

Design & Technology Lesson Plan 1

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| Core: Activity of Designers | Unit Context/Focus: ICT/Graphics | Stage: 4 Year: 8 | Term: 3 Lesson: 2 Time: 60 min |
| Location: Classroom with <ul style="list-style-type: none"> • Projector/Speakers • Good wireless signal for WCD | UDL Multiple means of: Representation Expression Engagement | Students: 24 Support for Abdul <ul style="list-style-type: none"> • Visual content to minimise WCD use • Speech (digraphs, pragmatics) | |
| Preparation <ul style="list-style-type: none"> • Slides contains text, symbols, photographs, diagrams, and audio-visuals. <ul style="list-style-type: none"> ○ Google slide: Project Guide ○ Google slide for lesson • Published to Google Classroom | | Resources <ul style="list-style-type: none"> • Teacher laptop • Student laptops x 30 <i>*DET issued</i> • Google slide presentation • Video – Art journal with me • Project Guide Google Slide | |

Outcomes and Assessment

| Outcomes | Assessment | Unit Scope |
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| Syllabus outcomes DT4-3 describes the impact of past, current and emerging technologies on the individual, society and environments DT4-4 describes the work | Class discussion used to assess understanding of designers' work , including journaling, recording, design cycles, and creative processes (DT4-4), and how processes such as journaling have changed with | Students are familiar with the design process and have begun research for homework for their self-guided ICT infographic design project . The project involves finding a problem |

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| <p>and responsibilities of designers and the factors affecting their work</p> <p>DT4-5 describes designed solutions that consider preferred futures, the principles of appropriate technology, and ethical and responsible design</p> <p>DT4-6 identifies creative, innovative, and enterprising design ideas and solutions</p> | <p>emerging technologies (DT4-3).</p> <p>Project time used to assess understanding personal connection to design project and links to community (DT4-3), through conversations about research findings, initial ideas, design problem and preferred futures to guide solutions, along with how to incorporate ICTs (DT4-5; DT4-6).</p> | <p>which affects the student and their school community. They have been introduced to the Project Guide Google Slide.</p> |
| <p>Cross Curriculum & General Capabilities</p> <ul style="list-style-type: none"> • Critical and creative thinking ⚙️ • ICT capabilities 🖥️ • Personal and social capability 🧑 • Work and enterprise ⚡ • Literacy | <p>*Differentiation is applied when necessary for equitable access to resources, and optimal understanding of subject content.</p> <p>Read and repeat key terms and concepts where necessary to support literacy.</p> | |

Lesson Timeline

| Time | Teaching and learning actions | Organisation notes |
|----------------------------------|---|--|
| <p>10 min</p> <p>0-10</p> | <p>Entry open Google Slide, set up laptop connection, projector</p> <p>*Login/access issues resolved in previous class for Google Classrooms.</p> <p>Show slide 1 – Today - Process Journal</p> | <p>Check wireless signal.</p> <p>Photos taken/research used to assess understanding of design process.</p> |

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| | <p>Outline the agenda and the expectations* on screen and advise to save questions for project time.</p> <p>Show slide 2 - Recap</p> <p>Remind students of last class and homework research → Collecting information, images, taking photos and working out who they are designing for.</p> | <p>Slides published on Google classroom for future engagement.</p> |
| <p>3 min</p> <p>10-13</p> | <p>Show slide 3 - Journal inspiration video</p> <p>While checking sound, advise students to observe video for inspiration and consider what to put in their journal from their research.</p> <p>Play Art Journal with me video: https://youtu.be/MGs2Ff_YUqY</p> <p><i>*only play up to 3 minutes, if the class insists, finish playing the video silently during discussion</i></p> | <p>Check if the music volume is comfortable, adjust if required.</p> <p><u>Art journal with me (video)</u> contains music and visual, (no speech)</p> <p>Encourage students to show their photos from research in journal.</p> |
| <p>7 min</p> <p>13-20</p> | <p>Show slide 4 - Class discussion</p> <p>Advise students of discussion. Begin with prompts on the slide, click through to reveal answers. Encourage students to show their photos & research. Prompt for personal information in journal and new suggestions to the slide.</p> <ul style="list-style-type: none"> ○ What goes in the journal? And Why? ○ What do you have here to put in your journal? | <p>Advise Abdul the WCD will be required for 7 minutes.</p> <p>Assess for understanding DT4-4, DT4-3</p> <p>Symbols in slides to assist with understanding.</p> |
| <p>30 min</p> <p>20-50</p> | <p>Show slide 5 – Project Time – Design/Journal /Questions</p> <p>Advise students to work on their graphic design project. This can be their journal, ideas, initial designs, reviewing or research. Remind them this</p> | <p>Walk around to students, assess understanding of tasks and DT4-3, DT4-5, DT4-6, clarify any</p> |

