

# Giant Steps Design & Technology (Stage 5) and Technology (Stage 6) Program

## Overview

<b>Key Learning Area/Subject:</b> Design and Technology	<b>Semester:</b> 1				<b>Year:</b> 2018
<b>Unit of Work Title:</b> Photography Design	<b>Duration/Timing:</b> 40 Hours, 2 hours per week – 21 weeks				<b>Stage:</b> 6 Technology <b>Stage:</b> 5 Design & Technology
<b>Program:</b> Secondary (Senior School)	<b>Class:</b> Freshwater & Balmoral				<b>Author:</b> Francesca Robinson Merrilyn Sackett
	<b>Student Name</b>	<b>Academic Stage</b>	<b>Academic Grade</b>	<b>Initials</b>	
<b>Description:</b> Photography Design provides students with an opportunity to explore the world around us using a range of technology. During this unit of work, students will learn about how we can create photography. They will compare modern devices such as digital devices with those from past years including disposable cameras, polaroid cameras, and long exposure cameras. Students will learn about techniques used when taking a photograph to ensure their desired image has been captured, such as framing, focus, and zoom. They will explore how to use editing software to make changes to their image and compare the outcomes of this process evaluating the changes that have occurred in their work. Students will learn about how photography has changed over time and the factors that have influenced these changes including technology, society and the development in interests and hobbies over time. Students will compare photographs from the past to those of the present day and compare what they can see commenting on the images using keywords and AAC.					

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## Outcomes, Questions and Activity Bank Stage 6

Outcome		Content	Key Guiding Question	Activity Bank <i>(think about ALL abilities)</i>
DTLS1	Recognises that a process is used to develop design solutions	Identify steps in a design process including: <ul style="list-style-type: none"> <li>– identifying a need</li> <li>– exploring ideas</li> <li>– choosing a preferred idea</li> <li>– planning steps for producing the design project</li> <li>– selecting materials, tools and techniques</li> <li>– producing the design project</li> <li>– evaluating the design project</li> <li>– compiling a design portfolio of the steps during a design process</li> </ul>	Does the student follow the steps of a procedure to produce a design project? Does the student use problem solving to develop solutions as problems arise in the design process?	Using various coloured paper cut-outs of everyday objects relating to various themes i.e. transportation, animals, foods – students are to assemble a tableau collage of a scene / scenario.  Utilising a number of different materials and fabrics, students are to re-interpret their ‘paper cut-out’ scene / scenario but substituting fabric for paper.  Using a number of food ingredients such as various grains, seeds, pasta shapes – students are to re-create their original ‘paper & fabric cut-out’ scene / scenario.
DTLS2	Explores factors that influence the development of design solutions	Explore factors that influence the design and the making of design projects such as: <ul style="list-style-type: none"> <li>– technology</li> <li>– function (specific purpose)</li> <li>– aesthetics (enhancing the appearance of the design)</li> <li>– available resources (skills, tools, materials, time and money)</li> <li>– ergonomics</li> <li>– OHS</li> <li>– short-term and long-term environmental consequences (resources used, waste products)</li> <li>– social appropriateness</li> <li>– quality.</li> </ul>	Does the student use information technology to research product design? Does a student location information from a variety of resources to assist with the project?	Using a variety of sources such as images from newspapers, magazines, brochures & catalogues, students are to re-create an interpretation of a pre-conceived scene / scenario i.e. a birthday party, a family gathering, a playground session at GS as a montage.  Using the burst function on a phone camera, a student is to reallocate and order the pictures in a sequence that makes linear sense. Example – a picture burst of a person sitting down, then standing up, then running towards an object, then jumping into the air and over the object to continue running until they stop.
IPTLS4	Demonstrates skills and techniques in the context of an information systems project	Engage in a design process to produce an information system – use identified area of need or problem to generate an idea <ul style="list-style-type: none"> <li>– define the requirements</li> <li>– research/explore idea</li> <li>– make decisions</li> <li>– develop a project plan</li> </ul>	Does the student demonstrate skills to use a variety of applications and apps (e.g. word, ppt, outlook, iMessage etc)?	Using a daily schedule, students are to create their own personalised ‘a Day in the Life of {student name}’ poster – highlighting the various stages they go through throughout their day. Example – waking up, having

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		<ul style="list-style-type: none"> <li>– select tools and equipment for information processes</li> <li>– test and evaluate the design solution</li> </ul> <p>Demonstrates team work skills, for example:</p> <ul style="list-style-type: none"> <li>– listening</li> <li>– cooperation</li> <li>– shared responsibilities</li> <li>– task allocation</li> <li>– problem-solving</li> <li>– decision-making</li> </ul>		<p>breakfast, wearing school uniform, taxi, arrival at school, taxi, home, dinner, brush teeth and bedtime.</p> <p>Using personal pictures from family photo albums, students are to create a life-story of their various stages. Example – a baby, a toddler, a child, a teenager etc. and create a poster montage indicating chronological order in an orderly timely fashion.</p>
<p>IPTLS6</p>	<p>Explores a range of information technology systems.</p>	<p>explore a range of information systems such as:</p> <ul style="list-style-type: none"> <li>– personal (databases, word prediction software, speech-generating devices, screen-reading software)</li> <li>– group (school records, booking systems)</li> </ul> <p>explore information systems with a range of purposes, such as to:</p> <ul style="list-style-type: none"> <li>– communicate</li> <li>– process transactions</li> <li>– provide users with information – help with decision-making</li> <li>– manage information</li> <li>– automate a manufacturing process</li> </ul> <p>explore a range of hardware for displaying information such as:</p> <ul style="list-style-type: none"> <li>– screens</li> <li>– printers</li> <li>– speakers and speech-generating devices</li> <li>– digital and analogue for video.</li> </ul>	<p>Does the student explore new activities, software and hardware, using classroom resources i.e. iPad, computers, cameras etc.</p>	

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## Outcomes, Questions and Activity Bank Stage 4/5

