



Product Design Year 8 – Designer Desk Tidy

In this project, Year 8 students design and make a desk tidy to help Year 11 students stay organised during home revision. Their designs draw on inspiration from a diverse range of designers, encouraging students to think beyond a single stylistic viewpoint. Students learn how to minimise waste materials when working with sheet materials, practice accurate marking out and using hand tools with precision.

Along the way, students are introduced to new machinery and techniques to bring their ideas to life, including the use of strip heaters. They also design a decorative paper wrap for their piece, which they create digitally before applying it by hand using PVA.

The skills developed in this project are important for GCSE AQA Product Design at Key Stage 4.



Assessment:

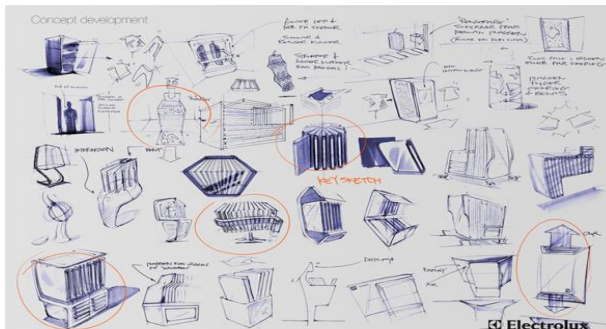
Students will be marked on 4 areas of assessment; make, design, evaluate, technical knowledge.

Assessment criteria are given out for students to access. These take the form of GPA slips.

Practical work is also assessed.

Specialist key terms/ names for this unit:

MDF	Function
Specification	Marking Out
Tolerance	Waste Area
Strip Heater	Wrap/mural
Desk tidy	Butt Joint
Design features	Minimising waste



Suggested enrichment activities:

Students can look at the work of 3 designers and write a list, identifying the features and themes of a sample of that designer's work.

Students can look at products in the home and draw them using a variety of drawing techniques learnt in Product Design i.e. isometric, one-point perspective. They can then take a copy of these drawings and develop and improve their design using a different colour pen to sketch over the top. They should note what changes they are making and what the reason is behind the changes they are making.



Design Technology

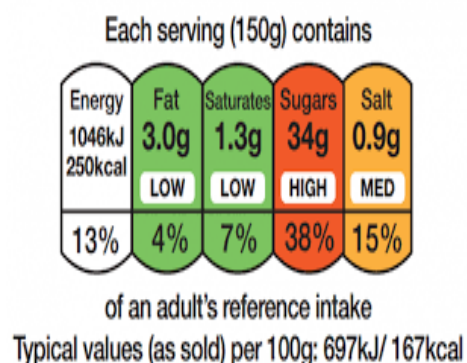


Food and Nutrition Year 8 – Healthy Eating

Students will be more aware of their food choices and learn lifetime skills through preparing healthy dishes as well as learning more advanced cooking techniques in a practical setting.

They will cover topics such as different sources of food, how is food processed, reasons for cooking food, sensory analysis and reading a food label correctly.

Students will be asked to cook and evaluate a number of dishes which introduce them to the theory behind micro and macronutrients.



Assessment:

Students will be marked on 4 areas of assessment; make, design, evaluate, technical knowledge.

Assessment criteria are given out for students to access. These take the form of GPA slips.

Various practical food products may also be assessed.

Specialist key terms/ names for this unit:

Hygiene	Rubbing in
Health and safety	Eatwell Guide
Micronutrient	Food Poisoning
Macronutrient	Cross
Food provenance	Contamination



Suggested enrichment activities:

Students are encouraged to practice cooking at home, using the techniques covered in class. For example, scones are made at school using the rubbing in technique. This skill can be used in a variety of cake, scone and biscuit recipes to make sure skills are embedded.

Students can try and keep a food diary for a week, relating their food choices to the nutritional guidelines covered in class. They could look at what they eat in a day and work out if it fits the correct ratio as prescribed in the Eatwell Guide.





Design Technology



Year 8 Textiles – Tote Bag

In this topic, students will be exploring the theme of Popular Culture.

They will conduct primary customer research to ensure their product will be appealing to their target audience. They will then go on to create a repeat print using CAD, transfer paints and the heat press.

Students will be shown how to use a template to ensure pattern pieces are accurately cut, they will be gaining more experience using the sewing machine before moving on to create a tote bag.

Students will be able to demonstrate a range of techniques through the completion of this project. They can also choose to incorporate decorative techniques learnt in year 7.



Assessment:

Students will be marked on 4 areas of assessment; make, design, evaluate, technical knowledge.

Assessment criteria are given out for students to access. These take the form of GPA slips.

Specialist key terms/ names for this unit:

Heat Press

Transfer paint

Sewing machine

Pinning

Template

Bagging out

Right side/wrong
side of the fabric

Satin fabric
(Synthetic)



Suggested enrichment activities:

Pick an Decade; 1920's, 50's, 60's, 80's.....

Create a mood board showing a variety of imagery which you think illustrates this decade,

Look at fashion, technology, celebrities, design, architecture.

Speak to relatives who might be able to give you some ideas about what you could include!