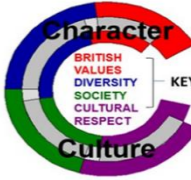


DESIGN AND TECHNOLOGY

Link - R:

YEAR 7 – Global Goals/Comic Strip Unit (KS3) = 8 Week rotation																																
INTENT: To play a part in developing knowledge and understanding of the Design and Technology National Curriculum. Students are to apply knowledge of the United Nations Global Goals through the creation of a graphical comic strip.				The bigger picture: This scheme plays an important role within the technology curriculum as it is essentially teaching skills from the National Curriculum and preparing students for the challenges of key stage 4. The Next Step: This unit is preparation for the Engineering Design Course and Hospitality and Catering courses at Key stage 4.												 <p>Character & Culture Character and Culture is embedded within the curriculum map and coded as shown.</p> <p>Society Design and Technology can lead to many careers in society. An example of this is within the STEM routes.</p> <p>* Link to C&C</p>																
Lesson	1		2		3		4		5		6		7		8		9		10		11		12		13		14		15		16	
Retrieval Task:	Purpose User				Function Design Decisions				Types of perspective shots				Types of panels				Innovation Authenticity				Comic techniques				Improving work							
Objective: I do, we do & you do ..	Introducing topic and impact on society and the environment Introduction to the Global Goals		Assessing initial understanding of key words Introduction to the 6 R's		Initial Brainstorm for characters Identify Global Goal focus that is most difficult/urgent to solve		Analyse comic covers – what makes a cover successful?		Different types of shots that can be used in a comic – identify and draw		Different types of shots in a comic – identify and draw		Initial Brainstorm for storyline of comic – relating back to Global Goals		Assessment 1: Character design Story board and layout plan for Comic		Assessment Feedback and reflections Start with final Global Goals comic		Develop Global Goal comic				Assessment 2: Final Comic minimum 6 panels		Assessment Feedback and evaluate and reflect on progress							
Silent Study:	B	M	E		B	M	E		B	M	E		B	M	E		B	M	E		B	M	E		B	M	E		B	M	E	
Assessment:	BASELINE Assessment: QUIZZIZ				FAR 1												FAR 2				INPUT GRADES				END OF YEAR Assessment							
Homework:					SPELLING TEST												SPELLING TEST															
Literacy: 2 for 2/3 for 3	2 for 2 and 3 for 3 – Within the unit of work teachers use educational and subject specific key literacy. Key Vocab words and key pictures – Each unit of work has a handout including all key terms, words, tools and materials. Storyboard – Caption - Narrator block - Extreme longshot - Open panel – Caricature – Panel – Iterative - Word art - Silhouette																															
Cultural Capital	Global Goals: Understanding the wider society implications of key designers, engineers, and inventors with relation to their significant achievements is focussed on the United Nations Global Goals and teach about these key principles through the medium of a comic strip (Year 7) and an engaging, environmentally focused story.																															
Connected Knowledge	This is a unit designed to... prepare students for the future of design and technology at Bilton School. Across the school this supports the Art, ICT and Business departments as these skills are transferable and are beneficial in their curriculum plans. Beyond school, the world of work is becoming more increasingly environmental and an understanding of what we can do to affect climate change at different levels can prove really useful. There are many degrees linked to sustainability, global warming, and the environment so this unit is a great foundation into this.																															
IMPACT	Students measure progress using the department F.A.R tracking sheets which are in the Assessment Booklets, Teachers track the marks given using the department shared mark book and SIMS. This will show progress over time and prepare students for future learning at Bilton School.																															
CROSS CURRICULAR LINKS:																																
<ul style="list-style-type: none"> •Art - All projects involve drawing. •Science - Environment – Term 3 Year 10 English - Literacy and vocab/English term 6 Media 																																
LESSON STRUCTURE:																																
<ul style="list-style-type: none"> •ALL lessons will use the whole school strategy I DO, WE DO, YOU DO •ALL lessons will have a retrieval task that engages learners immediately after arrival. In practical settings this may not use a PowerPoint. •All lessons will have a period of SILENT STUDY. <p>All lessons will have Learning objectives visible.</p>																																
WHAT SKILLS WILL BE DEVELOPED:																																
<ul style="list-style-type: none"> •Create a professional comic strip using high quality illustration techniques. 																																
WHY WE ARE LEARNING THIS:																																
<ul style="list-style-type: none"> •To broaden your understanding of the global goals. •To understand the impact that the global goals have on individuals, society and the environment. •To develop your knowledge of how to create a comic strip and your skills to illustrate an accurate final design. 																																
HOW TO BECOME AN EXPERT IN THIS TOPIC:																																
<ol style="list-style-type: none"> 1.Purchase your own high-quality equipment. We recommend using fine liner pens for illustrating. 2.Practice at home using the school home learning tasks 3.Read any comic magazines for examples of illustration and techniques used. 4.Watch this YouTube clip to stretch yourself. http://worldslargestlesson.globalgoals.org/introduce-the-global-goals/ - Research using the website www.technologystudent.com and dive deeper into the subject 																																