



Sample assessment task	
Year level	Pre-primary
Learning area	Technologies
Subject	Design and Technologies: Food and fibre production
Title of task	Home among the gumtrees!
Task details	
Description of task	Students reflect on how people from around the world have used local, readily available materials to construct shelters and use that knowledge to design and build a small shelter of their own.
Type of assessment	Formative
Purpose of assessment	To inform progression of learning
Assessment strategy	Visual representations and observations
Evidence to be collected	<ul style="list-style-type: none"> • Photographic evidence of students working safely and the final product (shelter) • Record of students' communication of needs for the shelter and which locally sourced plant products met those design needs (e.g. scribed notes or video recording)
Suggested time	2 x 1 hour lessons
Content description	
Content from the Western Australian Curriculum and Assessment Outline	<p>Knowledge and understanding</p> <p>Food and fibre production</p> <p>Plant and animal products are used in everyday life for food, clothing and shelter</p> <p>Processes and production skills</p> <p>Identifying and defining</p> <p>Explore needs for design</p> <p>Producing and implementing</p> <p>Use given components and equipment to safely make solutions</p>
Early Years Learning Framework (EYLF)	<p>Outcome 4: Children are confident and involved learners</p> <p>Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating</p>
Connected Curriculum	<p>Mathematics</p> <p>Shape</p> <p>Sort, describe and name familiar two-dimensional shapes and three-dimensional objects in the environment</p>

Task preparation	
Prior learning	Students have had many opportunities to explore images of shelters and homes from around the world and discuss materials used. Students have had design experience.
Assessment differentiation	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. Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.
Assessment Task	
Assessment conditions	Collaboration through discussion and sharing and individual completion of task
Resources	<ul style="list-style-type: none"> • Access to bush areas • Containers such as bags or buckets for collecting materials • Clipboards, paper, pens for drawing and designing • Materials which can be used to join natural materials, such as string, rope

Instructions for teacher

Strategy	
Inspire/Inform	<p>Explain to students that they will be designing and creating a small home for an imaginary creature from materials (plant-based) which can be found in their outside environment. This is an opportunity to explore the school grounds more fully to discover appropriate and interesting materials available.</p> <p>Discuss the purpose of shelter so that students know what to include (protection from the weather, such as wind and rain, and possible danger, such as predators).</p> <p>Use these factors as the success criteria.</p> <p>Search <i>Houses using nature</i> or <i>Traditional houses around the world</i> http://www.realestate.com.au/blog/10-extreme-homes-from-around-the-world/ http://www.topdreamer.com/16-unusual-houses-around-the-world/www.youtube.com/watch?v=nCKkHqIx9dE (<i>Build a primitive wattle and daub hut from scratch</i>)</p>
Show	<p>Discuss the most common shapes for homes (tepees, bungalows, A-frame ...).</p> <p>Reflect on the images that students have seen of homes around the world.</p>
Tell	<p>Tell the students the boundary of the area in which they can search for materials and construct the homes.</p> <p>Go on an extended walk, if necessary.</p> <p>Explain any restrictions to gathering materials (i.e. respect nature and garden areas).</p> <p>Reminders about using equipment safely.</p>
Apply	<p>Students collect materials then share some ideas on how to plan the structure and keep it together.</p> <p>Students commence their design drawing and communicate to others how they will make their shelter.</p> <p>Create the shelter.</p> <p>Choose an outdoor area in which shelters can be safely displayed.</p>
Reflect	<p>Students communicate how their chosen plant materials were used to create a shelter and discuss the suitability.</p> <p>Students reflect on how well they could replicate their design and the shelter's ability to protect imaginary occupants from the weather and possible dangers.</p>

Making connections across learning environments

National Quality Standard: Quality Area 3 - Physical Environment

Element 3.2.1 Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments.

Element 3.3.2 Children are supported to become environmentally responsible and show respect for the environment.

	<i>Provocation</i>	<i>Resources</i>
Inside spaces/environments	Treasure Tray: Students explore and discuss properties of fabrics which have been created from plants or animals. Compare, contrast and discuss the types of materials which have been made and the reasons for those choices. Would you make a coir shirt? Would you make a silk mat? Why or why not?	Source as many natural products and fabrics as possible - cotton, hemp, sisal, silk, wool, cashmere, alpaca, angora, coir, mohair ...
	Construction Production: Students explore shelter and home design with construction materials found in the classroom. Students notice how 3D shapes work together to create a stable structure.	Blocks, wood, loose parts, cardboard packaging, tubes ... Photographs of buildings and structures
	Magical Mandalas: Students explore shape through creating designs with radial symmetry (typically, a pattern of evenly spaced elements around a central point). Examples in nature may include flowers, cross-sections of fruits and tree trunks, spider webs and snowflakes.	Circles, such as small hoops, round pizza bases ... small stones, glass stones, leaves, shells, small sticks ...
Outside spaces/environments	3D shapes Smart Art: Use 3D objects to create art installations or sculptures in the outdoors with the theme of shelter.	Boxes, long cylinders, pallets, climbing frames, large pieces of fabric or sheets ...
	Dreamy Dreamcatchers: Explore shapes through the process of creating a dreamcatcher with natural materials (written instructions and YouTube videos can be found as a demonstration of the process).	Materials, such as wool, feathers, beads, ribbon (options for the hoop include grapevine)
	Scavenger Hunt: Students head outside to find evidence of 2D and 3D shapes in the environment and collect photographs which can be printed and sorted afterwards OR create some cards with photographs of the shapes for the	iPads or cameras

	students to find OR some students head out to find the examples, take some photos, make the cards for their peers to then find!	
<i>Ambience/Aesthetic</i>	Create displays of fabrics, materials, structures and foods with-in the classroom environment.	