



**UNIT OUTLINE**

Year: 11/12 Accreditation: T

Timetable Period: Semester 1, 2020

Classroom Teacher: Meg Lennard

Executive Teacher: Clinton Codey

|                      |                      |                         |             |
|----------------------|----------------------|-------------------------|-------------|
| <b>Course Title</b>  | Design and Textiles  | <b>Course Code:</b>     | 8597        |
| <b>Semester Unit</b> | Design for Purpose   | <b>Unit Value/Code:</b> | 1.0 / 87941 |
| <b>Term Unit (a)</b> | Design for purpose a | <b>Unit Value/Code:</b> | 0.5 / 87942 |
| <b>Term Unit (b)</b> | Design for purpose b | <b>Unit Value/Code:</b> | 0.5 / 87943 |

**Specific Unit Goals:**

The specific goals of this unit are for students to:

- critically analyse and research aesthetics and design theory
- apply principles, strategies and methodologies to generate creative textile design concepts
- investigate and develop skills and techniques to construct an aesthetic creation incorporating the medium of textiles

**Content Summary:**

**Design process**

- apply the design process to develop creative design solutions, evaluating opportunities and constraints
- utilise design skills, practices and methods to construct an aesthetic creation, exploring techniques such as embellishments, fabric manipulation and colouration

**Strategies, methodologies and procedures**

- analyse the range of factors that determine appropriate design including environmental and sustainability
- interpret sources of inspiration such as culture, history, nature, built environment, to inform design development
- evaluate and apply work health and safety (WHS) concepts and their impact in design

**Theories, concepts and materials**

- investigate and compare types of design, including structural, functional, decorative, aesthetic
- evaluate the role of design in meeting the functional and aesthetic requirements of textile products
- critically analyse factors that make good design and evaluate the quality of the final solution and/or product

**Contexts**

- evaluate the characteristics of design elements, for example, line and direction, shape and size, texture and colour theory and experiment with their application
- evaluate the characteristics of design principles, for example, proportion, balance, rhythm, emphasis, contrasting, harmony, and unity and experiment with their application
- evaluate a range of aesthetic intentions in design such as to inform, express, educate or entertain, influence or persuade

**Communication**

- communicate accurately with others using correct terms in an appropriate format, both orally and in writing
- communicate ideas and insights in a range of appropriate mediums to a variety of audiences

- justify ideas coherently using appropriate evidence and accurate referencing

### Reflection

- reflect on own learning style and performance, including planning and time management, to develop strategies to improve own learning
- reflect and iterate on design processes to reach a final solution that incorporates the medium of textiles against a criterion

### COST OF MATERIALS

There are costs associated with this unit of study and they are **\$25.00** for the semester. This covers consumables.

### Assessment:

| TASK                           | DUE DATE | WEIGHTING |
|--------------------------------|----------|-----------|
| Written task                   | 11/03/21 | 20%       |
| Practical Application - Part A | 31/03/21 | 30%       |
| Design development - portfolio | 2/6/21   | 20%       |
| Practical Application - Part B | 2/6/21   | 30%       |

### Specific Entry & Exit Requirements for Term Units

There are no prerequisites for this course

It is possible to enter this course at Term 2 however, entry into this course for Term 2 is by negotiation with the Executive teacher.

To exit at the end of Term 1 you must first complete the written task and Practical Application – Part A.

### Assessment Criteria for Assessment and Reporting of Student Achievement

The following assessment criteria are a focus for assessment and reporting in this unit. Criteria are the essential qualities that teachers look for in student work. These criteria must be used by teachers to assess student's performance, however not all of them need to be used on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

### Students Will Be Assessed on The Degree to Which They Demonstrate:

- knowledge and understanding
- skills.

### Attendance and Participation

It is expected that students will attend and participate in all scheduled classes/contact time/structured learning activities for the units in which they are enrolled, unless there is due cause and adequate documentary evidence is provided. Any student whose attendance falls below 90% of the scheduled classes/contact time or 90% participation in structured learning activities in a unit, without having due cause with adequate documentary evidence will be deemed to have voided the unit. However, the principal has the right to exercise discretion in special circumstances if satisfactory documentation is supplied.

