



# Australian Curriculum: Design and Technologies — Years 7-8

## *DAT- Design and Technologies*

### *Band plan 2023*

| 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)  |                                |
| <b>Unit name</b>        | On Another Level!   |  | Game Design Academy   |  | Level-Up Game Design Academy   |                                |
| <b>Unit description</b> | <p>In this unit, students will generate and design a 2D platform game. They will research, produce, and implement 2D characters, multiple objects, and backgrounds that will be integrated into a 2D platform game, based on the needs of their intended audience. Students will develop skills in the form of low-fidelity sketching, digital prototyping using specific software, build a game that includes multiple levels and auxiliary screens, such as an introduction, game over and how to play instructions for the user.</p> |  | <p>Game design is a fundamental process needed when creating any game – from the smallest platformer to the largest MMORPG. Designing a game is not just about coming up with an idea, but also about making key decisions on how to structure a game, tailor it to an experience, and make it appealing to play. For this task you will explain the foundations of game design by examining each core component and how they apply to your game design concept. You'll explain both why game design is important and, more crucially, how to apply the concepts to your own game and create a stunning portfolio that will include wireframes, low-fidelity sketches, and mock-ups of your game design, including backgrounds, characters, objects, and auxiliary screens.</p> |  | <p>In this unit, students will continue to build and enhance their design and creative thinking from the previous unit. They will use Adobe Photoshop and learn new techniques for creating engaging and intuitive levels that subtly guide the player through the game, enhance the storytelling, and cater to specific needs of a genre. create and adapt their original ideas from Unit 1, which will then be imported into Adobe XD to become a functioning mobile app/game.</p> <p>Students will also evaluate and justify design decisions made throughout the entire process and reflect on why and how they made the design decisions along the way, including how they guided players using lighting, landmarks, and more; teaching players how to play with level design choices; enhancing storytelling with the environment; adjusting designs for open world and multiplayer games; and following basic level design workflows.</p> |                                |
| ASSESSMENT              | YEAR 7  |  | YEAR 8  |  |  |                                |
|                         | SEMESTERS 1 & 2   |  | SEMESTER 1  |  | SEMESTER 2   |                                |
|                         | On Another Level –AT1   |  | Game Design Academy (AT1)   |  | The Next Level Project Management (AT2)  | Evolution of Game Design (AT3) |
| <b>Technique</b>        | Project   |  | Project   |  | Project  | Exam                           |

| Range and balance of summative assessment conventions | Type of text | Report   | Report  | Digital Multimodal  | Exam  |
|---|--------------|--|---|---|---|
|   | Mode         | Written and Practical  | Written and Practical   | Written & Practical   | Short Response  |
|   | Conditions   | <ul style="list-style-type: none"> <li>Use Paint 3D for creation of characters and menus from your design sketches</li> <li>4 weeks of class time + own time.</li> </ul> | <ul style="list-style-type: none"> <li>Game Design Academy Workbook Folio.</li> <li>Digital Prototypes (Inkscape Files)</li> <li>6 weeks of class time + own time.</li> </ul> | <ul style="list-style-type: none"> <li>Written responses, including graphical representations 200–300 words</li> <li>In class</li> <li>Some teacher and peer assistance</li> <li>7 Weeks</li> </ul> | <ul style="list-style-type: none"> <li>60 minutes</li> <li>Up to 100 words per question – 6 questions</li> <li>Response to stimulus.</li> </ul> |

| Aspects of the achievement standard  |  |   |   |   |
|--|--|---|---|---|
| Explain how people design, innovate and produce products, services and environments for preferred futures.   |  |   |   | ✓ |
| For each of the 4 prescribed technologies contexts they explain how the features of technologies impact on design decisions.                       |  | ✓ |   | ✓ |
| Create and adapt design ideas, processes and solutions, and justify their decisions against developed design criteria that include sustainability. |  | ✓ | ✓ |   |
| Create designed solutions based on analysis of needs or opportunities.   |  | ✓ | ✓ |   |
| 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