Outcome		Content	Key Guiding Question	Learning Across Curriculum Codes	Activity Bank (think about ALL abilities)
LS1.1	Recognises that a process is used to develop design solutions	<p>Students learn about: the steps in a design process communicating throughout the design process</p> <p>Students learn to: recognise the steps in a design process including: – identifying a need – exploring ideas – choosing a preferred idea – planning steps for producing the design project – selecting tools, equipment and materials – producing the design project – evaluating the design project</p>	<p>Does the student identify the steps of a procedure to produce a design project? Does the student use problem solving to develop solutions as problems arise in the design process? Does the student maintain the project after completing the design process?</p>	N/A	<p>Using various coloured paper cut-outs of everyday objects relating to various themes i.e. transportation, animals, foods – students are to assemble a tableau collage of a scene / scenario.</p> <p>Utilising a number of different materials and fabrics, students are to re-interpret their ‘paper cut-out’ scene / scenario but substituting fabric for paper.</p> <p>Using a number of food ingredients such as various grains, seeds, pasta shapes – students are to re-create their original ‘paper &amp; fabric cut-out’ scene / scenario.</p> <p>Using a variety of sources such as images from newspapers, magazines, brochures &amp; catalogues, students are to re-create an interpretation of a pre-conceived scene / scenario i.e. a birthday party, a family gathering, a playground session at GS as a montage.</p>
LS5.2	Uses a variety of techniques to present design solutions	<p>Students learn about a variety of communication techniques</p> <p>Students learn to use techniques to communicate ideas including</p> <ul style="list-style-type: none"> <li>• pictures, photographs, digital camera, video,</li> <li>• computer graphics</li> <li>• collage</li> </ul>	<p>Does the student create design ideas using images or words? Does the student order a design process using images or words? Does the student research ideas for design projects using a variety of sources? For example, internet, magazines.</p>	N/A	<p>Using the burst function on a phone camera, a student is to reallocate and order the pictures in a sequence that makes linear sense. Example – a picture burst of a person sitting down, then standing up, then running towards an object, then jumping into the air and over the object to continue running until they stop.</p> <p>Using a daily schedule, students are to create their own personalised ‘a Day in the Life of {student name}’ poster – highlighting the various stages they go through throughout their day. Example – waking up, having</p>

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LS6.1	Selects and uses appropriate processes and techniques in the context of producing design projects	<p>Students learn about: techniques used to develop projects across a range of technologies</p> <p>Students learn to: use techniques to produce design projects across a variety of technologies</p>	Does the student select the correct tool and use it for its intended purpose?	N/A	<p>breakfast, wearing school uniform, taxi, arrival at school, taxi, home, dinner, brush teeth and bedtime.</p> <p>Using personal pictures from family photo albums, students are to create a life-story of their various stages. Example – a baby, a toddler, a child, a teenager etc. and create a poster montage indicating chronological order in an orderly timely fashion.</p>
LS2.1	Explores the impact of past, current and emerging technologies	<p>Students learn about: impact of technologies, past, current and emerging, on individuals, society and environments</p> <p>Students learn to: recognise the impact of current technologies on individuals, society and environments, eg information and communication technology</p>	<p>Does the student use technology to take photographs?</p> <p>Does the student edit photographs using technology?</p> <p>Does the student create a presentation of photographs using technology?</p> <p>Does the student use methods from the past and present to create pictures?</p>	N/A	
LS6.2	Participates in producing design projects	<p>Students learn about: producing a design project</p> <p>Students learn to: participate in producing a design project.</p>	<p>Does the student participate in the steps of a design project?</p> <p>Does the student complete the design project in the required period of time?</p> <p>Does the student follow a set of steps to complete a design project?</p>	N/A	



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## Example Outcome and Student Learning Goals Stage 6

### Technology

Outcomes:		Learning Goals	Students	
DTLS1	Recognises that a process is used to develop design solutions	<p>Follows the steps of a procedure (5 steps) to produce a design project</p> <p>Follows the steps of a procedure (3 steps) to produce a design project when given a model</p> <p>Sequences the steps of a design project by matching picture to picture and/or word to picture</p>		
DTLS2	Explores factors that influence the development of design solutions	Locates what is required to complete a design project from an information source such a book or the internet		
IPTLS4	Demonstrates skills and techniques in the context of an information systems project	Uses a variety of applications and apps (e.g. word, ppt, outlook, iMessage etc)?		
IPTLS6	Explores a range of information technology systems.	Explores new activities, software and hardware, using classroom resources i.e. iPad, computers, cameras etc.		

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## *Example Outcome and Student Learning Goals Stage 5*

### Stage 5- Design and Technology

Outcomes:		Learning Goals	Students	
LS1.1	Recognises that a process is used to develop design solutions	Chooses correct design process from a choice of two visuals with correct and incorrect design solutions when given a model		
LS5.2	Uses a variety of techniques to present design solutions	Edits photographs using technology		
LS6.1	Selects and uses appropriate processes and techniques in the context of producing design projects	Uses visual procedure to complete the project		
LS2.1	Explores the impact of past, current and emerging technologies	Recognises past (film Camera), current (iPhone) and emerging technologies (drone) by matching the according photographic example		
LS6.2	Participates in producing design projects	Initiates 80% of steps of a project following a model		

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## Assessment

Assessment Overview – All Year Units of Work		
Pre-Assessment	Progressive	Post
<p><b>Term 1 – Weeks 1-5</b> Pre-assessment and learning goal development.</p> <p>Pre-assessment can be performed via one or more of the following forms:</p> <ul style="list-style-type: none"> <li>• Anecdotal observations</li> <li>• Checklists</li> <li>• Task analysis checklists</li> <li>• Work samples</li> <li>• Photos</li> <li>• Videos</li> </ul> <p>Assessment to be carried out by the class team (teachers, therapists and educators) See below for assessment links</p>	<p><b>Term 1 – Weeks 6--10</b> <b>Term 2 – Weeks 1-8</b></p> <p>To be carried out at least twice and can be performed via one or more of the following forms:</p> <ul style="list-style-type: none"> <li>• Anecdotal observations</li> <li>• Checklists</li> <li>• Task analysis checklists</li> <li>• Work samples</li> <li>• Photo</li> <li>• Videos</li> </ul> <p>Assessment to be carried out by the class team (teachers, therapists and educators)</p>	<p><b>Term 2 – Week 9-10</b></p> <p>To be carried out at least twice and can be performed via one or more of the following forms:</p> <ul style="list-style-type: none"> <li>• Anecdotal observations</li> <li>• Checklists</li> <li>• Task analysis checklists</li> <li>• Work samples</li> <li>• Photo</li> <li>• Videos</li> </ul> <p>Assessment to be carried out by the class team (teachers, therapists and educators)</p> <p><b>Assessments to then be summarised in the following reports</b></p>
<p><i>Links to Student Documents Pre-/Progressive/Post Assessment Documents:</i></p>		




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## Teaching and Learning Sequence