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| | <p>needs to solve a problem with an infographic designed using ICTs.</p> <p>Advice students that the Project Guide Google Slide (also in slides): is available to assist with the project, and that they can also ask questions now.</p> | <p>questions, and confirm students progress.</p> <p>Project Guide Slides for scaffolding, provide further scaffolding where necessary.</p> |
| <p>10 min 50-60</p> | <p>Show slide 6 - Homework – Collage/scrapbook to begin design mock-up for next class</p> <p>Advise students that homework is to begin journaling ideas, content for next class and option to get ahead, refer to Project Guide and google classroom for support, and encourage questions.</p> | <p>Clarify any questions</p> <p>Provide further scaffolding if necessary.</p> |
| 60 | Dismiss class | |

Design & Technology Lesson Plan 2

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| Core: Activity of Designers | Unit Context/Focus: ICT/Graphics | Stage: 4 Year: 8 | Term: 3 Lesson: 3 Time: 60 min |
| Location: Classroom with <ul style="list-style-type: none"> • Projector/ Speakers • Good wireless signal for WCD | UDL Multiple means of: Representation Expression Engagement | Students: 24 Support for Abdul <ul style="list-style-type: none"> • Visual content to minimise WCD use • Speech (digraphs, pragmatics) • DET Itinerant Support Teacher Hearing (1 day/week) | |
| Preparation <ul style="list-style-type: none"> • Google slide for lesson - contains text, symbols, photographs, diagrams, and audio-visuals • Published to Google Classroom | | Resources <ul style="list-style-type: none"> • Teacher laptop • Student laptops x 30 *DET issued • Google slide presentation • Video: Graphic Design • Project Guide Google Slide | |

Outcomes and Assessment

| Outcomes | Assessment | Unit Scope |
|---|---|--|
| Syllabus outcomes DT4-3 describes the impact of past, current and emerging technologies on | Class discussion used to assess understanding of graphic design work and creative processes (DT4-4) as | Students are familiar with the design process and have begun research for homework for their self-guided ICT |

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| <p>the individual, society and environments</p> <p>DT4-4 describes the work and responsibilities of designers and the factors affecting their work</p> <p>DT4-5 describes designed solutions that consider preferred futures, the principles of appropriate technology, and ethical and responsible design</p> <p>DT4-6 identifies creative, innovative, and enterprising design ideas and solutions</p> | <p>well as how this relates to past and present technologies (DT4-3).</p> <p>Project time used to assess understanding personal/community connection to project, and graphic design work (DT4-3; DT4-4), through conversations about research findings, initial ideas, design problems and preferred futures to guide solutions, along with how to incorporate ICTs (DT4-5; DT4-6).</p> | <p>infographic design project. The project involves finding a problem which affects the student and their school community. They have been introduced to the Project Guide Google Slide.</p> <p>This class outlines design journal processes followed by individual project work supported by the teacher.</p> <p>Homework to journal ideas for next class which explores elements of graphic design.</p> |
| <p>Cross Curriculum & General Capabilities</p> <ul style="list-style-type: none"> • Critical and creative thinking ✨ • ICT capabilities 🖥️ • Personal and social capability 🧑 • Work and enterprise ⚡ • Literacy | <p>*Differentiation is applied when necessary for equitable access to resources, and optimal understanding of subject content.</p> <p>Read and repeat key terms and concepts where necessary to support literacy.</p> | |

