

Meden School Curriculum Planning							
Subject	Design & Technology	Year Group	8	Sequence No.	5	Topic	Graphics

Retrieval	Core Knowledge	Student Thinking
What do teachers need retrieve from students before they start teaching new content ?	What specific ambitious knowledge do teachers need teach students in this sequence of learning?	What real life examples can be applied to this sequence of learning to development of our students thinking, encouraging them to see the inequalities around them and 'do something about them!'
<p>The following knowledge and understanding should be retrieved:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Whilst our students will have a varied experience from KS1&2 the National Curriculum for those key stages states that students will 'develop and then improve their mastery of art and design techniques, including drawing'. <input type="checkbox"/> Students will have encountered the concept of perspective drawing in their art lessons prior to commencing this module. This knowledge should be retrieved and connected. 	<p>The following ambitious knowledge needs to be taught:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How to correctly apply 'thick and thin line technique' with edges where both adjoining faces are visible being thin, and where only one face is visible being thick. <input type="checkbox"/> The 'spider' rule for applying thick and thin lines. <input type="checkbox"/> Rendering technique 1 – 'Surrounding' – where a single colour of pencil crayon is used to shade a surrounding the sketch having the effect of highlighting it and 'lifting it' off the page. <input type="checkbox"/> Rendering techniques 2 – 'Scribble & Shade' – where a single colour of marker pen is used to totally and evenly cover the image, (and surroundings) and then just a black and a white crayon is used to highlight shade/where the light/shade catches. <input type="checkbox"/> The rules for drawing in isometric, (vertical edges are drawn vertically and horizontal edges are drawn at 30°) <input type="checkbox"/> The knowledge to be able to use a variety of techniques to draw objects in isometric. <input type="checkbox"/> What is meant by 'crating' and how/why it is useful in sketching. <input type="checkbox"/> What is meant by the term 'perspective drawing, (to include terms such as horizon line and vanishing point). That isometric drawing does not show 'perspective'. <input type="checkbox"/> Where perspective is clearly seen in real life, (see PowerPoint). <input type="checkbox"/> A practical working knowledge of the techniques, rules and methods to follow when drawing in one-point perspective. 	<ul style="list-style-type: none"> <input type="checkbox"/> Discuss the issues relating to 'gender inequality' in the working world of graphic design, and design in general. These issues are highlighted in the document "Design's gender problem, and what you can do about it" on the shared drive. Work through the document and the activity with students. <input type="checkbox"/> View the "Graphics is Powerful" PowerPoint on the shared curriculum drive. Each slide contains an image designed by graphic designers. Each one is highlighting a social issue or injustice. After viewing the slides, (and possibly putting paper copies on each table) ask students the following: <ul style="list-style-type: none"> - What do you think each one is trying to say? - Which do you think is the most powerful/effective and why? <p>Discuss student ideas.</p>

	<input type="checkbox"/> A practical working knowledge of the techniques, rules and methods to follow when drawing in two-point perspective.	
--	--	--