

Year 1 Design Technologies

Achievement

Learning area achievement standard

By the end of Year 2 students describe the purpose of familiar products, services and environments, including digital systems. They represent and process data in different ways and follow and describe basic algorithms involving a sequence of steps and branching to show how simple digital solutions meet a need for known users. For each of the 2 prescribed technologies contexts they identify the features and uses of technologies and create designed solutions. Students select design ideas based on their personal preferences. They access and use the basic features of common digital tools to create, locate and share content, and collaborate and communicate design ideas using models and drawings. Students safely produce designed or digital solutions and recognise that digital tools may store their personal data online.

Assessment Elements

An overall level of achievement in this subject is determined by the teacher's on-balance judgment of the evidence presented in students' summative assessment across the following:

- **Knowledge and Understanding**
- **Processes and Production Skills**

Delivery (mode, requirements, lessons)

Students will be offered a blended model of delivery with live lessons and independent study on their program to complete lessons, tasks and assessment in accordance with the Work Rate Calendar.

Student Requirements

Computer, internet access, email, printer, scanner, headset with microphone, stationery, resource list and SRS list.

Units, Learning Experiences and Summative Assessment		
Semester 1	Term 1	Unit 1 : The Healthy Chef This unit provides the opportunity for students to engage in hands-on learning tasks with a focus on healthy food. Students will follow a six-step process to investigate a problem, plan how to solve the problem, design and create an appropriate solution and evaluate and reflect on their designed solution.
		Summative Assessment: Students will complete a journal of the Design Process as you design and create a solution to the design task. Students will then reflect on the design suitability.
	Term 2	Unit 2: The Toy Maker In our unit, we are embarking on an exciting project where each of you will have the chance to design your own toy! This task will allow us to explore several important aspects of design and engineering. Firstly, we'll look into how different materials can affect how your toy moves, helping you understand the role materials play in the functionality of everyday objects. Following the Design Process, this is your chance to get creative! You will actually build your toy using safe methods to handle tools and materials, putting your plan into action. Finally, we'll evaluate our finished products, considering not just how much we like them, but also how well they meet the design goals. This project isn't just about making something fun; it's about learning the process of design from concept to creation and thinking critically about our choices and their impacts. Let's get creative and start designing!
		Summative assessment: The task is to design and create a toy that moves with force using the Design Process as your design framework and then reflect on the design suitability.

Disclaimer All of the above information is accurate at the time of development.