| Time | Teaching and learning actions | Organisation notes |
|---------------------------|--|--|
| <p>10 min</p> <p>0-10</p> | <p>Entry open Google Slide.</p> <p>Set up laptop connection, projector.</p> <p>Show slide 1 – Today – Graphic Design Principles/Elements</p> <p>Outline the agenda and the expectations* on screen and advise to save questions for project time.</p> <p>Show slide 2 – Recap - journal</p> <p>Remind students of last class and homework →</p> <p>Journaling, collaging, and sketching using their photos and research.</p> | <p>Check wireless signal</p> <p>Journal used to assess understanding of design process</p> <p>Slides published for independent engagement in the future.</p> |
| <p>2 min</p> <p>10-12</p> | <p>Show slide 3 – Graphic Design for Kids video</p> <p>While checking sound, advise students to watch the video about graphic design and consider how this relates to their project.</p> <p>Play video:</p> <p>https://www.youtube.com/watch?v=B7Y1Jn9rLLE</p> | <p>Check if the music volume is comfortable, adjust if required.</p> <p>Video contains music, visuals and simple text (no speech).</p> |
| <p>8 min</p> <p>12-20</p> | <p>Show slide 4 - Class discussion</p> <p>Advise students of discussion, prompt for tools/principles of design, encourage elaboration about relationship to personal project, designer's work and past, present, future technologies. Click</p> | <p>Advise Abdul the WCD will be required for 8 minutes. Assess for understanding DT4-3, DT4-4.</p> <p>Symbols/visuals used</p> |

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| | through to reveal answers. Add new suggestions to the slide. | assist with understanding. |
| 30 min 20-50 | <p>Show slide 5 – Project Time – Design/Journal</p> <p>/Questions</p> <p>Advise students to work on their projects, incorporating new ideas from design elements and principles. Suggest scanning their photos to collage digitally. They should record ideas and initial designs in their journal.</p> <p>Remind students that the <u>Project Guide</u> and links on the slide is to support them and that they can also ask questions now.</p> | <p>Walk around to students, assess understanding of tasks and DT4-3; DT4-4; DT4-5; DT4-6, clarify any questions, and confirm students' progress. Scaffold individually using <u>Project Guide</u></p> |
| 10 min 50-60 | <p>Show slide 6 - Homework – Mock-up ideas</p> <p>Advise students that homework to begin incorporating elements/principles into design mock-ups, content for next class and option to get ahead, refer to <u>Project Guide</u> and google classroom for support, and encourage questions.</p> | <p>Clarify any questions</p> <p>Provide further scaffolding if necessary.</p> |
| 60 | Dismiss class – remind students next lesson is in the computer lab | |

Design & Technology Lesson Plan 3

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| Core: Activity of Designers | Unit Context/Focus: ICT/Graphics | Stage: 4 Year: 8 | Term: 3 Lesson: 4 Time: 60 min |
| Location: Classroom with <ul style="list-style-type: none"> • Projector/ & Speakers • Good wireless signal for WCD | UDL Multiple means of: <ul style="list-style-type: none"> Representation Expression Engagement | Students: 24 Support for Abdul <ul style="list-style-type: none"> • Visual content to minimise WCD use • Speech (digraphs, pragmatics) | |
| Preparation <ul style="list-style-type: none"> • Google slide for lesson - contains text, symbols, photographs, diagrams, and audio-visuals • Published to Google Classroom | | Resources <ul style="list-style-type: none"> • Teacher laptop • Student laptops x 30 <i>*DET issued</i> • Google slide presentation • Video: Canvas Challenge • Project Guide Google Slide | |

Outcomes and Assessment

| Outcomes | Assessment | Unit Scope |
|---|--|--|
| Syllabus outcomes DT4-3 describes the impact of past, current and emerging technologies on the | Class discussion used to assess understanding of graphic design work and creative processes (DT4-4) as well as how this | Students are familiar with the design process and have begun research for homework for their self-guided ICT |

