


Australian Curriculum: Design and Technologies — Years 9 to 10

CURRICULUM	YEAR 9		YEAR 10			
	SEMESTER 1		SEMESTER 1		SEMESTER 2	
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Unit name	Design foundations	Game design	Fashion Design	Service Design	Space design	Open Ended Design
Unit description	This unit will focus on developing key skills and knowledge for the design process. Students will experience a series of skill development workshops and design challenges. They will create a folio of work exploring the design process, divergent thinking strategies as well as foundational knowledge of elements of design.	This unit will build upon the learning experiences and processes developed in unit 1, in order to refine knowledge and skills. Students will undertake a series of design tasks centred around the design of gaming experiences. Students will develop an understanding of the roles that designers play in the creation of aesthetics, experiences and products.	This unit will explore fashion design through a social and cultural context. Unpacking the fundamental drawing skills of 3D visualisation and ideation, students will explore branding and marketing, linking to the fashion as a product and solution.	This unit will explore key HCD concepts of design through a teacher directed service/event. Creating a folio exploring the design process, students will build divergent thinking strategies as well as foundational knowledge of elements of design	Exploring space and built environments through a range of teacher-directed tasks, this unit explores space design in small and large spaces. Exploring design factors through an environmental focus and building on HCD concepts in a different technology context.	Students will be given an open-ended design problem which will allow for individual response (Teacher directed). Students must identify a problem, need or opportunity using design as a solution to explore preferred futures.

ASSESSMENT		YEAR 9		YEAR 10			
		SEMESTER 1		SEMESTER 1		SEMESTER 2	
		Summative assessment task 1	Summative assessment task 2	Summative assessment task 3	Summative assessment task 4	Summative assessment task 5	Summative assessment task 6
Range and balance of summative assessment conventions	Technique	Project	Project	Project	Project	Project	Project
	Type of text	Design Folio	Design Folio	Design Folio	Design Folio	Design Folio	Design Folio
	Mode	written - a folio capturing the design process undertaken by the student practical - the designed solution: prototype focussed on visual communication of character and fashion ideas	written - a folio capturing the design process undertaken by the student practical - the designed solution, in the form of a product, service or environment	written - a folio capturing the design process undertaken by the student practical - the designed solution, in the form of a product, service or environment	written - a folio capturing the design process undertaken by the student practical - the designed solution, in the form of a product, service or environment	written - a folio capturing the design process undertaken by the student practical - the designed solution, in the form of a product, service or environment	written - a folio capturing the design process undertaken by the student practical - the designed solution, in the form of a product, service or environment
	Conditions	300–400 words written or equivalent 5-8 pages or slides of graphical representations	300–400 words written or equivalent 5-8 pages or slides of graphical representations	300–400 words written or equivalent 6-8 pages or slides of graphical representations	300–500 words written or equivalent 6-8 pages or slides of graphical representations	300–500 words written or equivalent 6-8 pages or slides of graphical representations	300–500 words written or equivalent 6-8 pages or slides of graphical representations
Aspects of the achievement standard							
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							
identify the changes necessary to designed solutions to realise preferred futures they have described							
evaluate the features of technologies and their appropriateness for purpose for one or more of the technologies contexts							
create designed solutions for one or more of the technologies contexts based on a critical evaluation of needs or opportunities							
establish detailed criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions and processes							



create and connect design ideas and processes of increasing complexity and justify decisions						
communicate and document projects, including marketing for a range of audiences						
independently and collaboratively apply sequenced production and management plans when producing designed solutions, making adjustments to plans when necessary						
select and use appropriate technologies skilfully and safely to produce high-quality designed solutions suitable for the intended purpose						

 Shaded cells indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard

