



# Australian Curriculum: Design and Technologies- Year 9

## DAT- Design and Technologies

### Band Plan-2025

CURRICULUM	YEAR 9			
	SEMESTER 1		SEMESTER 2	
	Term 1	Term 2	Term 3	Term 4
Unit name	Legendary Logos	Level Up: Game Design	Drones to the Rescue	There's an App for that!
Unit description	<p>In this unit, students will use image editing software to create and design a logo (vector graphics) for a client Space Unlimited.</p> <p>They will investigate and make judgments on how the characteristics and properties of logos can be combined to create designed solutions for a Space Unlimited's design brief and expectations.</p> <p>Students will apply design thinking as they design and produce a logo that meets the client's needs using mood boards, deductive ideation, drawing and a holistic creative process.</p>	<p>In this unit, students will produce a 3D Game with original backgrounds and terrain, including 3D modelled characters.</p> <p>They will apply sequenced game design processes to generate a storyboard; implement and produce 3D assets based on critical task criteria; test and publish their game for a target audience.</p> <p>Students will document, communicate, and evaluate the processes and the effectiveness of the game design, using established criteria based on good game design principles and user experience feedback.</p>	<p>In this unit, students investigate, design, and evaluate a design solution in the form of a 'drone' for an identified need. Students will apply the design thinking processes and production skills: Generate design ideas that consider key characteristics and properties of design thinking, digital systems and components to enhance design features. They produce functional well-designed products, evaluate ideas, processes and solutions against comprehensive criteria for success including sustainability and manage, by using digital technologies, to develop project plans that include time, cost, risk and production processes.</p>	<p>In this unit, students will use app development software to design and create a prototype for an app to solve an identified problem. For example, <i>students may design an app to locate the best surfing spots in Queensland.</i></p> <p>They will investigate and make judgments on how the characteristics and properties of apps can be combined to create designed solutions for a client's design brief, and UX (User Experience) design features. They will critically analyse factors, including social, ethical, cultural and sustainability considerations, that impact on designed solutions for global preferred futures.</p> <p>Students will apply design thinking as they design and produce an app that meets a community, national or global need or opportunity.</p>

ASSESSMENT		YEAR 9			
		Semester 1		Semester 2	
		Legendary Logos -AT1	Level Up: Game Design-AT2	Design a Drone Challenge-AT3	There's an app for that! AT4
Range and balance of summative assessment conventions	Technique	Project	Project	Investigation	Project
	Type of text	Portfolio	Portfolio	Portfolio	Portfolio
	Mode	Multimodal	Multimodal	Multimodal	Multimodal

	<b>Conditions</b>	<ul style="list-style-type: none"> <li>• Use Paint 3D , Microsoft Word and Microsoft publisher to create your visual images</li> <li>• Upload completed portfolio to Microsoft Teams Assignment Folder</li> <li>• 5 weeks of class time + own time.</li> </ul>	<ul style="list-style-type: none"> <li>• Class time + own time.</li> <li>• Completed portfolio uploaded to Microsoft Teams Assignment Folder</li> </ul>	<ul style="list-style-type: none"> <li>• 9 weeks of class time + own time.</li> <li>• Drone design document to be submitted as a 'hard-copy'.</li> <li>• Design Brief and self-evaluation submitted via Dropbox.</li> </ul>	<ul style="list-style-type: none"> <li>• Class time + own time.</li> <li>• Completed portfolio uploaded to Microsoft Teams Assignment Folder</li> </ul>
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## 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 skilfully 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