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| Street Furniture – Design & Model Making |
| Week | Learning Objectives | Activity | Learning Outcomes | Risk Assessment |
| **Week 1** | **To introduce students:**- To understand the importance and H&S- To understand concept of designing by model making. **To develop:**- in students the confidence and skill to use this approach in creating designs | - Recap H&S and emergency procedures**Explain idea of designing whilst making**- Explain how model is made – Show Stages- Explain how wood can be altered- Focus * Marking out
* Sawing
* Chiselling

Check understanding of how to use tools and namesStudents start model **Outcome**Will aim to produce 2, start 2nd whist waiting, either for sand to dry or paint to dry**Differentiation**Type of alterations/cuts undertaken on pine/model | Pupils Learn:- That they can produce designs by modelling in a range of methods including manufacturingTeachers teach:- Purpose of modelling- Modelling * Marking out
* Cutting
* Chiselling
 | LOWHand ToolsSawing Chiselling  |
| W/S Resources |
| - Pine 150 x 50 x 50- General workshop facilities – wood tools – especially marking out tools, tenon saws and mallets and chisels |
| **Week 2** | **To further enable students:**- To understand concept of designing by model making. **To develop:**- in students the confidence and skill to use this approach in creating designs | - Continue making- **Recap** marking out- **Focus** – Sawing and chiselling. - Cutting slots- Subtraction and addition**Outcome**Will aim to produce 2, start 2nd whist waiting, either for sand to dry or paint to dry**Differentiation**Type of alterations/cuts undertaken on pine/model**Progress**Start to finish first Bollard shaping, students undertake Skills audit  | **Pupils Learn:**- That they can produce designs by modelling in a range of materials**Teachers teach:**- That they can produce designs by modelling in a range of materials- Reinforce students’ knowledge of tools  | LOWHand ToolsSawing Chiselling |
| W/S Resources |
| - Pine 150 x 50 x 50- General workshop facilities – wood tools – especially marking out tools, tenon saws and mallets and chisels |
| **Week 3** | **To further enable students:**- To understand concept of designing by model making. **To develop:**- in students the confidence and skill to use this approach in creating designs | - Continue making- **Recap** marking out- **Focus** – Sawing and chiselling. - Cutting slots- Subtraction and addition**Outcome**Will aim to produce 2, need to start 2nd whist waiting, either for sand to dry or paint to dry**Differentiation**Type of alterations/cuts undertaken on pine/model**Progress**Start to finish first Bollard shaping, students undertake Skills audit  | **Pupils Learn:**- That they can produce designs by modelling in a range of materials**Teachers teach:**- That they can produce designs by modelling in a range of materials- Reinforce students’ knowledge of tools  | LOWHand ToolsSawing Chiselling |
| W/S Resources |
| - Pine 150 x 50 x 50- General workshop facilities – wood tools – especially marking out tools, tenon saws and mallets and chisels |
| **Week 4** | **To introduce students:**- To Texturing in Model making**To develop:**Confidence in handling materials in the production of effect to simulate reality  | - Complete first Bollard shaping and ensuring a clear understanding of addition and subject method**Demo**How to texture and the need for evennessShow how to apply Sand base- Ensure Bollards drying in secure area and are stored within 24hrs.- Continue skills audit**Progress**First model construction completed**Differentiation**Type of alterations/cuts undertaken on pine/model | **Pupils Learn:** - how to texture and make items look realistic**Teachers teach:**- Modelling techniques – finishing and texturing- Why people respond to models | LOWHand ToolsSawing ChisellingGlue on handsEnsure cleaning facilities prepared |
| W/S Resources |
| Above but also – Glue for sandSandBrushes for SandArea to do sanding – Put Top on tables to protect.  |
