

Design

**CAN: REPRESENT US ALL.
DISRUPT THE STATUS QUO.
CELEBRATE NEW VOICES.
TELL UNTOLD STORIES.
CONFRONT ITS PREJUDICES.
BE INCLUSIVE.
CHANGE.**



WHY CHOOSE DESIGN AS AN OPTION?

SIMPLE: IT'S THE BEST WAY TO LEARN HOW TECHNOLOGY COMBINES WITH DESIGN, ART, CULTURE AND CHANGE TO PRODUCE USEFUL, INNOVATIVE, AESTHETIC AND INTELLECTUAL PRODUCTS.

IT MAKES USE OF ARTISTIC CREATIVITY AND ENGINEERING EXPERTISE WITH UP-TO-DATE, STATE OF THE ART MACHINERY TO ENSURE ACCURATE PRACTICAL SOLUTIONS TO A RANGE OF DESIGN CONTEXTS. NATURALLY, IT BUILDS UPON STUDENT'S PREVIOUS LEARNING AND SEEKS TO EXPAND THEIR KNOWLEDGE AND UNDERSTANDING OF HOW DESIGN TECHNOLOGY CAN BE APPLIED WITH THE USE OF HARD THINKING AND PRECISE CONSTRUCTION.

WHAT IS INVOLVED?

THE STUDY AREAS BREAK DOWN INTO 3 MAIN AREAS:

1. FORMING COMPLEX SHAPES FOR CASTING (CHOCOLATE MOULDS)
2. WORKING WITH MULTI MEDIA TO PRODUCE A VIABLE PRODUCT (TRADITIONAL METHODS AND NEW AND EMERGING TECHNOLOGIES)
3. USING PARAMETRIC DESIGN SOFTWARE TO LEARN HOW TO REALISE DESIGNS IN BOTH 2-D AND 3-D VIRTUAL ENVIRONMENTS.

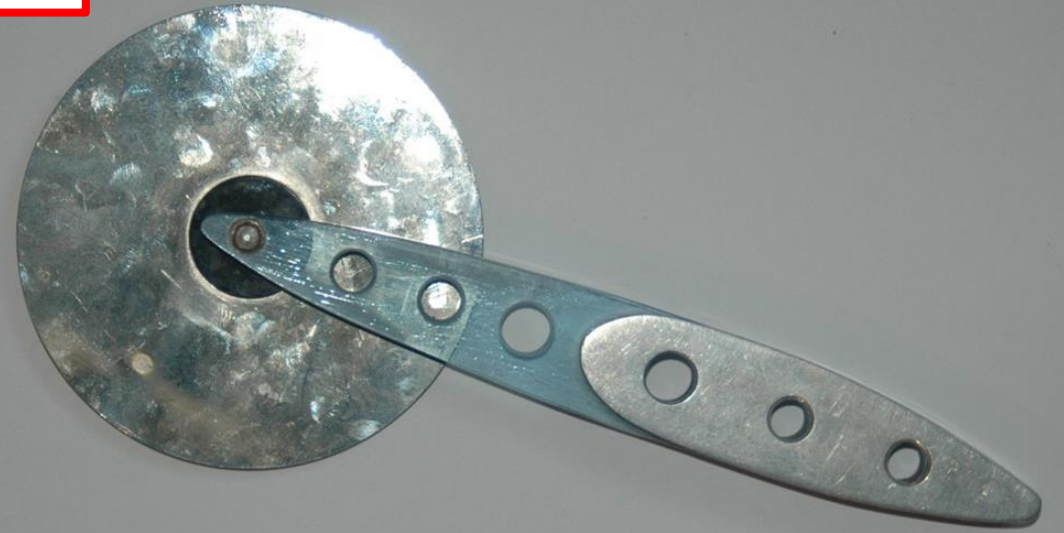
TERMS 1&2

IN THE OPENING PROJECT, WE LOOK AT THE BATCH PRODUCTION OF PRODUCTS IN INDUSTRY AND FOCUS ON VACUUM FORMING AS A MEANS OF CREATING A RE-USEABLE MOULD FOR CASTING CHOCOLATE. STUDENTS WILL BE FAMILIAR WITH MOULD MAKING AND THE CASTING PROCESS IN GENERAL AND THIS ADD TO THEIR KNOWLEDGE AND UNDERSTANDING OF USING DIFFERENT MATERIALS FOR THEIR DIFFERENT PROPERTIES.



THE PROJECT THEN LOOKS AT CREATING A PACKAGING/MOULD SUPPORT TO PRESENT THE PRODUCT WHICH IS MADE UTILISING CAD/CAM FOR ACCURACY AS WELL AS SHOWING ANOTHER WAY OF DESIGNING FOR BATCH PRODUCTION.

TERMS 3&4



THIS PROJECT IS ALSO FOOD RELATED AND LOOKS AT DESIGNING AND MAKING A SUSTAINABLE PRODUCT THAT COULD BE GIVEN AS A GIFT. A RANGE OF PROBLEM-SOLVING AND PRACTICAL SKILLS ARE INVOLVED AND THE PRODUCT IS TESTED ON REAL PIZZA.

FURTHER WORK LOOKS AT CREATING AN ACCESSORY FOR THE TOOL WHICH WILL BE 3-D PRINTED.



TERMS 5&6

IN PREPARATION FOR YR11, THE FINAL TERMS ARE SPENT DEVELOPING THEORY SKILLS – AS THIS IS AN ESSENTIAL AND APPLIED ASPECT OF GCSE NEA. WE RE-VISIT THE EARLIER PROJECTS IN ORDER TO RATIONALISE THE USE OF THIS KNOWLEDGE WHEN THEY ARE DESIGNING FOR THE MAJOR PROJECT. 50% OF FINAL GRADE.

EXAMINATION CONTENT IS ALSO EXAMINED THROUGH WORKING WITH PAST PAPERS, AS IS EXAM TECHNIQUE AND HOW TO ANSWER THE LONGER WRITTEN QUESTIONS. 50% OF FINAL GRADE.

THE FINAL TERM SEES STUDENTS BEGINNING THEIR COURSEWORK AS EXAM BOARDS PUBLISH THE CURRENT TOPICS AT THE START OF JUNE.

YR10 IS A VERY EXCITING YEAR IN WHICH EVERYONE IS ENCOURAGED TO TAKE OWNERSHIP OF THEIR PROJECTS, IT IS ORIENTATED TO A HANDS-ON APPROACH IN WHICH RISKS ARE ENCOURGED AND DETERMINATION IS REWARDED WITH THE SATISFACTION THAT;

“YES, I CAN DO IT!”