

---

# **Technology (mandatory)**

## **Years 7–8 Syllabus**

Stage 4

**Fibre landscape**



**Stage 4 – Technology (mandatory)**

Fibre landscape

<p><b>Length of unit:</b> 20 weeks (50 hours) <b>Area of study:</b> Built environments <b>Design specialisation:</b> Interior design <b>Technology/ies:</b> Media materials technologies</p>	<p><b>Focus outcomes</b></p> <p>4.1.2 describes factors influencing design in the areas of study of Built Environments, Products, and Information and Communications</p> <p>4.1.3 identifies the roles of designs and their contribution to the improvement of the quality of life.</p> <p>4.2.1 generates and communicates creative design ideas and solutions</p> <p>4.2.2 selects, analyses, presents and applies research and experimentation from a variety of sources</p> <p>4.3.1 applies a broad range of contemporary and appropriate tools, materials and techniques with competence in the development of design projects.</p> <p><b>Contributing outcomes</b></p> <p>4.1.1 applies design processes that respond to need and opportunities in each design project</p> <p>4.3.2 demonstrate responsible and safe use of a range of tools, materials and techniques in each design project</p> <p>4.5.1 applies management processes to successfully complete design projects</p> <p>4.5.2 produces quality solutions that respond to identify needs and opportunities in each design project</p> <p>4.6.1 applies appropriate evaluation techniques throughout each design project</p> <p>4.6.2 identifies and explains ethical, social, environmental and sustainability considerations related to design projects.</p>
<p><b>Unit description</b></p> <p>In this unit of work students will design, produce and evaluate a wall-hanging using a variety of materials. Inspiration for the design will come from the local landscape. The theme of the work may tell a story, represent natural features, flora and fauna of local area or depict an aspect of the day to day life in the landscape. The students will explore Aboriginal people’s knowledge of the local environment and its resources, and how they apply this knowledge to their cultural practices and design work.</p> <p><b>Design project:</b> Students design, produce and evaluate a quality wall-hanging that reflects the local landscape. The work should use textiles and mixed materials and be developed using a design process.</p> <p><b>Aboriginal perspectives</b></p> <ul style="list-style-type: none"><li>• Use of natural materials</li><li>• Living with the environment</li><li>• Identification and knowledge of local geographical features, flora, fauna</li><li>• Gender roles</li><li>• Sources of inspiration and design considerations for Aboriginal artists and designers</li></ul>	

## Stage 4 – Technology (mandatory)

### Fibre landscape

#### Resources

##### *Local community resources:*

- Elders and community members
- local craftspeople, artists, fishermen

##### *Web resources:*

- History of Aboriginal and Torres Strait Islander Textiles, Powerhouse Museum, Sydney  
[www.powerhousemuseum.com/hsc/paperbark/history.htm](http://www.powerhousemuseum.com/hsc/paperbark/history.htm)
- Kemarre Arts ACT Indigenous Textile Artists Group  
[www.kemarrearts.com.au/ITAG.htm](http://www.kemarrearts.com.au/ITAG.htm)
- *Textiles and tactility*, Brenda Croft, National Gallery of Australia  
[www.nga.gov.au/Exhibition/Tactility/Default.cfm?MnuID=6&Essay=1](http://www.nga.gov.au/Exhibition/Tactility/Default.cfm?MnuID=6&Essay=1)
- Living Knowledge, Saltwater people of the NSW South Coast,  
[http://livingknowledge.anu.edu.au/learningsites/kooricoast/01\\_welcome.htm](http://livingknowledge.anu.edu.au/learningsites/kooricoast/01_welcome.htm)
- 

##### *Published resources:*

- Aboriginal and Torres Strait Islander Commission, *Indigenous Australia [kit] Culture and Society: tools, weapons and utensils; carving and sculpture; Australian languages; hunting and gathering; fibre crafts; bush food; rock art. Aboriginal People of: NSW, Victoria, NT, SA, Tasmania*, ATSIC, 1993
- Barlow, Alex, *Fibre craft: Aboriginal technology*, Macmillan Education, 1994
- Bruce, Linda and Jim Hilvert-Bruce, *Arts and Craft of Indigenous Australia series*, Macmillan, 2004
- Keep, Elizabeth, *Textiles at work: an introduction to fibre, fabric, function and form*, Oxford University Press, 1992
- Nugent, Mary-Lou for Desert the Association of Central Australian Art and Craft Centres, *Putting in the Colour, Contemporary Aboriginal textiles*, Jukurrpa Books, 2000
- Schlencher-Waddell, J.S., *Resources for Living*, Macmillan Australia, 1988