### Completion of Assessment Items

Students are expected to substantially complete and submit all assessment items. Exemption from an item and/or alternative assessment without penalty is available to students providing adequate documentary evidence. In order to meet the minimum assessment requirements of a unit, a student must substantially complete and submit at least 70% of the total assessment. However, the principal has the right to exercise discretion in the award of a grade or score in special circumstances where satisfactory documentation is supplied.

### **Late Submission of Assessment Tasks (Non-Test Tasks) -**

Students are encouraged to submit work on time as this is a valuable organisational skill and a key tenet of assessment condition standardisation. Students are also encouraged to complete work, even if it is late, as soon as possible after the due date. The following policy is to ensure equity for all students:

- All assessment tasks are expected to be submitted by the specified due time and date. Unless otherwise stipulated, the due time is 4.00pm for the physical submission of assessment and 11:59pm for the digital submission of assessment, on the due date.
- Unless there are exceptional circumstances, students must apply for an extension to the specified due date in advance, providing due cause and adequate documentary evidence for late submission.
- Where marks are awarded for assessment tasks, a late penalty will apply unless an extension is granted. The penalty for late submission is 5% of possible marks per calendar day late, including weekends and public holidays, until a penalty of 35% or the notional zero is reached.
- If an item is more than 7 days late, it receives the notional zero score. Submission on weekends or public holidays may not be acceptable if a physical submission is required.
- Where marks are not awarded, and a grade only is given for an assessment task, teachers will take into account the extent to which students have demonstrated their ability to complete and submit the task by the due date (taking into account any extensions granted) in awarding the grade.
- It may not be possible to grade or score work submitted late after marked work in a unit has been returned to other students. Work not submitted by the time marked work is returned to other students may be declared as 'Not submitted'.
- The principal has the right to exercise discretion in the application of the late penalty in special circumstances where satisfactory documentation has been provided.

### **Notional Zeros**

Where students fail to hand in assessment items for which marks are awarded, they will be awarded a notional zero for that assessment item. The notional zero will be a score, which lies between 0.1 of a standard deviation below the lowest genuine score for that item and zero. Note: if the lowest genuine score is zero, the notional zero is zero.

### **Cheating and Dishonest Practice**

The integrity of the College's assessment system relies upon all involved acting in accordance with the highest standards of honesty and fairness. Plagiarism is the copying, paraphrasing or summarising of work, in any form, without acknowledgement of sources, and presenting this as a student's own work. Examples of plagiarism could include, but are not limited to:

- submitting all or part of another person's work with/without that person's knowledge
- submitting all or part of a paper from a source text without proper acknowledgement
- copying part of another person's work from a source text, supplying proper documentation, but leaving out quotation marks
- submitting materials which paraphrase or summarise another person's work or ideas without appropriate documentation
- submitting a digital image, sound, design, photograph or animation, altered or unaltered, without proper acknowledgement of the source.

### **Right to Appeal**

The ACT system operates a hierarchy of reviews and appeals:

- Student seeks review from teacher regarding assessment task mark/grade, unit score, unit grade, course score
- Student seeks review from head of department, if required following review by teacher

- Student appeals to her/his college principal for a review of college assessment relating to assessment task grade/mark, unit grade, unit score, course score, penalty imposed for breach of discipline in relation to assessment
- Student, who has been through the college appeal process, may appeal to the Board against the college procedures by which the appeal decision was reached.

