



Y3 design technology overview 2022-23

| DT Activity | Building Skills and Disciplinary Knowledge | Approaches to Developing Skills and Disciplinary Knowledge | Building Substantive Knowledge and Understanding | Approaches to Developing Substantive Knowledge and Understanding | Curricula Materials | Assessed through (T1 T2 T3) | | |
|-------------------------------------|--|--|---|--|--|---|---|--|
| | | | | | | Exploring Creating | Responding Evaluating | Designing |
| Responding | <ul style="list-style-type: none"> To develop an ability to discuss observed art pieces To develop an ability to follow guidance from a tutor (techniques, top-tips) To develop an ability to experiment with own compositions To develop an ability to communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology | <ul style="list-style-type: none"> Class/group tuition with technical guidance | <ul style="list-style-type: none"> Understanding the history and origins of artists, designers, craft-makers, architects | <ul style="list-style-type: none"> Through class teacher led presentations with children note-taking Group research on history and /or origins and of masterpieces from masters in their fields | TERM1: Unit 3c Control: mechanisms: moving monsters | Most children will be able to... (working at) | Some children will not yet be able to...(working towards) | Some children are confidently able to... (exceeding) |
| Exploring | <ul style="list-style-type: none"> To develop an ability to research appropriately great artists, craft makers, designers To develop an ability to explore sketch books of professional designers To develop an ability to make comparisons between different genres To develop a skill of investigating the historical and cultural development of design through provided opportunities | <ul style="list-style-type: none"> Class/group tuition with reference to historical information, images | <ul style="list-style-type: none"> To know about different techniques that a variety of designers used to create their design pieces and understand why they chose or explored these techniques | | | | | |
| Designing/ Technical knowledge | <ul style="list-style-type: none"> To develop skill of keeping and using a sketch book (creative journal, visual diary) to record observations To develop skill in strengthening, stiffening and reinforcing complex structures To develop skill in how to use mechanical systems in their products [eg gears, pulleys, cams, levers and linkages] To develop skill in how to use electrical systems in their products [eg series circuits incorporating switches, bulbs, buzzers and motors] To develop skill in how to apply their understanding of computing to program, monitor and control their products To develop skill in how to plan/ explore/ experiment with designs | <ul style="list-style-type: none"> Class/group sketching activities and provided sources to enable discovering of a variety of sketch books from over time and globally | <ul style="list-style-type: none"> Understanding the history of design forms and purpose for creations Understanding how design reflects a community or culture | <ul style="list-style-type: none"> Through involvement in workshops in groups or as a class Through presentations to class/or in whole school worship sessions Through class, then group or individual opportunities to create compositions | TERM2: Unit 3d Structures: photo frames | | | |
| Creating | <ul style="list-style-type: none"> To develop skill in compose own composition or construction following planned design To develop skill in how to generate, develop, model To develop skill in how to compose in more than one medium (food, textile, paper, clay, metal, wood) To develop skill in how to select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately To develop skill in how to select from and use a wider range of materials & components, including construction materials, textiles & ingredients, according to functional properties & aesthetic qualities | <ul style="list-style-type: none"> Class, then group opportunities for field studies and internal compositions from stimuli | <ul style="list-style-type: none"> Understanding as to how design keeps traditions alive Understand how design in cultures is used (for example in dance, spiritual, worship, rites of passage, and in wellbeing) | <ul style="list-style-type: none"> Through chosen pieces being presented to class for observation with reasons as to why they have been chosen Through discussion around the background to the selected pieces | TERM3: Unit 3b Food: sandwiches | | | |
| Critically Observing/ Evaluating | <ul style="list-style-type: none"> To develop skill in how to investigate and analyse a range of existing products To develop skill in how to research key events and individuals in design technology and understand how they have helped shape the world To develop skill in how to observe someone else's chosen design piece/ constructions To develop skill in how to critically evaluate own compositions/ construction against design criteria To develop skill in how to evaluate their ideas and products against their own design criteria and consider the views of others to improve their work | <ul style="list-style-type: none"> Observational opportunities to be part of each lesson | | | | | | |
| SMSC | <ul style="list-style-type: none"> To develop skill in working with others of different religious, ethnic and socioeconomic backgrounds, according to given briefs wider knowledge of Y3 DT curriculum To develop skill in resolving conflicts and differing opinions with skill should these arise To develop an enjoyment of DT To develop skill in using their imagination and creativity To develop skill in reflecting on tasks To develop skill in investigating and offering views on ethical issues in art studied To develop skill in exploring and understanding art from a variety of cultural backgrounds To develop a willingness to explore and understand DT from a variety of cultural backgrounds | <ul style="list-style-type: none"> Setting of research opportunities using given websites and researching finding own information Setting of opportunities and briefs that require engagement with others of differing backgrounds | | | | | | |