Design and Technologies Curriculum – Foundation to Level 2

Content descriptions

Technologies and Society

Identify how people create familiar designed solutions and consider sustainability to meet personal and local community needs (VCDSTS013)

* Identifying ways that community vegetable gardens may meet local needs
* Identifying dishes that include rice as the main ingredient
* Identifying how playgrounds are designed to be used by a range of children
* Identifying ways that gardens can be designed to minimise the use of water

Technologies Contexts: Engineering principles and systems

Explore how technologies use forces to create movement in designed solutions (VCDSTC014)

* Observing how a Slinky (metal spring toy) moves
* Playing with a seesaw to experience the principles of push and pull
* Using magnets and paper clips to demonstrate the principles of push and pull
* Observing how supermarkets use conveyor belts to move products short distances

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Technologies Contexts: Food and fibre production

Explore how plants and animals are grown for food, clothing and shelter (VCDSTC015)

* Exploring ways that natural fibres, such as feathers and wool, can be used to decorate a hat
* Exploring tools that are suitable for weeding a garden
* Exploring which animals produce milk or eggs
* Exploring the conditions required to raise chickens

Technologies Contexts: Food specialisations

Explore how food is selected and prepared for healthy eating (VCDSTC016)

* Exploring vegetables that grow underground
* Exploring the utensils used to make vegetable soup
* Exploring the different colours of vegetables
* Exploring vegetables that can be eaten raw

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Technologies Contexts: Materials and technologies specialisations

Explore the characteristics and properties of materials and components that are used to create designed solutions (VCDSTC017)

* Exploring the characteristics and properties of materials that people wear so they can be seen
* Exploring the different colours and textures of timber
* Exploring the types of materials used in clothing that come from animals
* Exploring the types of materials that could be recycled to make birthday decorations

Creating Designed Solutions: Investigating

Explore needs or opportunities for designing, and the technologies needed to realise designed solutions (VCDSCD018)

* Exploring the variety of ways lights can be used
* Exploring ways to include different coloured vegetables in a salad
* Exploring tools and equipment to water flowers in a garden
* Exploring the materials that may be used to mulch a garden bed

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Creating Designed Solutions: Generating

Visualise, generate, and communicate design ideas through describing, drawing and modelling (VCDSCD019)

* Generating a two-dimensional drawing of a chicken coop
* Communicating a design idea for a vegetable garden
* Generating a design idea for a sun-safe, unisex sport uniform
* Communicating possible ways that materials like wool, cotton, felt and hessian can be joined

Creating Designed Solutions: Producing

Use materials, components, tools, equipment and techniques to produce designed solutions safely (VCDSCD020)

* Using scissors and glue to make a greeting card
* Using garden tools to place seedlings into a garden bed
* Using cardboard boxes to make an indoor cubbyhouse
* Using kitchen equipment to measure ingredients to make a vegetable fritter

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Creating Designed Solutions: Evaluating

Use personal preferences to evaluate the success of design ideas, processes and solutions including their care for environment (VCDSCD021)

* Evaluating the design of a car by expressing likes and dislikes
* Suggesting ways the design of the classroom could be improved
* As a class, developing criteria to evaluate how efficiently water is used on the school garden [For example: Are the garden taps turned off? Are there leaking taps or pipes? Is the rainwater collected, stored and used on the school garden? When is the school garden watered? What ways are used to water the school garden?]
* Evaluating the taste, aroma and appearance of freshly baked bread

Creating Designed Solutions: Planning and managing

Sequence steps for making designed solutions (VCDSCD022)

* As a class, listing the steps to make a salad sandwich
* As a class, developing a list of steps for making a birthday card
* As a class, sequencing the steps to grow a plant from seed
* As a class, discussing the steps required to make finger puppets

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