TAURAROA AREA SCHOOL UNIT PLAN

VISION: "TO BE THE BEST WE CAN BE".

LEARNING AREA: _____Design and Visual communication

UNIT TITLE: Architecture

YEAR: 12 **CURRICULUM LEVEL/S: Level 5-7** **DURATION: 12 weeks**

Unit Overview

This course is developed from the Design and Visual communication objectives that align to Technology in the New Zealand curriculum.

Students have open access to this course with approval from HOD.

Course Description

During this unit we will look at architectural design. We will look at different sites and outcomes and see how they reflect the designer's ideas. You will develop and present your own ideas for a building, ultimately presenting them as 3-dimensional perspective instrumental drawings.

Graphics practice will involve selecting and applying drawing and design knowledge and techniques, to support and visually communicate the development of design ideas. This unit involves the communication of design ideas using visual communication techniques. Producing work that displays functional qualities of your design such as:

- Operation e.g. movement, ergonomic interface, construction e.g. material, assembly, size, scale, proportion.
- Aesthetic qualities may include but is not limited to: colour, tone, texture, pattern, shape, balance, surface finish.
- Using such techniques as: sketching, rendering, modelling/model making e.g. mock-ups and 3D constructions, collage and overlays, digital media e.g. CAD, image manipulation and animation.

Excellence will require the development of a building design through graphics practice involving: reviewing and refining well considered design ideas that incorporate product design knowledge progressing towards a quality outcome.

Excellence will require Communicating design ideas effectively using visual communication techniques involving: using techniques that explain the functional and aesthetic qualities of the design.

Excellence will involve selecting a view point that enables the details of the design features (e.g. windows, door handles, fittings) to be shown: selecting and accurately using perspective drawing techniques to show the detail of the design features.

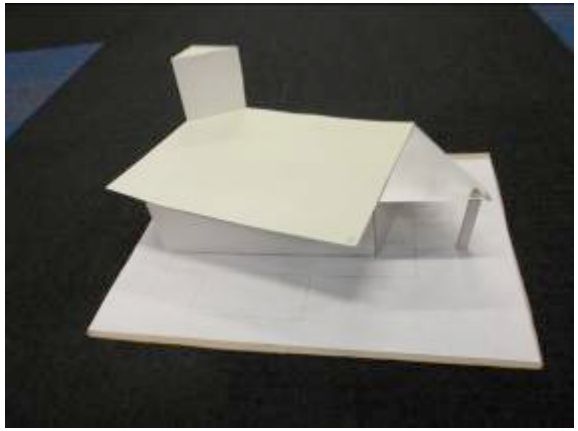
Key competencies highlighted in this unit		How students will be encouraged to develop the selected competency or competencies during the unit
Managing self – self-motivation, personal goals, appropriate behaviour, resourcefulness, sense of self and importance of heritage		**Relating to others.** Students will explore the impact of design and architecture on people and their lifestyles.
Relating to others – listen actively, recognise different points of view, negotiate, share ideas		
Participating and contributing – balancing rights, roles and responsibilities, and responding appropriately as a group member		
Thinking – using creative, critical, metacognitive and reflective processes, drawing on personal knowledge and intuitions.		
Using language, symbols, and texts – interpreting language and symbols, using ICT, recognising how choices of language and symbol affect people's understanding		
T.A.S. Cornerstone Values		**How students will be encouraged to develop the selected value or values during the unit**
Respect – To treat with courtesy; to hold in high regard, to honour, to care about yourself, others and our environment		**Respect**. The impact of materials and choices will be explored as social/ cultural and ethical impacts are explored.
Responsibility – To be trustworthy and accountable for your own actions		
Duty – To do what is right or what a person ought to do		
Obedience – To comply with rightful authority		
Kindness - To help, show concern for and be friendly to others		
Consideration and Concern for Others - To be kind, thoughtful, and to consider the interests of others		
Compassion - To help, empathise with, or understanding and support to those who suffer		
Honesty and truthfulness - To show integrity by not lying, staling or being unfair		

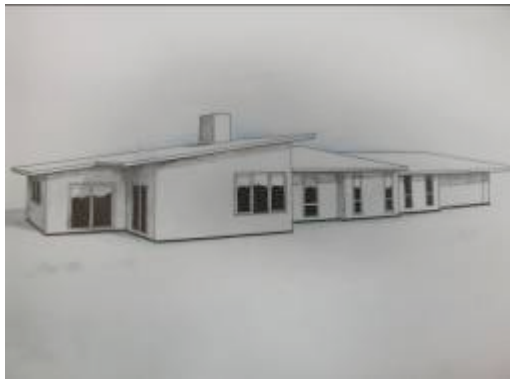
LEARNING AREA - Technology

Students' technological literacy will be developed by learning in all three strands in a mutually enhancing and integrative manner.

technological practice	***technological knowledge***	***nature of technology***
Develop design ideas that are informed by research and critical analysis of existing outcomes Develop design ideas for outcomes that are justified as feasible with evidence gained through functional modelling		Justify how design elements appear to have been prioritised in technological outcomes. Justify the fitness for purpose of technological outcomes in terms of their physical properties, functional nature and socio-technological environments they are used within.
Design and visual communication Indicators of progression Promote student's to be design thinkers by putting people first and imagine solutions that are inherently desirable and meet explicit needs. Support student's to develop visual communication techniques such as sketching, rendering, modelling and using digital media. Support students to develop advanced 3D freehand and instrumental drawing techniques. Produce perspective instrumental projection drawings that communicate design features and details. Apply instrumental projection conventions.		