**Stage 4 – Technology (mandatory)**

Fibre landscape

**Fibre landscape**

20 weeks (50 hours)

Outcomes	Students learn about: <i>Students learn to:</i>	Integrated learning experiences, instruction and assessment	Evidence of learning/ Feedback
4.1.1	<ul style="list-style-type: none"> <li>• design processes including                             <ul style="list-style-type: none"> <li>– analysing needs, problems and opportunities</li> <li>– establishing criteria for success</li> <li>– researching</li> <li>– generating creative ideas</li> <li>– communicating ideas</li> <li>– experimenting and testing ideas</li> <li>– risk management</li> <li>– managing resources</li> <li>– producing design solutions</li> <li>– evaluating ideas and solutions</li> </ul> </li> <li>• <b><i>establish a design process that responds to an identified need and opportunity</i></b></li> <li>• <b><i>apply a design process when developing quality solutions for each design project</i></b></li> <li>• <b><i>establish criteria for successful achievement of needs and opportunities</i></b></li> <li>• <b><i>record design processes and decision making in a design folio for each design project.</i></b></li> <li>• <b><i>apply criteria for success in decision making during the development of each design project.</i></b></li> </ul>	<p><b>Analysing problems, needs and opportunities</b></p> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>• outlines the design task for this unit of work: <i>You are to design, produce and evaluate a wall-hanging using a variety of materials. Inspiration for your design will come from the local landscape. The theme of the work may tell a story, represent natural features, flora and fauna of local area or depict an aspect of the day-to-day life in the landscape.</i></li> <li>• introduces the Aboriginal perspectives of the unit: <i>In this unit of work you will explore Aboriginal people’s knowledge of the local environment and its resources, and how they apply this knowledge to cultural practices and design work.</i></li> <li>• introduces the concept of mixed materials and outlines tasks to be undertaken, mediums to be used, skills to master, assessment tasks, experimentation, project and design folio</li> <li>• provides annotated exemplars and work samples that illustrate high quality student performance based on criteria for success.</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• discuss prior knowledge of mixed materials and their use in wall-hangings</li> <li>• develop a glossary of subject terminology</li> <li>• negotiate the project to be completed within the parameters defined</li> <li>• discuss and establish the criteria for success.</li> </ul>	<p>Students’ contributions to class discussions demonstrate their understanding of mixed materials, the design project for this unit of work and the criteria for success.</p> <p>Students accurately record subject terminology in their folio.</p> <p>Students record appropriate criteria for success in their design folio.</p>

**Stage 4 – Technology (mandatory)**

Fibre landscape

Outcomes	Students learn about: <i>Students learn to:</i>	Integrated learning experiences, instruction and assessment	Evidence of learning/ Feedback
4.6.1  4.1.1  4.2.1	<ul style="list-style-type: none"> <li>• developing criteria for success as a tool for assessing design development and production</li> <li>• needs and opportunities in the areas of study</li> <li>• <i>identify needs and opportunities that require solutions in the areas of study</i></li> <li>• use of design folio to record and reflect on design ideas and decisions</li> <li>• <i>use a design folio to record and reflect on design ideas and decisions</i></li> </ul>	<p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>• leads class discussion to review the process of designing, producing and evaluating</li> <li>• provides example set of accessory items (personal accessories and/or accessories for the home) to facilitate class discussion on characteristics of a well-designed item, focusing on how it satisfies a need or responds to an opportunity.</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• summarise the process of designing, producing and evaluating</li> <li>• record the summary information in their design folio</li> <li>• discuss in small groups what makes a ‘good’ design and share responses to range of example accessory items.</li> </ul>	<p>Students accurately summarise the design process.</p> <p>Students provide suitable explanations/reasons for their assessment of items which are well-designed.</p>
4.1.2	<ul style="list-style-type: none"> <li>• factors affecting design               <ul style="list-style-type: none"> <li>– function</li> <li>– aesthetics</li> <li>– human form</li> <li>– scale</li> <li>– ergonomics</li> <li>– ethical</li> <li>– environmental</li> <li>– legislation incl. OHS</li> <li>– cost</li> <li>– socio-cultural</li> <li>– resource availability</li> </ul> </li> </ul>	<p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>• organises a visit from a local Aboriginal artist/designer or refers students to a relevant website.</li> <li>• arranges for the guest speaker/websites to cover topics including:               <ul style="list-style-type: none"> <li>– aesthetics, sources of inspiration for their work</li> <li>– techniques and resources used</li> <li>– ethics and protocols related to Indigenous art and design</li> <li>– cultural considerations and design solutions</li> <li>– the processes he/she uses when creating designs.</li> </ul> </li> </ul>	

