Town Entrance

Students will create a new entrance sculpture for the town which represents the local area. The local group, Mundulla On The Move, were looking for ideas for a new structure for the town entrances. They will work through the design process by researching other locations and their own environment.

**Single Lesson Plan**

**Lesson 1**

<table>
<thead>
<tr>
<th>Task:</th>
<th>Activity:</th>
<th>Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1</td>
<td>Research other town entries</td>
<td>Internet and photographs of other town entrance sculptures.</td>
</tr>
<tr>
<td>Step 2</td>
<td>Discussion about what makes Mundulla unique. (history, agriculture, sports, environment)</td>
<td>Paper and pencils.</td>
</tr>
</tbody>
</table>

**Lesson 2**

<table>
<thead>
<tr>
<th>Task:</th>
<th>Activity:</th>
<th>Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1</td>
<td>Students worked in vertically grouped groups to discuss and draw ideas for the entry</td>
<td>Computers, iPads software</td>
</tr>
<tr>
<td>Step 2</td>
<td>Students were introduced to Makers Empire software and were given time to work through the challenges to become familiar with the program.</td>
<td></td>
</tr>
</tbody>
</table>

**Lesson 3**

<table>
<thead>
<tr>
<th>Task:</th>
<th>Activity:</th>
<th>Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1</td>
<td>Students reviewed their drawings in their groups. They chose 2 or 3 of their designs to present to the rest of the classes with reasons why they were chosen.</td>
<td>Computers iPads and software/app</td>
</tr>
<tr>
<td>Step 2</td>
<td>Makers Empire used again so that further challenges are completed to gain more skills and tokens.</td>
<td></td>
</tr>
</tbody>
</table>
### Lesson 4

**Task:**  
Step 1  
**Activity:** Looked again at images of other town entrances to compare. Talked about the fact that there was usually only 1 or 2 things as drivers didn't want to be distracted. Narrowing the criteria.  
**Resources:** photos

Step 2  
Groups reviewed their designs and critiqued them so that they could better meet the criteria. Students continued to refine their designs based on the feedback they received.

Step 3  
More time on Makers Empire.

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### Lesson 5

**Task:**  
Step 1  
**Activity:** Discussed the possible location of the structures. Went to 2 of the locations to measure possible sites.  
**Resources:**

Step 2  
At the site, we looked at the distance from the road - safety aspects, why the signs already there were in their locations.

Step 3  
Students measured their favoured location - looking at angles, fence lines and justify their locations. Photographing their locations.  
**Resources:** Trundle wheel, tape measures, camera

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### Lesson 6

**Task:**  
Step 1  
**Activity:** Year 6/7s worked on scale and looking at Makers Empire to see where the scale function is.  
**Resources:** Laptop and software.

Step 2  
Students tried to change the scale of the design plate and continued working through the challenges and begin work on the designs.

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### Lesson 7

**Task:**  
Step 2  
**Activity:** Students created their models using Makers Empire.  
**Resources:**

Step 3  
As they worked on their models students shared and critiqued each others' designs as well as helping when problems arose.

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### Lesson 8

**Task:**  
**Activity:** Students assessed their work against the criteria and wrote an evaluation.  
**Resources:**

Students displayed a printed version of their designs. They voted for the top 10 designs to be printed against the criteria.

Downloadable files

- ![IMG_0285.JPG](/download/lesson_plan_attachments/les/000/000/145/original/IMG_0285.JPG?1498531217)
- ![IMG_0390.JPG](/download/lesson_plan_attachments/les/000/000/147/original/IMG_0390.JPG?1498531287)
- ![IMG_0397.JPG](/download/lesson_plan_attachments/les/000/000/148/original/IMG_0397.JPG?1498531315)
- ![IMG_0481.JPG](/download/lesson_plan_attachments/les/000/000/149/original/IMG_0481.JPG?1498531406)
Curriculum
South Australian TfEL:

4.1 build on learners’ understandings
4.2 connect learning to students’ lives and aspirations
4.3 apply and assess learning in authentic contexts
4.4 communicate learning in multiple modes

Domain 4: Personalise and connect learning
2.2 build a community of learners
2.4 challenge students to achieve high standards with

Australian Curriculum:

Critique needs or opportunities for designing and explore and test a variety of materials, components, tools and equipment and the techniques needed to produce designed solutions (ACTDEP014)

Exploring The Different Uses Of Materials In A Range Of Products, Including Those From Aboriginal And Torres Strait Islander Communities And Countries Of Asia (ELBT219)

Critiquing And Selecting Appropriate Joining Techniques For Materials To Produce Working Models (ELBT423)

Exploring And Testing A Range Of Materials Under Different Conditions For Suitability Including Sustainability Considerations And Identifying Appropriate Tools, Equipment And Techniques (ELBT4)

Examining The Structure And Production Of Everyday Products, Services And Environments To Enhance Their Own Design Ideas (ELBT303)

Exploring The Properties Of Materials To Determine Suitability, For Example The Absorbency Of Different Fabrics Or The Strength Of Different Resistant Materials (ELBT245)

