Stage 4 Technology (Mandatory)

Bundarra Central School

Rationale

Bundarra is an isolated central school situated beside the Gwydir River. The nearest large town is Inverell (47 km and population 10 000) and Armidale (82 km and population 23 000). The whole school population is relatively small with seventy eight students K–6, thirty seven students 7–10 and four students 11–12.
Access to resources is limited due to distance and financial constraints which impacts on our design & technology classes. Availability of specialist rooms is not a problem as we have an agriculture department, wood, metal, food and textiles technologies and visual arts rooms. Agricultural resources are easily negotiated and teachers, when applicable to their teaching program, use the river as a resource. Timetable structures are negotiated at the beginning of each year and create no real problems.
There is one TAS teacher at the school. Other staff have a wide range of practical skills which are available to assist students when completing design projects. (e.g. the schools General Assistant is able to assist with welding skills). I need to be aware of skills in the immediate school environment and look at *meshing* one technology with another to ensure all outcomes are met. Cross faculty organisation is non-existent at present however integrated units of work across two or more key learning areas (KLAs) are being considered in the future. There is a strong emphasis on literacy and numeracy across all KLAs.

The students' background knowledge varies from knowledgeable to limited. The majority of Bundarra students come *off the land* and their interests are generally focused around rural activities such as horse riding, rodeos, pigging, fox shooting and helping on the farm. Town children also have strong rural interests. A few students have experienced *life beyond Bundarra* and exposure to a wide range of life skills while others have had very limited experience. Students' cultural knowledge is generally limited, echoing parental opinions. However, this is gradually expanding to wider horizons as the school participates in an annual Bhutan teacher visit and the Access Asia program. Our students are encouraged to participate in dance festivals, local and state competitions and academic and practical competitions to broaden their horizons and gain greater exposure to the world beyond Bundarra. Inter school visits both locally and from further away are encouraged with an emphasis on sharing both cultural and interest experiences.

In summing up the majority of students have a desire to participate and learn. They tend to be most productive when their learning has a practical approach. During 2004–2005 Technology (Mandatory) will be taught in year groups. The challenge in implementing the new syllabus will be to plan in a way that will engage students with a wide range of abilities in an interesting and meaningful manner with a healthy balance between the theory and practical aspects of the course.

Year 7	Bundarra Central School: Course plan Technology (Mandatory)				2004
Unit	**Area of study**	**Design specialisation**	**Technologies specific content**	**Outcomes for assessment**	**Strategies for assessing specific outcomes**
Term1 **It's all about me**	• Information and communications	• Promotional design	• Information technologies	4.1.1 4.1.2 4.3.1	
Design Task: Design and realise an image (logo) that says something special about you without words. The image will be used on personal stationary items and/or clothing.					
Term 2 **These boots are made for walking**	• Products	• Accessories design	• Mixed materials technologies	4.2.1 4.5.1 4.3.1	
Design Task: Design and make a means of suitable foot wear from waste and/or recycled materials that you can walk 1km and run 100metres wearing.					
Term 3 **Welcome feathered visitors**	• Built environments	• Landscape design	• Mixed materials technologies	4.1.3 4.3.1	
Design Task: Design and make a welcome garden that attracts native birds and feeders to our school.					
Term 4 **Let's entertain: Puppet theatre**	• Built environments	• Architectural design	• Model making technologies	4.3.1	
Design Task: Design, produce and evaluate a puppet show that retells an early childhood story or nursery rhyme suitable for a K-1 audience.					

Year 8	Bundarra Central School: Course plan Technology (Mandatory)				2004
Unit	**Area of study design**	**Design specialisation**	**Technologies: Specific content**	**Outcomes for assessment**	**Strategies for assessing specific outcomes**
Term 1 **In the dark of the night**	• Products	• Industrial deign	• Electronics technologies	4.2.2 4.6.1 4.3.1	
Design Task: Design and make a light unit with a battery or solar power source suitable for temporary night lighting in your bedroom.					
Term 2 **Stand up and grow**	• Built environments	• Environmental design	• Metal technologies • Plastic technologies	4.3.2 4.4.1 4.6.2 4.3.1	
Design Task Design, make and evaluate an environmentally friendly watering system for a small vegetable garden.					
Term 3 **Recycled images: Clothing for the trendy**	• Products	• Fashion design	• Textiles technologies	4.5.2 4.6.2 4.3.1	
Design Task Design and produce an item of clothing using recycled clothing. Apply printing, dyeing, appliqué or embroidery techniques to update this clothing for teenagers.					
Term4 **The fast food adventure**	• Information and communications	• Communication systems design	• Information technologies	4.3.1	
Design Task: As a research consultant for a fast food outlet design a marketing campaign for a new healthy hamburger. Produce a short video advertising your hamburger.					