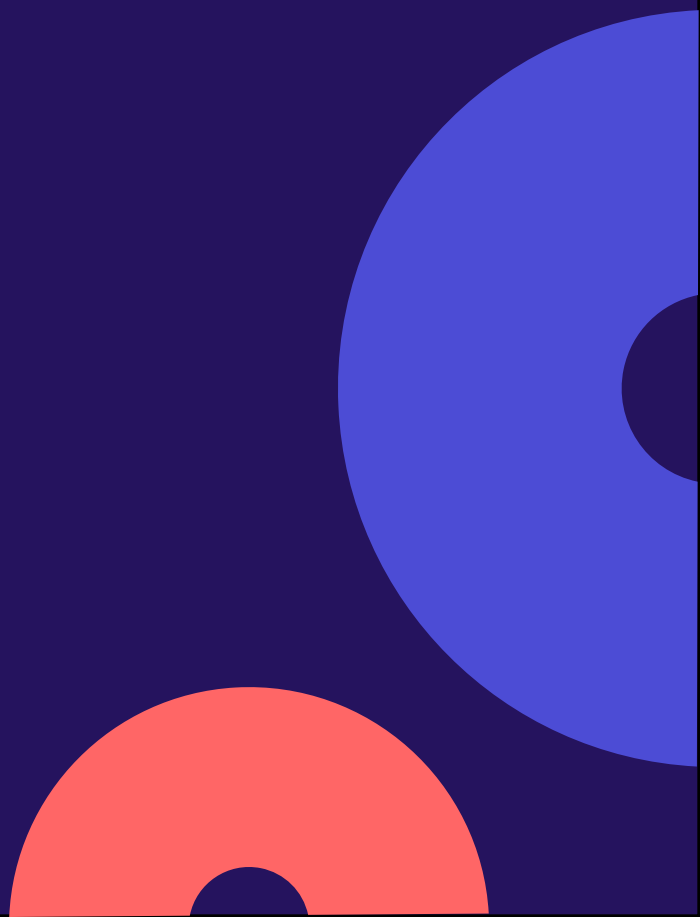


# Focus on design

60 minute lesson  
Age 11 - 18



Teacher	Subject:	Age range:	Lesson timing:	Any other notes
	Focus on design	Year 11-18	Ideally, 60 minutes is recommended. Can be extended to accommodate your school lesson timings.	Lesson can be extended by completing Extension Activity 1 or 2 in class.
<p><b>Previous knowledge through questioning.</b></p> <p><b>LO:</b> Students will find out about some of the wide variety of careers available in the design industry and understand that different skills and interests are needed for these.</p> <p><b>AIMS:</b></p> <p>For students to:</p> <ul style="list-style-type: none"> <li>understand what work is involved in some of the different careers in design.</li> <li>identify some of the key skills and interests required in different design careers and the school subjects that can help to develop these.</li> <li>appreciate the value and importance of good design in our everyday lives.</li> <li>know about some of the different ways of getting into a career in design and how to find out more about these.</li> <li>understand the value of work experience, including voluntary work.</li> <li>engage with creative activities individually, in pairs and in small groups.</li> </ul> <p><b>Materials:</b></p> <p><b>Focus on Design PowerPoint</b> presentation</p> <p>Whiteboard or flipchart</p> <p>Pens, pencils and paper</p> <p>Coloured pencils or felt-tip pens</p> <p>Plain paper or card</p> <p>1 x print out of <b>Design Activity Sheet</b> per student (note: this needs to be in colour)</p> <p>1 x printout of <b>Design Challenge</b> worksheet per group</p> <p><b>Optional:</b></p> <p>1 x printout of <b>Extension Activity 1</b> or <b>Extension Activity 2</b> worksheets per student.</p> <p>Computers or tablets</p> <p>Plain or graph paper</p>			<p><b>CURRICULUM LINKS</b></p> <p><b>Literacy:</b></p> <p><b>KS3</b></p> <p><b>Spoken English</b> speaking confidently and effectively including using Standard English confidently in classroom discussions; giving short speeches and presentations; participating in structured discussions.</p> <p><b>Writing:</b> writing for a wide range of purposes and audiences including notes and scripts for presentations; summarising and organising material.</p> <p><b>KS4</b></p> <p><b>Spoken English</b> speaking confidently and effectively including using Standard English; working effectively in groups of different sizes; listening to and building on the contributions of others.</p> <p><b>Writing:</b> writing for a wide range of purposes and audiences including notes and scripts for presentations; summarising and organising material.</p> <p><b>Numeracy:</b></p> <p>Statistics: interpreting data</p> <p><b>Art and design</b></p> <p><b>Design and Technology</b></p> <p><b>Computing/ICT</b> (If completing Extension Activity 1 or 2)</p> <p><b>Gatsby benchmarks:</b></p> <p>Benchmark 2 - Learning from career and labour market information.</p> <p>Benchmark 4 - Linking curriculum learning to careers</p>	
<p><b>Adults:</b> One teacher should be available for this lesson. SEND and EAL learners may need additional adult support with the Activity Sheet.</p>			<p><b>Extension Activities:</b> These are optional and can be completed in class for homework. Suggested age ranges:</p> <p><b>Extension Activity 1:</b> 11-14</p> <p><b>Extension Activity 2:</b> 14-18</p>	

