

Teacher(s): Ms Ray Power-James

Faculty: *Design and Technology*

Unit Duration: Semester 1, 2024

The **Australian Curriculum Achievement Standards** Design & Technology reflects the distinctive practices of each subject area, and with learning in an increasingly technological and complex world, it is important to develop knowledge and confidence to critically analyse and creatively respond to design challenges. Knowledge, understanding and skills involved in the design, development and use of technologies are influenced by and can play a role in enriching and transforming societies and our natural, managed and constructed environments.

Design and Technologies actively engages students in creating quality designed solutions for identified needs and opportunities across a range of technologies contexts. Students manage projects independently and collaboratively from conception to realisation. They apply design and systems thinking and design processes to investigate ideas, generate and refine ideas, plan, produce and evaluate designed solutions. They develop a sense of pride, satisfaction and enjoyment from their ability to develop innovative designed products, services and environments.

Through the practical application of technologies including digital technologies, students develop dexterity and coordination through experiential activities. Design and Technologies motivates young people and engages them in a range of learning experiences that are transferable to family and home, constructive leisure activities, community contribution and the world of work

Australian Curriculum Achievement Standard: By the end of Year 8 students explain how people design, innovate and produce products, services and environments for preferred futures. For each of the 4 prescribed technologies contexts they explain how the features of technologies impact on design decisions, and create designed solutions based on analysis of needs or opportunities. Students create and adapt design ideas, processes and solutions, and justify their decisions against developed design criteria that include sustainability. They communicate design ideas and solutions to audiences using technical terms and graphical representation techniques, including using digital tools. They independently and collaboratively document and manage production processes to safely produce designed solutions.

Unit Description:

Throughout this unit students will be investigating and implementing the human centred design process to produce a range of textile projects. They will also be learning the meta language of the subject. This unit of study will take advantage of and integrate the cross curricular subjects of literacy, technology and maths to produce their design solution. The important components in this semester of study will be workshop safety, utilising the Design Process to guide designs and the practical component of the safe use of hand tools and machinery. They will also have the opportunity to explore a variety of techniques and processes in order to produce their creations. Specific skills explored in this unit will be different seam types, following a pattern and adding creative touches with printing and applique.

Essential Learning Outcomes developed from the Achievement Standards of the Australian Curriculum:

1. Explains how the features of technologies impact on design decisions, and creates designed solutions based on analysis of needs or opportunities V9.DST.8.02
2. Creates and adapts design ideas, processes and solutions, and justifies their decisions against developed design criteria that include sustainability. V9.DST.8.03
3. Communicates design ideas and solutions to audiences using technical terms and graphical representation techniques, including using digital tools. V9.DST.8.04
4. Independently and collaboratively documents and manages production processes to safely produce designed solutions V9.DST.8.05

Materials and Equipment Required: Students are expected to arrive at every class with a class book/folder to write notes for that subject, a writing instrument and a Chromebook or similar, appropriate electronic device. Students are required to provide the following additional materials and equipment: ***Visual Diary or workbook and Pincushion (which can be made in class)***

Absences from Class: Students who miss classes due to absence or excursions must negotiate with the class teacher to catch up missed work.

Use of IT in Class: A Google Classroom has been set up for this class. The code is **7dz6p6a**. Students will be required to log into this Google Classroom regularly to access course material. Students must bring their Chromebook to all lessons, however, the use of these devices in class will be at the discretion of the teacher.

Homework: Any homework will be directly related to instruction and course requirements, will be assessed appropriately and may impact upon student grades. Examples of homework may include; catch up on missed classwork, revision of classwork, study for tests, assignment work, or preparation for a class presentation.

Late Work: Extensions may be negotiated with individual teachers before the due date

Plagiarism: Plagiarism is copying or using another's work and claiming it as your own. This includes copying, cutting and pasting text or using ideas directly from a text, the internet or some other source without appropriate referencing. If this happens, work may not be graded and students will be asked to discuss the assessment with the classroom teacher and Executive Teacher for that subject. Parents may be contacted as part of this process.

Assessment Portfolio: This contains evidence of work from the opportunities the students have been provided to demonstrate elements of the achievement standard.

Portfolio Assessment Tasks for this subject will include:

	Week / Date Due	Essential Learning
1. Safety – WHS worksheets	3	4
2. Practical Task 1 (pincushion)	3	1,2,3,4
3. Practical Task 2 (Plain and French Seams)	5	1,2,3,4
4. Safety – Ongoing observation of Workshop Practices	Ongoing	1,2,3,4
5. Practical Task 3 (Tote Bag)	6	4
6. Practical Task 4 (Monster Soft Toy)	8	1,2,3,4
7. HCD Project (simple boxers/soft toy/wearable yarn item)	14	1,2,3,4
8. Class Theory Work– HCD Process, Fibre Studies, Fabric waste, Reflection tasks (ongoing)	Weeks 6, 12 & 15	1,2,3

A-E Reporting Grade Descriptors These are the grades and grade descriptors for reporting at the end of each Semester.

A Demonstrating **excellent** achievement of what is expected (Consistently achieving a proficiency level of 4 or above in each of the Essential Learnings)

B Demonstrating a **high** achievement of what is expected (Consistently achieving a proficiency level of between 3 and 4 in each of the Essential Learnings)

C Demonstrating **satisfactory** achievement of what is expected (Achieving a proficiency level of 3 across the Essential Learnings)

D Demonstrating **partial** achievement of what is expected (Achieving a proficiency of between 1 and 3 across the Essential Learnings)

E Demonstrating **limited** achievement of what is expected (Achieving a proficiency of 1 or less in each of the Essential Learnings)

S **Status** is awarded where unavoidable circumstances have prevented assessment. Must be negotiated with the Principal.

Grade Descriptors and the "C" grade

In ACT public schools the Australian Curriculum Achievement Standard is aligned with a 'C' grade. The 'C' grade indicates that your child has demonstrated a satisfactory level of knowledge, understanding and skill in relation to the Achievement Standard.

Appeals

A student must initiate an appeal for any grade with their subject teacher. If a student is dissatisfied with that initial process, they must pursue further appeal through the Faculty Executive Teacher for that subject.

Executive Teacher

Michelle Coleman

27/01/2024