**Executive Teacher: Clinton Codey**

**Class Teachers: Meg Lennard**

**FURTHER INFORMATION ON RELEVANT BSSS POLICIES CAN BE FOUND HERE:**

[http://www.bsss.act.edu.au/\\_data/assets/pdf\\_file/0004/479803/P\\_and\\_P\\_Manual\\_2021\\_v4.pdf](http://www.bsss.act.edu.au/_data/assets/pdf_file/0004/479803/P_and_P_Manual_2021_v4.pdf)

Achievement Standards Technologies T Course Year 11

|                                    | <i>A student who achieves an A grade typically</i>  | <i>A student who achieves a B grade typically</i>   | <i>A student who achieves a C grade typically</i>   | <i>A student who achieves a D grade typically</i>  | <i>A student who achieves an E grade typically</i>   |
|------------------------------------|---|---|---|--|--|
| <b>Knowledge and understanding</b> | <ul style="list-style-type: none"> <li>critically analyses the design process and evaluates constraints and implications for decision making</li> <li>synthesises technology theories, concepts and principles and evaluates the properties of materials or data or systems to address a need, problem or challenge</li> <li>critically analyses technologies and evaluates ethical and sustainable application of technology</li> <li>thinks critically and creatively, drawing on data and information to solve complex problems</li> </ul>   | <ul style="list-style-type: none"> <li>analyses the design process and explains constraints and implications for decision making</li> <li>analyses technology theories, concepts and principles and explains the properties of materials or data or systems to address a need, problem or challenge</li> <li>analyses technologies and explains ethical and sustainable application of technology</li> <li>thinks critically, drawing on data and information to solve complex problems</li> </ul>  | <ul style="list-style-type: none"> <li>explains the design process and describes constraints and implications for decision making</li> <li>explains technology theories, concepts and principles and describes the properties of materials or data or systems to address a need, problem or challenge</li> <li>explains technologies and describes ethical and sustainable application of technology</li> <li>thinks critically, drawing on data and information to solve problems</li> </ul>   | <ul style="list-style-type: none"> <li>describes the design process with some reference to constraints and implications for decision making</li> <li>describes technology theories, concepts and principles with some reference to properties of materials or data or systems to address a need, problem or challenge</li> <li>describes technologies with some reference to ethical and sustainable application of technology</li> <li>draws on data and information to solve problems and describes opportunities</li> </ul>   | <ul style="list-style-type: none"> <li>identifies features of the design process with little or no reference to decision making</li> <li>identifies technology theories, concepts and principles with some reference to properties of materials or data or systems to address a need, problem or challenge</li> <li>identifies some features of technologies with little or no reference to ethical and sustainable application of technology</li> <li>applying limited use of information and data</li> </ul>   |
| <b>Skills</b>                      | <ul style="list-style-type: none"> <li>applies technology concepts, strategies and methodologies with control and precision demonstrating understanding of the historical and cultural context and its impact</li> <li>creates innovative and high quality design solutions/products using techniques and approaches and justifies ideas coherently</li> <li>critically analyses potential prototypes and solutions evaluating their appropriateness and effectiveness via iterative improvement and review</li> <li>communicates complex ideas and insights effectively in a range of mediums to a variety of audiences using appropriate evidence, metalanguage and accurate referencing</li> <li>reflects with insight on their own thinking and that of others and evaluates inter and intrapersonal skills including planning, time management, use of appropriate techniques and strategies and capacity to work independently and collaboratively</li> </ul> | <ul style="list-style-type: none"> <li>applies technology concepts, strategies and methodologies with control demonstrating understanding of the historical and cultural context and its impact</li> <li>creates innovative and quality design solutions/products using techniques and approaches and justifies ideas coherently</li> <li>analyses potential prototypes and solutions explaining their appropriateness and effectiveness via iterative improvement and review</li> <li>communicates ideas effectively in a range of mediums to a variety of audiences using appropriate evidence, metalanguage and accurate referencing</li> <li>reflects on their own thinking and analyses inter and intrapersonal skills including planning, time management, use of appropriate techniques and strategies and capacity to work independently and collaboratively</li> </ul> | <ul style="list-style-type: none"> <li>applies technology concepts, strategies and methodologies with some control demonstrating understanding of context and its impact</li> <li>creates quality design solutions/products using techniques and approaches and justifies ideas coherently</li> <li>explains potential prototypes and solutions describing their appropriateness and effectiveness via iterative improvement and review</li> <li>communicates ideas appropriately in a range of mediums to a variety of audiences using appropriate evidence, metalanguage and accurate referencing</li> <li>reflects on their own thinking and explains inter and intrapersonal skills including planning, time management, use of appropriate techniques and strategies and capacity to work independently and collaboratively</li> </ul> | <ul style="list-style-type: none"> <li>applies technology concepts, strategies and methodologies with minimal control demonstrating understanding of its impact</li> <li>creates design solutions/products using some techniques and approaches and explains ideas</li> <li>describes analyses potential prototypes and solutions with some reference to their appropriateness and effectiveness via iterative improvement and review</li> <li>communicates ideas in mediums to a variety of audiences using some evidence, metalanguage and referencing</li> <li>reflects on their own thinking with some reference to inter and intrapersonal skills including planning, time management, use of appropriate techniques and strategies and capacity to work independently and collaboratively</li> </ul> | <ul style="list-style-type: none"> <li>applies technology concepts, strategies and methodologies with limited control demonstrating little evidence of understanding its impact</li> <li>plans design solutions/products using some techniques and approaches and describes ideas</li> <li>identifies potential prototypes and solutions with little or no reference to their appropriateness and effectiveness via iterative improvement and review</li> <li>communicates basic ideas in mediums to a variety of audiences using minimal evidence, metalanguage and some referencing</li> <li>reflects on their own thinking with little or no reference to planning, time management, use of appropriate techniques and strategies and capacity to work independently and collaboratively</li> </ul> |

