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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 names  Students 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 manufacturing  Teachers teach:  - Purpose of modelling  - Modelling   * Marking out * Cutting * Chiselling | LOW  Hand Tools  Sawing  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 | LOW  Hand Tools  Sawing  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 | LOW  Hand Tools  Sawing  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 evenness  Show 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 | LOW  Hand Tools  Sawing  Chiselling  Glue on hands  Ensure cleaning facilities prepared |
| W/S Resources |
| Above but also –  Glue for sand  Sand  Brushes for Sand  Area 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 | LOW  Hand Tools  Sawing  Chiselling  Glue on hand  Paint on hands  Ensure cleaning facilities prepared |
| W/S Resources |
| Above but also –  Glue for sand  Sand  Brushes for Sand  Area to do sanding – Put Top on tables to protect.  Grey Paint  Paint 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 painting  MODEL 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 | LOW  Hand Tools  Sawing  Chiselling  Glue on hand  Paint on hands  Ensure cleaning facilities prepared |
| W/S Resources |
| Above but also –  Glue for sand  Sand  Brushes for Sand  Area to do sanding – Put Top on tables to protect.  Grey Paint  Paint 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 | LOW  Hand Tools  Sawing  Chiselling  Glue on hand  Paint on hands  Ensure cleaning facilities prepared |
| W/S Resources |
| Above but also –  Glue for sand  Sand  Brushes for Sand  Area to do sanding – Put Top on tables to protect.  Grey Paint  Paint 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 | LOW  Hand Tools  Sawing  Chiselling  Glue on hand  Paint on hands  Ensure cleaning facilities prepared |
| W/S Resources |
| Above but also –  Glue for sand  Sand  Brushes for Sand  Area to do sanding – Put Top on tables to protect.  Grey Paint  Paint brushes which must be kept separate from the sand glue and normal glue brushes |