WONGAN HILLS DISTRICT HIGH SCHOOL

TERM OUTLINES

Semester 2 2025

YEAR 9

Wongan Hills District High School

Cultivate

Year 9-10
Health Education
Sem 2

Overview

Theme 1
We all have the right to feel safe at all times

Key concepts

Safety
- Feeling safe
- Recognising safety
- Rights and responsibilities
- Secrets and surprises
- Safety continuum
- Personal space
- Body ownership / Public and private

Key concepts

Early warning signs
- Body signals
- Specific, internal, physical sensations
- Feelings and reactions
- Minimising risk

Theme 2
We can talk with someone about anything no matter what it is

Key concepts

Networks
- Asking for help
- Relationships
- Communicating with and supporting others
- Inviting people to be on your network
- Persistence

Ideas kit 1
Theme 1
Feelings

Ideas kit 2
Theme 2
Early warning signs

Ideas kit 3
Theme 1
Safety continuum

Ideas kit 4
Theme 2
Secrets

Ideas kit 5
Theme 2
Networks

Ideas kit 6
Theme 2
Persistence

Ideas kit 7
Theme 2
Body ownership/Public and private

Ideas kit 8
Personal Space
Safe and unsafe touches

Ideas kit 9
Theme 2
Assertiveness

Ideas kit 10
Program review

Students will be working through the Department of Education Protective Behaviours unit. This has ongoing assessment tasks that students will be completing throughout the term.

Wongan Hills District High School

Cultivate

Year 9 HASS
TERM 3 GEOGRAPHY

Week	Content/Teaching Points	Assessment
1 - 3	• World's major biomes • Australia's major biomes	**ASSESSMENT:** Biomes Investigation
3 - 6	• Biomes and food security • How human alter biomes • Australia's soils • Threats to global food security • How do we meet the rising demand for food production with population growth? • Expanding food production and sustainable agriculture • Where does Australia sit in the global context?	**ASSESSMENT:** Causes of food security and possible solutions Source Analysis.

7- 9	• Places
	  ○ Perception and use of places
	  ○ Identity
	  ○ Your local space
	  ○ Transport
	  ○ Technology
	  ○ Real space vs virtual space
	  ○ Impact of people
	  ○ Cultural perspectives and influences
	  ○ Travel and Australia tourism
	  ○ Sport connections
		ASSESSMENT:
		Geographies of Interconnections Research Task

10	**DHS COUNTRY WEEK**	

Wongan Hills District High School

Year 9 HASS
TERM 4 ECONOMICS AND BUSINESS

Week	Content/Teaching Points	Assessment
1/2	○ Australia and the global economy ○ Link between specialisation and trade amongst consumers and producers, and countries ○ How consumers, businesses and governments are impacted by changing global conditions.	
3/4	• Who does Australia Trade with? ○ Globalisation ○ Investment from overseas ○ Skilled workers shortage and how do we fix it?	**ASSESSMENT:** International Trade Infographic
5 - 6	• Tourism ○ Resources ○ Historical trading	**ASSESSMENT:** Trade Relationships extended response
7 - 8	• Australia's interdependence with other economies especially in the Asian region.	**ASSESSMENT:** Short answer test: Why is China Australia's largest trading partner?
9	**CADET CAMP**	
10	• Future careers exploration – individual pathway plans, exploration of the myfutures website, potential workplace learning placements for 2026.	

Please note that the information above is a guide only. The course content and assessment dates may change slightly over the term depending on student needs and abilities.

Wongan Hills District High School

Cultivate

Year 8/9 HOME ECONOMICS
Semester 2, 2025

Wk	Content/Teaching Points	Assessment
1	PROJECT SELECTION/CONTINUATION (if students choose to continue a project from 2024 or SEMESTER 1)	
2	BASIC SKILLS REVISION/LEARNERS PERMIT INDIVIDUAL PROJECTS	
3	INDIVIDUAL PROJECT • Investigate • Design/Plan • Produce	
4	INDIVIDUAL PROJECT • Investigate • Design/Plan • Produce	
5	INDIVIDUAL PROJECT • Investigate • Design/Plan • Produce	
6	INDIVIDUAL PROJECT • Investigate • Design/Plan • Produce	
7	INDIVIDUAL PROJECT • Investigate • Design/Plan • Produce • Evaluation/Feedback	
8	INDIVIDUAL PROJECT • Investigate • Design/Plan • Produce • Evaluation/Feedback	**ASSESSMENT:** Design process, evaluating, revision, etc
9	REVISION OF SKILLS • Evaluating	**ASSESSMENT:** Self-Management Mark (Textile project production and working safely)
10	DHS COUNTRY WEEK	