Term	Week	Focus	Content Stage 5 Design and Technology	Content Stage 6	Teaching and Learning Sequence (including differentiation)	Resources	Completed (insert ✓, date and initial)
1	1-3	Introduction Pre - Assessment Subject Matter – found objects	<p>Stage 5 LS2.1 Students learn about: impact of technologies, past, current and emerging, on individuals, society and environments</p> <p>Students learn to: recognise the impact of current technologies on individuals, society and environments, eg information and communication technology</p>	<p>DTLS2 Explore factors that influence the design and the making of design projects such as:</p> <ul style="list-style-type: none"> <li>– technology</li> <li>– function (specific purpose)</li> <li>– aesthetics (enhancing the appearance of the design)</li> <li>– available resources (skills, tools, materials, time and money)</li> <li>– ergonomics</li> <li>– OHS</li> <li>– short-term and long-term environmental consequences (resources used, waste products)</li> <li>– social appropriateness</li> </ul>	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Students gather around Schedule board</li> <li>• Refer to the daily schedule.</li> </ul> <p>Facilitator to introduce next session of the day by removing the previous session (e.g. morning tea) and drawing attention to the lesson visual “it’s time for Photography Design”.</p> <ul style="list-style-type: none"> <li>• Open lesson PowerPoint and introduce lesson components (either digital on the Interwrite Board or physical on the lesson components sequence strip) forewarning students of lesson content.</li> </ul> <p><b>Body</b> <b>1. Song</b> Facilitator introduces a song relevant to the topic. This serves to settle students and engage prior to their explicit learning</p>	<p>PowerPoint: <a href="#">V:\Secondary\NEW Syllabus\Stage 4-5\Technology\Photography Design\Resources\Freshwater Photography Design T1</a></p> <p>IPad iPhone</p> <p>Found objects including: Zips Belt buckles Coloured pencils Glasses frames</p> <p>Paper Printer Work book Glue</p> <p>Worksheets: <a href="#">V:\Secondary\NEW Syllabus\Stage 4-5\Technology\Photography Design\Resources\Freshwater Photography Design T1</a></p>	


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				<p>– quality</p> <p><b>2. Explicit Teaching</b> Facilitator introduces an overview of content for learning including introduction of the steps of how to take a still life photograph, the steps involved and the arranging of objects.</p> <p><b>3. Student Activity</b> Students will : Take it in turns to arrange the objects on to clean white surface such as a piece of paper in order to take a photograph using their chosen technology. Such as class IPad/personal IPad or personal Phone. Students remain at their desk to complete task Stand up and take photo from a bird’s eye point of view or remain seated and take photo from seated point of view. (Advanced - Students then navigate their way to texting the photo to Facilitator phone to be printed). Move to the printer and collect their photo. Return to the class and paste into work book.</p> <p><b>Differentiation –</b></p> <p><b>4. Worksheet</b> Over the introductory weeks, students are provided with a worksheet on content, to pre assess their understanding of the process. Worksheets include:</p>	<p>Example:</p> 	
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					<ul style="list-style-type: none"> <li>The ordering of the process and the lesson structure. <ul style="list-style-type: none"> <li>picture-picture match</li> <li>blank template</li> </ul> </li> </ul> <p><b>Conclusion</b></p> <ul style="list-style-type: none"> <li>Recap on learning – Facilitator initiates reflection through images in their work book about the photographic content and the photo the student has taken such as “oh it’s ..... Photo” “ you took some.....”and through commenting on/referencing the lesson component schedule.</li> <li>Students put all worksheets into their personal file and pack resources away.</li> </ul> <p>Final lesson component crossed off, removed or covered by a finished sign and students move to transition area. Facilitator packs away lesson visual into finished tub and introduces the new session.</p>		
1	4-5	Introduction Pre - Assessment Subject Matter –  Flora	Stage 5 LS6.2 Students learn about: producing a design project	ITPLS4 Engage in a design process to produce an information system – use identified area of need or	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>Students gather around Schedule board</li> <li>Refer to the daily schedule.</li> </ul> <p>Facilitator to introduce next session of the day by removing the previous</p>	<p>PowerPoint: <a href="V:\Secondary\NEW Syllabus\Stage 4-5\Technology\Photography Design\Resources\Freshwater Photography Design T1">V:\Secondary\NEW Syllabus\Stage 4-5\Technology\Photography Design\Resources\Freshwater Photography Design T1</a></p> <p>IPad</p>	

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		<p>Explores design solutions</p> <p>Uses appropriate techniques</p>	<p>Students learn to: participate in producing a design project.</p>	<p>problem to generate an idea – define the requirements – research/explore idea – make decisions – develop a project plan – select tools and equipment for information processes – test and evaluate the design solution</p> <p>Demonstrates team work skills, for example: – listening – cooperation – shared responsibilities – task allocation – problem-solving – decision-making</p>	<p>session (e.g. morning tea) and drawing attention to the lesson visual “it’s time for Photography Design”.</p> <ul style="list-style-type: none"> <li>• Open lesson PowerPoint and introduce lesson components (either digital on the Interwrite Board or physical on the lesson components sequence strip) forewarning students of lesson content.</li> </ul> <p><b>Body</b></p> <p><b>1. Song</b> Facilitator introduces a song relevant to the topic. This serves to settle students and engage prior to their explicit learning</p> <p><b>2. Explicit Teaching</b> Facilitator introduces an overview of content for learning including introduction of the steps of how to take a still life photograph, the steps involved and the arranging of objects.</p> <p><b>3. Student Activity</b> Students will : Take it in turns to arrange the Flowers on to clean black surface such as a piece of paper in order to take a photograph using their chosen technology.</p>	<p>IPhone</p> <p>Flowers including: Those found on morning walk Flowers from home Flowers chosen and purchased online.</p> <p>Paper Printer Work book Glue</p> <p>Worksheets: <a href="#">V:\Secondary\NEW Syllabus\Stage 4-5\Technology\Photography Design\Resources\Freshwater Photography Design T1</a></p> <p>Example:</p> 	
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				<p>Such as class iPad/personal iPad or personal Phone. Students remain at their desk to complete task</p> <p>Stand up and take photo from a bird's eye point of view or remain seated and take photo from seated point of view.</p> <p>(Advanced - Students then navigate their way to texting the photo to Facilitator phone to be printed).</p> <p>Move to the printer and collect their photo. Return to the class and paste into work book.</p> <p><b>Differentiation –</b></p> <p><b>4. Worksheet</b></p> <p>Students are provided with a worksheet on content, and their understanding of the process. Worksheets include:</p> <ul style="list-style-type: none"> <li>• What they took photos of, who took the photo, where did they get the materials for their photo, what did they use to take the photo?             <ul style="list-style-type: none"> <li>○ picture-picture match</li> <li>○ blank template</li> </ul> </li> </ul> <p><b>Conclusion</b></p> <ul style="list-style-type: none"> <li>• Recap on learning – Facilitator initiates reflection through images in their work book about the photographic content and the</li> </ul>	
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					<p>photo the student has taken such as “oh it’s ..... Photo” “you took photos of.....” “what did you use to take the photo?” and through commenting on/referencing the lesson component schedule.</p> <ul style="list-style-type: none"> <li>• Students put all worksheets into their personal file and pack resources away.</li> </ul> <p>Final lesson component crossed off, removed or covered by a finished sign and students move to transition area. Facilitator packs away lesson visual into finished tub and introduces the new session.</p>	
Term 1	6-7	<p>Ongoing Assessment Subject Matter –</p> <p>Vegetable still life</p> <p>Using appropriate apps and techniques for the design project</p>	<p>Stage 5 LS6.2 Students learn about: producing a design project</p> <p>Students learn to: participate in producing a design project.</p>	<p>ITPLS4 Engage in a design process to produce an information system – use identified area of need or problem to generate an idea – define the requirements – research/explore idea – make decisions – develop a project plan</p>	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Students gather around Schedule board</li> <li>• Refer to the daily schedule. Facilitator to introduce next session of the day by removing the previous session (e.g. morning tea) and drawing attention to the lesson visual “it’s time for Photography Design”.</li> <li>• Open lesson PowerPoint and introduce lesson components (either digital on the Interwrite Board or physical on the lesson components sequence strip)</li> </ul>	<p>PowerPoint: <a href="V:\Secondary\NEW Syllabus\Stage 4-5\Technology\Photography Design\Resources\Freshwater Photography Design T1">V:\Secondary\NEW Syllabus\Stage 4-5\Technology\Photography Design\Resources\Freshwater Photography Design T1</a></p> <p>IPad iPhone</p> <p>Vegetable including: Vegetable in lunch box Vegetable from home Vegetable purchased at the school tuckshop or at Market Madness. Chosen and purchased online.</p>

