Key Stage 4 – Delivery

**Delivery Model**

This course can be delivered in many ways. You are welcome to alter, add, change, or take whatever you like, if it helps you construct or enhance your own course.

The purpose of this resource is to not only help and support teachers and students, but also to inspire and show what can be achieved in a normal school. It is to give you further information that can promote and enhance the teaching of design itself.

There are already many other websites that offer support for the theory element for the variety of examinations, and these are listed on the ‘Useful Websites’ tab on the main site. This website specifically focuses upon the core element of our subject, which is design, what it is, its contribution, giving ideas for its delivery and possible projects/assignments you can use.

**Background**

This resource is based upon a highly successful examination course, which was developed over many years.

At KS4, the course had 3 lessons per week of 50 minutes, from year nine to eleven, and 5 lessons per week in year twelve and thirteen. At KS4, the students had one period in the workshop, one in the design studio and one in an ICT suite.

Examination theory was covered through Home Learning and within some Design and ICT lessons.

A rough outline of the course is shown below, but it was always important to understand that it was always flexible and was altered accordingly to meet the needs of the students. Many additional and alternative projects/assignments were used, and these have been included in the website’s ‘Extra Assignments’ website pages.

Design and Contextual Design theory was spread throughout the course, either as starters or as home learning exercises and even on-off lessons within the week.

The main consideration was to be aware of the classes dynamic, ability and motivation and act accordingly

**Suggested Scheme of Work**

Additional elements were added in throughout the course, such as drawing skills, modelling exercises, short design tasks, design theory. This is just to give people an idea of the structure:

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| --- | --- | --- | --- | --- | --- |
| Year | Term | Design Studio | Workshop | ICT | Home Learning |
| Nine | Autumn 1 | Shop Front  Design Folder | Bollard - Make | Using Word as DTP/Layout | Theory  Design Tasks |
| Autumn 2 | Bollard - Make | 2D Design | Theory  Design Tasks |
| Spring 1 | Outdoor Seating  Design Folder | Shop Front - Make | Outdoor Seating  Design Folder | Theory  Design Tasks |
| Spring 2 | Shop Front - Make | Theory  Design Tasks |
| Summer 1 | Harchester  (Drawing/Design Skills) | Outdoor Seating - Make | CAD | Exam  Prep |
| Summer 2 | Harchester  (Drawing/Design Skills) | Outdoor Seating - Make | CAD/DTP | Theory  Design Tasks |
| Year | Term | Design Studio | Workshop | ICT | Home Learning |
| Ten | Autumn 1 | Bus Shelter  Design Folder | Litter Bin - Make | Bus Shelter  Design Folder | Theory  Design Tasks |
| Autumn 2 | Litter Bin - Make | Theory  Design Tasks |
| Spring 1 | Harchester  Redevelopment | Bus Shelter - Make | Litter Bin  Design Folder | Theory  Design Tasks |
| Spring 2 | Harchester  Redevelopment | Bus Shelter - Make | Theory  Design Tasks |
| Summer 1 | Harchester  Redevelopment | Bus Shelter - Make | Harchester | Exam  Prep |
| Summer 2 | NEA | Bus Shelter - Make | NEA | Theory  Design Tasks |
| Year | Term | ICT/Workshop | Design/Workshop | Design Studio | Home Learning |
| Eleven | Autumn 1 | Project Folder | Project Folder | Theory | Exam  Prep |
| Autumn 2 | Project Folder | Project Folder | Theory | Mock  Prep |
| Spring 1 | Manufacture | Manufacture | Theory | Exam  Prep |
| Spring 2 | Manufacture | Manufacture | Theory | Exam  Prep |
| Summer 1 | Manufacture | Manufacture | Theory | Exam  Prep |
| Summer 2 | Examination | | |  |

As you can see, workshop sessions continued throughout the course, from the very start to the very end, with the Bollard and Litter Bins being design as you make tasks as well as revision and developing on making skills. Sometimes these making elements even went into year 11 to ensure students continue to feel confident in a workshop environment. If there is a too big a gap between making it occasionally became hard to get some students back into manufacturing.