Generate, develop, and communicate design ideas and decisions using appropriate technical terms and graphical representation techniques (ACTDEP015)

Exploring Ways Of Joining, Connecting And Assembling Components That Ensure Success (ELBT361)

Generating A Range Of Design Ideas For Intended Products, Services, Environments (ELBT174)

Identifying The Properties Of Materials Needed For The Designed Solution (ELBT110)

Visualising And Exploring Innovative Design Ideas By Producing Thumbnail Drawings, Models And Labelled Drawings To Explain Features And Modifications (ELBT211)

Planning, Sharing And Documenting Creative Ideas And Processes Using Digital Tools Such As A Class Blog Or Collaborative Document (ELBT388)

Evaluating, Revising And Selecting Design Ideas, Based On Criteria For Success And Including Consideration Of Ethics, Social Values And Sustainability (ELBT342)

Evaluating The Functional And Aesthetic Qualities Of A Designed Solution (ELBT35)

Evaluating The Functional And Aesthetic Qualities Of A Designed Solution (ELBT35)
Experimental With Traditional And Contemporary Technologies When Designing Desigs, And Discovering The Advantages And Disadvantages Of Each Approach (ELBT390)

link (http://africastraliancurriculum.edu.au/elements/2014/09/a64e55f6-2224-466d-4b1b-6d41a9d2b2f3)

Selecting Appropriate Materials To Acknowledge Sustainability Requirements By Using Life Cycle Thinking (ELBT280)

link (http://africastraliancurriculum.edu.au/elements/2014/09/3c5c3b3b-7135-4999-81af-e72f63b4299d)

Generate, develop, test and communicate design ideas, plans and processes for various audiences using appropriate technical terms and technologies including graphical representation techniques (ACTDEP036)

link (http://africastraliancurriculum.edu.au/elements/2014/09/9c11a1a7-8a27-466d-8492-7046f8272331)

Using A Variety Of Critical And Creative Thinking Strategies Such As Brainstorming, Sketching, 3 D Modelling And Experimenting To Generate Innovative Design Ideas (ELBT339)

link (http://africastraliancurriculum.edu.au/elements/2014/09/c8b8944c-8678-4c02-9449-75ad93d6b4c8)

Using project management processes when working individually and collaboratively to coordinate production of designed solutions (ACTDEP039)

link (http://africastraliancurriculum.edu.au/elements/2014/09/b3fe1045-8b7a-420f-b2b8-9af48565c990)

Explaining And Interpreting Drawings, Planning And Production Steps Needed To Produce Products, Services Or Environments For Specific Purposes (ELBT54)

link (http://africastraliancurriculum.edu.au/elements/2014/09/99c3085a-5a05-4a9b-8a96-e6e714a2bb2c)

Organising Time, Evaluating Decisions And Managing Resources To Ensure Successful Project Completion And Protection Of The Work Space And Local Environment (ELBT196)

link (http://africastraliancurriculum.edu.au/elements/2014/09/b1f6ad31-9163-40bf-8eda-d7ca4eb9110d)

Identifying Risks And How To Avoid Them When Planning Production (ELBT473)

link (http://africastraliancurriculum.edu.au/elements/2014/09/c9233f2b-357b-44cb-9b01-08667f36e32a)

Investigating The Time Needed For Each Step Of Production (ELBT11)

link (http://africastraliancurriculum.edu.au/elements/2014/09/4ba7c60b-7cc3-47bf-b4b7-690562e2b200)

Using project management processes when working individually and collaboratively to coordinate production of designed solutions (ACTDEP039)

link (http://africastraliancurriculum.edu.au/elements/2014/09/b3fe1045-8b7a-420f-b2b8-9af48565c990)

Evaluating The Viability Of Using Different Techniques And Materials In Remote, Isolated Areas, Or Less Developed Countries (ELBT914)

link (http://africastraliancurriculum.edu.au/elements/2014/09/a64e55f6-2224-466d-4b1b-6d41a9d2b2f3)

Identifying Needs Or Opportunities For Designing And Investigate, Analyse And Select From A Range Of Materials, Components, Tools And Equipment For Each Design Project (ELBT224)

link (http://africastraliancurriculum.edu.au/elements/2014/09/ab2e0357-3e23-4b07-a5a1-c4f73f466f1)

Designing A Storyboard That Reflects A Key Scene In A Sequence: For Example, An Opening Scene Of A Film That Shows The Important Camera Angles, Transitions, Edits, Voice And Soundtrack (ELBM414)

link (http://africastraliancurriculum.edu.au/elements/2014/09/bb2e0357-3e23-4b07-a5a1-c4f73f466f1)

Designing A Navigational Plan For A Game, Using Multiple Levels And Obstacles: For Example, Creating And Designing Problems To Be Solved In Order To Progress To A New Level (ELBM209)

link (http://africastraliancurriculum.edu.au/elements/2014/09/a64e55f6-2224-466d-4b1b-6d41a9d2b2f3)
Taking A Series Of Photographs That Show Themselves And Their Friends As Comic Superheroes And Villains Through Setting, Costume And Body Language [ELBA023]

