

SAMPLE SCOPE & SEQUENCE

Design and Production, LEVEL 2

Learning Design

Below is a suggested sequence of content for Design and Production DAP215116.

This is an example only; to be used to support teachers to develop their own scope and sequence documents and associated assessment matrices that meet the learning needs of their learners.

NOTE: This course may have been amended since the development of this sample teacher resource in 2018. Please visit the [TASC website](#) for current version of the course.

Week	Focus Topics	Activities and Resources	Assessment
1	Introduction to the TASC Course course and assessment Design Process <ul style="list-style-type: none"> • Practical Projects and Design Folio • see Work Requirements in the course document (p. 8) and major project link • Design Folios examples • Students need to start a Design Journal for development of ideas for design briefs during the year Workshop or practical classroom hazards, risks and procedures <ul style="list-style-type: none"> • Health & Safety • Tools and equipment 	Course Document View Work requirements and Design Folio and major project examples Orientation and induction processes and activities for your materials area	

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2	<p>Orientation to workshop/classroom tools and equipment</p> <p>Practical production task (orientation to equipment and tools)</p> <p>For example;</p> <ul style="list-style-type: none"> • Textiles - Journal cover • Wood - machining or veneering exercise • Health & Safety • Tools and equipment <p>Begin to introduce as needed:</p> <ul style="list-style-type: none"> • Materials • Techniques and Processes 	<p>Workshop specific safety induction according to local school/college procedures including:</p> <ul style="list-style-type: none"> • Hazard and risk management procedures • Signage and Personal Protective Equipment • Job Safety Analysis (JSA) sheets • Safe Work Procedures for equipment • Safety Data Sheets where relevant 	3, 4
3	<p>Introduction to the Design Process</p> <p>Group Design Challenge</p> <p>Developing ideas using 4X4</p> <p>Design Brief I – Container brief</p> <p>Design Process: Investigation phase</p> <p>Sketching & Drawing Techniques</p> <p>Drawing Templates</p> <p>Creative Thinking - Tools to support</p>	<p>Design Process</p> <ul style="list-style-type: none"> • 30 minute group challenge <p>Design Brief</p> <p>Constraints and considerations</p> <p>Devising success criteria</p> <p>Drawing</p> <p>Graphic organisers to support</p> <ul style="list-style-type: none"> • initial ideas generation could use brainstorming and concept maps 	

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4	<p>Design factors:</p> <p>Function</p> <ul style="list-style-type: none"> ergonomics and anthropometrics form materials <p>Economic</p> <p>Aesthetics (colour, texture and shape) could be considered</p> <p>Materials investigation</p> <ul style="list-style-type: none"> Know your materials Sources of information <p>Referencing & academic integrity - TASC and school based</p>	<p>Activity 3.1 Parts 1 & 2</p> <p>Materials costing and cutting list</p> <p>Activity 2.1 - Materials</p> <p>Academic Integrity (School/College policy)</p>	1, 4, 5, 6
5	<p>Design Process: Generating phase</p> <p>Critical thinking - Tools to support Developmental drawings</p> <p>Working plans and patterns</p>	<p>Critical thinking Graphic organisers such as Plus, Minus Interesting (PMI)</p>	
6	<p>Production phase</p> <p>Ongoing reflection planning whilst making</p>	<p>Begin construction</p> <p>Complete additional JSAs if required</p> <p>Ongoing reflection undertaken in design journal</p> <p>Adjustments made to production and design based on reflection</p>	
7	Continued	Continue production and ongoing reflection and planning	1, 2, 4, 5, 6, 7, 8
8	Continued	Continue production and ongoing reflection and planning	
9	Continued	Continue production and ongoing reflection and planning	

Week	Focus Topics	Activities and Resources	Assessment
10	Appraisal phase Appraising with prompting questions - Template Option 1	Appraisal against success criteria for <ul style="list-style-type: none"> • Product • Process • Planning 	
11	Design Brief 2 – Sustainable Design – recycle, re-use or re-purpose <ul style="list-style-type: none"> • Design brief and design process stages OR <ul style="list-style-type: none"> • Design process steps and questions to think about Design factors Environmental Environmental factors – <ul style="list-style-type: none"> • Activity 3.2a • Activity 3.2b (link to project) • Activity 3.2c 	Design Brief <ul style="list-style-type: none"> • Constraints and considerations • Success criteria Design Process - in greater detail Environmental <ul style="list-style-type: none"> • General introduction • Examples from materials areas Exploration of possible materials for re-cycling and sourcing of materials Activities in 3.2	5, 6
12	Design Factors continued Aesthetic Economic Function If relevant Technology	<ul style="list-style-type: none"> • Aesthetics Activities in 3.4 • Economic – revise • Function – revise 	5, 6

