

Level 1 Programme/Unit/Course Overview

Year	<i>Term 1</i> 11 weeks	<i>Term 2</i> 11-12 weeks	<i>Term 3</i> 10 weeks	<i>Term 4</i> 4 weeks +
Learning Context and title (overview) This could be the overarching theme/concept for the term and the specific skills to be developed	What project will you do? Main points or explanation of the project State the length of the project in weeks or terms Merge cells if project idea runs over 2 terms			
Big Ideas (BI) and Significant Learning (SL) Copy and paste the relevant BI and SL for each term. These may be aspects you will teach but not assess. All BI and SL should be covered within the year of teaching and learning.	MPT Level 1: BI 1: Design empathy leads to Materials and Processing Technology outcomes that enhance people’s lives SL: SL: SL: BI 3: Authentic contexts encourage fit-forpurpose Materials and Processing Technology outcomes SL: SL:	BI 2: Creative problem solving in Materials and Processing Technology develops innovation and resilience SL: SL: SL:	BI 4: Sustainability underpins intervention by design in Materials and Processing Technology practice SL: SL: SL:	SL: SL: SL:

<p>Generic skills & Knowledge</p> <p>Achievement Object</p> <p>Copy and paste the <i>relevant</i>:</p> <p>Achievement Objectives (AOs), These may be aspects you will teach but not assess (look to include aspects of each of the 3 Technology strands TP, TK and NT)</p> <p>(Achievement Objective/s descriptor from Indicators of progression.)</p> <p>(use the relevant student indicators – that relate to the chosen Achievement Objective/s – you do not need to use all student indicators)</p>	<p>e.g. TP – BD L6 (state the strand and component and curriculum level)</p> <p>e.g. <i>Justify the nature of an intended outcome in relation to the need or opportunity and justify specifications in terms of key stakeholder feedback and wider community considerations.</i></p> <p>Copy and paste the relevant student indicators for the AOs</p> <p>This means select the relevant student indicators you will cover within the teaching and learning programme – you do not need them all.</p> <p>e.g. <i>establish a conceptual statement that justifies the nature of the outcome and why such an outcome should be developed</i></p> <p><i>communicate specifications that allow an outcome to be evaluated as fit for purpose.</i></p>			
<p>Context specific skills</p> <p>List any specific skills and knowledge</p>				

ASSESSMENT				
<div>Assessment</div> <div>Assessed using</div> <div>AS (numbers):</div> <div>Copy AS –</div> <div>number and title</div> <div>Internal or</div> <div>External</div> <div>Credit value</div>	<div>e.g. MPT 1.1</div> <div>92012 – Internal – 6 Credits</div> <div>Develop a MPT outcome in an authentic context</div>			

Term Plan

Kaupapa	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
1										
2										
3										
4										

