Lanyon High School

Year 8 Design and Technology - Woodwork 2024

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<tr><td>Curriculum</td><td>Achievement standard</td><td colspan="2">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.</td></tr>
<tr><td rowspan="2">Teaching and learning</td><td>Term overview</td><td colspan="2">Term 1 and 2

Unit Overview
Throughout the semester, students will have the opportunity to master technical drawing skills to industry standards. Opportunities to develop joint-making and project construction abilities, focusing on precise measuring, marking, and cutting of timber using hand tools like pencils, tenon saws, planes, chisels will be presented. Students practice cutting various timber joints through project work, such as rebates, half laps, and dovetails, emphasizing safety and sustainability in their work.

Opportunities for student learning include:
● Understanding Materials: Students learn about timber and its properties.
● Safety Procedures: Including the proper use of tools and equipment, handling of materials, and adherence to safety protocols.
● Design Process: Students engage in the design process, reflecting and refining their designs based on feedback and evaluation.
● Technical Skills: Students develop practical skills in woodworking techniques such as measuring, cutting, shaping, joining, and finishing wood.
● Problem-Solving: Through hands-on projects, students encounter challenges and learn to problem-solve, troubleshoot, and adapt their approaches as needed.
● Environmental Awareness: Students may learn about sustainable practices in woodworking, including the use of environmentally friendly materials, recycling, and minimizing waste.
● Historical and Cultural Contexts: Students explore the historical and cultural significance of woodworking traditions, techniques, and designs.
● Collaboration and Communication: Projects may involve collaboration with peers, teachers, and other stakeholders, requiring effective communication and teamwork skills.

Understandings and skills
● Production of working technical drawings that meet industry standards
● Portfolio of skills- Continuation of development of joints and drawings
● Construction Skills - Measuring, marking and cutting timber
● Hand tool use - pencil, tennon saw, plane, chisel, mallet, Hammer, set square, marking gauge
● Cutting a range of timber joints may include: Rebate, Half Lapped, Tee Halving, Dove Tee Halving, Pin joints, Dovetail, mortise and tennon.</td></tr>
<tr><td>Cross curriculum priorities and General capabilities</td><td colspan="2">Literacy Numeracy ICT capability Critical and creative thinking Personal and social capability Aboriginal and Torres Strait Islander histories and cultures</td></tr>
<tr><td>Assessment</td><td>Evidence types
Teachers will make judgements and provide feedback throughout the semester</td><td colspan="2">Teachers make judgments about evidence of student learning against the Australian Curriculum achievement standard. During moderation processes, teachers engage in professional conversations to share their observations and judgments about evidence in student work. Schools and school clusters conduct moderation to improve the consistency, comparability and defensibility of teacher judgments, to ensure teacher judgments are as valid, reliable and fair as possible.</td></tr>
<tr><td></td><td></td><td>week 1-2 and ongoing</td><td>Safety in and around the workshop/classroom.</td></tr>
<tr><td></td><td></td><td>week 5</td><td>Technical Drawing Portfolio</td></tr>
<tr><td></td><td></td><td>week 6</td><td>Timber joint portfolio.</td></tr>
<tr><td></td><td></td><td>week 8</td><td>Literacy tasks including an assignment on relevant Design and Technology topics.</td></tr>
<tr><td></td><td></td><td>week 10-11</td><td>Timber projects (may include but not limited to, timber puzzles and boxes)</td></tr>
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