Week	Focus Topics	Activities and Resources	Assessment
13	<p>Design Process: Investigation phase</p> <ul style="list-style-type: none"> • Sketching • Sources of information • Function – <ul style="list-style-type: none"> – ergonomics and anthropometrics – form – materials – aesthetics (line, texture, balance and other relevant factors) – economic – cost of materials • Sketching and drawing • Modelling, trialling or prototyping • Time plans, costing, production sequences and plans • Design decisions and reasons for selection • Presenting your ideas 	<p>Design Brief</p> <ul style="list-style-type: none"> • Graphic organisers • Initial ideas generation • brainstorming and concept maps • Generating more creative options • SCAMPER or ICICLE • Sketching and drawing • Function design factors • Aesthetic design factors 	
14	<p>Generation phase</p>	<p>Generation of design ideas</p> <ul style="list-style-type: none"> • Graphic organisers such as POOCH <p>Developmental drawings Working plans and patterns Cutting list and costing Production Plans</p> <p>Activity 1 - Gantt chart</p>	
15	<p>Production phase</p> <p>Ongoing reflection, planning</p>	<p>Begin construction</p> <p>Ongoing reflection undertaken in design journal</p> <p>Adjustments made to production and design based on reflection</p>	
16	<p>Production continued</p>	<p>Continue production and ongoing reflection and planning</p>	
17	<p>Production continued</p>	<p>Continue production and ongoing reflection and planning</p>	
18	<p>Production continued</p>	<p>Continue production and ongoing reflection and planning</p>	

Week	Focus Topics	Activities and Resources	Assessment
19	Appraisal Planning for student generated design brief for major project	Appraisal against success criteria for <ul style="list-style-type: none"> • Product • Process Design Brief Template Social factors <ul style="list-style-type: none"> • Historical or cultural precedents and influences 	
20	Design Practice & Pathways	Case study in area of specialisation	
21	Design Brief 3 Devising the design brief Student generated design brief for major project Investigation phase Social factors (continued)	Major Project– features of work requirement for course What might 'investigating' look like in the Design Folio? <ul style="list-style-type: none"> • Social factors investigation* 	Criteria 1, 2, 4, 6, 7 & 8 Criteria 3 & 5 if applicable to students' brief
22	<ul style="list-style-type: none"> • Collation of inspiration • Sources of information • Sketching • Function – <ul style="list-style-type: none"> – ergonomics and anthropometrics – form – materials – aesthetics (line, texture, balance and other relevant factors) – economic – cost of materials 	Design Brief <ul style="list-style-type: none"> • Graphic organisers • Initial ideas generation <ul style="list-style-type: none"> • brainstorming and concept maps • Generating more creative options <ul style="list-style-type: none"> • SCAMPER or ICICLE • Sketching and drawing • Function design factors • Aesthetic design factors 	

Week	Focus Topics	Activities and Resources	Assessment
23	Generation phase Implementing Projects Activity 1 Time plans, costing, production sequences and plans Select from the following templates to support planning and implementing design projects: <ul style="list-style-type: none"> • Production Plan - Gantt Chart style • Materials cutting and costing list – timber and metal • Materials and costing list – general 	Design Folio What might 'generating' look like in the design folio? <ul style="list-style-type: none"> • Sketching and drawing • Modelling, trialing or prototyping • Time plans, costing, production sequences and plans • Design decisions and reasons for selection • Presenting your ideas Tools to support students to plan and implement Generation of design ideas <ul style="list-style-type: none"> – Graphic organisers such as POOCH Developmental drawings Working plans and patterns Cutting list and costing	
24	Production phase	Begin construction	
25	Production Plans	Ongoing reflection undertaken in design journal	
26	<ul style="list-style-type: none"> • Production Journal – Option 1 • Production Journal – Option 2 	Adjustments made to production and design based on reflection	
27	Ongoing reflection, planning		
28		Continue production and ongoing reflection and planning	
29			
30		Digital photos taken during process to use in Design Folio	
31		Record of problem solving when there are design or production challenges	
32			
33	Completion of production		
34	Appraisal and completion of design folio	Appraisal against success criteria for <ul style="list-style-type: none"> • Product • Process 	

Week	Focus Topics	Activities and Resources	Assessment
35		Completion of assessment tasks	
Break			
Break			

Sample Teacher Reso