| **Week 5** | **To introduce students:**- creating finish by paint within the context of the final product- To the need for care in the final stages to ensure a quality product is produced**To develop:**Confidence in handling materials in the production of effect to simulate reality | - Start MODEL 2 – using skills and techniques already explored – emphasise need to apply correct techniques. **Demo**Painting the first bollard and ensuring evenness in spread to ensure definition. Emphasise need for good but even spread as this stage can make or break a final outcome- Ensure Bollards dry in secure area and are stored within 24hrs.- Continue skills audit**Progress**Second model construction started**Differentiation**Type of alterations/cuts undertaken on pine/model | **Pupils Learn:** - The importance of care in the final stages of model making to ensure a realistic and quality product**Teachers teach:**- The importance of care in the final stages of model making to ensure a realistic and quality product and how to achieve this  | LOWHand ToolsSawing ChisellingGlue on handPaint on handsEnsure cleaning facilities prepared |
| W/S Resources |
| Above but also – Glue for sandSandBrushes for SandArea to do sanding – Put Top on tables to protect. Grey PaintPaint brushes which must be kept separate from the sand glue and normal glue brushes |
| **Week 6** | **To reinforce students:**- in the confidence and skill to use this approach in creating designs- creating finish by paint within the context of the final product- To the need for care in the final stages to ensure a quality product is produced**To develop:**Confidence in handling materials in the production of effect to simulate reality | - Continue work on MODEL 2 applying concepts already learned as well as the skills and processes needed to achieve a quality outcome.**Differentiation**Type of alterations/cuts undertaken on pine/model**Progress**MODEL 1 – Textured – waiting for paintingMODEL 2 – Under Construction | **Pupils Learn:**- That they can produce designs by modelling in a range of materials**Teachers teach:**- That they can produce designs by modelling in a range of materials- Reinforce students’ knowledge of tools & finishes | LOWHand ToolsSawing ChisellingGlue on handPaint on handsEnsure cleaning facilities prepared |
| W/S Resources |
| Above but also – Glue for sandSandBrushes for SandArea to do sanding – Put Top on tables to protect. Grey PaintPaint brushes which must be kept separate from the sand glue and normal glue brushes |
| **Week 7** | **To reinforce students:**- in the confidence and skill to use this approach in creating designs- creating finish by paint within the context of the final product- To the need for care in the final stages to ensure a quality product is produced**To develop:**Confidence in handling materials in the production of effect to simulate reality | - Complete construction work on MODEL 2 - applying concepts already learned as well as the skills and processes needed to achieve a quality outcome.- Undertake painting as directed earlier to ensure evenness on MODEL 1- Undertake texturing as directed earlier to ensure evenness on MODEL 2**Progress**MODEL 1 Completed MODEL 2 - Textured | **Pupils Learn:**- That they can produce designs by modelling in a range of materials**Teachers teach:**- That they can produce designs by modelling in a range of materials- Reinforce students’ knowledge of tools and finishes | LOWHand ToolsSawing ChisellingGlue on handPaint on handsEnsure cleaning facilities prepared |
| W/S Resources |
| Above but also – Glue for sandSandBrushes for SandArea to do sanding – Put Top on tables to protect. Grey PaintPaint brushes which must be kept separate from the sand glue and normal glue brushes |
| **Week 8** | **To reinforce students:**- in the confidence and skill to use this approach in creating designs- creating finish by paint within the context of the final product- To the need for care in the final stages to ensure a quality product is produced**To develop:**Confidence in handling materials in the production of effect to simulate reality | - Undertake painting as directed earlier to ensure evenness on MODEL 2**Progress**Both Models completed**ACTION:**Stagger completion to enable new project to be introduced gradually  | **Pupils Learn:**- That they can produce designs by modelling in a range of materials**Teachers teach:**- That they can produce designs by modelling in a range of materials- Reinforce students’ knowledge of tools and finishes | LOWHand ToolsSawing ChisellingGlue on handPaint on handsEnsure cleaning facilities prepared |
| W/S Resources |
| Above but also – Glue for sandSandBrushes for SandArea to do sanding – Put Top on tables to protect. Grey PaintPaint brushes which must be kept separate from the sand glue and normal glue brushes |