**Stage 4 – Technology (mandatory)**

Fibre landscape

Outcomes	Students learn about: <i>Students learn to:</i>	Integrated learning experiences, instruction and assessment	Evidence of learning/ Feedback
<p>4.1.1</p> <p>4.6.2</p>	<ul style="list-style-type: none"> <li>– physical and material properties</li> <li>– safety</li> <li>• <i>examine factors affecting design in the areas of study of Built Environments, Products, and Information and Communications</i></li> <li>• <i>describe the factors affecting design in the development of each design project</i></li> <li>• <i>evaluate the appropriateness of specific design solutions for different cultural groups including Aboriginal and Torres Strait Islanders and other Indigenous peoples</i></li> <li>• identify a design process used by a designer</li> <li>• design processes used by designers</li> <li>• <i>identify ethical, social, and environmental and sustainability considerations relevant to each design project</i></li> <li>• ethical and responsible design</li> </ul>	<p><b>Class:</b></p> <ul style="list-style-type: none"> <li>• discuss sources of inspiration, techniques used by the artist, scope of work, functional and aesthetic aspects of the designs.</li> <li>• discuss the ethical issues and observation of protocols, eg acknowledging use of symbols.</li> <li>• Think-Pair-Share one aspect of the visit with other students.</li> </ul> <p><b>Assessment Activity 1</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• develop a case study of an Indigenous artist (either the local guest speaker arranged by the teacher or through internet research)</li> <li>• illustrate the case study with examples of the artist’s work.</li> <li>• evaluate the appropriateness of the design solutions for the intended use.</li> </ul>	<p>Students’ response to the guest speaker, their own research and their participation in class discussions demonstrate understanding of design processes, responsible design and key factors affecting design.</p> <p>Each student’s written case study and presentation in the folio shows their understanding of design processes, responsible design and key factors affecting design. Teacher provides written feedback to students on case study.</p>
<p>4.1.3</p> <p>4.3.1</p>	<ul style="list-style-type: none"> <li>• relationship of design to the areas of study of Built Environments, Products, and Information and Communications</li> <li>• <i>identify relationships of design to each area of study</i></li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• the use of materials in traditional and non-traditional ways</li> </ul>	<p><b>Researching, generating and communicating design ideas</b></p> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>• organises visit from local craftspeople/artisans/fishermen, including: <ul style="list-style-type: none"> <li>– explanation of collection use natural fibres and materials</li> <li>– demonstration of techniques of weaving and knotting</li> <li>– discussion of gender roles in these activities</li> <li>– comparison of construction of traditional fish traps from fibrous sources in the local area.</li> </ul> </li> </ul>	

