



NCEA

ASSESSMENT MATERIALS

SPIN: GROWING

LEARNING AREA:	DVC
CONTEXT/STRAND:	<p>In Growing Spaces, we will be working in partnership with The Kaipatiki Project. You will choose to either design a piece of outdoor furniture in keeping with the surrounding area, or design the Kaipatiki office space and community centre. You will produce a portfolio of work that shows the development of ideas throughout the year.</p> <p>There will be two briefs you can choose from in this Spin: Architecture (The Kaipatiki building), Product (outdoor furniture). You will explore alternative solutions in response to a brief that is linked to our authentic partner. You will aim to produce divergent design ideas that are explored and extended using a range of modes such as sketches, drawings, models, digital media and photographs. Throughout the process, you will consider and evaluate the aesthetic and functional qualities.</p> <p>There will be an emphasis on producing a high-quality final solution, which will be communicated through detailed modelling (digital or physical) in an evening exhibition display for the community in Term 4.</p> <p>Spatial design is the design of inside and outside spaces such as: architectural, interior design and landscape architecture. The spatial design brief will be to design a Kaipatiki office space and community centre. We will partner with this group as our stakeholder to gain ongoing feedback about design ideas throughout the process.</p> <p>OR</p> <p>Product design is the design of objects, artefacts and furniture. You will have the opportunity to develop your own furniture piece, keeping in mind that you will need to design this piece for Kaipatiki in an outdoor environment. Throughout the project, you will need to be able to gain ongoing feedback from our partner or stakeholder.</p>

STANDARD & VERSION	TITLE	INT/EXT	LEVEL	CREDITS
AS91341	Develop a spatial design through graphics practice OR	Internal	2	6
AS91342	Develop a product design through graphics practice	Internal	2	6
AS91340	Use the characteristics of a design movement or era to inform own design ideas	Internal	2	3
AS91337	Use visual communication techniques to generate design ideas	External	2	3
AS91343	Use visual communication techniques to compose a presentation of a design	Internal	2	4
AS91356	Develop a conceptual design for an outcome <i>If not in other Technology courses</i>	Internal	2	6

ASSESSMENT INFORMATION: What do I need to know?

SITUATION:	<ul style="list-style-type: none">Product design is the design of objects and artefacts and may relate to: consumer products and engineered products.Spatial design (architecture) is the design of inside and outside spaces such as: architectural, interior design and landscape architecture.
What is the learning context? What is this about?	<p>BRIEF: Problem / Situation A local business 'Kaipatiki' are concerned with the regeneration of native species in the local area, as well as bringing the community together. They require a new workplace. Their work needs are both office based and outdoors. They would like the building to connect well with the outdoor nursery. To go along with their office space and plant nursery, they would like something that the public can utilise. Kaipatiki are interested in extra features such as outdoor furniture.</p> <p>To grow the business opportunities you will explore design ideas for either of the following design briefs:</p> <p>Spatial design: A space that Kaipatiki can use as an office, with an area that can open up for the community. The spatial design will need to work well with the outdoor space, allowing Kaipatiki to effectively work between the two areas.</p> <p>Product design: Outdoor furniture that considers the surrounding area. The outdoor furniture is designed to provide respite on the coastal walkway. The coastal walkway is relatively new with young trees/shrubs. During the summer, the coastal walkway lacks shade. There could also be more opportunities to rest or distinctive places to meet.</p>
ASSESSMENT BRIEF:	Working through a design process to complete the following:
What will the key learning activities include?	<ul style="list-style-type: none">Establish a BRIEF - Problem / Situation. Specifications identified through researchResearch analysing existing products and environmentConcept Ideas analysing fitness for purpose (aesthetics and function)Stakeholder feedback about the concept ideas <ul style="list-style-type: none">Development of design ideas analysing fitness for purpose (refer to the Brief and the stakeholder requirements)Stakeholder feedback about the development of ideasPrototyping or modelling to test ideas such as size and materialsExpert feedback about the aesthetics, function, materials and brief requirements <ul style="list-style-type: none">Changes outlined based on Expert or Stakeholder feedbackFinal Representation of Idea (E.g. Model, Scale Drawings, Prototype)Final feedback from the Stakeholder

LEARNING OBJECTIVES: What will learning evidence include?	<ul style="list-style-type: none"> To FOCUS by identifying a need or opportunity To EXPLORE by investigating existing products To EXPLORE by researching the impact and influence of design. To EXPLORE by investigating the nature and principles of design in a range of contexts. To GENERATE by communicating ideas visually To TEST design ideas through prototyping or modelling. To TEST by applying knowledge of (..) to a design problem (sketching, drawing, rendering, construction). To REFINE design ideas by incorporating consideration of function and aesthetics. To TEST by applying visual techniques and presentation skills to communicate design ideas To REFINE by incorporating feedback To REFINE by resolving a design idea To EVALUATE by measuring fitness for purpose against a brief. To GENERATE by preparing and compiling a portfolio
OTHER INFORMATION: Other relevant information for assessment. E.g. where, how and when assessment will take place.	Students will have produced a portfolio of work that shows the design process. Students would benefit from a final model (showing context) and a presentation page, along with their portfolio. This is an ongoing task that integrates all standards. Assessment is due end of Week 3, Term 4.