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				<ul style="list-style-type: none"> <li>– select tools and equipment for information processes</li> <li>– test and evaluate the design solution</li> </ul> <p>Demonstrates team work skills, for example:</p> <ul style="list-style-type: none"> <li>– listening</li> <li>– cooperation</li> <li>– shared responsibilities</li> <li>– task allocation</li> <li>– problem-solving</li> <li>– decision-making</li> </ul>	<p>forewarning students of lesson content.</p> <p><b>Body</b></p> <p><b>1. Song</b> Facilitator introduces a song relevant to the topic. This serves to settle students and engage prior to their explicit learning</p> <p><b>2. Explicit Teaching</b> Facilitator introduces an overview of content for learning including introduction of the steps of how to take a still life photograph, the steps involved and the arranging of objects.</p> <p><b>3. Student Activity</b> Students will : Take it in turns to arrange the Vegetable on to clean white surface such as a piece of paper in order to take a photograph using their chosen technology. Such as class IPad/personal IPad or personal Phone. Students remain at their desk to complete task. Stand up and take photo from a bird's eye point of view or remain seated and take photo from seated point of view. (Advanced - Students then navigate their way to texting the photo to Facilitator phone to be printed). Move to the printer and collect their photo.</p>	<p>Paper Printer Work book Glue</p> <p>Worksheets: <a href="V:\Secondary\NEW Syllabus\Stage 4-5\Technology\Photography Design\Resources\Freshwater Photography Design T1">V:\Secondary\NEW Syllabus\Stage 4-5\Technology\Photography Design\Resources\Freshwater Photography Design T1</a></p> <p>Example:</p> 	
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				<p>Return to the class and paste into work book.</p> <p><b>Differentiation –</b></p> <p><b>4. Worksheet</b> Students are provided with a worksheet on content, and their understanding of the process. Worksheets include:</p> <ul style="list-style-type: none"><li>• What they took photos of, who took the photo, where did they get the materials for their photo, what did they use to take the photo?<ul style="list-style-type: none"><li>○ picture-picture match</li><li>○ blank template</li></ul></li></ul> <p><b>Conclusion</b></p> <ul style="list-style-type: none"><li>• Recap on learning – Facilitator initiates reflection through images in their work book about the photographic content and the photo the student has taken such as “oh it’s ..... Photo” “you took photos of.....” “what did you use to take the photo?” and through commenting on/referencing the lesson component schedule.</li><li>• Students put all worksheets into their personal file and pack resources away.</li></ul>		
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					Final lesson component crossed off, removed or covered by a finished sign and students move to transition area. Facilitator packs away lesson visual into finished tub and introduces the new session.		
Term 1	8-9	Ongoing Assessment Subject Matter –  Vegetables still Life  Demonstrates skills and techniques for design projects	Stage 5 LS1.1 Students learn about: the steps in a design process communicating throughout the design process  Students learn to: recognise the steps in a design process including: – identifying a need – exploring ideas – choosing a preferred idea – planning steps for producing the design project – selecting tools,	DTLS1 Identify steps in a design process including: – identifying a need – exploring ideas – choosing a preferred idea – planning steps for producing the design project – selecting materials, tools and techniques – producing the design project – evaluating the design project – compiling a design portfolio of the steps during a design process	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Students gather around Schedule board</li> <li>• Refer to the daily schedule. Facilitator to introduce next session of the day by removing the previous session (e.g. morning tea) and drawing attention to the lesson visual “it’s time for Photography Design”.</li> <li>• Open lesson PowerPoint and introduce lesson components (either digital on the Interwrite Board or physical on the lesson components sequence strip) forewarning students of lesson content.</li> </ul> <p><b>Body</b></p> <p><b>1. Song</b> Facilitator introduces a song relevant to the topic. This serves to settle students and engage prior to their explicit learning</p> <p><b>2. Explicit Teaching</b> Facilitator introduces an overview of</p>	<p>PowerPoint: <a href="V:\Secondary\NEW Syllabus\Stage 4-5\Technology\Photography Design\Resources\Freshwater Photography Design T1">V:\Secondary\NEW Syllabus\Stage 4-5\Technology\Photography Design\Resources\Freshwater Photography Design T1</a></p> <p>IPad iPhone</p> <p>Vegetable including: Vegetable in lunch box Vegetable from home Vegetable purchased at the school tuckshop or at Market Madness. Chosen and purchased online.</p> <p>Paper Printer Work book Glue</p> <p>Worksheets: <a href="V:\Secondary\NEW Syllabus\Stage 4-5\Technology\Photography Design\Resources\Freshwater Photography Design T1">V:\Secondary\NEW Syllabus\Stage 4-5\Technology\Photography Design\Resources\Freshwater Photography Design T1</a></p>	