Class description / prior knowledge	**Safety Issues**	**New Vocabulary**
Most students have studied Graphics at year 11 covering freehand, presentation, design process and modelling.	Internet access School EOTC requirements for trip **Cross Curricula**	Site plans Perspective projection Picture plane Station point Eye level lines Ground level lines Vanishing points Height lines

Learning Outcomes ***Students will …..***	**Learning Activities** ***- through the use of thinking tools, co-operative activities, 6 Hats, Bloom's…***	**Resources**
Develop understandings of 3D instrumental drawing practices. Inspire students about the context, discuss styles and types. Develop understandings about social design aspects - legalities and responsibilities. Students develop design ideas for own design. Presentation techniques; give students 2 different houses and 2 different presentation techniques to work on. Negative images, layer with copier copy to transparency or tracing paper. Pencil tonal trace.	Teaching perspective, simple box and House drawings. Show PowerPoint - discuss generic aspects of good architecture, light, form, movement, etc. as noted on PowerPoint. House tour in minivan, look at eras and influence of social factors on design look at some very simple construction. Visit show homes. Visit international award winning chapel. Inspect a site - discuss location aspects such as wind, sun, views, soils etc. Students choose from CAD or card and present modelled design idea for their building design.  2 formative house renderings	

Students sketch thumbnails to decide on suitable perspective view. Students develop and present a high quality perspective outcome for external standard. Presentation of rendered outcome.	 Perspective drawing of completed design With high quality traced overlay. Quality presentation drawing. 	

Assessment		
Before	**During**	**At the conclusion of unit**
nil	Formative in class assessment of drawing exercises developing knowledge of perspective. Use visits to buildings as preliminary research notes for starting points of their design. Perspective drawing of completed design. With high quality traced overlay for external assessment (AS2.30).	AS 2.32, *Produce instrumental perspective projection drawings to communicate design ideas*. L2, 3 credits, external Contributes towards; AS 2.36, *Use visual communication techniques to present own design*. L2, 4 credits, internal AS 2.30, *Use visual communication techniques to generate design ideas.* L2, 3 credits, external

Extension / Enrichment Activities:	**Support Provided:**
Refer to excellence criteria of standard.	

Teacher Reflection and Evaluation:	
Students who benefited from extension / support activities:	
Ideas and notes to make the unit better:	

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LEARNING AREA: Graphics **UNIT TITLE: Making movies**

YEAR: 12 **CURRICULUM LEVEL/S: Level 5-7** **DURATION: 4 weeks**

Unit Overview

Context: Music mayhem Video production

During this third unit you will learn to work to a brief using the computer. You will plan and organise material to construct a video presentation. The outcome will need to meet the brief and be evaluated against it.

The context will be a music video. Using your selected music track match it with selected images, text and movie clips to produce a music video.

Key competencies highlighted in this unit		How students will be encouraged to develop the selected competency or competencies during the unit
Managing self – self-motivation, personal goals, appropriate behaviour, resourcefulness, sense of self and importance of heritage		**Using language, symbols, and texts** – Students will develop design language. Use and apply a new ict application
Relating to others – listen actively, recognise different points of view, negotiate, share ideas		
Participating and contributing – balancing rights, roles and responsibilities, and responding appropriately as a group member		
Thinking – using creative, critical, metacognitive and reflective processes, drawing on personal knowledge and intuitions.		
Using language, symbols, and texts – interpreting language and symbols, using ICT, recognising how choices of language and symbol affect people's understanding		

T.A.S. Cornerstone Values		How students will be encouraged to develop the selected value or values during the unit
Respect – To treat with courtesy; to hold in high regard, to honour, to care about yourself, others and our environment		**Honesty and truthfulness –** students need to present their own work and respect copyright and be aware of plagiarism. Access internet appropriately. Select appropriate clips suitable for a general audience.
Responsibility – To be trustworthy and accountable for your own actions		
Duty – To do what is right or what a person ought to do		
Obedience – To comply with rightful authority		
Kindness - To help, show concern for and be friendly to others		
Consideration and Concern for Others - To be kind, thoughtful, and to consider the interests of others		
Compassion - To help, empathise with, or understanding and support to those who suffer		
Honesty and truthfulness - To show integrity by not lying, staling or being unfair		

LEARNING AREA - Technology

Students' technological literacy will be developed by learning in all three strands in a mutually enhancing and integrative manner.

technological practice	***technological knowledge***	***nature of technology***
Planning, generating ideas; develop briefs; organise and manage resources and time The design process. Respond to a brief. Ongoing informed and critical evaluations Develop and communicate outcomes.	The way things work individually and together as part of an overall outcome Appropriate ethics, legal requirements, protocols, and the needs of and potential impacts on stakeholders, and the site of the development and outcome location.	

Class description / prior knowledge	Safety Issues	New Vocabulary
Most students have studied Graphics at year 11 covering freehand, presentation, design process and modelling	Internet access	Story board
	Cross Curricula	

Learning Outcomes ***Students will …..***	**Learning Activities** ***- through the use of thinking tools, co-operative activities, 6 Hats, Bloom's…***	**Resources**
Show past students examples. Present brief to students. Create a music video with images that complement the music. Students identify on planning sheet, purpose, audience, specifications and that it will be an AVI movie output. Students develop a story board - use the design principles to explain at least 3 parts of their story board. Students collect files, produce movie (Microsoft Moviemaker Live) and evaluate against purpose, audience, specifications and design principles.	Storyboard planning sheet presented Movie presented and evaluated	

Assessment		
Before	**During**	**At the conclusion of unit**
Nil	Formative feedback on student learning outcomes and evidence presented for assessment against US 26744.	US 26744, v1, *Produce a media application for use on a communication device to meet a set brief.* Level 2, 5 credits

Extension / Enrichment Activities:	**Support Provided:**

Teacher Reflection and Evaluation:	
Students who benefited from extension / support activities:	
Ideas and notes to make the unit better:	