Wongan Hills
District High School

Cultivate

	Learning Activities	***Assessment***
1	Rules and responsibilities *Safety rules*	
2	Food preparation safety	
3	Food preparation safety	
4	Measuring terminology and equivalences Cooking terminology	
5	Introduce the concept of nutrition for healthy living. Discuss Australian Guide to Healthy Eating, and Food Pyramid	
6	Healthy Burger Students are to complete "Healthy Burger" design task (written components)	***ASSESSMENT:*** *Self-Management Mark (Food Production skills and working safely)*
7	Healthy Burger Students are to complete "Healthy Burger" design task (practical components)	***ASSESSMENT:*** *Healthy Burger. After working with a variety of different healthier versions of traditional foods, students will design and create their own healthy burger.*
8	My Design My Pie Students are to complete "Healthy Burger" design task (complete all practical and written components)	
9	**CADET CAMP**	
10	CHRISTMAS COOKING	

Wongan Hills District High School

Year 9 Science
Term 3 2025

Biological Sciences

Wk	Content/Teaching Points	Assessment
1 – 4	**Circulatory System** • Introduce the circulatory system • Parts of the heart • Arteries vs Veins vs capillaries **The Endocrine System** • Introduce the endocrine system • Review some of the organs involved in the endocrine system as secretors of hormones (Common hormones- insulin and thyroxine) **The Immune System** • Investigate how the body responds to invading microorganism • Explore the concept and practices of good hygiene	Test 1
5-8	**Populations and Communities** • Introduce concepts of population • Examine population growth and decline, and factors that affect population sizes • Explore the concept of carrying capacity of a species • Introduce concept of Community • Investigate interactions between organisms such as predator/prey, parasites, competitors, mutualism, pollinators and disease **Energy Flow in the Ecosystem** • Introduce trophic levels and consider the transfer of energy from one level to the next. Make an energy pyramid. • Energy enters the ecosystem through photosynthesis. • Consider how energy flows in and out of food webs, and how it must be replaced for the sustainability of the system **Balance in Ecosystems** • The importance of predators and prey to keeping balance in the ecosystem. • Investigate what happens when predators or prey are removed from an ecosystem. • Examine the role of competition in maintaining balance in an ecosystem. • Examine the role of parasites. • Examine the role of microorganisms in maintaining balance in terms of decomposers and disease.	Test 2

Homework:
There is no set homework for the Year 9 students this term, however, it is recommended that students aiming for an ATAR pathway consolidate their learning at home.
Please note that the information above is a guide only. The course content and assessment dates may change slightly over the term depending on student needs and abilities.
Although the key concepts across the year levels are similar, there will be a differentiated approach to ensure the curriculum needs of each year level are met.

Wongan Hills District High School

Cultivate

High School Physical Education
Term 3 2024

Term 3 Week	Key Concepts	Assessment
1 Understanding movement	**Jumps** • Long Jump • Triple Jump	**Practical Assessment** - Movement Skill - Participation - Sportsmanship
2 Understanding movement	**Team Games/Individual** • Team Flags • Team Games • Individual Flag Race	**Practical Assessment** - Participation - Sportsmanship
3 Understanding movement	**Throws:** Discuss • **Lesson 1: Explicit Teaching of the Skill** • **Lesson 2: Interhouse Athletics Discuss event**	**Practical Assessment** - Movement Skill - Participation - Sportsmanship
4 Understanding movement	**Throws:** Shot Put • **Lesson 1: Explicit Teaching of the Skill** • **Lesson 2: Interhouse Athletics Shotput event**	**Practical Assessment** - Movement Skill - Participation - Sportsmanship
5 Understanding movement	**Running Events** • 100,200,400m/Relays **Team Games** • Team Flags • Team Games Interhouse Athletics Carnival: August 25th	**Practical Assessment** - Movement Skill - Participation - Sportsmanship
6 Learning through movement	**Country Week Sport Option: Basketball**	Practical Assessment
7 Learning through movement	**Country Week Sport Option: Basketball**	Practical Assessment
8 Learning through movement	**Country Week Sport Option: Basketball** **Lesson 1: Hockey** **Lesson 2: Designing a modified game for Week 9**	Practical Assessment
9 Learning through movement	**Modified Game**	Practical assessment on effective leadership, including teamwork and motivation. The students will be delivering a modified game to another class based on the sports played during Weeks 6-8.
10	**Country Week**	

