

# Design Technology Year 11

## We will be learning about...

During this unit you will be undertaking your NEA, coursework, as well as learning fundamental skills of design and its process. This independent unit will form your chosen area of exploration, set out your brief and specification, and you will create informed design ideas for your chosen project. Throughout the following weeks you will gain skills in research, interpretation and communication of people, products and technical knowledge.

| Week           | Key Learning  | Homework   |
|----------------|---|--|
| 1              | <ul style="list-style-type: none"> <li>Exploring gaps in the market</li> <li>Understanding and responding to a context</li> <li>What makes a good and excellent piece of controlled assessment.</li> </ul>  | Photographing and collecting materials relevant to individual selection of project |
| 2              | <ul style="list-style-type: none"> <li>How to standardise a review</li> <li>Aesthetics, cost, target audience</li> <li>Dimensions and metrics including standards e.g. MM.</li> <li>Ergonomics and anthropometrics</li> </ul>   | Conducting interview and surveys for individual project                            |
| 3              | <ul style="list-style-type: none"> <li>Person characteristics and specification</li> <li>User persona</li> <li>Understanding a user interests and needs</li> <li>External factors and product use / environment</li> </ul>  | Seneca learning - Material   |
| 4              | <ul style="list-style-type: none"> <li>ACCESSFM</li> <li>CAFEQUE (cost, aesthetics, function, environment, quality, user, ergonomics)</li> <li>Essential and desirable characteristics</li> <li>metrics for testing success - link to evaluation</li> </ul>   | Inspiration and mood boards  |
| 5              | <ul style="list-style-type: none"> <li>Responding to a design brief and specification combined</li> <li>Sketching and drawn communication</li> <li>Communication through annotation</li> <li>3d communication skills</li> </ul>   | Past and present designers, influences   |
| 6              | <ul style="list-style-type: none"> <li>All design features,</li> <li>Dimensions and materials</li> <li>Rendering</li> <li>Linking to design requirements and justification</li> </ul>   | Photograph target placement of product   |
| 7              | <ul style="list-style-type: none"> <li>Gathering user/target audience feedback</li> <li>The use of questionnaires or interviews.</li> <li>Working within millimetres and selecting work planes</li> <li>Selection and use of rendering patterns</li> <li>Viewpoints and exporting images for use in design portfolios.</li> </ul> | Seneca Unit informing design decisions   |
| Key Vocabulary |   |  |
| Respondents    | Characteristics   | Persona  |
| ACCESSFM       | Audience  | Specification  |
| Decline        |   |  |

## Enrichment opportunities:

Students do have the option to attend catch up sessions if needed during lunchtimes or after school if they feel they need more time and support on their practical product.

## How can you help?

Parents can support their child in DT by talking to them about the project they are undergoing and encourage them to do their best. It is also helpful if students are provided with a quiet place to do their homework tasks.

Excellent links can be found on the internet such as

[www.technologystudent.com](http://www.technologystudent.com)

[www.senecalearning.com](http://www.senecalearning.com)

[www.bbc.co.uk/bitesize/subjects](http://www.bbc.co.uk/bitesize/subjects) then selecting Design Technology.