**Note:** careers in design are also focused on, or referred to, in the following resources: **Focus on Craft, Fashion and Textiles** (jewellery design, fashion design, potter); **Careers in Craft, Fashion and Textiles** (costume design); **Focus on the Performing Arts** (set design); **Focus on Architecture** (urban design, interior design); **Focus on Publishing** (user experience design; book jacket design); **Focus on the Screen Industries** (set design, sound design); **Focus on Museum and Galleries** (exhibition design); **Focus on Advertising and Marketing** (logo design).

## Discussion/tasks/timing

### TIMING. SLIDES 3-10: 10 MINUTES

**SLIDE 3 Introduction to the lesson's focus on design.** Ask for suggestions to answer the question then animate the different definitions of a designer.

- What things in this classroom have been created by a designer?
- Or things that you are wearing?
- What about the classroom, itself? And the school?

Make the point that some designers also make the product themselves (e.g. independent craft workers such as jewellery designers) while others design things for others to build or manufacture.

**SLIDES 4-9 Icebreaker quiz.** This is intended to be a quick fun activity. Ask for a show of hands for the answers A or B, then animate the slide to bring up the correct answer and the snippets of additional information.

- Did you know the names of any of the designers?
- Are you surprised by any of the dates?

Emphasise the point that books help to spread information, ideas and different viewpoints.

**SLIDE 10 Quiz plenary:** Make the point that the classic designs in the quiz have all slightly changed over the years but are still essentially the same. Ask for suggestions to answer the key questions.

Suggested answers: Classic designs are well-made; they look attractive/elegant/modern/timeless; they still serve the function they were intended for.

Good design makes our everyday lives more interesting and enjoyable; it also enhances them by making certain tasks easier/more comfortable e.g. the lamp and the chair.

### TIMING. SLIDES 11-15: 20 MINUTES

**SLIDE 11 Partner task: brainstorming.** Read out the first sentence on the slide, then give the pairs a few minutes to brainstorm their lists of careers. Feedback and record the job titles on the white board or flipchart. You can add to this as the lesson progresses.

Note: If students suggest everyday items (e.g. chairs, kettles, clocks) suggest that these are grouped under the heading of 'Product Designer'.

**SLIDE 12 Careers in design.** Add any careers not already suggested to your class list. Check that students have some understanding of what the different designers might do.

Make the point that the list is by no means exhaustive.

## Key/hinge questions

What is a designer?

What different things do designers create?

Do you recognise any of these design classics?

Have you used – or worn – any of them?

What makes a design classic?

Why is good design important?

What careers have the word 'designer' in the job title?

Are any careers listed that your class hadn't thought of?  
What do these designers plan or create?

## Measures of achievement

Students give a considered response to the questions and listen to the contributions of others.

The class is actively engaged with the quiz.

Students contribute ideas to the discussion and listen to those of others.

Students are engaged with the task and work constructively with their partners to list appropriate careers.

Students show an understanding of the different roles through their answers.

