



Australian Curriculum: Design and Technologies — Years 7-8

DAT- Design and Technologies

Band plan 2025

CURRICULUM		YEAR 7	YEAR 8	
		SEMESTER 1 & 2	SEMESTER 1 or 2	
		Term 1,2,3,4 (repeated x4)	Term 1 or 3 (repeated x2)	Term 2 or 4 (repeated x2)
Unit name		Design it for ME!	Environmental Design	Tuckshop Troubles
Unit description		In this unit students will investigate problems in their everyday lives and create a product that solves one of these problem for them. They will investigate ideate and create a prototype to for their solution using a variety of different equipment such as 3D printers. They will present their solutions to their peers and evaluate their solutions against the design criteria.	<p>In this unit, students will continue to build and enhance their design and creative thinking from the previous unit. They will create an environmental design for a 'client' the client being the INTAD HOD. The students will receive problem that they will have to investigate, ideate solutions for and then present their solutions back to the client for feedback.</p> <p>The INTAD HOD will select the final idea that they think will solve the problem, students will then create a high fidelity prototype of this design solution and implement it, test and solve problems as they arise until the desired solution is met. They will evaluate the ideas against the design criteria and collate a portfolio of their work that documents their design solutions.</p>	<p>In this unit students will analyse the current tuckshop system and identify problems. They will research how other people and places have solved similar problems and apply them to their solution. They will ideate and research possible design solutions to these problems. They will create low fidelity solutions to present to the tuckshop convener who will provide them feedback.</p> <p>Students will refine their ideas, working through the design process, they will identify the different stakeholders and use the Bentley Park style guide to inform their final design.</p>
ASSESSMENT		YEAR 7	YEAR 8	
		SEMESTERS 1 & 2	SEMESTER 1	SEMESTER 2
		Design it for ME –AT1	Environmental Design (AT1)	Tuckshop Troubles (AT2)
Range and balance of summative assessment conventions	Technique	Project	Project	Project
	Type of text	Report	Folio	Folio
	Mode	Written and Practical	Written and Practical	Written

	Conditions <ul style="list-style-type: none"> • Written responses, including graphical representations 200–300 words • In class • Some teacher and peer assistance • 7 Weeks 	<ul style="list-style-type: none"> • Written responses, including graphical representations 200–300 words • In class • Some teacher and peer assistance • Photographs and /or evidence of high fidelity prototyping • 8 Weeks 	•
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Aspects of the achievement standard			
Explain how people design, innovate and produce products, services and environments for preferred futures.		✓	✓
Explain how the features of technologies impact on design decisions, and create designed solutions based on analysis of needs or opportunities, for each of the 4 prescribed technologies contexts.	✓	✓	✓
Create and adapt design ideas, processes and solutions, and justify their decisions against developed design criteria that include sustainability.	✓	✓	✓
Communicate design ideas and solutions to audiences using technical terms and graphical representation techniques, including using digital tools.	✓	✓	✓
Independently and collaboratively document and manage production processes to safely produce designed solutions.	✓	✓	✓

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