



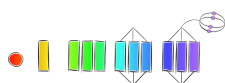
Lesson Topic :- Design Development Sequence and flow

Year Group :- Year 11

Learning Outcome

To be able to see the design development process as a flow and to understand the changes that they have made along the way.

Success Criteria Using [SOLO](#)



Uni structural	Multi structural	Relational	Extended abstract
Students can follow instructions and find their work and put it in the correct order. Identify the changes made in each development.	Students can describe the changes made in the design development timeline.	Students can explain the changes made in the design developments and relate these changes to how they have affected the design.	Students can evaluate what they learn in the design development process to imagine what their next steps are for their design work.

Links with the [New Zealand Curriculum](#)



NCEA Level 1 - Curriculum Level 6

Critically analyse their own and others' outcomes to inform the development of ideas for feasible outcomes. Undertake ongoing experimentation and functional modelling, taking account of stakeholder feedback and trialling in the physical and social environments. Use the information gained to select, justify, and develop a final outcome. Evaluate this outcome's fitness for purpose against the brief and justify the evaluation, using feedback from stakeholders.

[Key Competencies](#)

- **Thinking** - Sorting their design work into order. Understanding what changes they made and the effects those changes had on the design work.
- **Using language, symbols, and texts** - Analysis work and responding to visual changes on the work.
- **Managing self** - staying on task throughout the two parts of the activity.
- **Participating and contributing** - Sharing their work in the class community. Participating in the class discussions. Participating in the one to one discussions.
- **Relating to others** - responding to each other's work both in person and online.



											
Prior knowledge	The students have gone through parts of this process in their previous projects. This is the first time they are putting it all together in terms of thinking, designing, analysing and rendering skills. They have been making design developments on each other as full sized ergonomes and have pictures of all their models.										
Lesson Sequence 	<table border="1"> <thead> <tr> <th colspan="2" data-bbox="347 1021 919 1088">Session Outline</th></tr> </thead> <tbody> <tr> <td colspan="2" data-bbox="347 1088 919 1263"> The students are taking the photographs of their design models and putting them in a "timeline" of changes made. They are then analysing these changes to say what effect they have had on the design. </td></tr> <tr> <th data-bbox="347 1021 919 1088">Student Activity</th><th data-bbox="919 1021 1493 1088">Teacher Activity</th></tr> <tr> <td data-bbox="347 1088 919 1263"> - Sit round the front of the class and listen to teacher instruction about how to present their development work. </td><td data-bbox="919 1088 1493 1980" rowspan="3"> Explain to students that they are to present their development models as a timeline in any of the following ways :- - Print out images and stick into sketchbooks - Google drawing showing the flow - Google presentation with each step on a different page Individual help with activity as the students are working. Explain to students and go through exemplar of writing analysis notes with their design developments. - Focus on what changes have been made and what effect these changes have had. </td></tr> <tr> <td data-bbox="347 1263 919 1760"> - Students to make their development presentations on a media of their choice. - Get all the photographs that were taken of their development models that are on the Google Plus Community. - Put these photographs in time order to show changes over time. - Write analysis notes with each step outlining what effect the design changes have made on the designs. </td></tr> <tr> <td data-bbox="347 1760 919 1980"> - Get together again and listen to instructions and example for writing the analysis notes about their design development timelines. </td></tr> </tbody> </table>	Session Outline		The students are taking the photographs of their design models and putting them in a "timeline" of changes made. They are then analysing these changes to say what effect they have had on the design.		Student Activity	Teacher Activity	Sit round the front of the class and listen to teacher instruction about how to present their development work.	Explain to students that they are to present their development models as a timeline in any of the following ways :- - Print out images and stick into sketchbooks - Google drawing showing the flow - Google presentation with each step on a different page Individual help with activity as the students are working. Explain to students and go through exemplar of writing analysis notes with their design developments. - Focus on what changes have been made and what effect these changes have had.	- Students to make their development presentations on a media of their choice. - Get all the photographs that were taken of their development models that are on the Google Plus Community. - Put these photographs in time order to show changes over time. - Write analysis notes with each step outlining what effect the design changes have made on the designs.	Get together again and listen to instructions and example for writing the analysis notes about their design development timelines.
Session Outline											
The students are taking the photographs of their design models and putting them in a "timeline" of changes made. They are then analysing these changes to say what effect they have had on the design.											
Student Activity	Teacher Activity										
Sit round the front of the class and listen to teacher instruction about how to present their development work.	Explain to students that they are to present their development models as a timeline in any of the following ways :- - Print out images and stick into sketchbooks - Google drawing showing the flow - Google presentation with each step on a different page Individual help with activity as the students are working. Explain to students and go through exemplar of writing analysis notes with their design developments. - Focus on what changes have been made and what effect these changes have had.										
- Students to make their development presentations on a media of their choice. - Get all the photographs that were taken of their development models that are on the Google Plus Community. - Put these photographs in time order to show changes over time. - Write analysis notes with each step outlining what effect the design changes have made on the designs.											
Get together again and listen to instructions and example for writing the analysis notes about their design development timelines.											



	• Write notes to analyse each step of the design developments. • Put development timelines into the class G+ community. • Loom at and read the work of others.	
Resources	G suite Uploaded photographs of design development models Exemplars to discuss with the students	
Next Steps	Next Lesson This activity will go into the next 1 or 2 lessons as it needs the time taken to be Further in this project They will use this analysis to decide how to progress further with their design developments.	
Reflection and Analysis		
	What went well. Lesson Content :- It was good for the students to see the work that they have been doing layed out in a timeline. They could see what they had done and the changes that they have made along the way. They could also see what everyone else has been doing and see where they are in comparison to each other. Lesson Pacing :- The activity took a number of lessons, which was acceptable as they needed to do it thoroughly. Lesson Delivery :- I broke the instruction down into 2 sections so as to not overload them with too much all at once and so that they would remember that they had to complete. Student Understanding :- Their understanding was coming through as I was talking with them as they were completing this activity. I was able to pull out of them what they needed to write about with the questions I was asking them. Student Outcomes :- The timelines were looking good and you could clearly see the progress of the design work. What still needs work.	



	Lesson Content :- Some key words and sentence starters would have made the analysis section smoother instead of the instructions just being verbal from me.
--	---