

What's your **perspective**?

Year 9 DVC

and



Lesson sequence

	SEQUENCE OF ACTIVITIES	DRAWING REQUIREMENTS	TEACHING STRATEGIES	RESOURCES/ MOTIVATION	LEARNING INTENTIONS (Students will...)	LEARNING INTENTIONS (KEY COMPETENCIES)	ASSESSMENT (SUCCESS CRITERIA)
1	Perspective introduction 4 x 4 grid interior drawing (2 periods)	A3 sheet with interior, key features of vanishing point and horizon line evident.	PowerPoint of perspective images. Instructional lesson – use of drawing board, tools, techniques etc.	PowerPoint presentation Drawing instruments	Students will: Identify key elements of perspective drawing Attempt first instrumental perspective drawing with guidance.	Thinking: reflective and creative Using S.L.T: P + C: patience, listening skills etc. Ties in with setting expectations.	Light line work Application of techniques Legible and accurate drawing
2	Perspective objects in space freehand. (2 periods)	A3 sheet, divided with central horizon line. Surrealist composition/objects	Modelling: Demonstration of layout step by step	Exemplars Drawing instruments	Students will: Begin to use conventions such as projection and line weights Start to utilise proportion and approximation	Managing self: resourceful and resilient Relating to others: help and support	Light line work Application of techniques Legible and accurate drawing Creativity
3	6 x 6 x 6 interior with mezzanine instrumental drawing (2 periods)	A3 sheet with interior, key features of vanishing point and horizon line evident.	Modelling: Demonstration of layout step by step	Exemplars Drawing instruments	Students will: Become familiar with the drawing board and instruments by constructing a more complex drawing of an interior with accuracy	Thinking: application of earlier knowledge	Accurate construction Precise line work
4	6 x 6 x 6 interior with mezzanine instrumental drawing with rendering and people for scale (2 periods)	Add colour and individual ideas to template.	Modelling: demonstration followed by student application of technique to own ideas	Exemplars Drawing instruments People cut outs to scale Colour media	Students will extend their knowledge of perspective used in instrumental drawing and apply this their own ideas	Thinking: application of earlier knowledge Managing self: in terms of timing and resources.	Accurate construction Precise line work Application of technique to own ideas.

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5	Bright Ideas (1 period)	Adding to images to create new things	Give one minute per drawing. Give ideas/themes to trigger student imagination	A4 printouts Small circles, big circles, 6 light bulbs, one final light bulb	Gain confidence in generating a range of ideas through drawing quickly	Thinking: creative	Range of ideas
6	Chair design ideas (1 period)	Freehand ideas based on inspirational imagery.	Show Imac inspiration Talk through inspiration imagery. Explain ergonomics.	A3 activity sheet	Use freehand drawing to generate a range of design ideas.	Thinking: creative	Range of ideas.
7	Chair design mock up (2 periods)	Make paper mock up chair.	Show previous examples, have ergonomics available. Can be run as a competition with a range of success criteria.	Coloured paper, light cardboard, drawing media, cellotape, masking tape, string etc	Create a scaled chair that shows consideration of posture/position, and link to inspiration	Managing self: resourceful and resilient	Completed chair photographed and evaluated.
8	Brief introduction World Famous in New Zealand (part period to combine with previous of next activity)		Use of images etc to inspire thought to allow students to begin to make informed choices.	PowerPoint Link to L&P adverts Introduction/brief page https://www.youtube.com/watch?v=qZcUbtNlwI0	Participate in discussion and brainstorm	P + C: through questioning and encouragement of curiosity.	
9	Research into location (1 period)	Initial research into possible NZ location	Supervised research on computer/devices	Research page Computers/net books/devices Drawing pencils	Learn independently about possible locations in NZ by answering focus questions. Present a range of facts and visual information (could be print outs or drawings).	Managing self: Make Links, think flexibly, resourceful.	That a range of information is purposefully located and recorded effectively.
10	mood board/visual inspiration (1 period)	Complete an A3 page of collaged imagery	Modelling of layout and thematic approaches	Research / mood board page Magazines, scissors, glue sticks	Start to understand the relevance and importance of focussed research as part of the design process	Managing self: Make Links, think flexibly, resourceful.	That a range of information is purposefully located and recorded effectively.

11	Concepts (2 periods)	Initial design drawings with annotation. Floorplan + 3D drawings for each of 2 ideas.	Modelling of floor plan drawing including symbols etc. (possible new resource here) Discussions with individual re ideas to encourage risk-taking thinking and exploration.	Design ideas page	Start to understand the links between research and concepts as part of the design process.	Using S, L & T: specific symbols of floor plans and architecture.	A range of ideas are initiated with justification / links to brief.
	<i>Interior design as inspiration</i>	<i>For use when required to break up lesson or provide inspiration.</i>	<i>PowerPoint of interiors – discussion of key ideas in terms of theme, features and user experience.</i>	<i>PowerPoint</i>	<i>View visuals to form an opinion and analysis of interior design</i>	Thinking: analyse using how and why questions	<i>Thoughtful analysis of chosen interiors. (and eventually some link back to these as inspiration)</i>
12	Floorplan (2 periods max)	1:50 scale floor plan using symbols and drawing instruments	Explanation of scale and how page works. Scale ruler and template usage.	Exemplars of other student's work. Scale rulers Tape measures templates	Begin to utilise scale and proportion in design.	Using S, L & T: specific symbols of floor plans and architecture. Thinking: innovative	Use of measuring and scaling resources to create a feasible floor plan.
13	Spatial and product design (2 periods)	A range of 2D and 3D drawings showing more detailed ideas	Discussions with individual re ideas to encourage risk-taking thinking and exploration.	Spatial and product design page Exemplar pages, b+w and coloured	Begin to refine ideas and address specifications as part of the design process.		Ideas become stronger and more focussed
14	Planning for presentation (One period or less)	Planning sheet	Outline presentation options including specifications	Exemplars of other student's work.	Use planning to prioritise time and resources..	Managing self: Making a plan, being resourceful.	Completing a plan
15	Preparation of presentation (3 – 4 periods)	Presentation page which could include floor plan, perspective drawing, logo, map, title etc. Model.	Facilitation of range of options for presentation. Trouble shooting.	Classroom and all its resources including papers, computers, etc.	Prepare a presentation with an audience in mind, using visual communication techniques and drawing skills.	Managing self: following through with a plan, being resourceful. Using S, L & T: Relating to others – for those in groups.	Successfully using time and resources to create an effective and communicative presentation.
16	Logo design	These pages/activities are for use by students who are struggling to work in this project-based way and need more structure. Use at teacher's discretion.					
17	Packaging design						
18	High Rise design			https://www.youtube.com/watch?v=DGNXcX8MvGA			
19	City design			https://www.youtube.com/watch?v=31cVDmDNZIs			
20	Evaluation	Answer specific questions about ideas, process etc.				Thinking: Reflective.	Insightful comments.