	Key/hinge questions	Measures of achievement
<p><b>SLIDES 13-14 Focus on product designers.</b> Ask for volunteers to read out the information on the slides.</p> <ul style="list-style-type: none"> <li>• Can you suggest any other skills or knowledge that product designers need?</li> <li>• Do their day-to-day tasks sound interesting?</li> <li>• Are there some that you would enjoy? Or find harder than others?</li> </ul> <p>Suggested subjects: Maths, Science, Art and Design, Design and Technology, Computing/ Computer Science/ ICT.</p> <p><b>SLIDE 15 Better by design: Activities 1 and 2.</b> Give out the Activity Sheets, one per pupil. They can discuss the tasks with a partner, then complete the first two activities individually.</p> <p>Feedback some of the suggestions for the skills, interests and useful school subjects needed for the different careers.</p> <p><b>TIMING. SLIDES 16-17: 10 MINUTES</b></p> <p><b>SLIDE 16 The value of design.</b> Ask for volunteers to read the different statistics. Emphasise the point that design is a thriving industry in the UK with lots of job opportunities.</p> <p>Suggestions for other jobs: carpenters and joiners, surveyors, engineers, architects, electricians, plumbers.</p> <p><b>SLIDE 17 An eye for colour: Activity 3.</b> Read the information on the slide to introduce the activity. Students may already be familiar with the colour wheel but, if not, check that they can identify the three primary and three secondary colours on their activity sheets, and understand what a tertiary colour is.</p> <p><b>TIMING. SLIDES 18-21: 15 MINUTES</b></p> <p><b>SLIDES 18-19 Focus on graphic designers.</b> These slides are intended as an introduction to the group task. Read through the information as a class. Ensure that students understand the range of different things graphic designers might create.</p> <p>Suggestions: posters, signs, flyers, product packaging, logos, websites, artwork for books and magazines</p> <p><b>SLIDES 20-21 Group task: design challenge and presentations.</b> Students to work in groups of 4-6. Give out the Design team challenge worksheets, one per group, and plain paper or card. Ensure that they all understand the task.</p> <p>Ideally everyone in the group should contribute to the presentations but, if time is short, they could nominate a spokesperson.</p>	<p>What do product designers do? What knowledge and skills do they need? Which of their daily tasks do you think sounds interesting? What subjects do you think are good to take at school or college if you want to be one?</p> <p>What different skills and interests are needed for different careers in design? What school subjects are useful in teaching or developing these skills? Why is it important for product designers to know who their target audience is?</p> <p>What conclusions can you draw from the statistics? What other careers use design skills?</p> <p>Why do many designers need an understanding of colour theory? What other careers do you think this would be useful in?</p> <p>What do graphic designers do? Can you suggest something a graphic designer might create?</p> <p>How can you design signs that communicate a message without any text? How will you explain your choices to the client?</p>	<p>Students use the information on the slides to answer the key questions. Students suggest appropriate school subjects to study.</p> <p>Students give thoughtful and considered responses in their completed activity sheets and demonstrate an understanding of the requirements of their target audience.</p> <p>Students draw relevant conclusions and can suggest some other careers.</p> <p>Students show evidence of a basic understanding of colour theory through their answers and completed activity sheets.</p> <p>Students use the information on the slides to explain what the role involves and make appropriate suggestions.</p> <p>The groups work as a team to develop their ideas. They demonstrate they that have understood the brief, and considered the specific requirements, when creating their signs. They present their ideas clearly and explain the reasons for their choices.</p>

OPTIONAL EXTENSION ACTIVITIES	Key/hinge questions	Measures of achievement
<p><b>SLIDE 22 Grand designs.</b> This slide is intended as an introduction to the optional extension activities.</p> <ul style="list-style-type: none"> <li>• Did you include architects in your list of other jobs that use design skills?</li> </ul> <p><b>SLIDE 23 Extension Activity 1: Design a children's play area.</b> Give out the Extension Activity 1 worksheets. Talk students through the task using the slide and the worksheet. If completing the task in the classroom, they can discuss the planning questions with a partner, before creating their individual designs.</p> <p>Note: If students do not have access to the internet in the classroom, or at home, you could discuss age-appropriate play equipment and outdoor toys as a class. Give out plain or graph paper for students to sketch their designs by hand.</p> <p><b>SLIDE 24 Extension Task 2: Design a children's playground.</b> Give out the Extension Activity 2 worksheets. Talk students through the task using the slide and the worksheet. If completing the task in the classroom, they can discuss the planning questions with a partner, before creating their individual designs.</p> <p>Note: If students do not have access to the internet in the classroom, or at home, you could discuss children's playgrounds, age-appropriate play equipment and outdoor toys as a class. Give out plain or graph paper for students to draw their designs by hand.</p> <p><b>TIMING. SLIDES 25-26: 5 MINUTES</b></p> <p><b>SLIDE 25 Opportunities for all.</b> Make the point that design companies also need people with administrative, marketing, management and financial skills and knowledge.</p> <p><b>SLIDE 19 Plenary.</b> Discuss the questions as a class. Ask students to put their hands up if they think a design career could be for them.</p> <p>Emphasise the point that there are lots of different careers in design that need different skills and interests.</p>	<p>What skills do you think architects need?</p> <p>What kinds of playground equipment and outdoor toys are suitable for pre-school children? How will your play area encourage both creative and active play?</p> <p>What kinds of playground equipment and outdoor toys are suitable for the target age range? How will your playground encourage different types of play? How will you ensure that it is safe and accessible for all children?</p> <p>What different skills and knowledge do these jobs need?</p> <p>What have you learned about different careers in the design industry today?</p>	<p>Students suggest specific skills</p> <p>Students create designs that show evidence they have considered the questions on the worksheet and met the design brief.</p> <p>Students create designs that show evidence they have considered the questions on the worksheet and met the design brief. They show an understanding of the importance of safety and of accessibility.</p> <p>Students suggest specific skills and knowledge.</p> <p>Students recall facts and information and reflect upon what they have learned.</p>
<p><b>OPTIONAL EXTENSION SLIDES</b></p> <p><b>SLIDE 27-28 Ways in and getting started.</b> These slides are optional and intended for students aged 14+. Please note that students must be 13 or over to work during the school holidays. Make the point that any experience they can get – including voluntary work – will be useful when applying for jobs or to universities and colleges.</p>	<p>Do you need a degree to get into a career in design? What are some of the different routes into the industry? What can you start doing now if you are interested in a design career? How can you find out more?</p>	<p>Students use the information on the slides to answer the questions.</p>