**Stage 4 – Technology (mandatory)**

Fibre landscape

Outcomes	Students learn about: <i>Students learn to:</i>	Integrated learning experiences, instruction and assessment	Evidence of learning/ Feedback
4.3.1	<ul style="list-style-type: none"> <li>• <i>identify how materials have been used in innovative and non-traditional ways</i></li> <li>• <i>experiment with traditional and non-traditional techniques</i></li> </ul> <p><b>Techniques</b></p> <ul style="list-style-type: none"> <li>• traditional and non-traditional techniques used for               <ul style="list-style-type: none"> <li>– cutting</li> <li>– shaping a variety of materials</li> <li>– joining different materials</li> <li>– finishing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• prepares fact sheets and comprehension questions for jigsaw reading activity. Each sheet contains information about the properties and uses of a specific material and/or technique.</li> </ul> <p><b>Class:</b></p> <ul style="list-style-type: none"> <li>• discuss how local Aboriginal people use the land for fibre crafts, including methods of gathering, preparing and making yarn/fabric, and colouration.</li> <li>• discuss the role of men and women in various activities, eg gathering raw materials, dyeing, weaving, knotting, making items and production of nets</li> <li>• participate in jigsaw activity to investigate and compare the properties of materials for knotting and weaving, eg strength, absorbency, elasticity, aesthetics, which make these fabrics suited to end use.</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• experiment and produce a sample of weaving on a frame and knotting using a traditional methods of construction – two sticks in the ground and heavy string/macramé.</li> </ul>	<p>Class discussion and responses show students understanding of the materials, tools and techniques used and demonstrated by local community members. Teacher and guest speaker(s) provide oral feedback during discussion.</p> <p>Students complete comprehension questions accurately and participate in jigsaw activity to share information about properties of materials.</p> <p>Students’ experimentation demonstrates their understanding of materials, tools and techniques.</p>
4.2.2	<ul style="list-style-type: none"> <li>• research methods               <ul style="list-style-type: none"> <li>– needs analysis</li> <li>– surveys and interviews</li> <li>– searching techniques including use of the internet</li> </ul> </li> </ul>	<p><b>Students:</b></p> <p>Form groups and use the internet and other sources to:</p> <ul style="list-style-type: none"> <li>• research details of one of a range of mixed materials, including:               <ul style="list-style-type: none"> <li>– its properties: what it looks like, feels like, smells like</li> </ul> </li> </ul>	<p>Group work activity demonstrates students’ research skills using ICT and their ability to play a productive role</p>

**Stage 4 – Technology (mandatory)**

Fibre landscape

Outcomes	Students learn about: <i>Students learn to:</i>	Integrated learning experiences, instruction and assessment	Evidence of learning/ Feedback
	<ul style="list-style-type: none"> <li>• <i>use effective research methods to identify needs and opportunities and locate information relevant to the development of each design project</i></li> <li>• <i>use the internet when researching</i></li> </ul>	<ul style="list-style-type: none"> <li>– the history and uses of the material and range available</li> <li>– tools appropriate to use with this material</li> <li>– preparation of the material</li> <li>– techniques for construction appropriate for this material and</li> <li>– appropriate decorative techniques.</li> <li>• examine a number of items that use mixed materials.</li> </ul> <p>Each group presents its research findings to the class.</p>	<p>in a group setting.</p> <p>Teacher provides written feedback to students on group investigation report.</p>
4.2.2	<ul style="list-style-type: none"> <li>• research methods               <ul style="list-style-type: none"> <li>– needs analysis</li> <li>– surveys and interviews</li> <li>– searching techniques including use of the internet</li> </ul> </li> <li>• <i>use effective research methods to identify needs and opportunities and locate information relevant to the development of each design project</i></li> <li>• <i>identify solutions to other similar needs and opportunities</i></li> </ul>	<p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>• arranges for an Aboriginal community member to lead the class on a nature walk in the local area.</li> </ul> <p><b>Class:</b></p> <ul style="list-style-type: none"> <li>• participates in the nature walk looking at local geographical features and native flora and fauna</li> <li>• discusses the local landscape referring to the area in which we live and highlighting the natural features which can be a source of inspiration for design ideas.</li> </ul>	<p>Students locate information and identify sources of inspiration which are relevant to the development of their design project.</p>
4.2.1	<ul style="list-style-type: none"> <li>• methods used to generate creative design ideas including               <ul style="list-style-type: none"> <li>– mind mapping</li> <li>– brainstorming</li> <li>– sketching and drawing</li> <li>– modelling</li> <li>– experimenting and testing</li> </ul> </li> <li>• <i>use a variety of methods to generate creative design ideas for each design project</i></li> </ul>	<p><b>Assessment activity 2</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• sketch flora, fauna and other natural features found on the nature walk</li> <li>• annotate design ideas in their folio</li> <li>• use sketches to generate four different design ideas for surface decoration</li> <li>• evaluate each design idea, eg by conducting a Plus-Minus-Interesting (PMI) assessment of each</li> <li>• refine design ideas.</li> </ul>	<p>Student sketching and refinement of ideas demonstrate their understanding of the methods of generating creative design ideas.</p> <p>Teacher provides written feedback to students on the assessment activity.</p>



