



Australian Curriculum: Design and Technologies — Year 8

TMT-Materials and technologies specialisations

Band Plan-2023

CURRICULUM	YEAR 8			YEAR 8	
	SEMESTER 1		SEMESTER 2		
	Term 1	Term 2	Term 3	Term 4	
Unit name	Candy Dispenser	Timber Carry All	Timber Clock	Timber Carry All	
Unit description	In this unit, students will apply engineering principles, emerging technologies and the properties of materials to design a wooden clock. They will conduct identify constraints and factors that influence the design of the product. They will learn and practice construction techniques and use appropriate drawing techniques in the design process to create a production plan and construct the candy dispenser. Following construction, students will evaluate the design and construction processes. Students will provide evidence of the safe use of machinery and construction skills as part of their final portfolio.	A timber carry all can be used to store any tools, or stationary you may have at home. It can be constructed using a range of hand tools, and can incorporate different design features. In this unit, students will plan using the construction process, according to the given drawings and specific activities; implement the construction process with teacher guidance and present the manufacturing process, including photographic evidence, in a portfolio.	In this unit, students will apply engineering principles, emerging technologies and the properties of materials to design a wooden clock. They will conduct identify constraints and factors that influence the design of the product. They will learn and practice construction techniques and use appropriate drawing techniques in the design process to create a production plan and construct the candy dispenser. Following construction, students will evaluate the design and construction processes. Students will provide evidence of the safe use of machinery and construction skills as part of their final portfolio.	A timber carry all can be used to store any tools, or stationary you may have at home. It can be constructed using a range of hand tools, and can incorporate different design features. In this unit, students will plan using the construction process, according to the given drawings and specific activities; implement the construction process with teacher guidance and present the manufacturing process, including photographic evidence, in a portfolio.	
ASSESSMENT		YEAR 8			
		SEMESTER 1		SEMESTER 2	
		Design and produce candy dispenser - AT1	Design and produce timber carry all - AT2	Design and produce candy dispenser - AT1	Design and produce timber carry all - AT2
Range and balance of summative assessment conventions	Technique	Investigation/Project	Investigation/Project	Investigation/Project	Investigation/Project
	Type of text	Portfolio and Model	Portfolio and product	Portfolio and Model	Portfolio and product
	Mode	Multimodal	Multimodal	Multimodal	Multimodal

	Conditions	<ul style="list-style-type: none"> Completed individually Completed in class time- ongoing Timber pre-cut and handed to students Portfolio submitted as a hard copy 	<ul style="list-style-type: none"> Completed individually Completed in class time- ongoing Timber pre-cut and handed to students Portfolio submitted as a hard copy 	<ul style="list-style-type: none"> Completed individually Completed in class time- ongoing Timber pre-cut and handed to students Portfolio submitted as a hard copy 	<ul style="list-style-type: none"> Completed individually Completed in class time- ongoing Timber pre-cut and handed to students Portfolio submitted as a hard copy
--	-------------------	---	---	---	---

Aspects of the achievement standard				
--	--	--	--	--

explain factors that influence the design of products, services and environments to meet present and future needs				
explain the contribution of design and technology innovations and enterprise to society				
explain how the features of technologies impact on designed solutions and influence design decisions for each of the prescribed technologies contexts	✓		✓	
create designed solutions for each of the prescribed technologies contexts based on an evaluation of needs or opportunities	✓	✓	✓	✓
develop criteria for success, including sustainability considerations, and use these to judge the suitability of their ideas and designed solutions and processes				
create and adapt design ideas and make considered decisions	✓		✓	
communicate to different audiences using appropriate technical terms and a range of technologies and graphical representation techniques	✓		✓	
apply project management skills to document and use project plans to manage production processes	✓	✓	✓	✓
independently and safely produce effective designed solutions 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