Wongan Hills District High School

Cultivate

Year 9 Mathematics
Term 3 2025

Wk	Learning Intentions	Assessment
1	Rules and Tables	
2/5	Linear equations and finding x and y intercepts Finding the equation of a line Determining gradients and gradient-intercept form Linear modelling and non-linear graphs Midpoint and length of line segments	Mid Term Test
6/9	Statistics Collecting, classifying and summarising data Dot plots, column graphs, line graphs, stem and leaf plots Frequency tables, range and measures of central tendency Surveying and sampling Interpreting data from tables and graphs	Statistical Investigation
10	Students not attending Country week will be provided with a program of work consolidating the term's learning.	

Homework:
There is no set homework, however it is recommended that those students considering pursuing an ATAR pathway consolidate their learning at home. An additional text book can be provided for this.
The information above is a guide only. The course content and assessment dates may change slightly over the term depending on student needs and abilities.
Although the key concepts across the year levels are similar, there will be a differentiated approach to ensure those students working at level in each year are provided with the necessary content and level of difficulty.

Wongan Hills District High School

Cultivate

Year 8/9 English
Term Three 2025

TERM THREE		
Wk	**Content/Teaching Points**	**Formal Assessment**
1 – 9	**Novel Study – The Giver** • Reading comprehension strategies • Characterisation – direct vs indirect • Plot profile – exposition, rising action, climax, falling action, resolution • Point of view • Genres • Literary Conflict types • Mood vs tone • Figurative language • Theme • Film and novel comparison • Utopia vs Dystopia Daily development of vocabulary, grammar, spelling and language conventions / literary devices	**1.Analytical writing** **2. Re-writing an excerpt of The Giver from another POV**
10	Country Week	

Please note that the information above is a guide only. The course content and assessments may change over the term depending on student needs, interests and abilities. Students will be graded based on all independent tasks which are not limited to the formal assessment task. Although the key concepts across the year levels are similar, there will be a differentiated approach to ensure the curriculum needs of each year level, as well as ability levels amongst students, are met.

Homework:
Students may have independent homework tasks that support their learning. These tasks could be one of the following:

1. **Reading reflection -** To reinforce your child's reading and comprehension skills, they will be working towards reflecting on texts read in class or at home. Reflection activities should not take more than ten minutes.
2. **Learning preparation. -** At times, your child will be asked to investigate a text or resource outside of class. This may require them to use a computer for research or read a text from the class. It may also include writing, especially if there is drafting to be done for publishing some writing. None of these activities should take more than 30 minutes.

Wongan Hills District High School

Cultivate

Year 9 Design & Technologies
Semester 2 2025

Wk	Content/Teaching Points	Assessment
1-3 **Induction, Safety Design and Investigation**	Workshop induction and safety procedures outlined. Create a brief for a solution that explains the needs of a stakeholder. Investigate and explain a selection of components/resources to develop solution ideas, identifying constraints. Describe economic, environmental and social sustainability in the development of designed solutions for products, services and environments. Explain, with relevant examples, social, ethical and sustainability factors.	Students will undertake ongoing assessments on Static machine and handheld power tools operational compliances and occupational safety and health. Students will undertake a series of design tasks and submit a selected task for assessment. Students will develop a unique design within parameters and communicate ideas and concepts. The developed design will be produced using sustainable materials and processes. Products and designs will undergo summative assessment on the conclusion of production and design processes.
4-5 **Design Continuum and Production**	Produce detailed design solutions assessing alternative designs against given criteria using a range of relevant examples and appropriate technical terms and technology. Uses a range of relevant examples and explains characteristics and properties of materials, systems, components, tools and equipment.	Students will continue to produce, refine, evaluate and redirect their design and production works. Students will justify decision-making factors of selecting and combining materials, applicable systems, components and relevant tools and equipment.
6-7 **Design Continuum and Production**	Explains, in detail, how technologies can be combined and used to create designed solutions. Consistently selects, safely implements, tests with modifications (when necessary), using a range of appropriate technologies and processes, to make solutions. Consistently works independently and collaboratively to effectively manage projects, considering time, cost, risk and safety factors. Using relevant technologies including digital technology.	Students will continue to produce, refine, evaluate and redirect their design and production works using a feedback cycle. Finishing techniques may be evaluated and incorporated at this stage.
8-9 **Production and Evaluation**	Provides a comprehensive evaluation, justifying reasons for design processes and outcomes against student-developed criteria, using a range of relevant examples.	Finished production models and design briefs will be assessed. Designs requiring continued production in Term 2 will be evaluated and assessed formatively.

