

# Lanyon High School



## Design and Construction

Identify curriculum	Achievement standard	<p>By the end of Year 10, students explain how people working in design and <b>technologies</b> occupations consider factors that impact on design decisions and the <b>technologies</b> used to produce products, services and environments. They identify the changes necessary to designed solutions to realise <b>preferred futures</b> they have described. When <b>producing</b> designed solutions for identified needs or opportunities, students evaluate the <b>features</b> of <b>technologies</b> and their appropriateness for purpose for one or more of the <b>technologies contexts</b>.</p> <p>Students create designed solutions for one or more of the <b>technologies contexts</b> based on a critical evaluation of needs or opportunities. They establish detailed <b>criteria for success</b>, including sustainability considerations, and use these to evaluate their ideas and designed solutions and processes. They create and connect design ideas and processes of increasing complexity and justify decisions. Students communicate and document projects, including marketing for a range of audiences. They independently and collaboratively apply sequenced production and management plans when <b>producing</b> designed solutions, making adjustments to plans when necessary. They select and use appropriate <b>technologies</b> skilfully and safely to produce high-quality designed solutions suitable for the intended purpose.</p>	
Teaching and learning	Term overview	<p style="text-align: center;"><b>Semester 1</b></p> <p>Understanding</p> <p>Risks in the workshop Hierarchy of controls Safety Design Process Portfolio of joins - Continuation of development of joins Finger join, end rebate, stopped rebate</p> <p>Skills</p> <p>Construction Skills Measuring, marking and cutting Hand tool use - tennon saw, coping saw, chisel, set square, marking gauge hand held sander Machinery use - disc sander, drill, press, spindle sander, band saw Finger joins, stopped rebate, through rebate, end rebate</p> <p>Projects - Shelving Unit UpCycled Clock Community project</p>	<p style="text-align: center;"><b>Semester 2</b></p> <p>Understanding</p> <p>Risks in the workshop Hierarchy of controls Safety Booklet Design Process Portfolio of joins - Continuation of development of joins Finger join, end rebate, through rebate, stopped rebate</p> <p>Skills</p> <p>Construction Skills Measuring, marking and cutting Hand tool use - tennon saw, coping saw, chisel, set square, marking gauge hand held sander Machinery use - disc sander, drill, press, spindle sander, band saw Finger joins, stopped rebate, through rebate</p> <p>Projects - plantar box Toy design project Outdoor furniture</p>
	General capabilities & Cross curriculum priorities		
	Key to general capabilities and cross-curriculum priorities	<p>  Literacy                Numeracy                ICT capability                Critical and creative thinking                Ethical behaviour                Personal and social capability                Intercultural understanding   Aboriginal and Torres Strait Islander histories and cultures                Asia and Australia's engagement with Asia                Sustainability         </p>	

Develop assessment	Assessment	Term 1		Term 2	
		Week	Assessment instrument	Week	Assessment instrument
		Week 2	Risk Assessment Information sheet - Process	14	Upcycled Clock Google search term 'Upcycled Clock ideas'
		Ongoing	Practice joins portfolio	19	Community project
		Ongoing	Safe working practices		
Make judgments and use feedback	Moderation				