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			<p>equipment and materials</p> <ul style="list-style-type: none"> <li>– producing the design project</li> <li>– evaluating the design project</li> </ul>		<p>content for learning including introduction of the steps of how to take a still life photograph, the steps involved and the arranging of objects.</p> <p><b>3. Student Activity</b> Students will : Take it in turns to arrange the vegetable on to clean white surface such as a piece of paper in order to take a photograph using their chosen technology. Such as class iPad/personal iPad or personal Phone. Students remain at their desk to complete task Stand up and take photo from a bird's eye point of view or remain seated and take photo from seated point of view. (Advanced - Students then navigate their way to texting the photo to Facilitator phone to be printed). Move to the printer and collect their photo. Return to the class and paste into work book.</p> <p><b>Differentiation –</b></p> <p><b>4. Worksheet</b> Students are provided with a worksheet on content, and their understanding of the process. Worksheets include:</p> <ul style="list-style-type: none"> <li>• What they took photos of, who took the photo, where did they get</li> </ul>	<p>Example:</p> 
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## Giant Steps Design & Technology (Stage 5) and Technology (Stage 6) Program

					<p>the materials for their photo, what did they use to take the photo?</p> <ul style="list-style-type: none"> <li>○ picture-picture match</li> <li>○ blank template</li> </ul> <p><b>Conclusion</b></p> <ul style="list-style-type: none"> <li>• Recap on learning – Facilitator initiates reflection through images in their work book about the photographic content and the photo the student has taken such as “oh it’s ..... Photo” “you took photos of.....” “what did you use to take the photo?” and through commenting on/referencing the lesson component schedule.</li> <li>• Students put all worksheets into their personal file and pack resources away.</li> </ul> <p>Final lesson component crossed off, removed or covered by a finished sign and students move to transition area. Facilitator packs away lesson visual into finished tub and introduces the new session.</p>		
Term 1	10-11	Ongoing Assessment Subject Matter –	Stage 5 LS2.1 Students learn about: impact of technologies, past, current	IPTLS6 Explore information systems with a range of	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Students gather around Schedule board</li> <li>• Refer to the daily schedule. Facilitator to introduce next session</li> </ul>	PowerPoint: <a href="V:\Secondary\NEW Syllabus\Stage 4-5\Technology\Photography Design\Resources\Freshwater Photography Design T1">V:\Secondary\NEW Syllabus\Stage 4-5\Technology\Photography Design\Resources\Freshwater Photography Design T1</a>	

# Giant Steps Design & Technology (Stage 5) and Technology (Stage 6) Program

	<p>The history of Photography and cameras</p> <p>silhouettes</p> <p>Past and present technologies and the impact on technologies and design.</p>	<p>and emerging, on individuals, society and environments</p> <p>Students learn to: recognise the impact of current technologies on individuals, society and environments, eg information and communication technology</p>	<p>purposes, such as to:</p> <ul style="list-style-type: none"> <li>– communicate</li> <li>– process transactions</li> <li>– provide users with information – help with decision-making</li> <li>– manage information</li> <li>– automate a manufacturing process</li> </ul> <p>Explore a range of hardware for displaying information such as:</p> <ul style="list-style-type: none"> <li>– screens</li> <li>– printers</li> <li>– speakers and speech-generating devices</li> <li>– digital and analogue for video. Does the student explore new</li> </ul>	<p>of the day by removing the previous session (e.g. morning tea) and drawing attention to the lesson visual “it’s time for Photography Design”.</p> <ul style="list-style-type: none"> <li>• Open lesson PowerPoint and introduce lesson components (either digital on the Interwrite Board or physical on the lesson components sequence strip) forewarning students of lesson content.</li> </ul> <p><b>Body</b></p> <p><b>1. Song</b> Teacher introduces a song relevant to the topic. This serves to settle students and engage prior to their explicit learning</p> <p><b>2. Explicit Teaching</b> Facilitator introduces an overview of content for learning including introduction of the steps of how to take a still life photograph, the steps involved and the arranging of objects.</p> <p><b>3. Student Activity Silhouettes</b> Students will : Stand against the Interwrite board and have their silhouettes traced by their peers. Take turns to add in colour to the voids.</p>	<p>IPad iPhone</p> <p>Interwrite</p> <p>Paper Printer Work book Glue</p> <p>Worksheets: <a href="V:\Secondary\NEW Syllabus\Stage 4-5\Technology\Photography Design\Resources\Freshwater Photography Design T1">V:\Secondary\NEW Syllabus\Stage 4-5\Technology\Photography Design\Resources\Freshwater Photography Design T1</a></p> <p>Example:</p> 	
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# Giant Steps Design & Technology (Stage 5) and Technology (Stage 6) Program

				<p>activities, software and hardware, using classroom resources i.e. iPad, computers, cameras etc.</p>	<p>Facilitator print the image and students paste into book.</p> <p><b>Differentiation –</b></p> <p><b>4. Worksheet</b> Students are provided with a worksheet on content, and their understanding of the process. Worksheets include:</p> <ul style="list-style-type: none"> <li>• What they took photos of, who took the photo, where did they get the materials for their photo, what did they use to take the photo?             <ul style="list-style-type: none"> <li>○ picture-picture match</li> <li>○ blank template</li> </ul> </li> </ul> <p><b>Conclusion</b></p> <ul style="list-style-type: none"> <li>• Recap on learning – Facilitator initiates reflection through images in their work book about the photographic content and the photo the student has taken such as “oh it’s ..... Photo” “you took photos of.....” “what did you use to take the photo?” and through commenting on/referencing the lesson component schedule.</li> <li>• Students put all worksheets into their personal file and pack resources away.</li> </ul>		
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## Giant Steps Design & Technology (Stage 5) and Technology (Stage 6) Program

					Final lesson component crossed off, removed or covered by a finished sign and students move to transition area. Facilitator packs away lesson visual into finished tub and introduces the new session.		
Term 2	Week 1-3	Ongoing Assessment Subject Matter –  Doors and doorways  Explores design solutions  Uses appropriate techniques	Stage 5 LS5.2 Students learn about a variety of communication techniques Students learn to use techniques to communicate ideas including •pictures, photographs, digital camera, video, •computer graphics •collage	DTLS2 Explore factors that influence the design and the making of design projects such as: – technology – function (specific purpose) – aesthetics (enhancing the appearance of the design) – available resources (skills, tools, materials, time and money) – ergonomics – OHS – short-term and long-term environmental consequences (resources used, waste products) – social appropriateness – quality	<b>Introduction</b> <ul style="list-style-type: none"> <li>Students gather around Schedule board</li> <li>Refer to the daily schedule.</li> </ul> Facilitator to introduce next session of the day by removing the previous session (e.g. morning tea) and drawing attention to the lesson visual “it’s time for Photography Design”. <ul style="list-style-type: none"> <li>Open lesson PowerPoint and introduce lesson components (either digital on the Interwrite Board or physical on the lesson components sequence strip) forewarning students of lesson content.</li> </ul> <b>Body</b> <b>1. Song</b> Teacher introduces a song relevant to the topic. This serves to settle students and engage prior to their explicit learning <b>2. Explicit Teaching</b> Facilitator introduces an overview of	PowerPoint: <a href="V:\Secondary\NEW Syllabus\Stage 4-5\Technology\Photography Design\Resources\Freshwater Photography Design T2">V:\Secondary\NEW Syllabus\Stage 4-5\Technology\Photography Design\Resources\Freshwater Photography Design T2</a>  IPad iPhone  including: Doorways in the clock tower building playground  Paper Printer Work book Glue  Worksheets:  <a href="V:\Secondary\NEW Syllabus\Stage 4-5\Technology\Photography Design\Resources\Freshwater Photography Design T2">V:\Secondary\NEW Syllabus\Stage 4-5\Technology\Photography Design\Resources\Freshwater Photography Design T2</a>	