EVIDENCE REQUIREMENTS: How will I evidence my learning?

EVIDENCE REQUIREMENTS	EVIDENCE REQUIREMENTS
What do I need to make sure I have evidence of in my learning?	How will I be required to evidence my learning?
You need to ensure that you have handed in a slideshow presentation that visually communicates each stage of your design process. <ul style="list-style-type: none"> Design process: Idea Generation (Ideation), Development of Ideas, Fitness for Purpose, Critical & Creative Thinking, Feedback and Evaluation. Visual Communication Techniques: students are able to produce sketches, drawings, models, photographs, digital media and presentations. 2D and 3D visuals which include ortho Analyse & evaluate: critique the positive and/or negative aspects of the functional and aesthetic features of your design ideas in relation to the requirements of the brief. Presentation (body of work): Cohesive presentation, which integrates presentation techniques and the application and understanding of compositional principles, modes and media. 	<ul style="list-style-type: none"> Students will produce one portfolio of work that follows a rigorous design process, uses visual communication techniques, analyses and evaluates ideas and generates high quality presentation and exhibition of design ideas

ASSESSMENT SCHEDULES: How will my learning be assessed?

DVC AS91341 : Develop a spatial design through graphics practice Achievement Standard Includes EXPLANATORY NOTES:	<ul style="list-style-type: none"> Link to Assessment Schedule for AS91341 Link to AS91341
DVC AS91342: Develop a product design through graphics practice Achievement Standard includes EXPLANATORY NOTES:	<ul style="list-style-type: none"> Link to Assessment Schedule for AS91342 Link to AS91342
DVC AS91340: Use the characteristics of a design movement or era to inform own design ideas Achievement Standard includes EXPLANATORY NOTES:	<ul style="list-style-type: none"> Link to Assessment Schedule for AS91340 Link to AS91340
DVC AS91343: Use visual communication techniques to compose a presentation of a design Achievement Standard includes EXPLANATORY NOTES:	<ul style="list-style-type: none"> Link to Assessment Schedule for AS91343 Link to AS91343
DVC AS91356: Develop a conceptual design for an outcome <i>If not in other Technology courses</i> Achievement Standard includes EXPLANATORY NOTES:	<ul style="list-style-type: none"> Link to Assessment Schedule for AS91356 Link to AS91356

ADDITIONAL INFORMATION: Teacher/Assessor Information

CONDITIONS OF ASSESSMENT:	<p>Collection of Evidence</p> <p>The collection of evidence for these achievement standards must be generated in the context of a design brief. The students' work is collated in the form of a portfolio. A portfolio is an organised collection of evidence that clearly communicates the candidate's knowledge, understanding and skills relevant to the standard(s). This could be in the format of visual diaries, models, photography, digital media, display boards or booklets, installations, depending on the students selected mode of visual communication.</p> <p>Visual communication should show the student's design thinking through graphics practice (e.g. design sketches, drawings and computer generated images).</p> <p>Assessment Opportunities</p> <p>During a course of study in Design and Visual Communication learners should be exposed to a range of teaching and learning activities. These activities or briefs will produce the evidence for assessment.</p> <p>The evidence could be drawn from within the student work in response to one brief or from several briefs. Good assessment practice in Design and Visual Communication involves learners being given the opportunity to undertake assessment tasks that integrate more than one standard. Where assessment tasks are integrated with more than one standard, teachers must ensure that the task allows access to all achievement criteria and that work presented for assessment is developed sufficiently to meet the criteria for the standard(s). In all cases teachers should pay close attention to the requirements of the standards being assessed.</p> <p>Teachers should provide checks of the learners' work during the assessment task as they move towards an outcome. These checks could be at key stages of the graphics practice process or as seen appropriate by the teacher. These checks provide a level of authenticity and monitoring that will ensure learners are being given the opportunity to achieve.</p> <p>Authenticity</p> <p>Assessment tasks in Design and Visual Communication would be expected to take place over an extended period of time and include students working outside of normal class time. Schools are required to ensure that work produced is authentic using whatever strategies they find suitable such as requiring a parent or caregiver to attest to the authenticity of work undertaken at home and alongside regular observation by the teacher to detect anomalies in a student's work. Students and teachers must testify to the authenticity of student work. It would be expected that students would receive formative assessment during the production of the evidence but students should not be given more than one opportunity to improve their submission after the summative assessment.</p>
What conditions of assessment are crucial to learning process?	
CLARIFICATIONS:	See individual Assessment materials
What clarifications are crucial to the learning process?	
OTHER INFORMATION:	
Other relevant information for assessment.	