

Lanyon High School



Furnishing

Identify curriculum	Achievement standard	<p>By the end of Year 10, students explain how people working in design and technologies occupations consider factors that impact on design decisions and the technologies used to produce products, services and environments. They identify the changes necessary to designed solutions to realise preferred futures they have described. When producing designed solutions for identified needs or opportunities, students evaluate the features of technologies and their appropriateness for purpose for one or more of the technologies contexts.</p> <p>Students create designed solutions for one or more of the technologies contexts based on a critical evaluation of needs or opportunities. They establish detailed criteria for success, 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 producing designed solutions, making adjustments to plans when necessary. They select and use appropriate technologies skilfully and safely to produce high-quality designed solutions suitable for the intended purpose.</p>	
Teaching and learning	Semester overview	<p style="text-align: center;">Semester 1</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, 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, trimmer, router, plunge router Machinery use - disc sander, drill, press, spindle sander, band saw, kreg jig Finger joins, stopped rebate, through rebate, end rebate, dowel joints,</p> <p>Projects - Step stool Breakfast tray Community project</p>	<p style="text-align: center;">Semester 2</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, 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, dowel joints, kreg jig</p> <p>Projects Adirondack chair, bench seat, coffee table</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>	

	Assessment	Term 1		Term 2	
		Week	Assessment instrument	Week	Assessment instrument
Develop assessment		Week 2	Risk Assessment Safety Test	15	Breakfast tray
		Ongoing	Practice joins portfolio	18	Adirondack chair, bench seat, coffee table
		Week 10	Step Stool		
		Ongoing	Joins portfolio	Ongoing	Joins portfolio
		Ongoing	Safe working practices	Ongoing	Safe working practices
Make judgments and use feedback	Moderation	Teachers moderate assessment task to ensure consistency of judgement		Teachers moderate assessment task to ensure consistency of judgement	