



Sample assessment task	
Year level	Pre-primary
Learning area	Technologies
Subject	Design and Technologies: Materials and technologies specialisations
Title of task	Build them up!
Task details	
Description of task	Students will design and make a house for a toy of their choice. They will explore a variety of materials to decide which one is best suited for their house. Students will use their senses to explore the materials (look, feel, smell, taste, listen).
Type of assessment	Formative
Purpose of assessment	To inform progression of learning
Assessment strategy	Observations and self-assessment and evaluation
Evidence to be collected	Design drawings, photos depicting the process of their building and the final product (minimum three photos)
Suggested time	2 x 1 hour lessons
Content description	
Content from the Western Australian Curriculum and Assessment Outline	<p><i>Knowledge and understanding</i></p> <p>Materials and technologies specialisations</p> <p>Characteristics of materials can be explored using senses</p> <p><i>Processes and production skills</i></p> <p>Investigating and defining</p> <p>Explore needs for design</p> <p>Designing</p> <p>Generate and record design ideas through describing, drawing, modelling and/or a sequence of written or spoken steps</p> <p>Producing and implementing</p> <p>Use given components and equipment to safely make simple solutions</p> <p>Evaluating</p> <p>Use personal preferences to evaluate the success of simple solutions</p>
Early Years Learning Framework (EYLF)	<p>Outcome 5: Children are effective communicators</p> <p>Children express ideas and make meaning using a range of media</p>

Task preparation	
Prior learning	<p>Students have explored and discussed materials used to build homes in a variety of stories, such as <i>The Three Little Pigs</i>, <i>The House That Jack Built</i> and <i>The Old Woman Who Lived In A Shoe</i>.</p> <p>Students have had time to explore materials during previous lessons and are familiar with textures and characteristics of materials prior to designing their house. Students are aware of the five senses.</p>
Assessment differentiation	<p>Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their level of readiness to learn and their need to be challenged.</p> <p>Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.</p>
Assessment task	
Assessment conditions	Whole and small-group discussions, individual design and making of house.
Resources	<ul style="list-style-type: none"> • A variety of materials for building: wood/plastic blocks, nature, sticks, hay, straw, paper, sand, plastic bags, materials of different shapes and sizes, paper and cardboard • Glue, pegs, scissors, tape, A3 paper • 4-6 blindfolds, a large bag to place materials in for sensory exploration (see Inspire in lesson 1) • A large table or floor space for students to work • Students to bring in a toy from home (discuss the size range of acceptable toys)

Instructions for teacher

Lesson 1	
Inspire/inform	<p>Fill a 'sensory bag' with different types of materials.</p> <p>Ask 4-6 students at a time to put on the blindfolds and select a material each from the bag.</p> <p>Ask the students to use their senses to describe the material they have and make a guess at what material it might be.</p> <p>Repeat until all the students have had a turn wearing the blindfold.</p> <p>Read <i>The Three Little Pigs</i> and discuss the use of the materials for each house.</p> <p>Research - Are straw and sticks good materials to use when building?</p> <p>Discuss results; straw, stick or brick?</p> <p>Discuss Fact versus Fiction – for the purpose of the story, some materials are made to seem weak (straw and sticks).</p>
Show	<p>Internet search images of brick, straw and stick houses and discuss (look for images of real-life homes).</p> <p>Discuss why people build houses – <i>what is the purpose?</i> (protection from the elements, animals).</p> <p>Model creating a design for a house. Pose questions as you model, such as <i>is newspaper a material strong enough to use for a roof – why or why not?</i></p>
Tell	<p>Think, Pair, Share – students discuss, in pairs, what house they would like to make and how they will make it. Consider what it looks like and what types of materials they will use to make it.</p> <p>Remind students that the house is to be built for the toy that they have chosen.</p> <p>Consider where the house might be<i>is it in a rainforest, a desert, by the beach?</i></p> <p>How will the house you make help keep the toy safe?</p>
Apply	Students design their houses.
Reflect	<p>Look at a sample of the student house designs and reflect on the task. <i>Did they find it difficult to create a design? Have they thought of all the materials required to make the house? Will the design fit their toy inside?</i></p> <p>Ask a sample of students to <i>explain their design and why they chose that one?</i></p>
Lesson 2	
<i>(Note: Activity can be done by whole class at the same time or by selecting a small group of students to complete the task during indoor activity time.)</i>	
Inspire/inform	<p>Search 'designs for a house' and talk about the job of an architect.</p> <p>Search 'designs for a straw house' and compare the shape of the design.</p> <p>Reflect on some of the designs the students have made.</p>
Show	<p>Demonstrate how you make your house by matching your design.</p> <p>Remind students to use the materials they labelled on their design.</p>
Tell	Students gather the materials that they require for their design.
Apply	Students construct their house, following their design.

Reflect	<p>Each student is to display his/her home around the classroom.</p> <p>Half of the class stands by their houses holding their design and the other half of the class moves around looking at the houses (do the designs match the houses?)</p> <p>Students can discuss design and final product with each other as they walk around looking at the work. Swap students after 5–8 minutes.</p> <p>Ask individual students about their houses. Annotate student responses. <i>Ask the students to elaborate on why they chose the materials they did?</i></p>
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Making connections across learning environments

NQS: Quality Area 1 – Educational program and practice

Standard 1.1 An approved learning framework informs the development of a curriculum that enhances each child's learning and development.

Element 1.1.2 Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.

	<i>Provocation/activity</i>	<i>Resources</i>
<i>Inside spaces/environments</i>	Treasure Tray: Explore and experiment with loose parts to create small buildings and constructions.	Tray or designated free space, loose parts such as small wooden blocks, corks, plastic bottle tops, small boxes, pop sticks ...
	Acting Out! Dramatise <i>The Three Little Pigs</i> to music, using Peter Combe's fast-paced song.	CD
	House and Garage Collage: Design a 2D dwelling for your family and family vehicle, using available materials.	Card, glue, paper shapes, scissors, card with interesting features such as corrugation, other available collage and drawing materials ...
<i>Outside spaces/environments</i>	Grand Designs: Students explore ideas expressed in constructions and collaborate to design and create one major construction.	Large boxes (an appliance box, if possible), frames, planks, curtains, sheets, poles ...
	Gym: Build up your builder's muscles with some home-made dumb-bells and weights, such as water bottles filled with beads or rice. Create a balance beam on the floor with masking tape or recycled bottle bowling.	Cans of food, water bottles, beads, rice, masking tape ...
	Here, There, Everywhere: Play a game in which students develop fitness and agility in case they are chased by a wolf! The leader stands in a central position in a large, open area and calls "Here" (students run towards leader), "There" (students run in the direction indicated by the leader) or "Everywhere" (students run or jump on the spot). It is important that students are aware of the people around them and their body in space.	Large, open area
<i>Ambience/Aesthetic</i>	Rainforest music Nursery rhyme songs or books Audio books	