**Stage 4 – Technology (mandatory)**

Fibre landscape

Outcomes	Students learn about: <i>Students learn to:</i>	Integrated learning experiences, instruction and assessment	Evidence of learning/ Feedback
	<ul style="list-style-type: none"> <li>– shaping a variety of materials</li> <li>– joining different materials</li> <li>– finishing</li> <li>• <b><i>experiment with traditional and non-traditional techniques</i></b></li> <li>• select and use traditional and non-traditional techniques for the identified needs and opportunities of the design project</li> </ul>		
<p>4.2.1</p> <p>4.5.1</p>	<ul style="list-style-type: none"> <li>• factors affecting design               <ul style="list-style-type: none"> <li>– function</li> <li>– aesthetics</li> <li>– ethical</li> <li>– environmental</li> <li>– socio-cultural</li> <li>– resources availability</li> <li>– physical and material properties</li> </ul> </li> <li>• <b><i>describe the factors affecting design in the development of each design project</i></b></li> <li>• resource availability including               <ul style="list-style-type: none"> <li>– time</li> <li>– money</li> <li>– materials, tools and techniques</li> <li>– human resources including skills and expertise</li> <li>– other resources</li> </ul> </li> <li>• <b><i>management techniques including action, time and budget planning</i></b></li> <li>• <b><i>identify resource availability and</i></b></li> </ul>	<p><b><i>Teacher:</i></b></p> <ul style="list-style-type: none"> <li>• reviews the steps in the design process discussed at the beginning of the unit and summarised in the students' portfolios</li> <li>• asks the class to identify the steps covered to date and the steps still to be taken in the design, production and evaluation of their wall-hanging</li> <li>• reviews the <i>design task</i> and the criteria for success for the project established at the beginning of the unit</li> <li>• provides examples of planning documents for the development of design projects, including guidance on how to document and manage various components of projects, eg list of tasks/actions, timelines and budget.</li> </ul> <p><b><i>Class:</i></b></p> <ul style="list-style-type: none"> <li>• discuss the requirements for the development of the wall-hanging, and reflect on the criteria for success for the project</li> <li>• identify each of the factors influencing the design of the wall-hanging, ie function, aesthetics, ethical, environmental, OHS, socio-cultural, resource availability and physical and material properties.</li> </ul>	<p>Through the class discussion, students are able to articulate and explain the factors of design and specifically how they are relevant to the design and production of the wall-hanging.</p> <p>Students' plans indicate their ability to identify and manage the sequence of tasks and</p>

**Stage 4 – Technology (mandatory)**

Fibre landscape

Outcomes	Students learn about: <i>Students learn to:</i>	Integrated learning experiences, instruction and assessment	Evidence of learning/ Feedback
	<p><i>apply realistic limitations to each design project</i></p> <ul style="list-style-type: none"> <li>• <i>develop and apply action, time and budget plans in design projects</i></li> </ul>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• propose design solutions for the project</li> <li>• determine limitations and resources for construction of the project, including the skills and knowledge they have acquired and the skills and knowledge they may still need to work on</li> <li>• prepare an action plan to manage the development of their wall-hanging project, including information such as sequence of tasks, details of timing, resource and budget considerations.</li> </ul>	<p>available resources required in the development of project, and to meet the project requirements in the given timeframe.</p> <p>Teacher assesses students' project plans and provides suggestions for amendments as required.</p>
<p>4.2.2</p> <p>4.2.1</p>	<ul style="list-style-type: none"> <li>• experimentation and testing of design ideas</li> <li>• <i>apply the results of experimentation to designing and making when developing each design project</i></li> <li>• methods used to generate creative design ideas including               <ul style="list-style-type: none"> <li>– mind mapping</li> <li>– brainstorming</li> <li>– sketching and drawing</li> <li>– modelling</li> <li>– experimenting and testing</li> </ul> </li> <li>• use a variety of methods to generate creative design ideas for each design project</li> <li>• communication methods suitable for specific audiences including:               <ul style="list-style-type: none"> <li>– users and clients</li> <li>– technical experts</li> <li>– peers</li> </ul> </li> </ul>	<p><b>Producing, managing and evaluating solutions</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• reflect on the tools, materials and techniques used in experimentation and use findings to develop design ideas</li> <li>• develop a number of potential design ideas for the project. Select the best features/ideas and complete a rendered drawing of the final design</li> <li>• analyse the final design idea in terms of the factors affecting design and the criteria for success.</li> <li>• follow the action and time management plan for their project</li> <li>• peer assess final design idea and provide feedback.</li> </ul>	<p>Students incorporate the range of tools, materials and techniques experienced during the unit of work.</p> <p>Students' design ideas show their ability to generate, develop and communicate design ideas.</p> <p>Teacher and peers assess students' sketches and provide oral feedback.</p>