Using media technologies to create time and space through the manipulation of images, sounds and text to tell stories [ACAC056]

Understanding How Age, Status, Expertise And Familiarity Influence The Ways In Which We Interact With People And How Between Group Discussions And Presenting A Group Report [ELBD89]

Recognising That We Can Use Language Differently With Our Friends And Families, But That Standard Australian English When Exploring And Clarifying The Ideas Of Others, Summarising Their Own Views And Reporting Them To A Larger Group [ACAE048]

Recognising That A Bare Assertion (For Example 'It's The Best Film This Year') Often Needs To Be Tempered By Using Link (http://rdf.australiancurriculum.edu.au/elements/2014/09/04e80ebad-b5e2-4096-98de-05e1828c9ef8)

Understanding That Social Interactions Influence The Way People Engage With Ideas And Respond To Others For Example When Exploring And Clarifying The Ideas Of Others, Summarising Their Own Views And Reporting Them To A Larger Group [ACAC048]

Recognising That Language Is Adjusted In Different Contexts, For Example In Degree Of Formality When Moving Between Group Discussions And Presenting A Group Report [ELBE89]

Identifying Roles And Collaborative Patterns In Students' Own Groups And Pair Work (For Example Initiating A Topic, Changing A Topic Through Negotiation, Affirming Other Speakers And Building On Their Comments, Asking Relevant Questions, Providing Useful Feedback, Prompting And Checking Individual And Group Understanding) [ELBE82]

Practising Recording Sound On A Variety Of Devices To Explore Volume, Layering And The Use Of Voice To Create A Sense Of Environment [ELBMD09]

Creating A Sequence Of Images, Sounds And Text Or A Combination Of These To Clearly Establish The Beginning, Middle And End Of A Story Or Event [ELBD50]

Recognising That We Can Use Language Differently With Our Friends And Families, But That Standard Australian English Is Typically Used In Written School Texts And More Formal Contexts [ELBE89]

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The role that people of diverse backgrounds have played in the development and character of the local community (ACHK062)

Using Local Sites, Museums And Online Collections (For The Local Area Or State/Territory) To Identify The Cultural Groups Within The Local Community And Their Influence Over Time (For Example As Reflected In Architecture, Commercial Outlets And Religious Buildings) And Comparing The Development Of The Local Community With Another Community (ELBH069)

Identify sources (ACHHS216)

Discussing Why It Is Important To Protect Places That Have Special Significance For People, For Example, A Wetland, A Sacred Site, A National Park Or A World Heritage Site (ELBH436)

The similarities and differences between places in terms of their type of settlement, demographic characteristics and the lives of the people who live there (ACHGK099)

Exploring Different Types Of Settlement, And Classifying Them Into Hierarchical Categories, For Example, Isolated Dwellings, Outstations, Villages, Towns, Regional Centres And Large Cities (ELBH428)

Identifying Sources To Investigate The Story Of The First Fleet And Its Arrival, Such As Paintings, Maps, Written Records/Accounts (ELBH750)

Dwellings, Outstations, Villages, Towns, Regional Centres And Large Cities (ELBH428)

Collect and record relevant geographical data and information, for example, by observing by interviewing, conducting surveys, measuring, or from sources such as maps, photographs, satellite images, the media and the internet (ACHGK099)

The similarities and differences in individuals' and groups' feelings and perceptions about places, and how they influence views about the protection of these places (ACHGK099)

Examining The Similarities And Differences Between Their Daily Lives And Those Of Young People In A Place Outside Australia And Discussing What It Would Be Like To Live In These Places (ELBH630)

Identifying The Diversity Of People Who Live In Their Place, Using Census Data On Age, Birthplace, Ancestry, Language, Religious Affiliation, Family Composition Or Household Composition, Comparing Them With The People In Another Place In Australia, And Discussing Their Results (ELBH685)

The similarities and differences between places in terms of their type of settlement, demographic characteristics and the lives of the people who live there (ACHGK099)

Collect and record relevant geographical data and information, using ethical protocols, from primary and secondary sources, for example, people, maps, plans, photographs, satellite images, the media and the internet (ACHGK099)

Using Maps, Aerial Photographs, Satellite Images Or A Digital Application, For Example, Google Earth, To Identify, Locate And Describe Different Types Of Settlements (ELBH393)

Identifying The Purpose And Usefulness Of Information Gained From Primary And Secondary Sources (ELBH482)

The role that people of diverse backgrounds have played in the development and character of the local community (ACHH034)

Identify sources (ACHHS216)

Using Local Sites, Museums And Online Collections (For The Local Area Or State/Territory) To Identify The Cultural Groups Within The Local Community And Their Influence Over Time (For Example As Reflected In Architecture, Commercial Outlets And Religious Buildings) And Comparing The Development Of The Local Community With Another Community (ELBH069)

Identify sources (ACHHS216)

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