



# Australian Curriculum: Design and Technologies — Year 9-10

## TFF- Food and fibre production

### Band plan-2022

CURRICULUM		YEAR 9/10							
		Semester 1		Semester 2		Semester 1		Semester 2	
		Terms 1 & 2		Term 3 & 4		Terms 1 & 2		Term 3 & 4	
<b>Unit name</b>	<b>The System to the Challenge</b> Offered to Year 9 & 10 in 2023	<b>Upcycling design</b> Offered to Year 9 & 10 in 2023		<b>Team spirit</b> Offered to Year 9 & 10 in 2022		<b>The Ownership</b> Offered to Year 9 & 10 in 2022			
<b>Unit description</b>	In this unit, students will develop an understanding of sustainability and the food system in a practical and logical process. Students will also learn how and where fibre becomes clothing, how the different materials are created and their function. Student will apply their knowledge of sustainability through a range of different design challenges that focus on real life and real world situations and develop ideas and processes.	In this unit, students will create an Indigenous-inspired design to reproduce on a repurposed fabric. The printed fabric will be repurposed to create another clothing item. Students will consider ethical issues related to intellectual ownership of and claims to authenticity of Indigenous artwork. They will consider sustainability through repurposing fabric and will evaluate the features of technologies when identifying the most appropriate print reproduction technique.		In this unit, students will investigate the concept of uniforms and their purpose in building team identity and branding for a business. They will conduct research and brainstorm ideas to design a uniform for a new hospitality or tourism business in Cairns. In term 1 students will complete a design brief for their uniform proposal. In term 2 students will create one item from their uniform, using the design brief to guide production.		In this unit, students will design and create their own items through the modification or adaptation of a standard item. Students will learn skills and processes to modify an item to perform an alternative function or ascetic. Students may adapt recipes to utilise what is in the cupboard.			
ASSESSMENT		YEAR 9				YEAR 10			
		Semester 1		Semester 2		Semester 1		Semester 2	
		The system-AT1	The challenge – AT2	The design-AT3	The production-AT4	Team spirit-AT1	My team- AT2	The Change-AT3	Modify to me-AT4
<b>Range and balance of summative assessment conventions</b>	<b>Technique</b>	Investigation	Project	Investigation	Project	Investigation	Project	Design Brief	Project
	<b>Type of text</b>	Report	Portfolio	Short response	Experimental folio	Design Brief	Product	Portfolio	Portfolio
	<b>Mode</b>	Written	Written and practical	Written	Written and practical	Written	Physical	Written	Written and product
	<b>Conditions</b>	600-800 words	300-400 words Practical- 1 food or fibre example In class & home Submit journal	Research task Class time Written response	300-400 words Practical response-1 example	Class time All contact with businesses to be cleared by the class teacher 300-400 words	Practical- 1 uniform item	600-800 words	300-400 words Practical response- 2 minimal examples of each food and fibre

## 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	✓		✓		✓		✓	
when producing designed solutions for identified needs or opportunities, students 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 skillfully and safely to produce high-quality designed solutions suitable for the intended purpose	✓		✓	✓	✓	✓	✓	✓

Term 1

Term 2

Term 3

Term 4



indicates opportunities that summative assessments provide for students to demonstrate evidence against aspects of the achievement standard