

# Lesson Plan

<b>Date</b>	
<b>Period</b>	
<b>Class</b>	Year 9
<b>Lesson</b>	Lesson 4 – 3D Design

<b>Context of the lesson</b> Where this fits into the “Big Picture”	In this unit students supplement their knowledge of working with and creating 3D designs using a software application called ‘Google Sketchup’. The skills that they learn during these lessons can be transferred to DT lessons to support further 3D and CAD design projects.	
<b>MLO for this lesson.</b> What will pupils know/understand by the end of the lesson (teacher)	<p><i>Know:</i> how to use an increasingly wide range of tools within a 3D design application</p> <p><i>Understand:</i> how to translate a 2D sketch on paper into a 3D design on the computer</p> <p><i>Be able to:</i> become more confident in their use of a 3D design application</p>	
<b>MLO for this lesson.</b> What will pupils have achieved by the end of the lesson (pupil)	<p><i>All pupils will:</i> Have completed at least one house of the future</p> <p><i>Most pupils will:</i> Have a designed a number of houses as part of their ‘street of the future’</p> <p><i>Some pupils will:</i> Have begun to use dynamic components or have downloaded and incorporated some elements from <a href="http://sketchup.google.com/3dwarehouse/">http://sketchup.google.com/3dwarehouse/</a></p>	
<b>Teacher input/Activities.</b> What the pupils should undertake with approximate timings.	<p><u>Starter</u> Give students a scrap of paper and ask them to find the ‘odd one out’ from the terms displayed on ‘odd one out.ppt’. Ask them to also write down the reason why they think that their choice was the odd one out.</p> <p><u>Teacher instructions</u> Ask students to remind you about what they did last week.</p> <p>Remind students that they will need their ‘street of the future’ paper designs and inform them that they have the rest of the lesson and homework to complete their street design.</p> <p><u>Individual task</u> Students should log on, open Sketchup and work towards completing their street of the future design task.</p> <p>Offer help and assistance as required.</p>	<p>7.5 mins</p> <p>5 mins</p> <p>40 mins</p>
<b>Review/Summary</b> At least 5 minutes before end.	Work with a different student to last week and look at one another’s designs. Identify two things that are particularly good about their partner’s design. Provide constructive feedback about two things that could be improved upon or added to the design.	7.5 mins
<b>Extension work</b>	Create components such as furniture, outdoor objects etc and add to their design. Investigate the use of ‘dynamic components’ for use in Google Sketchup Investigate <a href="http://sketchup.google.com/3dwarehouse/">http://sketchup.google.com/3dwarehouse/</a> and see if there are any components which they could download and use.	
<b>Homework</b>	Complete 30 more minutes on their design and print it out in black and white. Bring their printed design to the next lesson to hand in for marking.	
<b>Materials required</b>	Odd one out.ppt	

*You may:*

- Guide teachers or students to access this resource from the [teach-ict.com](http://teach-ict.com) site
- Print out enough copies to use during the lesson

*You may not:*

- Adapt or build on this work
- Save this resource to a school network or VLE
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