**Stage 4 – Technology (mandatory)**

Fibre landscape

Outcomes	Students learn about: <i>Students learn to:</i>	Integrated learning experiences, instruction and assessment	Evidence of learning/ Feedback
	<ul style="list-style-type: none"> <li>• <i>communicate information appropriate to specified audiences</i></li> </ul>		
<p>4.5.2</p> <p>4.3.2</p> <p>4.5.2</p>	<ul style="list-style-type: none"> <li>• relationship of quality solutions to needs and opportunities and the criteria for success for each project</li> <li>• <i>produce solutions reflecting quality standards appropriate to each design project</i></li> <li>• the safe and responsible use of materials, tools and techniques in each design project</li> <li>• <i>use tools, materials and techniques in a responsible and safe manner in each design project</i></li> <li>• suitable materials, tools and techniques for design projects</li> <li>• skill development and refinement</li> <li>• <i>identify suitable materials, tools and techniques for each design project</i></li> <li>• <i>practice and refine skills needed for design projects</i></li> <li>• ongoing evaluation of design ideas and decisions</li> <li>• final evaluation considering               <ul style="list-style-type: none"> <li>– design process used</li> <li>– design solutions</li> <li>– reflection on learning</li> </ul> </li> </ul>	<p><b>Assessment activity 3</b></p> <p><i>Students:</i></p> <ul style="list-style-type: none"> <li>• design, produce and evaluate a quality wall-hanging that reflects the local landscape theme. The work should use textiles and mixed materials and be developed using a design process</li> <li>• select suitable tools, materials and techniques for the wall-hanging, and each step of the process of construction</li> <li>• develop the design folio as a way of documenting the stages of the design process.</li> <li>• evaluate the final solution in terms of the criteria for success.</li> </ul> <p><i>Class:</i></p> <ul style="list-style-type: none"> <li>• display their completed projects in the school’s Gallery Walk</li> <li>• provide for visitors an illustrated discussion of sources of inspiration for their projects.</li> </ul>	<p>Students’ construction of final project demonstrates their skills in using appropriate materials, tools and techniques.</p> <p>Student folios show their understanding of components of the design process.</p> <p>Student projects meet the criteria for success, including evidence of the landscape as a source of inspiration and incorporation of Aboriginal perspectives.</p> <p>Teacher provides detailed written and oral feedback on final project.</p>

**Stage 4 – Technology (mandatory)**

Fibre landscape

Outcomes	Students learn about: <i>Students learn to:</i>	Integrated learning experiences, instruction and assessment	Evidence of learning/ Feedback
4.6.1	<ul style="list-style-type: none"><li>• <i>use criteria for success to reflect on the design process used and the solutions</i></li><li>• <i>evaluate prior to, during and at completion of each design solution</i></li></ul>		

## Stage 4 – Technology (mandatory)

### Fibre landscape

## Assessment activity 1

### Description of activity

Students develop a case study of an Indigenous artist/designer (either the local guest speaker arranged by the teacher or through internet research). They illustrate the case study with examples of the artist's work, and evaluate the appropriateness of the design solutions for the intended use.

### Context

This is an assessment activity in a unit of work in which students design, produce and evaluate a wall-hanging using a variety of materials. The design will be inspired features of by the local landscape, and informed by knowledge of the ways Aboriginal people use their understanding of the environment in their cultural practices and design work. Students have discussed and established the criteria for success and recorded this in the design folio. They have considered examples and characteristics to define what makes 'good' design. In preparation for this assessment activity, students participate in a visit from a local artist/designer (or conduct internet research) and discuss the sources of inspiration for their work, techniques and resources used, functional and aesthetic aspects of the designs and any protocols followed in the creation of the work (eg acknowledging symbols used).

### Areas for assessment

- Analysing problems, needs and opportunities
- Researching

### Outcomes

#### *A student:*

- 4.1.2 describes factors influencing design in the areas of study of Built Environments, Products, and Information and Communications
- 4.1.3 identifies the roles of designs and their contribution to the improvement of the quality of life
- 4.2.1 generates and communicates creative design ideas and solutions.

