



# Technology (mandatory) Years 7–8 syllabus



## Unit 4 Outcomes and Content

### AREA OF STUDY

Built Environments



### DESIGN SPECIALISATION

Interior



### TECHNOLOGIES

MODEL-MAKING



### CLASS

Year 8

### TIME FRAME

13 weeks

### TEACHER

Mrs Peters

### ROOM

169/ 166C

### UNIT

Interior Design - 2030

OUTCOME	DESIGN RELATED CONTENT		EVIDENCE OF LEARNING
	Students Learn About	Students Learn To	
4.1.1 applies design processes that responds to needs and opportunities in each design project	<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> </ul>	<ul style="list-style-type: none"> <li>apply a design process when developing quality solutions for each design project</li> <li>establish criteria for successful achievement of needs and opportunities</li> <li>record design processes and decision making in a design folio for each design project</li> <li>identify needs and opportunities that require solutions in the areas of study</li> <li>identify a design process used by a designer</li> </ul>	Students demonstrate understanding of design, design process and factors affecting design through completion of pretest. Design folio documents application of design process to interior design project. Discussion shows student understanding of the needs and opportunities in the Built Environment.
	<ul style="list-style-type: none"> <li>needs and opportunities in the areas of study</li> <li>- Built Environments</li> <li>- Products</li> <li>- Information and Communications</li> <li>design processes used by designers</li> </ul>		



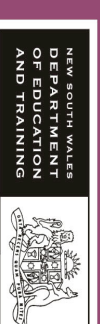
# Technology (mandatory) Years 7–8 syllabus

## Unit 4 Outcomes and Content

4.1.2 describes factors influencing design in the areas of study Built Environments, Products, and Information and Communications	<ul style="list-style-type: none"><li>• definitions of design</li><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 including OHS</li><li>- cost</li><li>- socio-cultural</li><li>- resource availability</li><li>- physical and material properties</li><li>- safety</li></ul></li></ul>	<ul style="list-style-type: none"><li>• recall a definition of design</li><li>• examine factors affecting design in the areas of study of Built Environments, Products, and Information and Communications</li><li>• describe the factors affecting design in the development of each design project</li></ul>	Spidergram demonstrate an understanding of factors affecting design relevant to interior design
4.1.3 identifies the roles of designers and their contribution to the improvement of the quality of life	<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>• different design specialisations</li><li>• work and training opportunities for people who engage in design and technology in each area of study</li></ul>	<ul style="list-style-type: none"><li>• identify relationships of design to each area of study</li><li>• describe the nature of each of the areas of study of Built Environments, Products, and Information and Communications</li><li>• identify a range of design specialisations relevant to each area of study</li><li>• explore work and training opportunities for people who engage in design and technology relevant to each area of study</li></ul>	Students demonstrate their ICT skills to investigate the role of interior designers. Research report demonstrates student understanding of work and training opportunities for people in interior design.



# Technology (mandatory) Years 7–8 syllabus



## Unit 4 Outcomes and Content

4.2.1 generates and communicates creative design ideas and solutions	<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>- brain storming</li><li>- sketching and drawing</li><li>- modelling</li><li>- experimenting and testing</li></ul></li><li>• using design folios to record and reflect on design ideas and decisions</li><li>• communication methods including<ul style="list-style-type: none"><li>- drawings, sketches and models</li><li>- written reports</li><li>- oral presentations</li><li>- digital presentations</li></ul></li></ul>	<ul style="list-style-type: none"><li>• use a variety of methods to generate creative design ideas for each design project</li><li>• use a design folio to record and reflect on design ideas and decisions</li><li>• sketch, draw and model to aid design development</li></ul>	Student thumb sketches and completed PMI show an understanding of developing design ideas. Student Vectorworks drawing demonstrates skills in using ICT to communicate design solution.
---	---	--	---



# Technology (mandatory) Years 7–8 syllabus

## Unit 4 Outcomes and Content

4.2.2 selects, analyses, presents and applies research and experimentation from a variety of sources	<ul style="list-style-type: none"><li>• experimentation and testing of design ideas</li><li>• research methods<ul style="list-style-type: none"><li>- needs analysis</li><li>- surveys and interviews</li></ul></li><li>- searching techniques including use of the internet</li></ul>	<ul style="list-style-type: none"><li>• apply the results of experimentation to designing and making when developing each design project</li><li>• use effective research methods to identify needs and opportunities and locate information relevant to the development of each design project</li><li>• use the internet when researching</li></ul>	Research report reveals students vision of interior design in the year 2030. Completed experiments in student folios demonstrate their ability to test design ideas.
4.3.2 demonstrates responsible and safe use of a range of tools, materials and techniques in each design project	<ul style="list-style-type: none"><li>• responsible behaviour in working environments</li><li>• the safe and responsible use of materials, tools and techniques in each design project</li></ul>	<ul style="list-style-type: none"><li>• use tools, materials and techniques in a responsible and safe manner in each design project</li></ul>	Computer generated poster demonstrates awareness of the safe use of materials and tools. Student demonstrate risk management strategies when using tools, materials and techniques.
4.4.1 explains the impact of innovation and emerging technologies on society and the environment	<ul style="list-style-type: none"><li>• innovation and emerging technologies relating to tools, materials, techniques or products in each area of study</li><li>• the impact of innovation and emerging technology on society and the environment</li></ul>	<ul style="list-style-type: none"><li>• identify and describe a selected innovation or emerging technology in each area of study of Built Environments, Products, and Information and Communications</li><li>• explain the impact of innovations and emerging technologies on society and the environment including new ICTs</li></ul>	Student demonstrates understanding of innovation and emerging technology in the Built Environment through completion of design solution for the year 2030.