Achievement Standards Technologies T Course Year 12

|                                    | <i>A student who achieves an A grade typically</i>  | <i>A student who achieves a B grade typically</i>  | <i>A student who achieves a C grade typically</i>  | <i>A student who achieves a D grade typically</i>  | <i>A student who achieves an E grade typically</i>  |
|------------------------------------|---|--|--|--|---|
| <b>Knowledge and understanding</b> | <ul style="list-style-type: none"> <li>critically analyses the design process and evaluates opportunities, constraints and implications for decision making</li> <li>critically analyses strategies, methodologies and procedures and evaluates their validity and reliability</li> <li>synthesises technology theories, concepts and principles and evaluates the properties of material or data or systems to address a need, problem or challenge</li> <li>critically analyses technologies in a range of contexts and evaluates ethical and sustainable application of technology</li> <li>thinks critically and creatively, drawing on data and information to solve complex problems and evaluates opportunities for application of technology</li> </ul>   | <ul style="list-style-type: none"> <li>analyses the design process and explains opportunities, constraints and implications for decision making</li> <li>analyses strategies, methodologies and procedures and explains their validity and reliability</li> <li>analyses technology theories, concepts and principles and explains the properties of materials or data or systems to address a need, problem or challenge</li> <li>analyses technologies in a range of contexts and explains ethical and sustainable application of technology</li> <li>thinks critically, drawing on data and information to solve complex problems and analyses opportunities for application of technology</li> </ul>   | <ul style="list-style-type: none"> <li>explains the design process and describes opportunities, constraints and implications for decision making</li> <li>explains strategies, methodologies and procedures and describes their validity and reliability</li> <li>explains technology theories, concepts and principles and describes the properties of materials or data or systems to address a need, problem or challenge</li> <li>explains technologies in a range of contexts and describes ethical and sustainable application of technology</li> <li>thinks critically, drawing on data and information at times to solve problems and explains opportunities for application of technology</li> </ul>  | <ul style="list-style-type: none"> <li>describes the design process with some reference to opportunities, constraints and implications for decision making</li> <li>describes strategies, methodologies and procedures with some reference to validity and reliability</li> <li>describes technology theories, concepts and principles with some reference to properties of materials or data or systems to address a need, problem or challenge</li> <li>describes technologies in a range of contexts with some reference to ethical and sustainable application of technology</li> <li>draws on data and information at times to solve problems and describes opportunities for application of technology</li> </ul>  | <ul style="list-style-type: none"> <li>identifies features of the design process with little or no reference to decision making</li> <li>identifies some strategies, methodologies and procedures with little reference to validity and reliability</li> <li>identifies technology theories, concepts and principles with some reference to properties of materials or data or systems to address a need, problem or challenge</li> <li>identifies some features of technologies in a range of contexts with little or no reference to ethical and sustainable application of technology</li> <li>identifies some opportunities for application of technology with limited use of information and data</li> </ul>   |
