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| Unit of study:  **Structures – Constructing a Pavilion** | | | |
| Learning Objective | DT content | Learning Outcome | Key Knowledge/Skills |
| **Can I design a Roman inspired pavilion that is strong, stable and aesthetically pleasing?** | Can I design a stable pavilion structure that is aesthetically pleasing and selecting materials to create a desired effect?  Can I build frame structures designed to support weight?  Can I create a range of different shaped frame structures?  Can I make a variety of free standing frame structures of different shapes and sizes?  Can I select appropriate materials to build a strong structure and cladding?  Can I reinforce corners to strengthen a structure?  Can I create a design in accordance with a plan?  Can I evaluate structures made by the class?  Can I learn to create different textural effects with materials?  Can I describe what characteristics of a design and construction made it the most effective?  Can I consider effective and ineffective designs?  Can I understand what a frame structure is? | Can I research traditional Roman pavilions?  Can I make observations about their design features?  Can I design and plan my own free standing structure?  Can I select appropriate materials to build a strong structure?  Can I consider how to reinforce corners to strengthen my pavilion structure?  Can I follow my plan to build a free standing structure?  Can I evaluate the effectiveness of my pavilion? | Children understand that a pavilion is an architectural term, referring to lightweight enclosures.  Children can use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.  Children can generate, develop, model and communicate their ideas through discussion and annotated sketches.  Children can select from a wide range of materials and components to develop their design.  Children understand the meaning of a free-standing structure.  Children can decorate a structure to be aesthetically pleasing. |
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