# Giant Steps Design & Technology (Stage 5) and Technology (Stage 6) Program


				<p>content for learning including introduction of the steps of how to take a still life photograph, the steps involved and the arranging of objects.</p> <p><b>3. Student Activity</b>          Students will :          Walk to the playground in order to take a photograph using their chosen technology such as class IPad/personal IPad or personal Phone.          Students will take a close up photo of the object          (Advanced - Students then navigate their way to texting the photo to Facilitator phone to be printed).          Walk to the printer in the clock tower staffroom and collect their photo.          Return to the class and paste into work book.</p> <p><b>Differentiation -</b></p> <p><b>4. Worksheet</b>          Students are provided with a worksheet on content, and their understanding of the process. Worksheets include:</p> <ul style="list-style-type: none"> <li>• What they took photos of, who took the photo, where did they get the materials for their photo, what did they use to take the photo?             <ul style="list-style-type: none"> <li>○ picture-picture match</li> </ul> </li> </ul>	<p>Example:</p> 	
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# Giant Steps Design & Technology (Stage 5) and Technology (Stage 6) Program

					<ul style="list-style-type: none"> <li>○ blank template</li> </ul> <p><b>Conclusion</b></p> <ul style="list-style-type: none"> <li>• Recap on learning – Facilitator initiates reflection through images in their work book about the photographic content and the photo the student has taken such as “oh it’s ..... Photo” “you took photos of.....” “what did you use to take the photo?” and through commenting on/referencing the lesson component schedule.</li> <li>• Students put all worksheets into their personal file and pack resources away.</li> </ul> <p>Final lesson component crossed off, removed or covered by a finished sign and students move to transition area. Facilitator packs away lesson visual into finished tub and introduces the new session.</p>		
Term 2	Week 4-5	Ongoing Assessment Subject Matter –  Fences  Using appropriate	Stage 5 LS6.2 Students learn about: producing a design project  Students learn to: participate in	ITPLS4 Engage in a design process to produce an information system – use identified area of need or problem to generate an idea	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Students gather around Schedule board</li> <li>• Refer to the daily schedule.</li> </ul> <p>Facilitator to introduce next session of the day by removing the previous session (e.g. morning tea) and drawing attention to the lesson</p>	PowerPoint:  <a href="V:\Secondary\NEW Syllabus\Stage 4-5\Technology\Photography Design\Resources\Freshwater Photography Design T2">V:\Secondary\NEW Syllabus\Stage 4-5\Technology\Photography Design\Resources\Freshwater Photography Design T2</a>  IPad iPhone	

# Giant Steps Design & Technology (Stage 5) and Technology (Stage 6) Program

		<p>apps and techniques for the design project</p>	<p>producing a design project.</p>	<ul style="list-style-type: none"> <li>– define the requirements</li> <li>– research/explore idea</li> <li>– make decisions</li> <li>– develop a project plan</li> <li>– select tools and equipment for information processes</li> <li>– test and evaluate the design solution</li> </ul> <p>Demonstrates team work skills, for example:</p> <ul style="list-style-type: none"> <li>– listening</li> <li>– cooperation</li> <li>– shared responsibilities</li> <li>– task allocation</li> <li>– problem-solving</li> <li>– decision-making</li> </ul>	<p>visual “it’s time for Photography Design”.</p> <ul style="list-style-type: none"> <li>• Open lesson PowerPoint and introduce lesson components (either digital on the Interwrite Board or physical on the lesson components sequence strip) forewarning students of lesson content.</li> </ul> <p><b>Body</b></p> <p><b>1. Song</b> Facilitator introduces a song relevant to the topic. This serves to settle students and engage prior to their explicit learning</p> <p><b>2. Explicit Teaching</b> Facilitator introduces an overview of content for learning including introduction of the steps of how to take a still life photograph, the steps involved and the arranging of objects.</p> <p><b>3. Student Activity</b> Students will : Walk to the playground in order to take a photograph using their chosen technology such as class iPad/personal iPad or personal Phone. Students will take a close up photo of the object</p>	<p>Fences in the clock tower building playground</p> <p>Paper Printer Work book Glue</p> <p>Worksheets:</p> <p><a href="V:\Secondary\NEW Syllabus\Stage 4-5\Technology\Photography Design\Resources\Freshwater Photography Design T2">V:\Secondary\NEW Syllabus\Stage 4-5\Technology\Photography Design\Resources\Freshwater Photography Design T2</a></p> <p>Example:</p> 	
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# Giant Steps Design & Technology (Stage 5) and Technology (Stage 6) Program

				<p>(Advanced - Students then navigate their way to texting the photo to Facilitator phone to be printed). Walk to the printer in the clock tower staffroom and collect their photo. Return to the class and paste into work book.</p> <p><b>Differentiation –</b></p> <p><b>4. Worksheet</b> Students are provided with a worksheet on content, and their understanding of the process. Worksheets include:</p> <ul style="list-style-type: none"><li>• What they took photos of, who took the photo, where did they get the materials for their photo, what did they use to take the photo?<ul style="list-style-type: none"><li>○ picture-picture match</li><li>○ blank template</li></ul></li></ul> <p><b>Conclusion</b> Recap on learning – Facilitator initiates reflection through images in their work book about the photographic content and the photo the student has taken such as “oh it’s ..... Photo” “you took photos of.....” “what did you use to take the photo?” and through commenting on/referencing the lesson component schedule.</p>		
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# Giant Steps Design & Technology (Stage 5) and Technology (Stage 6) Program

					<ul style="list-style-type: none"> <li>Students put all worksheets into their personal file and pack resources away.</li> </ul> <p>Final lesson component crossed off, removed or covered by a finished sign and students move to transition area. Facilitator packs away lesson visual into finished tub and introduces the new session.</p>		
Term 2	6-7	<p>Ongoing Assessment Subject Matter –</p> <p>Windows</p> <p>Using appropriate apps and techniques for the design project</p>	<p>Stage 5 LS6.2</p> <p>Students learn about: producing a design project</p> <p>Students learn to: participate in producing a design project</p>	<p>ITPLS4</p> <p>Engage in a design process to produce an information system – use identified area of need or problem to generate an idea – define the requirements – research/explore idea – make decisions – develop a project plan – select tools and equipment for information processes – test and evaluate the design solution</p>	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>Students gather around Schedule board</li> <li>Refer to the daily schedule. Facilitator to introduce next session of the day by removing the previous session (e.g. morning tea) and drawing attention to the lesson visual “it’s time for Photography Design”.</li> <li>Open lesson PowerPoint and introduce lesson components (either digital on the Interwrite Board or physical on the lesson components sequence strip) forewarning students of lesson content.</li> </ul> <p><b>1. Song</b></p> <p>Facilitator introduces a song relevant to the</p>	<p>PowerPoint:</p> <p><a href="V:\Secondary\NEW Syllabus\Stage 4-5\Technology\Photography Design\Resources\Freshwater Photography Design T2">V:\Secondary\NEW Syllabus\Stage 4-5\Technology\Photography Design\Resources\Freshwater Photography Design T2</a></p> <p>IPad iPhone</p> <p>Windows in the clock tower Windows in the playground</p> <p>Paper Printer Work book Glue</p> <p>Worksheets:</p> <p><a href="V:\Secondary\NEW Syllabus\Stage 4-5\Technology\Photography Design\Resources\Freshwater Photography Design T2">V:\Secondary\NEW Syllabus\Stage 4-</a></p>	

# Giant Steps Design & Technology (Stage 5) and Technology (Stage 6) Program


				<p>Demonstrates team work skills, for example:</p> <ul style="list-style-type: none"> <li>- listening</li> <li>- cooperation</li> <li>- shared responsibilities</li> <li>- task allocation</li> <li>- problem-solving</li> <li>- decision-making</li> </ul>	<p>topic. This serves to settle students and engage prior to their explicit learning</p> <p><b>2. Explicit Teaching</b> Facilitator introduces an overview of content for learning including introduction of the steps of how to take a still life photograph, the steps involved and the arranging of objects.</p> <p><b>3. Student Activity</b> Students will : Walk to the playground in order to take a photograph using their chosen technology such as class iPad/personal iPad or personal Phone. Students will take a close up photo of the object (Advanced - Students then navigate their way to texting the photo to Facilitator phone to be printed). Walk to the printer in the clock tower staffroom and collect their photo. Return to the class and paste into work book.</p> <p><b>Differentiation –</b></p> <p><b>4. Worksheet</b> Students are provided with a worksheet on content, and their understanding of the process. Worksheets include:</p>	<p><a href="#">5\Technology\Photography Design\Resources\Freshwater Photography Design T2</a></p> <p>Example:</p> 	
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# Giant Steps Design & Technology (Stage 5) and Technology (Stage 6) Program

					<ul style="list-style-type: none"> <li>• What they took photos of, who took the photo, where did they get the materials for their photo, what did they use to take the photo?             <ul style="list-style-type: none"> <li>○ picture-picture match</li> <li>○ blank template</li> </ul> </li> </ul> <p><b>Conclusion</b></p> <ul style="list-style-type: none"> <li>• Recap on learning – Facilitator initiates reflection through images in their work book about the photographic content and the photo the student has taken such as “oh it’s ..... Photo” “you took photos of.....” “what did you use to take the photo?” and through commenting on/referencing the lesson component schedule.</li> <li>• Students put all worksheets into their personal file and pack resources away.</li> </ul> <p>Final lesson component crossed off, removed or covered by a finished sign and students move to transition area. Facilitator packs away lesson visual into finished tub and introduces the new session.</p>		
Term 2	Week 8 Week 9	Review and post Assessment	Stage 5 LS6.1 Students learn about:	ITPLS4 Engage in a design process to produce an	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Students gather around Schedule board</li> </ul>	PowerPoint:  <a href="#">V:\Secondary\NEW Syllabus\Stage 4-</a>	

# Giant Steps Design & Technology (Stage 5) and Technology (Stage 6) Program

		<p>Subject Matter –</p> <p>Walls</p> <p>Demonstrates skills and techniques for design projects</p>	<p>techniques used to develop projects across a range of technologies</p> <p>Students learn to:</p> <ul style="list-style-type: none"> <li>– use techniques to produce design projects across a variety of technologies</li> </ul>	<p>information system – use identified area of need or problem to generate an idea – define the requirements –</p> <ul style="list-style-type: none"> <li>– research/explore idea</li> <li>– make decisions</li> <li>– develop a project plan</li> <li>– select tools and equipment for information processes</li> <li>– test and evaluate the design solution</li> </ul> <p>Demonstrates team work skills, for example:</p> <ul style="list-style-type: none"> <li>– listening</li> <li>– cooperation</li> <li>– shared responsibilities</li> <li>– task allocation</li> <li>– problem-solving</li> <li>– decision-making</li> </ul>	<ul style="list-style-type: none"> <li>• Refer to the daily schedule. Facilitator to introduce next session of the day by removing the previous session (e.g. morning tea) and drawing attention to the lesson visual “it’s time for Photography Design”.</li> <li>• Open lesson PowerPoint and introduce lesson components (either digital on the Interwrite Board or physical on the lesson components sequence strip) forewarning students of lesson content.</li> </ul> <p><b>1. Song</b> Teacher introduces a song relevant to the topic. This serves to settle students and engage prior to their explicit learning</p> <p><b>2. Explicit Teaching</b> Facilitator introduces an overview of content for learning including introduction of the steps of how to take a still life photograph, the steps involved and the arranging of objects.</p> <p><b>3. Student Activity</b> Students will :</p>	<p><a href="#">5\Technology\Photography Design\Resources\Freshwater Photography Design T2</a></p> <p>IPad iPhone</p> <p>Walls around the grounds</p> <p>Paper Printer Work book Glue</p> <p>Worksheets:</p> <p><a href="#">V:\Secondary\NEW Syllabus\Stage 4-5\Technology\Photography Design\Resources\Freshwater Photography Design T2</a></p> <p>Example:</p> 	
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# Giant Steps Design & Technology (Stage 5) and Technology (Stage 6) Program

				<p>Walk to the playground in order to take a photograph using their chosen technology such as class IPad/personal IPad or personal Phone.</p> <p>Students will take a close up photo of the object (Advanced - Students then navigate their way to texting the photo to Facilitator phone to be printed).</p> <p>Walk to the printer in the clock tower staffroom and collect their photo. Return to the class and paste into work book.</p> <p><b>Differentiation –</b></p> <p><b>4. Worksheet</b> Students are provided with a worksheet on content, and their understanding of the process. Worksheets include:</p> <ul style="list-style-type: none"> <li>• What they took photos of, who took the photo, where did they get the materials for their photo, what did they use to take the photo?             <ul style="list-style-type: none"> <li>○ picture-picture match</li> <li>○ blank template</li> </ul> </li> </ul> <p><b>Conclusion</b></p> <ul style="list-style-type: none"> <li>• Recap on learning – Facilitator initiates reflection through images in their work book about the</li> </ul>	
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## Giant Steps Design & Technology (Stage 5) and Technology (Stage 6) Program

					<p>photographic content and the photo the student has taken such as “oh it’s ..... Photo” “you took photos of.....” “what did you use to take the photo?” and through commenting on/referencing the lesson component schedule.</p> <ul style="list-style-type: none"> <li>• Students put all worksheets into their personal file and pack resources away.</li> </ul> <p>Final lesson component crossed off, removed or covered by a finished sign and students move to transition area. Facilitator packs away lesson visual into finished tub and introduces the new session.</p>		
Term 2	Weeks 10	<p>Review and Post Assessment Subject Matter –</p> <p>Photoshop</p> <p>Past and present technologies and the impact on technologies and design.</p>	<p>Stage 5 LS2.1 Students learn about: impact of technologies, past, current and emerging, on individuals, society and environments</p> <p>Students learn to: recognise the impact of current</p>	<p>IPTLS6 Explore information systems with a range of purposes, such as to:</p> <ul style="list-style-type: none"> <li>– communicate</li> <li>– process transactions</li> <li>– provide users with information – help with decision-making</li> </ul>	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Students gather around Schedule board</li> <li>• Refer to the daily schedule. Facilitator to introduce next session of the day by removing the previous session (e.g. morning tea) and drawing attention to the lesson visual “it’s time for Photography Design”.</li> <li>• Open lesson PowerPoint and introduce lesson components (either digital on the Interwrite Board or physical on the lesson</li> </ul>	<p>PowerPoint:</p> <p><a href="V:\Secondary\NEW Syllabus\Stage 4-5\Technology\Photography Design\Resources\Freshwater Photography Design T2">V:\Secondary\NEW Syllabus\Stage 4-5\Technology\Photography Design\Resources\Freshwater Photography Design T2</a></p> <p>IPad iPhone</p> <p>Paper Printer Work book</p>	

# Giant Steps Design & Technology (Stage 5) and Technology (Stage 6) Program

			<p>technologies on individuals, society and environments, eg information and communication technology</p>	<ul style="list-style-type: none"> <li>– manage information</li> <li>– automate a manufacturing process</li> </ul> <p>Explore a range of hardware for displaying information such as:</p> <ul style="list-style-type: none"> <li>– screens</li> <li>– printers</li> <li>– speakers and speech-generating devices</li> <li>– digital and analogue for video. Does the student explore new activities, software and hardware, using classroom resources i.e. iPad, computers, cameras etc.</li> </ul>	<p>components sequence strip) forewarning students of lesson content</p> <p><b>1. Song</b> Teacher introduces a song relevant to the topic. This serves to settle students and engage prior to their explicit learning</p> <p><b>2. Explicit Teaching</b> Facilitator introduces a reviews of content for learning including introduction of the steps of how to take a still life photograph, the steps involved and the arranging of objects.</p> <p><b>3. Student Activity</b> Students will : Choose a photo they have taken Upload photo on to IPad Use Photoshop app to manipulate photos Print photo Collect from printer Paste into book</p> <p><b>Differentiation –</b></p> <p><b>4. Worksheet</b> Students are provided with a worksheet reviewing the content content, and their understanding of the process. Worksheets include:</p>	<p>Glue</p> <p>Worksheets:</p> <p><a href="V:\Secondary\NEW Syllabus\Stage 4-5\Technology\Photography Design\Resources\Freshwater Photography Design T2">V:\Secondary\NEW Syllabus\Stage 4-5\Technology\Photography Design\Resources\Freshwater Photography Design T2</a></p> <p>Example:</p> 	
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# Giant Steps Design & Technology (Stage 5) and Technology (Stage 6) Program

					<ul style="list-style-type: none"> <li>• What they took photos of, who took the photo, where did they get the materials for their photo, what did they use to take the photo?             <ul style="list-style-type: none"> <li>○ picture-picture match</li> <li>○ blank template</li> </ul> </li> </ul> <p><b>Conclusion</b></p> <ul style="list-style-type: none"> <li>• Recap on learning – Facilitator initiates reflection through images in their work book about the photographic content and the photo the student has taken such as “oh it’s ..... Photo” “you took photos of.....” “what did you use to take the photo?” and through commenting on/referencing the lesson component schedule.</li> <li>• Students put all worksheets into their personal file and pack resources away.</li> </ul> <p>Final lesson component crossed off, removed or covered by a finished sign and students move to transition area. Facilitator packs away lesson visual into finished tub and introduces the new session.</p>	
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# Giant Steps Design & Technology (Stage 5) and Technology (Stage 6) Program

## *Evaluations (completed twice per term)*

Date:

<b>Programming/Outcomes</b>	<b>Yes</b>	<b>No</b>
Were teaching and learning experiences effective?		
Were students engaged in the content/theme of the unit?		
Were students engaged for the duration of lessons?		
Did the unit support student development of identified outcomes?		
Did this unit support individual development of learning goals?		
<b>Teaching strategies</b>	<b>Yes</b>	<b>No</b>
Were teaching strategies effective?		
Were staff consistent in their implementing effective teaching support?		
<b>Differentiating</b>	<b>Yes</b>	<b>No</b>
Were the activities relevant and appropriate to the needs of the individual the students?		
Were individual learning supports effective?		
<b>Assessment</b>	<b>Yes</b>	<b>No</b>
Were there enough opportunities to assess students?		
Was there a need to adjust tasks in order to adequately assess students learning?		
<b>Resources</b>	<b>Yes</b>	<b>No</b>
Were all resources/activities prepared and set up before the commencement of a lesson?		
<b>Comments</b>		
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Sign-off:		

# Giant Steps Design & Technology (Stage 5) and Technology (Stage 6) Program

Program Approval:

Date	Member of Leadership Team	Signature

