



## Stage 5 Design and Technology

### 200 hour course plan

#### Overview

The core content of the Design and Technology syllabus is divided into three areas that must be integrated into units of work. Each unit of work must feature project work with a focus on one of the focus areas of design. The three core content areas are:

- holistic approach to design (H)
- design processes (D)
- activity of designers (A).

#### 100 hour Year 9 sequence

The 100 hour Year 9 sequence at Henry Kendall High School is linked to the theme *humans optimising a sense of well-being in their environment*.

- In the first unit students focus on food and its impact upon the individual and society. They explore how responsible designers manage the design process to create optimum health and well-being.
- The second unit focuses on fashion and in particular clothing for sport and leisure and how that industry relates to an individual's sense of well-being.
- The third unit is tied to the focus area of interior design and how we create spaces that promote a sense of well-being for users.

The Year 9 sequence provides a holistic approach to design through a theme of adolescent identity and personal development and also integrates the design process and the activity of designers.

#### 100 hour Year 10 sequence

The 100 hour Year 10 sequence relates the core content areas to the desire for individuals to find designed solutions to meet their own needs and aspirations. This is achieved through two units featuring two focus areas.

- The fourth unit of the 200 hour course features the communication systems focus area of design. Students will learn about innovation in communication, the impact of new technology on the individual, society and environment and utilise a range of communication systems to develop an innovative design project.
- The fifth unit has a considerable amount of time allocated to it and is viewed as the major project for the course. It features a student-negotiated focus area of design and the student would develop a design project based on an identified need. A student-negotiated project offers the opportunity for a good progression of learning and a deeper understanding of the design process can be fostered.



## **Rationale**

The 200 hour course plan is designed to provide educational opportunities that engage and challenge all students to maximise their individual talents and capabilities and to promote lifelong learning. This is achieved via the progression of group and individual design projects. Students develop designed solutions that build upon prior learning. Continuity and coherence of the design process is enhanced from primary through secondary schooling, from Stage 4 through Stage 5 and on to Stage 6.

Links are also established to Stage 6 as students are provided with opportunities to work with a variety of materials and mediums that prepare them for a successful transition from Year 10 to Year 11.

The course plan also provides support for the framework of broad learning outcomes that summarise the knowledge, skills, understanding, values and attitudes essential for all students to succeed in and beyond their schooling.

The diversity of design projects provides the scope to develop higher order thinking whilst the design process itself allows for a variety of student needs, interests and abilities. Students have the opportunity to design and develop quality projects. This is achieved by identifying problems, researching and investigating existing solutions, analysing data and information collected, generating design solutions and experimenting with technologies to manage and produce design projects.

The diversity of design projects encourages students to be creative and flexible and undertake intellectual risks as part of higher order thinking. Students also are provided with an opportunity to experiment with a variety of resources when developing projects and this enables innovative and creative thinking and application.

Information and communication technologies (ICT) are vital tools for this course. They are employed to develop and research design ideas, communicate ideas and solutions and for interaction with the wider community. Students are expected to develop the skills necessary for the safe use and maintenance of a variety of technologies in this course, in the realisation and development of design projects.