outcome. It is the ability to take an ‘out of the box’ idea, develop it and refine it into a product that would suit their chosen target market. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Learning Objectives (please display on whiteboard)   * Identify what skills and personal qualities you can bring to a task by working like a designer * Experience the difference between designing with limited criteria and control, and designing with more specific criteria control * Think ‘out of the box’ - make what might seem a crazy idea into an idea that can work for a target customer | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Key words:  ‘out of the box’; creative; innovative; workable; marketable; design collection; customer needs; specification | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Key Questions | | | | | | | | Lesson outline | | | | | | | | | | | | | | | | | Progress checks | | | | | | | | | | | | |
| Do Now/Self-starter (engage): | | | | | | | | ‘Redesign the biro’ task from slide 2 – read the instructions and start sketching ideas from the instructions given. Use A4 paper and request quick thinking pencil sketches. | | | | | | | | | | | | | | | | | Observe the responses of students – are they able to generate ideas without defined ideas regarding theme, appearance, target customer. Are they generating ideas alone or discussing it with each other? Are they asking for more detailed instruction? | | | | | | | | | | | | |
| Starter (links to prior learning, new concept or skill) | | | | | | | | Using slide 3 to structure discussion, ask students to feedback on their initial response to the task and how successfully they felt they could proceed with the task with basic instruction. | | | | | | | | | | | | | | | | | Have students actually struggled with very limited design criteria? Have they kept the design shape more or less the same and simply added extra features or have they adapted the shape and features imaginatively. Are students identifying that with limited instruction their product might function but not necessarily meet a target customer’s needs? | | | | | | | | | | | | |
| Main (model, apply, implement, consolidate, understand) | | | | | | | | Students to use the image sheet on desks or displayed on the whiteboard to record descriptive words that relate to the objects in the photographs they can see – consider colour, shape, texture, sound, pattern.  Swap sheets with a partner and add to their ideas. Students to give feedback with the teacher recording the words for use at the start of the first design task.  Teacher demonstration of using ‘Crazy Sensible’ as a design thinking tool. This can either be shown on the whiteboard or presented ‘live’ with the teacher drawing a quick idea in response to the language recorded and highlighted on the PPT slide.  Students then to complete the same task in timed conditions to keep it pacy and quick thinking and to encourage innovative ideas. | | | | | | | | | | | | | | | | | Can students generate appropriate descriptive language and respond creatively/quickly.  Have students engaged with a variety of the images or narrowed ideas to just one? Have they thought imaginatively or used ‘safe’ language?  Ask students which words they might have generated, which words from the ones I chose would they choose to generate their idea? Have I chosen the words that will enable me to as imaginative as possible?  Can students work in fast timed conditions to generate a quick sketchy idea or is it difficult to break away from one ‘precious’ idea.  Has the ability to think more freely and openly in response to language generated progressed since the sample task? | | | | | | | | | | | | |
| Plenary (review, evaluate, assess) | | | | | | | | Using slide 13, ask students to compare the design strategy just used with the basic design instructions given at the start of the lesson activity. Question which aspects of designing were made easier and what was more challenging. Did they stick to the design words they had selected or did their ideas veer away from them?  Using slide 14, students are to choose 2-3 of the design criteria headings we commonly use and to present their pen design to the group by selling this aspect of the design to the group. | | | | | | | | | | | | | | | | | Have they found the crazy/sensible strategy more creative and inspiring or struggled with the control the strategy places on designing? Can they identify this as control over their design thinking? Have they managed to transform an ‘out of the box’ idea into a design that would actually still function for its’ intended use?  Have students applied the design criteria to their design in a way that shows the positive aspects of the design? Can they use this way of thinking to market an idea in an articulate manner? | | | | | | | | | | | | |
| **Opportunities to develop Numeracy skills:** show an awareness of scale, proportion and scale of manufacturing when sketching ideas; aim to use dimensions in the annotations of ideas. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Opportunities to develop Literacy skills:** using descriptive language and quick thinking word skills to generate ideas for the appearance and function of a new product; using annotation to communicate a design idea. Access to thesaurus to extend language during descriptive language aspects of the tasks. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Opportunities to develop SMSC:** considering the needs of a customer when designing ideas; being constructive when offering advice and feedback to peers on progress of design ideas. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Differentiation Strategies** (for key groups of students inc. SEN, PP, G&T, EAL)  Sample ideas for less able students to see visually as a guide when designing; record descriptive words during feedback from the descriptive language task to aid the less able; availability of dictionaries and Thesaurus to aid both less able and more able. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |