



WOOL4SCHOOL
DESIGN COMPETITION

CURRICULUM LINKS



ADVICE FOR TEACHERS

The Wool4School Design Competition is designed to support the curriculum taught in Design and Technology subjects across Australia.

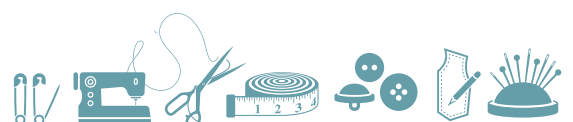
Listed on the Wool4School website are some suggestions as to where the competition can fit within each state and territory curriculum.

The following Australian Curriculum links are provided for your reference:

- Years 7 and 8 Australian Curriculum
- Years 9 and 10 Australian Curriculum

For Year 11 and 12 curriculum links, click on your state or territory:

- New South Wales
- Victoria
- Queensland
- Western Australia
- South Australia
- Australian Capital Territory
- Tasmania
- Northern Territory



SYLLABUS LINKS	LESSON LINK				
<p>Students in Years 7 and 8 should be working at 7–8 level in the Australian Curriculum.</p> <p>The Wool4School unit of work covers the following content descriptors:</p> <p>(Taken from the ACARA Design and Technologies documents http://docs.acara.edu.au/resources/Design_and_Technologies_-_Sequence_of_content.pdf.)</p>	TOPICS				
	<ul style="list-style-type: none"> • Introduction of design brief 	<ul style="list-style-type: none"> • Brainstorming ideas 	<ul style="list-style-type: none"> • Learning about wool 	<ul style="list-style-type: none"> • Designing 	<ul style="list-style-type: none"> • Fashion presentation with annotations

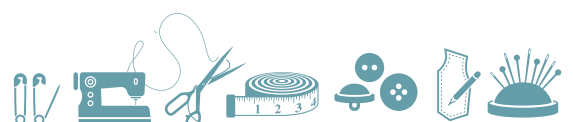
DESIGN AND TECHNOLOGIES STRAND: KNOWLEDGE AND UNDERSTANDING

<p>Technologies and society</p>	<p>Investigate the ways in which products, services and environments evolve locally, regionally and globally and how competing factors including social, ethical and sustainability considerations are prioritised in the development of technologies and designed solutions for preferred futures (ACTDEK029)</p>				
<p>Materials and technologies specialisations</p>	<p>Analyse ways to produce designed solutions through selecting and combining materials, systems, components and equipment (ACTDEK034).</p>				

DESIGN AND TECHNOLOGIES PROCESSES AND PRODUCTION SKILLS

<p>Investigating and defining</p>	<p>Critique needs or opportunities for designing and investigate, analyse and select from a range of materials, components, tools, equipment and processes to develop design ideas (ACTDEP035).</p>				
<p>Generating and designing</p>	<p>Generate, develop, test, and communicate ideas, plans and processes for various audiences using appropriate technical terms and technologies including graphical representation techniques (ACTEPEP036).</p>				

For more detailed information please refer to the ACARA Design and Technologies curriculum documents on the Australian Curriculum website.



SYLLABUS LINKS	LESSON LINK						
<p>Students in Years 9 and 10 should be working at Stages 9 and 10 in the Australian Curriculum.</p> <p>The Wool4School unit of work covers the following Learning Outcomes:</p> <p>[Taken from the ACARA Design and Technologies documents http://docs.acara.edu.au/resources/Design_and_Technologies_-_Sequence_of_content.pdf.]</p>	TOPICS						
	• Introduction of design brief	• Sourcing information	• Brainstorming ideas	• Creating a mood board	• Learning about wool	• Designing	• Fashion presentation with annotations

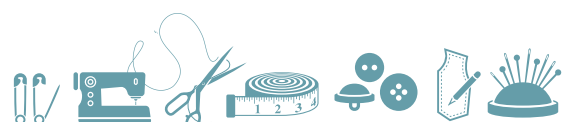
DESIGN AND TECHNOLOGIES STRAND: KNOWLEDGE AND UNDERSTANDING

Technologies and society	Critically analyse factors including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures and the complex design and production processes involved (ACTDEK040).						
Materials and technologies specialisations	Investigate and make judgements on how the characteristics and properties of materials, systems, components, tools and equipment can be combined to create designed solutions (ACTDEK046). Investigate and make judgements, within a range of technologies specialisations, on how technologies can be combined to create designed solutions (ACTDEK047).						

DESIGN AND TECHNOLOGIES PROCESSES AND PRODUCTION SKILLS

Investigating and defining	Critique needs or opportunities to develop design briefs and investigate and select an increasingly sophisticated range of materials, systems, components, tools and equipment to develop design ideas (ACTDEP048).						
Generating and designing	Develop, modify and communicate design ideas by applying design thinking, creativity, innovation and enterprise skills of increasing sophistication (ACTDEP049).						
Evaluating	Evaluate design ideas, processes and solutions against comprehensive criteria for success recognising the need for sustainability (ACTDEP051).						

For more detailed information please refer to the ACARA Design and Technologies curriculum documents on the [Australian Curriculum website](#).



SYLLABUS LINKS	LESSON LINK							
<p>Students in Years 11 and 12 are working towards their HSC.</p> <p>The Wool4School unit of work covers the following Learning Outcomes:</p> <p>(Taken from the Textiles and Design Stage 6 Syllabus document.)</p>	TOPICS							
	<ul style="list-style-type: none"> • Introduction of design brief 	<ul style="list-style-type: none"> • Sourcing information 	<ul style="list-style-type: none"> • Brainstorming ideas 	<ul style="list-style-type: none"> • Creating a mood board 	<ul style="list-style-type: none"> • Learning about wool 	<ul style="list-style-type: none"> • Designing 	<ul style="list-style-type: none"> • Fashion presentation with annotations 	<ul style="list-style-type: none"> • Technical sketches/working drawings

AREA OF STUDY: DESIGN

Outcomes:								
<p>P1.1 Describes the elements and principles of design and uses them in a variety of applications.</p>								
<p>P1.2 Identifies the functional and aesthetic requirements and features of a range of textiles items.</p>								
<p>P2.1 Demonstrates the use of a variety of communication skills, including computer-based technology.</p>								
<p>P4.1 Identifies and selects textiles for specific end-uses based on analysis and experimentation.</p>								

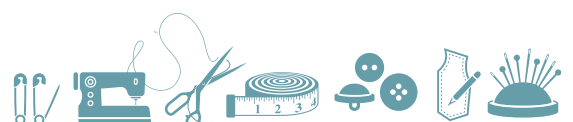
AREA OF STUDY: PROPERTIES AND PERFORMANCE OF TEXTILES

Outcomes:								
<p>P3.1 Identifies properties of a variety of fabrics, yarns and fibres.</p>								
<p>P3.2 Justifies the selection of fabrics, yarns and fibres for end-uses.</p>								
<p>P4.1 Identifies and selects textiles for specific end-uses based on analysis of experimentation.</p>								

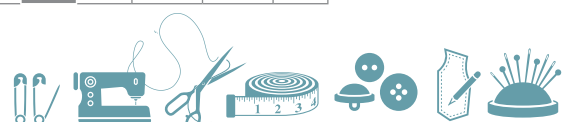
Documents can be found at:

http://www.boardofstudies.nsw.edu.au/syllabus_hsc/ (NSW Board of Studies homepage)

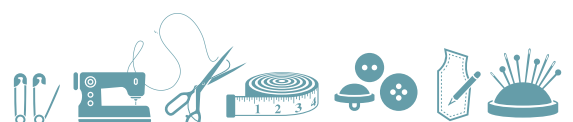
<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies/textiles-and-design-syllabus> (Textiles and Design Stage 6 Syllabus)



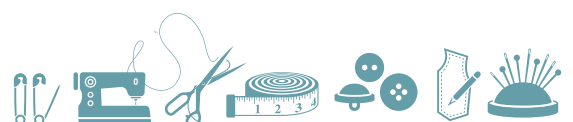
SYLLABUS LINKS	LESSON LINK							
<p>Students in Years 11 and 12 are working towards obtaining their VCE.</p> <p>The Wool4School unit of work covers the following Key knowledge and skills:</p> <p>(Taken from the Product Design and Technology Study Design.)</p>	TOPICS							
	<ul style="list-style-type: none"> • Introduction of design brief 	<ul style="list-style-type: none"> • Sourcing information 	<ul style="list-style-type: none"> • Brainstorming ideas 	<ul style="list-style-type: none"> • Creating a mood board 	<ul style="list-style-type: none"> • Learning about wool 	<ul style="list-style-type: none"> • Designing 	<ul style="list-style-type: none"> • Fashion presentation with annotations 	<ul style="list-style-type: none"> • Technical sketches/working drawings
KEY KNOWLEDGE:								
Methods of analysing a product that is an existing solution to a problem or need for identified user/s.								
Systems models and strategies used to assess the sustainability of a material and/ or product.								
The product design process and its application to re- design and production of a product based on an existing product design.								
The purpose, components and structure of a design brief, including the context or situation, and constraints and considerations.								
Methods of incorporating relevant Product Design Factors in a design brief.								
Creative and critical design thinking methods and techniques.								
The role of annotation and appropriateness of different drawing techniques in the design and development stage of the product design process, including: <ul style="list-style-type: none"> • visualisations • working drawings • computer-aided design (CAD). 								
Methods of generating, analysing and evaluating ideas for the re-design of an existing product.								
Origins, sources, classification of at least two materials with consideration of their sustainability.								



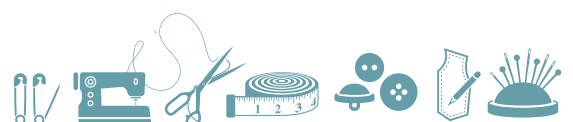
Appropriate tests, trials, comparisons and skill practice to determine suitable production processes, and characteristics and properties, of at least two materials to suit specific purposes.									
KEY SKILLS:									
Analyse an existing product to be re-designed that has solved a design need or problem with reference to the relevant product design factors.									
Use the investigating and defining, and design and development stages of the product design process incorporating relevant product design factors to develop a solution for a re-designed product.									
Write a design brief for the modification and improvement of a product design.									
Appropriately acknowledge the intellectual property (IP) of others.									
Develop and present annotated drawings of the re-design of the product showing improvements.									
Reference working drawings									
Documents can be found at: <ul style="list-style-type: none"> • http://www.vcaa.vic.edu.au/Pages/vce/index.aspx (VCAA Homepage) • https://www.vcaa.vic.edu.au/Documents/vce/technology/ProductDesignTechnology_SD_2018.pdf (Product Design and Technology Study Design) 									



SYLLABUS LINKS	LESSON LINK							
<p>Students in Years 11 and 12 are working towards their Senior Education.</p> <p>The Wool4School unit of work covers the following Dimensions and Learning Objectives:</p> <p>(Taken from the Fashion Senior Syllabus document.)</p>	TOPICS							
	• Introduction of design brief	• Sourcing information	• Brainstorming ideas	• Creating a mood Board	• Learning about wool	• Designing	• Fashion presentation with annotations	• Technical sketches/working drawings
DIMENSION 1: KNOWING AND UNDERSTANDING								
Objectives:								
Identify and interpret fashion fundamentals.	■							
Explain design briefs.	■	■						
Demonstrate elements and principles of fashion design and technical skills in fashion contexts.				■	■	■		
DIMENSION 2: ANALYSING AND APPLYING								
Objectives:								
Analyse fashion fundamentals.	■	■		■				
Apply fashion design process.	■	■	■		■	■		■
Apply technical skills and design ideas related to fashion contexts.				■	■	■		
DIMENSION 3: EVALUATING AND CREATING								
Objectives:								
Evaluate design ideas and products.								■
Create communications that convey meaning to audiences.			■	■	■	■	■	■
<p>Documents can be found at:</p> <ul style="list-style-type: none"> • https://www.qcaa.qld.edu.au/ (QSA Homepage) • https://www.qcaa.qld.edu.au/downloads/portal/syllabuses/snr_fashion_19_app_syll.pdf (Fashion Senior Syllabus) 								



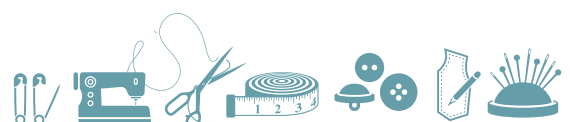
SYLLABUS LINKS	LESSON LINK							
<p>Students in Years 11 and 12 are working towards their WACE.</p> <p>The Wool4School unit of work covers the following Learning Outcomes: (Taken from the Materials Design and Technology document.)</p>	TOPICS							
	• Introduction of design brief	• Sourcing information	• Brainstorming ideas	• Creating a mood board	• Learning about wool	• Designing	• Fashion presentation with annotations	• Technical sketches/working drawings
OUTCOME 1: TECHNOLOGY PROCESS								
Investigate issues, values, needs and opportunities.								
Devise and generate ideas and prepare production proposals.								
OUTCOME 2: UNDERSTANDING THE USE OF MATERIALS								
Understand the structure of materials.								
Understand the relationship between the structure and properties of materials.								
Understand how to select appropriate materials based on their structure and properties, and understand how these characteristics influence design, development and usage. aesthetic properties of materials when engaged in the technology process.								
OUTCOME 3: USING TECHNOLOGY SKILLS								
Select and apply appropriate techniques and procedures when creating and modifying technologies.								
<p>Documents can be found at:</p> <ul style="list-style-type: none"> https://senior-secondary.scsa.wa.edu.au/__data/assets/pdf_file/0005/141368/Materials-Design-Technology-Y11-Syllabus-ATAR-2016-GD_pdf.pdf https://senior-secondary.scsa.wa.edu.au/__data/assets/pdf_file/0005/11399/Materials-Design-and-Technology-Y12-Syllabus-ATAR-GD.pdf 								



SYLLABUS LINKS	LESSON LINK							
<p>Students in Years 11 and 12 are working towards their SACE.</p> <p>The Wool4School unit of work covers the following Assessment Design criteria:</p> <p>(Taken from the 2014 Design and Technology Stage 1 and 2 document.)</p>	TOPICS							
	• Introduction of design brief	• Sourcing information	• Brainstorming ideas	• Creating a mood Board	• Learning about wool	• Designing	• Fashion presentation with annotations	• Technical sketches/working drawings

ASSESSMENT DESIGN CRITERIA

Investigating:								
I1 Identification of a need, problem, or challenge.								
I2 Creation and validation of an initial design brief.								
I3 Investigation of the functional characteristic and properties of existing products, materials, systems and/or production techniques.								
Planning:								
PI1 Use of investigated information to create individual design ideas for a product.								
PI2 Compilation of sketches, concept drawing, plans, and sequences for planned outcomes.								
PI3 Use of technical language relevant to the context and purpose.								
Evaluating:								
E1 Evaluation of how well the design brief requirements have been met.								
<p>Documents can be found at:</p> <ul style="list-style-type: none"> https://www.sace.sa.edu.au/web/design-and-technology-material-products 								



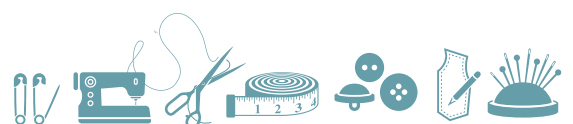
SYLLABUS LINKS

Students in Years 11 and 12 are working towards their ACT Year 12 Certificate.

Please refer to the ACT Curriculum document for more detailed information on the ACT Year 12 Certificate. Document can be found at:

- <http://www.bsss.act.edu.au/curriculum/courses>

(ACT BSSS Design and Technology Framework) – see Textiles and Fashion course.



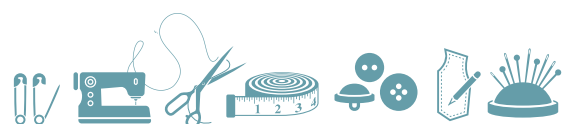
SYLLABUS LINKS

The Northern Territory follows the same curriculum as SA.

- Please refer to the SA for curriculum links to the Wool4School Design Competition

Please refer to the NT Curriculum documents for more information on Years 11 and 12 Curriculum documents can be found at:

- <https://nt.gov.au/learning/primary-and-secondary-students/nt-school-curriculum/senior-years-curriculum>





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