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| <p>individual, society and environments</p> <p>DT4-4 describes the work and responsibilities of designers and the factors affecting their work</p> <p>DT4-5 describes designed solutions that consider preferred futures, the principles of appropriate technology, and ethical and responsible design</p> <p>DT4-6 identifies creative, innovative, and enterprising design ideas and solutions</p> | <p>relates to past and present technologies (DT4-3).</p> <p>Project time used to assess understanding</p> <p>personal/community connection to project, and graphic design work (DT4-3; DT4-4), through conversations about research findings, initial ideas, design problems and preferred futures to guide solutions, along with how to incorporate ICTs (DT4-5; DT4-6).</p> | <p>infographic design project. The project involves finding a problem which affects the student and their school community. They have been introduced to the Project Guide Google Slide.</p> <p>This class outlines design journal processes followed by individual project work supported by the teacher.</p> <p>Homework to journal ideas for next class which explores elements of graphic design.</p> |
| <p>Cross Curriculum & General Capabilities</p> <ul style="list-style-type: none"> • Critical and creative thinking ⚙️ • ICT capabilities 🖥️ • Personal and social capability 🧑 • Work and enterprise ⚡ • Literacy | <p>*Differentiation is applied when necessary for equitable access to resources, and optimal understanding of subject content.</p> <p>Read and repeat key terms and concepts where necessary to support literacy.</p> | |

Lesson Timeline

| Time | Teaching and learning actions | Organisation notes |
|----------------------------------|--|--|
| <p>10 min</p> <p>0-10</p> | <p>Entry open Google Slide</p> <p>Set up laptop connection, projector.</p> <p>Show slide 1 – Today – Designing with ICTs</p> <p>Outline the agenda and the expectations* on screen and advise to save questions for project time</p> <p>Show slide 2 – Recap - journal</p> <p>Remind students of last class and homework →</p> <p>Incorporating design principles & elements into initial design ideas using research and Project Guide</p> | <p>Check wireless signal</p> <p>Journal/initial ideas used to assess understanding of designers' work.</p> <p>Slides published for independent engagement in the future.</p> |
| <p>3 min</p> <p>10-13</p> | <p>Show slide 3 – #canvachallenge: Design a poster in 5 minutes</p> <p>While checking sound, advise students to watch the video about a poster design challenge and consider their favourite and what digital tools they can use for their project.</p> <p>Play video: https://www.youtube.com/watch?v=jEss-ANxKgQ&t=4s</p> | <p>Check if the music volume is comfortable, adjust if required.</p> <p>Video is captioned and contains audio-visuals.</p> <p>WCD optional</p> |
| <p>7 min</p> <p>13-20</p> | <p>Show slide 4 - Class discussion</p> <p>Ask students to select their favourite for engagement.</p> <p>Prompt for reasons why relating to design principles and elements, and relationship to personal project.</p> | <p>Advise Abdul the WCD will be required for 8 minutes. Assess for understanding of DT4-3, DT4-4. Symbols/visuals</p> |

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| | <p>Show examples on the slide. Ask students which they have used and ones they want to add. Encourage critical thinking about any future tools they want for their project, which are not yet available. Prompt discussion about what people did before these tools.</p> <p>Add new suggestions to the slide.</p> | <p>used assist with understanding.</p> |
| <p>30 min</p> <p>20-50</p> | <p>Show slide 5 – Project Time – Design on ICTs</p> <p>Advise students to work on their projects by using available software on the computers. Suggest tracing previous scans to mock-up options for new ideas incorporating design principles and elements. They should record initial designs in their journal.</p> <p>Remind students that the <u>Project Guide</u> and links on the slide is to support them and that they can also ask questions now.</p> | <p>Walk around to students, assess understanding of the project and DT4-3; DT4-4; DT4-5; DT4-6, clarify questions, and check progress.</p> <p>Scaffold using the <u>Project Guide</u> and guide students with their individual ICTs of choice, and assess understanding of utilising tools for design.</p> |
| <p>10 min</p> <p>50-60</p> | <p>Show slide 6 - Homework – Finalise some elements</p> <p>Advise students that they should finalise an element of their design, such as (colour palette, font choices, layout etc) and begin some mock-ups. Advise content for next class, options to get ahead, support</p> | <p>Clarify any questions</p> <p>Provide further scaffolding if necessary.</p> |

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| | <p>availability on google classroom and the Project Guide and encourage questions.</p> | |
| 60 | Dismiss class – remind students next lesson is in the computer lab | |