# Technology (mandatory) Years 7–8 syllabus

## Unit 4 Outcomes and Content

4.5.1 applies management processes to successfully complete design projects	<ul style="list-style-type: none"><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></ul>	<ul style="list-style-type: none"><li>• identify resource availability and apply realistic limitations to each design project</li></ul>	Student documentation in folio demonstrates an understanding of project limitations. Student applies time and action plan, budget and other limitations to successfully complete design project.
4.5.2 produces quality solutions that respond to identified needs and opportunities in each design project	<ul style="list-style-type: none"><li>• suitable materials, tools and techniques for design projects</li><li>• construction steps that contribute to a quality solution</li><li>• relationship of quality solutions to needs and opportunities and the criteria for success for each design project</li></ul>	<ul style="list-style-type: none"><li>• identify suitable materials, tools and techniques for each design project</li><li>• apply a design process that responds to needs and opportunities for each design project</li><li>• produce solutions reflecting quality standards appropriate to each design project</li></ul>	Student selection of materials, tools and techniques show an understanding of the needs of the project.
4.6.1 applies appropriate evaluation techniques throughout each design project	<ul style="list-style-type: none"><li>• developing criteria for success as a tool for assessing design development and production</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>	<ul style="list-style-type: none"><li>• apply criteria for success in decision making during the development of each design project</li><li>• evaluate prior to, during and at completion of each design solution</li></ul>	Students show understanding of the needs of the project by using a collaborative approach to determine the criteria for success. Student folio documentation shows evidence of evaluation throughout the design process.



# Technology (mandatory) Years 7–8 syllabus



## Unit 4 Outcomes and Content

4.6.2 identifies and explains ethical, social, environmental and sustainability considerations related to design projects	• ethical and responsible design • environmental and sustainability considerations	• identify ethical, social, and environmental and sustainability considerations relevant to each design project • be responsible and ethical in the decisions made in the development and production of each design project	Discussion shows student understanding of ethical, social, environmental and sustainability considerations related to interior design.



# Technology (mandatory) Years 7–8 syllabus

## Unit 4 Outcomes and Content

MODEL-MAKING Technology Specific Content	Materials		
	<ul style="list-style-type: none"><li>• characteristics and properties of model-making materials such as<ul style="list-style-type: none"><li>_ adhesives and joining materials</li><li>_ balsa, card, figures and other incorporated objects, foamboard, modelling clay, paper, polymers, textiles, timber</li></ul></li><li>Tools<ul style="list-style-type: none"><li>• specific tools related to model-making technologies</li><li>• the function and correct use of a range of contemporary tools used for<ul style="list-style-type: none"><li>_ measuring, marking out, cutting, construction, finishing</li></ul></li></ul></li><li>Techniques<ul style="list-style-type: none"><li>• techniques such as<ul style="list-style-type: none"><li>_ systematic planning for model development</li><li>_ working to pre-established scale</li><li>_ cutting accurately</li><li>_ shaping and sanding</li><li>_ joining a range of different materials</li><li>_ clamping and pinning</li><li>_ finishing including painting, lacquering, polishing</li></ul></li></ul></li></ul>	<ul style="list-style-type: none"><li>• experiment with combinations and types of materials</li><li>• select and use appropriate materials for the purposes of a design project</li><li>• select and correctly use tools and equipment to produce a design project</li><li>• experiment with a variety of techniques for cutting, shaping, joining, clamping and finishing</li><li>• select and use a variety of techniques appropriate for the purposes of a design project</li></ul>	<p>Student selection of appropriate materials for design solution through experimentation demonstrates their knowledge of materials for model making. As the student identifies and uses tools for the project they demonstrate their understanding of the safe selection and correct use of tools. Student use of techniques to construct a model of a room demonstrates their knowledge and skill in selecting and using techniques appropriate for the design solution. Students final solution reveals their skills in the use of tools, materials and techniques appropriate for the design solution.</p>





# Technology (mandatory) Years 7–8 syllabus



## Unit 4 Outcomes and Content

Technology Specific Content	#N/A	#N/A	