Year 11 Design and Technology Environment Assessment Task 2024

TOPIC: Built Environment Design & Portfolio	MARKS: ⌷ /60
SUBMISSION REQUIREMENTS: Due to Canva by Friday 6th September 2024 (week 7/ term 3) Two submission points (one for each part) have been created on canvas.	**WEIGHTING:** 40%

OUTCOMES TO BE ASSESSED:

P3.1 **Investigates** and **experiments** with techniques in creative and collaborative approaches in designing and producing.

P4.2 **Uses** resources effectively and safely in the development and production of design solutions

P5.2 **Communicates** ideas and solutions using a range of techniques

P5.3 **Uses** a variety of research methods to inform the development and modification of design ideas

P6.2 **Evaluates** and **uses** computer-based technologies in designing and producing

DIRECTIONAL VERBS:

Experiment – try out new ideas or methods

Evaluate- Make a judgement based on criteria; determine the value of

Investigate- Plan, inquire into and draw conclusions about

Use – apply

Communicate- to share or exchange information

TASK DESCRIPTION:

This task contains two parts. You must complete both sections:

Part A – Built Environment CAD design
You are required to **use** the computer-based software program - Google Sketch-up to safely and effectively design and develop a built environment of your choice.

Part B – Portfolio
You will need to **use** digital technologies to create an e-portfolio to accompany your sketch-up design. In the portfolio you must include:

- Evidence of **experimentation** with techniques in creative and collaborative approaches in designing and producing.
- The **use** of a variety of research methodologies to inform the development and modification of design ideas

All students will be provided with a digital template for their portfolio work. This can be found on the class Canvas account for downloading and editing. Students MUST use this template and complete all sections in the document.

ASSESSMENT CRITERIA:

To successfully meet the requirements of this task you should consider the following things:

* Identify and **investigate** a genuine need by interviewing a client of your choice. This client will provide the basis(need) for your environment project and assist you with the design brief.
* Conduct a survey or interview to find out the client's needs and establish the parameters of the design project. This information will help establish the criterion for success.
* **Use** Google images and websites to **investigate** the range and variety of environmental designs that already exist. This will assist you to gain inspiration for your work.
* A variety of screenshots should be captured of your sketch- up design. You could also create a walk-through video of your finished environment to submit through canvas.
* The sketch-up design should showcase a variety of techniques and skills. These should reflect the work that was completed in tutorials with your teacher.
* Consider the *genuine need* for your environment design. Try and be as innovative and creative as possible to solve an identified need. Don't just recreate an environment that has already been done before. Think about the current needs and trends in our society. Consider Sustainable design, ethical design and designs that address a social need such as homelessness or a health pandemic. Environment examples could include; accommodation and housing for the homeless, a new school environment to replace one that has been lost to a natural disaster such as a bushfire, a sports centre for disengaged adolescents, a school classroom catering for special needs, a recreational or dog park to cater for residents and their pets living in an apartment block or even a redesign of an existing home environment to make it more sustainable and user friendly.
* Refer to the portfolio template given to you on canvas and make sure that you complete each part of e-portfolio template. This will ensure that you have covered the stages of the design process.
* Include a variety of creative cognitive organisers in your portfolio work- these could include *flow charts, sketches, tables, diagrams, photo elicitation, brainstorm maps, graphs, PMI charts, Gantt charts and annotated collages.*
* A two-page collage of inspirational images must be communicated in your portfolio. These images need to relate to your built environment. This will need to be annotated in detail to explain each image relevant to your environment design. Think about existing designs, building materials you will use, products, furnishings, art, nature, the purpose of your design, the need, the target market, sustainability and elements of design. It should provide a visual picture of what your design would look like completed.
* Sketch-up will be available to use in class time and can be downloaded to use at home. Please see your teacher for advice on how to access Sketch-up on your home device.

