|  |  |  |
| --- | --- | --- |
| **Design Challenges (20 Minute Makes)** | | **AGE 11-14** |
| **Objectives** | **Background** | |
| * Use new skills to evaluate a graphics product. * Use new skills to apply designing and making skills to the production of a graphics product. * Use new skills to understand the design & technology subject area of graphics. | This 1 hour session is the 5th of a series of 10 lessons, it is the first half of a 2 hour design challenge where students design and make a logo to promote anti-bullying that is suitable for production in all sizes and with a wide range of media. | |
| **The Big Questions** | **Curriculum Links** | |
| * What makes an effective logo? * How can a logo promote a strong message about anti bullying? | Design & Technology KS3 PoS  Design:   * use research and exploration, such as the study of different cultures, to identify and understand user needs * Use a variety of approaches [for example, biomimicry and user-centred design], to generate creative ideas and avoid stereotypical responses | |
| **Unit Summary** |  | |
| * This unit of work is a series of 5 design challenges that cover a range of materials areas with students challenged to create a small product in only 20 minutes, within a 2-hour session. Different spiritual, moral, social and cultural themes are explored across the sessions, and a large emphasis is placed on the evaluation of the success of the students’ small product prototype. | | |

|  |  |
| --- | --- |
| **(Title)** | **AGE 11-14** |

|  |  |  |
| --- | --- | --- |
| **1 Resources** | **5 Plenary** | |
| * Student PowerPoint * Design challenges student workbook * 40x40mm samples of:   + Card(s)   + Paper(s)   + Etc. * Selection of drawing items:   + Pens   + Pencils   + Crayons   + Etc. * Class set of Ipads or similar | *5 minutes*  Students carry out a self-assessment considering which aspects of spiritual, moral, social and cultural issues they have explored through their design work | |
| **2 Starter** |
| 10 minutes  Students explore their own knowledge of logos using an app. That tests then scores knowledge of company logos. |
| **3 Introduction** | **6 Follow up session** | |
| 10 minutes  The design brief is introduced, and students are asked to design and make a logo to promote anti-bullying that is suitable for production in all sizes and with a wide range of media. Students should discuss how anti bullying is promoted in school. | | Students continue the design challenge in the second half of the challenge and will produce a final version of their logo, and provide a detailed evaluation to support further improvement and progress with similar work. |
| **4 Activity** |  | |
| 20 minutes  Students produce their ideas for their logo, adding detailed annotation to explain their ideas and how they support the anti-bullying message.  15 minutes  Students produce quick versions of their chosen logo using a range of different media, so that they produce at least 3 versions to make judgements on how well their logo displays using each combination. | | |