

Whatever Floats Your Boat!

Student Name: _____ **Year Level:** Year 2 **Subject:** Design Technologies **Date:** _____ **Teacher:** _____

Task: Students will use design skills to produce a toy boat that meets a design brief

Criteria	A Applying	B Making Connections	C Working With	D Exploring	E Becoming Aware	
The student's work demonstrates evidence of:						
Knowledge and Understanding	Identify how people design and produce familiar products, services and environments and consider sustainability to meet personal and local community needs (ACTDEK001) Explore how technologies use forces to create movement in products (ACTDEK002)	<u>clear and informed description</u> of the purpose of the watercraft and its impact on the local environment (Reflection Questions 1 &2)	<u>informed description</u> of the purpose of the watercraft and its impact on the local environment (Reflection Questions 1 &2)	<u>description</u> of the purpose of the watercraft and its impact on the local environment (Reflection Questions 1 &2)	<u>guided description</u> of the purpose of the watercraft and its impact on the local environment (Reflection Questions 1 &2)	<u>directed identification</u> of the purpose of the watercraft and its impact on the local environment (Reflection Questions 1 &2)
Processes and Production skills	Explore needs or opportunities for designing, and the technologies needed to realise designed solutions (ACTDEP005) Generate, develop and record design ideas through describing, drawing and modelling (ACTDEP006) Use materials, components, tools, equipment and techniques to safely make designed solutions (ACTDEP007) Use personal preferences to evaluate the success of design ideas, processes and solutions including their care for environment (ACTDEP008)	<u>clear and informed description</u> of how the boat travelled using multiple scientific terms (Reflection Question 3) <u>clear and informed description</u> of design process including justification of materials, challenges and successes (Evaluation Questions 4,5, 6 & 7)	<u>informed description</u> of how the boat travelled using some scientific terminology (Reflection Question 3) <u>informed description</u> of design process including justification of materials, challenges and successes (Evaluation Questions 4,5, 6 & 7)	<u>description</u> of how the boat travelled using basic terminology (Reflection Question 3) <u>description</u> of design process including justification of materials, challenges and successes (Evaluation Questions 4,5, 6 & 7)	<u>guided description</u> of how the boat travelled (Reflection Question 3) <u>guided description</u> of design process including justification of materials, challenges and successes (Evaluation Questions 4,5, 6 & 7)	<u>directed identification</u> of how the boat travelled (Reflection Question 3) <u>directed identification</u> of: of design process including justification of materials, challenges and successes (Evaluation Questions 4,5, 6 & 7)

Foundation to Year 2 Design & Technologies Achievement Standard

By the end of Year 2, students describe the purpose of familiar products, services and environments and how they meet a range of present needs. They list the features of technologies that influence design decisions and identify how digital systems are used.

Students identify needs, opportunities or problems and describe them. They collect, sort and display familiar data from a range of sources and recognise patterns in data. Students record design ideas using techniques including labelled drawings, lists and sequenced instructions. They design solutions to simple problems using a sequence of steps and decisions. With guidance, students produce designed solutions for each of the prescribed technologies contexts. Students evaluate their ideas, information and solutions on the basis of personal preferences and provided criteria including care for the environment. They safely create solutions and communicate ideas and information face-to-face and online.