* All work needs to be submitted via Canvas by 11.59pm on the due date: Friday 6th September 2024

ASSESSMENT MARKING CRITERIA

Part A – Environment CAD drawings (P4.2, P5.3, P6.2) 20 Marks	Mark	Grade
Expertly uses Google sketch- up to design and create a sophisticated environment project. • Student has demonstrated the use of an extensive range of computer aided drawing techniques using a variety of tools on the Google sketch up program. • The Built Environment design has clear evidence of identifying a genuine need and the use of innovation within the design. • The final environment design thoroughly addresses functional and aesthetic factors in its development.	17-20	A
Thoroughly uses Google Sketch -up to design and create an environment project • Student has displayed the use of computer aided drawing techniques using various tools on the Google sketch-up program. • The Built Environment design provides evidence of identifying a need and uses elements of innovation within the design. • Some aspects of the final product may lack aesthetic and/or functional appeal.	13-16	B
Uses Google Sketch- up to create a sound quality environment project • Student has displayed computer aided drawing techniques using some tools on the Google sketch-up program. • The Built Environment design provides some evidence of identifying a need and uses elements of innovation within the design. • Aspects of the final product may lack aesthetic and/or functional appeal.	9-12	C
Uses Google sketch-up to create a basic project • Student uses limited techniques on the Google sketch-up program to create a basic computer aided drawing. • The Built Environment design provides little evidence of identifying a need and uses minimal elements of innovation within the design. • Aspects of the final product lack aesthetic and/or functional appeal.	5-8	D
Attempts to produce a basic project • Student uses limited techniques to create a basic environment drawing. • The Built Environment design fails to identify a need and lacks innovation within the design. • The final product lacks aesthetic and functional appeal.	1-4	E

ASSESSMENT MARKING CRITERIA

Part B – Portfolio (P3.1, P5.2) 40 Marks	Mark	Grade
Expertly experiments with creative communication techniques and approaches in designing and producing a portfolio for the built environment design. • Student has demonstrated an exemplary use **of all** stages of the **design process.** • An extensive range of **experimentation** techniques are addressed with the inclusion of three or more *different* cognitive organisers. • Extensive effort in **communicating** all sections in the portfolio in a succinct and articulate manner. • Comprehensive use of ongoing evaluations is used throughout the portfolio. • The inclusion of a detailed and aesthetic annotated collage is evident to compliment the built environment project.	36-40	A
Successfully experiments with a range of creative communication techniques and approaches in designing and producing a portfolio for a built environment. • Student has demonstrated the thorough use **of all** stages of the **design process.** • A broad range of **experimentation** techniques are addressed with the inclusion of two or more different cognitive organisers. • High level of effort in **communicating** all sections in the portfolio. • Detailed Ongoing-evaluation references are evident throughout the portfolio. • The inclusion of a detailed and aesthetic annotated collage is evident to compliment the built environment project.	27-35	B
Experiments with some creative communication techniques and/or approaches in designing and producing a portfolio for a built environment. • Student has demonstrated the sound use of stages of the **design process.** • A range of **experimentation** techniques are addressed with the inclusion of at least one cognitive organiser. • Sound effort made in **communicating** most sections of the portfolio. • Ongoing evaluations are evident in parts of the portfolio. • The inclusion of an annotated collage is evident in the portfolio.	18-26	C
Some experimentation has occurred with using communication techniques and/or approaches in producing a portfolio. • Student has demonstrated the basic use of **some** stages of the **design process.** • A basic range of **experimentation** techniques are addressed with the no inclusion of cognitive organisers. • Some effort made in **communicating** sections of the portfolio. • Limited use of ongoing evaluations in the portfolio. • The inclusion of a collage is evident without annotations in portfolio.	9-17	D
Limited use of the communication techniques with minimal reference to the final design product. • Student has demonstrated the limited use of the **design process.** • Some **experimentation** is addressed with no inclusion of a cognitive organiser. • Minimal effort made communicating ideas in the portfolio. • No inclusion on ongoing evaluations in the portfolio. • No evidence of a collage or annotations in portfolio.	1-8	E

Feedback:

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