

Lanyon High School



Textiles and Design

Identify curriculum	Achievement standard	<p>By the end of Year 10, students explain how people working in design and technology occupations consider factors that impact on design decisions and the technologies used to produce products, services and environments. They identify the changes necessary to design 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 design 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> <p>Semester 1 Semester 2</p>													
Teaching and learning	Term overview	<p style="text-align: center;">Semester 1</p> <p>Understandings</p> <ul style="list-style-type: none"> • Elements of design and the design process • Safety requirements and safe work practice • traditional fabric making techniques • Sustainability in textiles industry <p>Skills</p> <ul style="list-style-type: none"> • Machine stitching • Hand sewing skills • Project • Create detailed sketches of designed solutions 													
	Cross curriculum priorities General capabilities														
	Key to general capabilities and cross-curriculum priorities														
Develop assessment	Assessment	<p style="text-align: center;">Week</p>	<p style="text-align: center;">Assessment</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">3</td> <td>Design Folio 1 - Series of Skill Samples</td> </tr> <tr> <td style="text-align: center;">8</td> <td>Design Folio 2 - Boxer Shorts</td> </tr> <tr> <td style="text-align: center;">9</td> <td>Test</td> </tr> <tr> <td style="text-align: center;">13</td> <td>Design Folio 3 - Tie Dye T-Shirt</td> </tr> <tr> <td style="text-align: center;">18</td> <td>Design Folio- Own Project</td> </tr> <tr> <td style="text-align: center;">18</td> <td>Evaluation</td> </tr> </table>	3	Design Folio 1 - Series of Skill Samples	8	Design Folio 2 - Boxer Shorts	9	Test	13	Design Folio 3 - Tie Dye T-Shirt	18	Design Folio- Own Project	18	Evaluation
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Make judgments and use feedback	Moderation	Teachers moderate assessment task to ensure consistency of judgment
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