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| Years 3–4 band Design and Technologies Curriculum and assessment plan  [Insert school name, implementation year] |

Use this template to plan an overview or summary of the teaching, learning and assessment for a band in the Australian Curriculum: Design and Technologies. For planning advice, refer to the *Planning for teaching, learning and assessment* document available on the Planning tab for each learning area at [www.qcaa.qld.edu.au/p-10/aciq/version-9/learning-areas](http://www.qcaa.qld.edu.au/p-10/aciq/version-9/learning-areas).

**How to use this template:** Type information into the fields (yellow shading). When the plan is complete, delete the highlighted instructions (blue shading). To do so, select the instruction text, click the **Home tab > Styles dropdown > Clear All/Clear Formatting >** text will revert to Normal style and you can delete the text.

| Level description | Context and cohort considerations (if applicable) |
| --- | --- |
| By the end of Year 4 students should have had the opportunity to create 3 types of designed solutions, and addressed each of these 2 technologies contexts:   * Engineering principles and systems; Materials and technologies specialisations * Food and fibre production; Food specialisations.   Students should have opportunities to experience designing and producing products, services and environments. There are rich connections to Digital Technologies and other learning areas, including Science and Health and Physical Education.  Students investigate technologies – tools, equipment, processes, materials, systems and components – developing a sense of self and ownership of their ideas and thinking about their peers and communities and as consumers. They consider the purpose of technologies and how they meet needs. Students explore and learn to harness their creative, innovative and imaginative ideas and approaches to achieve designed products, services and environments. They do this through planning and awareness of the characteristics and properties of materials and the use of tools and equipment.  They learn to reflect on their actions to refine their processes, develop their decision-making skills and improve their solutions. Students examine social and environmental sustainability implications of existing products and processes. They become aware of the role of those working in design and technologies occupations and how these people think about the way a product might change in the future.  Students clarify and present ideas, using a range of technologies and graphical representation techniques, for example drawing annotated diagrams and modelling objects as 3-dimensional images from different views. Students use symbols, flow diagrams and charts for documenting design and production ideas.  Students become aware of appropriate ways to manage their time and co-develop and use design criteria. They list the major steps needed to complete a design task. They show an understanding of the importance of planning when designing solutions, in particular when collaborating. Students identify safety issues and learn to follow safety rules when producing designed solutions. | Describe the context and cohort.  Consider the following to make informed professional decisions during the planning process:   * + relevant student data and information, e.g. achievement data   + available resources, e.g. timetabling   + school and sector priorities.   [Insert context and cohort considerations] |

**Note:** Insert/delete rows/columns, as required, to provide an overview of the teaching, learning and assessment sequence across the band.

| Unit 1 — [Insert unit title] | Unit 2 — [Insert unit title] | Unit 3 — [Insert unit title] | Unit 4 — [Insert unit title] |
| --- | --- | --- | --- |
| Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] |
| [Insert unit description and learning focus] | [Insert unit description and learning focus] | [Insert unit description and learning focus] | [Insert unit description and learning focus] |

**Note:**

Adjust the table to reflect the number of units you will offer.

Highlight the aspects of the achievement standard that will be assessed within each unit. A learning area achievement standard is provided if a multi-technologies subject is offered.