### Criteria for assessing learning

Students will be assessed on their ability to:

- identify and describe the factors affecting the work of the artist/designer
- illustrate the case study with appropriate examples of the artist's/designer's work
- evaluate the appropriateness of the artist's/designer's work for the intended use.

## Stage 4 – Technology (mandatory)

### Fibre landscape

## Assessment activity 2

### Description of activity

Students sketch features of flora and fauna found on a local nature walk and annotate these design inspirations in their folio. They use sketches to generate four different design ideas for a surface decoration for the wall-hanging project. They evaluate each design idea (e.g. using PMI technique) and refine accordingly.

### Context

This is an assessment activity in a unit of work in which students design, produce and evaluate a wall-hanging using a variety of materials. The design will be inspired features of by the local landscape, and informed by knowledge of the ways Aboriginal people use their understanding of the environment in their cultural practices and design work. Students have explored the uses of fibres by local Aboriginal people. They have researched the characteristics of a range of materials (including history, uses, range available, preparation of the materials, tools and techniques for construction). In this assessment activity, students participate in a nature walk led by a community member looking at local geographical features, native flora and fauna. They note these features on the nature walk as sources of inspiration for design ideas for their wall-hanging.

### Areas for assessment

Researching, generating and communicating design ideas.

### Outcomes

#### *A student:*

- 4.2.1 generates and communicates creative design ideas and solutions
- 4.2.2 selects, analyses, presents and applies research and experimentation from a variety of sources
- 4.6.1 applies appropriate evaluation techniques throughout each design project.

### Criteria for assessing learning

Students will be assessed on their ability to:

- generate design ideas inspired by local flora and fauna during the local nature walk
- annotate their design ideas
- develop four design ideas appropriate for surface decoration
- evaluate the design ideas, eg by conducting a PMI for each
- refine design ideas in the light of these evaluations.

## Assessment activity 3

### Description of activity

Students design, produce and evaluate a quality wall-hanging that reflects the local landscape theme. The work should use textiles and mixed materials and be developed using a design process.

### Context

This is an assessment activity in a unit of work in which students design, produce and evaluate a wall-hanging using a variety of materials. The design will be inspired features of by the local landscape, and informed by knowledge of the ways Aboriginal people use their understanding of the environment in their cultural practices and design work. Students have discussed and established the criteria for success. They have participated in a visit from a local artist/designer (or conducted internet research) to gain insight into the materials, tools and techniques used in the development of their work. Students have explored their own local environment to gain inspiration and generate design ideas for their wall-hanging. They have researched the characteristics of a range of materials, including eg history, uses, range available, preparation of the materials, tools and techniques for construction and Aboriginal knowledge and uses of materials. They have developed an action plan to manage the development of their wall-hanging project. In this final assessment activity students use all of the knowledge and skills gained from experimentation with a range of design ideas, materials, tools and techniques for the development of their own wall-hanging.

### Areas for assessment

- Analysing problems, needs and opportunities
- Researching, generating and communicating ideas
- Experimenting and testing ideas
- Producing, managing and evaluating solutions

### Outcomes

#### *A student:*

- 4.2.1 generates and communicates creative design ideas and solutions
- 4.2.2 selects, analyses, presents and applies research and experimentation from a variety of sources
- 4.3.1 applies a broad range of contemporary and appropriate tools, materials and techniques with competence in the development of design projects
- 4.6.1 applies appropriate evaluation techniques throughout each design project.

### Criteria for assessing learning

Students will be assessed on their ability to:

- design and produce a wall-hanging that reflects the local landscape theme
- select and use a range of appropriate tools, materials and techniques to construct a quality wall-hanging
- demonstrate safe and responsible work practices in the production of the wall-hanging
- communicate design ideas and techniques in the design folio
- evaluate the wall-hanging against the criteria for success.

## **Dimensions of the Quality Teaching Framework**

### **Intellectual Quality**

This unit focuses on the design process as students design, produce and evaluate a quality wall hanging. Students identify their prior knowledge in textile materials and their use in wall-hangings as a starting place for addressing deep knowledge. The unit provides a range of opportunities for students to demonstrate deep understanding through problem solving when experimenting and answering probing questions. Students are encouraged to engage in higher-order thinking that requires them to organise, apply, analyse, synthesise and evaluate knowledge and information as they develop the design solution and folio. When evaluating during and at the conclusion of the design process students make judgments based on criteria for success that they have developed. They use the specialist language of the subject when they develop the subject glossary and identify key words and alternatives when completing internet searches.