Week 1 (plan for 4 hours per week)	Kaupapa/Learning Intentions (e.g. focusing questions, key ideas/ concepts)	Key learning and assessment activities Identify the type of activity (e.g. discussion, written task, expert groups/collaborative, task, inquiry or investigation, experiment, presentations, peer assessment etc) Describe the ‘what’ and ‘how’ for key learning (and/or assessment) activities and the organisation for learning (e.g. pairs, groups, individuals)	Key resources and/or links (for activities described)				
EXAMPLE of first 60 minutes	<p>Topic/Focus:</p> <p>Kaupapa/ Learning intentions:</p> <ul style="list-style-type: none">Students willStudents will considerStudents will explore <p>Students will share these findings by...., to learn about</p> <p>BI and SL links to learning :</p> <p>Key Competency links (circle) Managing Self Participating and Contributing Relating to Others Thinking Understanding language symbols and text.</p> <p>Formative Assessment opportunities</p> <p>Learning that provides evidence for Summative Assessment</p> <p>Anything else that is relevant to your context</p>	<p>Teaching Point:</p> <ul style="list-style-type: none">Overview of weeks learning <p>Student activity - discussion: <i>Write on the board key ideas that students identify. Could be followed by a powerpoint presentation containing a few examples of designs.</i></p> <ul style="list-style-type: none">What factors are important to consider when we design things?What makes something a good or bad design?Examples of good and bad designs <p>Student activity - peer:</p> <ul style="list-style-type: none">Students are to research and identify two design outcomes, one which they think is good, and the other bad.They should fill out the digital activity sheet, which asks for general information about the design, and their own personal opinions about the<ul style="list-style-type: none">Peer activity: Students are to peers. The peers must share agree with the student’s good or bad, list their own <table><thead><tr><th>Good Design</th><th>Bad Design</th></tr></thead><tbody><tr><td><div>[insert a picture of the design here]</div><div>Design created by: [insert creator’s name here] [insert a link to where you found the picture]</div><div>What is it? When was it made? Who is it made for (target audience)? Does it... Do what it is supposed to do? Look aesthetically (visually) pleasing?</div><div>Why do you think this is a good design? 1. 2. 3.</div><div>Share with a peer, and ask them to answer these questions: Do you agree or disagree with the points above? Why? 1. 2. 3.</div><div>Share with another peer, and ask them to answer these questions: Do you agree or disagree with the points above? Why? 4. 5.</div></td><td><div>[insert a picture of the design here]</div><div>Design created by: [insert creator’s name here] [insert a link to where you found the picture]</div><div>What is it? When was it made? Who is it made for (target audience)? Why do you think this is a bad design? 1. 2. 3.</div><div>What improvements do you think could have been made? 1. 2. 3.</div><div>Share with a peer, and ask them to answer these questions: Do you agree or disagree with the points above? Why? 1. 2. 3.</div><div>Share with a peer, and ask them to answer these questions: Do you agree or disagree with the points above? Why? 4. 5. 6.</div></td></tr></tbody></table> <p>Student activity - discussion: <i>Ask students to share their findings.</i></p> <ul style="list-style-type: none">What good/bad design did you find?What made the design good/bad?Did your peers agree/disagree withWhy? <p>Address the fact that design is subjective, which is why some opinions may differ.</p> <p><i>Then revisit the initial questions after the exercise and see if students have any more ideas to add to the board.</i></p> <ul style="list-style-type: none">What factors are important to consider when we design things?What makes something a good or bad design?examples of good and bad designs	Good Design	Bad Design	<div>[insert a picture of the design here]</div> <div>Design created by: [insert creator’s name here] [insert a link to where you found the picture]</div> <div>What is it? When was it made? Who is it made for (target audience)? Does it... Do what it is supposed to do? Look aesthetically (visually) pleasing?</div> <div>Why do you think this is a good design? 1. 2. 3.</div> <div>Share with a peer, and ask them to answer these questions: Do you agree or disagree with the points above? Why? 1. 2. 3.</div> <div>Share with another peer, and ask them to answer these questions: Do you agree or disagree with the points above? Why? 4. 5.</div>	<div>[insert a picture of the design here]</div> <div>Design created by: [insert creator’s name here] [insert a link to where you found the picture]</div> <div>What is it? When was it made? Who is it made for (target audience)? Why do you think this is a bad design? 1. 2. 3.</div> <div>What improvements do you think could have been made? 1. 2. 3.</div> <div>Share with a peer, and ask them to answer these questions: Do you agree or disagree with the points above? Why? 1. 2. 3.</div> <div>Share with a peer, and ask them to answer these questions: Do you agree or disagree with the points above? Why? 4. 5. 6.</div>	<p>Board/markers Powerpoint</p> <p>Activity sheet Examples online URL</p> <p>design. discuss their activity sheet to two their thoughts as to whether they opinions on whether each design is thoughts.</p> <p>you?</p>
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Week 2	Kaupapa/Learning Intentions (e.g. focusing questions, key ideas/ concepts)	Key learning and assessment activities Identify the type of activity (e.g. discussion, written task, expert groups/collaborative, task, inquiry or investigation, experiment, presentations, peer assessment etc) Describe the ‘what’ and ‘how’ for key learning (and/or assessment) activities and the organisation for learning (e.g. pairs, groups, individuals)	Key resources and/or links (for activities described)