|  | Unit 1 | | Unit 2 | | Unit 3 | | Unit 4 | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing |
| Assessment | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] |
| Achievement standard | By the end of Year 4 students describe how people design products, services and environments to meet the needs of people, including sustainability. For each of the 2 prescribed technologies contexts they describe the features and uses of technologies and create designed solutions. Students select design ideas against design criteria. They communicate design ideas using models and drawings including annotations and symbols. Students plan and sequence steps and use technologies and techniques to safely produce designed solutions. | | By the end of Year 4 students describe how people design products, services and environments to meet the needs of people, including sustainability. For each of the 2 prescribed technologies contexts they describe the features and uses of technologies and create designed solutions. Students select design ideas against design criteria. They communicate design ideas using models and drawings including annotations and symbols. Students plan and sequence steps and use technologies and techniques to safely produce designed solutions. | | By the end of Year 4 students describe how people design products, services and environments to meet the needs of people, including sustainability. For each of the 2 prescribed technologies contexts they describe the features and uses of technologies and create designed solutions. Students select design ideas against design criteria. They communicate design ideas using models and drawings including annotations and symbols. Students plan and sequence steps and use technologies and techniques to safely produce designed solutions. | | By the end of Year 4 students describe how people design products, services and environments to meet the needs of people, including sustainability. For each of the 2 prescribed technologies contexts they describe the features and uses of technologies and create designed solutions. Students select design ideas against design criteria. They communicate design ideas using models and drawings including annotations and symbols. Students plan and sequence steps and use technologies and techniques to safely produce designed solutions. | |
| Learning area achievement standard | By the end of Year 4 students describe how people design products, services and environments to meet the needs of people, including sustainability. They process and represent data for different purposes, follow and describe simple algorithms involving branching and iteration, and implement them as visual programs. For each of the 2 prescribed technologies contexts they describe the features and uses of technologies and create designed solutions. Students select design ideas against design criteria. Students securely access and use digital systems and their peripherals for a range of purposes, including transmitting data. They communicate design ideas using models and drawings including annotations and symbols. Students plan and sequence steps and use technologies and techniques to safely produce designed solutions. They use the core features of common digital tools to plan, create, locate and share content, and to collaborate, following agreed behaviours. Students identify their personal data stored online and its risks. | | By the end of Year 4 students describe how people design products, services and environments to meet the needs of people, including sustainability. They process and represent data for different purposes, follow and describe simple algorithms involving branching and iteration, and implement them as visual programs. For each of the 2 prescribed technologies contexts they describe the features and uses of technologies and create designed solutions. Students select design ideas against design criteria. Students securely access and use digital systems and their peripherals for a range of purposes, including transmitting data. They communicate design ideas using models and drawings including annotations and symbols. Students plan and sequence steps and use technologies and techniques to safely produce designed solutions. They use the core features of common digital tools to plan, create, locate and share content, and to collaborate, following agreed behaviours. Students identify their personal data stored online and its risks. | | By the end of Year 4 students describe how people design products, services and environments to meet the needs of people, including sustainability. They process and represent data for different purposes, follow and describe simple algorithms involving branching and iteration, and implement them as visual programs. For each of the 2 prescribed technologies contexts they describe the features and uses of technologies and create designed solutions. Students select design ideas against design criteria. Students securely access and use digital systems and their peripherals for a range of purposes, including transmitting data. They communicate design ideas using models and drawings including annotations and symbols. Students plan and sequence steps and use technologies and techniques to safely produce designed solutions. They use the core features of common digital tools to plan, create, locate and share content, and to collaborate, following agreed behaviours. Students identify their personal data stored online and its risks. | | By the end of Year 4 students describe how people design products, services and environments to meet the needs of people, including sustainability. They process and represent data for different purposes, follow and describe simple algorithms involving branching and iteration, and implement them as visual programs. For each of the 2 prescribed technologies contexts they describe the features and uses of technologies and create designed solutions. Students select design ideas against design criteria. Students securely access and use digital systems and their peripherals for a range of purposes, including transmitting data. They communicate design ideas using models and drawings including annotations and symbols. Students plan and sequence steps and use technologies and techniques to safely produce designed solutions. They use the core features of common digital tools to plan, create, locate and share content, and to collaborate, following agreed behaviours. Students identify their personal data stored online and its risks. | |
| Moderation | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| Content descriptions | Units | | | | Content descriptions | Units | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Knowledge and understanding | 1 | 2 | 3 | 4 | Processes and production skills | 1 | 2 | 3 | 4 |
| **Technologies and society**  examine design and technologies occupations and factors including sustainability that impact on the design of products, services and environments to meet community needs  AC9TDE4K01 |  |  |  |  | **Investigating and defining**  explore needs or opportunities for designing, and test materials, components, tools, equipment and processes needed to create designed solutions AC9TDE4P01 |  |  |  |  |
| **Technologies context: Engineering principles and systems; Materials and technologies specialisations**  describe how forces and the properties of materials affect function in a product or system  AC9TDE4K02 |  |  |  |  | **Generating and designing**  generate and communicate design ideas and decisions using appropriate attributions, technical terms and graphical representation techniques, including using digital tools  AC9TDE4P02 |  |  |  |  |
| **Technologies context: Food and fibre production; Food specialisations**  describe the ways of producing food and fibre  AC9TDE4K03 |  |  |  |  | **Producing and implementing**  **select and use materials, components, tools, equipment and techniques to safely make designed solutions**  **AC9TDE4P03** |  |  |  |  |
| describe the ways food can be selected and prepared for healthy eating AC9TDE4K04 |  |  |  |  | **Evaluating**  **use given or co-developed design criteria including sustainability to evaluate design ideas and solutions**  **AC9TDE4P04** |  |  |  |  |
|  | | | | | **Collaborating and managing**  **sequence steps to individually and collaboratively make designed solutions AC9TDE4P05** |  |  |  |  |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| General capabilities | Units | | | |  | Cross-curriculum priorities | Units | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 |  |  | 1 | 2 | 3 | 4 |
| Critical and creative thinking |  |  |  |  |  | Aboriginal and Torres Strait Islander histories and cultures |  |  |  |  |
| Digital literacy |  |  |  |  |  | Asia and Australia’s engagement with Asia |  |  |  |  |
| Ethical understanding |  |  |  |  |  | Sustainability |  |  |  |  |
| Intercultural understanding |  |  |  |  |
| Literacy |  |  |  |  |
| Numeracy |  |  |  |  |
| Personal and social capability |  |  |  |  |

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