### **Quality Learning Environment**

In this unit students develop clear criteria for success that explicitly describe the quality of work expected. This is developed with students through initial brainstorming and then discussion and refinement. The criteria for success are used to assess student work and provide feedback during development and on completion of the project. Annotated exemplars and work samples that illustrate high quality student performance based on criteria for success are provided for students. Student ownership is promoted through the negotiation of the specific design project within the parameters defined by the teacher. The negotiated project will cater for student interests, background knowledge and cultural understanding. The unit explores the use of strategies and structures that allow for all students to contribute and collaborate, such as think-pair-share, jigsaw activities and group presentations.

### **Significance**

This unit draws connections between student knowledge and identity and contexts outside the classroom. By engaging with community members, artists and designers students develop an understanding of diversity within and across social groups. All students are encouraged to develop and share substantive design ideas through a range of learning experiences which extend outside of the classroom setting and connect with the cultural knowledge and identity of the local community and environment – through class discussions, on a nature walk, informed by the work of the visiting Aboriginal community members and through researching a case study of an Aboriginal artist/designer.

## Stage 4 – Technology (mandatory)

### Fibre landscape

#### Dimensions of the Quality Teaching Framework (cont)

Design process	Elements of the Quality Teaching Framework		
	Intellectual Quality	Quality Learning Environment	Significance
<p><b>Analysing needs, problems and opportunities</b> Students will discuss the design project for this unit of work and establish the criteria for success. They will use a design folio as a document that provides ongoing evidence of the application of a design process and the specific technologies used in the wall-hanging project. Students will develop a case study of an Aboriginal artist/designer, including his/her sources of inspiration, techniques used, scope of work, functional and aesthetic aspects of the designs and considerations of ethics and protocols.</p>	<p>Deep knowledge Higher order thinking Metalanguage</p>	<p>Explicit quality criteria High expectations Engagement Social support Student self-regulation Student direction</p>	<p>Background knowledge Inclusivity Cultural knowledge Connectedness</p>
<p><b>Researching, generating and communicating design ideas</b> Students explore the uses of fibres by local Aboriginal people. They will research the characteristics of a range of materials (including history, uses, range available, preparation of the materials, tools and techniques for construction). Students participate in a nature walk led by a community member looking at local geographical features, native flora and fauna. They note these features on the nature walk as sources of inspiration for design ideas and add these to their design folio. Students use sketches to develop four different design ideas for surface decoration for the wall-hanging and evaluate these ideas.</p>	<p>Deep understanding Deep knowledge Substantive communication Higher order thinking</p>	<p>Explicit quality criteria Student direction Student self-regulation Explicit quality criteria</p>	<p>Cultural knowledge Connectedness Inclusivity</p>
<p><b>Experimenting and testing ideas</b> Students will explore of a range of materials, tools and techniques. Students will experiment with traditional and non-traditional materials and techniques to produce surface decoration appropriate for a wall-hanging. They will draw on results of experimentation to propose a final design solution.</p>	<p>Problematic knowledge Higher order thinking</p>	<p>Student self-regulation Engagement</p>	<p>Connectedness Knowledge integration</p>
<p><b>Producing, managing and evaluating solutions</b> Students will determine limitations and resources required for the construction the design project. They follow an action and time plan for its development.</p>	<p>Deep knowledge Deep understanding Substantive communication</p>	<p>Explicit quality criteria Engagement Student direction</p>	<p>Cultural knowledge Inclusivity</p>

**Stage 4 – Technology (mandatory)**

Fibre landscape

<b>Design process</b>	<b>Elements of the Quality Teaching Framework</b>		
	<b>Intellectual Quality</b>	<b>Quality Learning Environment</b>	<b>Significance</b>
Students select materials for construction of the project and produce the textile wall-hanging using the selected tools, materials and techniques. They will evaluate at each step of the design process, develop the design folio as a way of documenting the stages of the design process and evaluate the final solution in terms of the criteria for success.		Student self-regulation High expectations	