| <b>Skills</b>                      | <ul style="list-style-type: none"> <li>applies technology concepts, strategies and methodologies demonstrating an understanding of the historical and cultural context and impact on individuals, groups, communities and society</li> <li>creates innovative and high quality design solutions/products using techniques and approaches and justifies ideas coherently</li> <li>critically analyses potential prototypes and solutions evaluating their appropriateness and effectiveness via iterative improvement and review</li> <li>communicates complex ideas and insights effectively in a range of mediums to a variety of audiences using appropriate evidence, metalanguage and accurate referencing</li> <li>reflects with insight on their own thinking and that of others and evaluates inter and intrapersonal skills including planning, time management, use of appropriate techniques &amp; strategies and capacity to work independently and collaboratively</li> </ul> | <ul style="list-style-type: none"> <li>applies technology concepts, strategies and methodologies with control demonstrating understanding of the historical and cultural context and impact on individuals, groups, communities and society</li> <li>creates innovative and quality design solutions/products using techniques and justifies ideas coherently</li> <li>analyses potential prototypes and solutions explaining their appropriateness and effectiveness via iterative improvement and review</li> <li>communicates ideas effectively in a range of mediums to a variety of audiences using appropriate evidence, metalanguage and accurate referencing</li> <li>reflects on their own thinking and that of others and analyses inter and intrapersonal skills including planning, time management, use of appropriate techniques and strategies and capacity to work both independently and collaboratively</li> </ul> | <ul style="list-style-type: none"> <li>applies technology concepts, strategies and methodologies with some control demonstrating understanding of context and the impact on individuals, groups, communities and society</li> <li>creates quality design solutions/products using techniques and justifies ideas coherently</li> <li>explains potential prototypes and solutions describing their appropriateness and effectiveness via iterative improvement and review</li> <li>communicates ideas appropriately in a range of mediums to a variety of audiences using appropriate evidence, metalanguage and accurate referencing</li> <li>reflects on their own thinking and that of others and explains inter and intrapersonal skills including planning, time management, use of appropriate techniques and strategies and capacity to work both independently and collaboratively</li> </ul> | <ul style="list-style-type: none"> <li>applies technology concepts, strategies and methodologies with minimal control demonstrating understanding of the impact on individuals, groups, communities and society</li> <li>creates design solutions/products using some techniques and explains ideas</li> <li>describes analyses potential prototypes and solutions with some reference to their appropriateness and effectiveness via iterative improvement and review</li> <li>communicates ideas in mediums to a variety of audiences using some evidence, metalanguage and referencing</li> <li>reflects on their own thinking with some reference to inter and intrapersonal skills including planning, time management, use of appropriate techniques and strategies and capacity to work both independently and collaboratively</li> </ul> | <ul style="list-style-type: none"> <li>applies technology concepts, strategies and methodologies with limited control demonstrating little evidence of understanding of the impact on individuals, groups, communities and society</li> <li>plans design solutions/products using some techniques and describes ideas</li> <li>identifies potential prototypes and solutions with little or no reference to their appropriateness and effectiveness via iterative improvement and review</li> <li>communicates basic ideas in mediums to a variety of audiences using minimal evidence, metalanguage and some referencing</li> <li>reflects on their own thinking with little or no reference to planning, time management, use of appropriate techniques and strategies and capacity to work both independently and collaboratively</li> </ul> |