Assessments completed in Term 3 will be combined with assessments from Term 4 to determine a grade for the Semester.

Please note that the information above is a guide only. The course content and assessment dates may change over the term. Work will also be differentiated to account for individual student needs and stages of learning.

Wongan Hills
District High School

Cultivate

Wk	Content/Teaching Points	Assessment
10-12 **Workshop refresher. Design and Investigation**	Workshop and OSH refresher. Create a brief for a solution that explains the needs of a stakeholder. Investigate and explain a selection of components/resources to develop solution ideas, identifying constraints. Describe economic, environmental and social sustainability in the development of designed solutions for products, services and environments. Explain, with relevant examples, social, ethical and sustainability factors.	Students will either continue with a current design project or develop a new project for the Term or a series of smaller projects in collaboration with the teacher. They will undertake ongoing assessments on Static machine and handheld power tools operational compliances and OSH. Students develop unique designs within parameters and communicate ideas and concepts. The developed design will be produced using sustainable materials and processes. Products and designs will undergo summative assessment on the conclusion of production and design processes.
13-14 **Design Continuum and Production**	Produce detailed design solutions assessing alternative designs against given criteria using a range of relevant examples and appropriate technical terms and technology. Uses a range of relevant examples and explains characteristics and properties of materials, systems, components, tools and equipment.	Students will continue to produce, refine, evaluate and redirect their design and production works. Students will justify decision-making factors of selecting and combining materials, applicable systems, components and relevant tools and equipment.
15-16 **Design Continuum and Production**	Explains, in detail, how technologies can be combined and used to create designed solutions. Consistently selects, safely implements, tests with modifications (when necessary), using a range of appropriate technologies and processes, to make solutions. Consistently works independently and collaboratively to effectively manage projects, considering time, cost, risk and safety factors. Using relevant technologies including digital technology.	Students will continue to produce, refine, evaluate and redirect their design and production works using a feedback cycle. Finishing techniques may be evaluated and incorporated at this stage.
17-18 **Production and Evaluation**	Provides a comprehensive evaluation, justifying reasons for design processes and outcomes against student-developed criteria, using a range of relevant examples.	Finished production models and design briefs will be assessed.

Assessments completed in Term 3 will be combined with assessments from Term 4 to determine a grade for the Semester.

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Wongan Hills District High School

Year 8/9 Visual Arts
Semester 2 2025

Surrealism: Papier Mache and Kabuki

Wk	Learning Intentions	Success Criteria
1-3	**Unmasking Tradition: Exploring Japanese Kabuki and Mask Culture** - Understand the role of masks in Japanese culture, especially Kabuki theatre. - Identify aesthetic conventions and symbolic meaning of Kabuki masks. - Begin visual research and annotation.	- Students can describe the cultural and theatrical role of Kabuki masks. - Students can identify and analyse features (colour, expression, symbolism) of various traditional masks. - Students can compile a visual reference board with annotations.
4-6	**Sustainable Sculpting: Making Papier Mâché Pulp from Recycled Paper** - Learn how to create paper pulp using shredded recycled paper. - Understand environmental impacts of material choices in art. - Experiment with papier mâché recipes using agents like plaster powder and PVA glue.	- Students can successfully create paper pulp using recycled materials. - Students can explain why sustainable practices are important in artmaking. - Students can compare recipe variations and select appropriate mixes for sculptural strength and detail.
7-9	**Moulding Meaning: Constructing the Mask Form** - Design and sketch a Kabuki-inspired mask design with symbolic features. - Use moulding and layering techniques to shape masks from pulp. - Refine structure, symmetry, and form.	- Students can produce a design drawing showing clear links to Kabuki traditions. - Students can apply sculptural techniques to build a papier mâché mask form. - Students can identify ways to improve strength, form, and balance in their sculpture.
10-12	**Paint and Persona: Mask Decoration and Identity** - Explore colour symbolism and facial expression in Kabuki mask art. - Learn acrylic and mixed media techniques (e.g. layering, dry brushing, linework). - Apply these to paint and decorate the mask.	- Students can use appropriate colours and symbols to represent character or emotion. - Students can demonstrate skill in applying paint and mixed media for decorative effect. - Students can justify their aesthetic choices based on cultural and personal meaning.
13-15	**Reflection and Display: Finishing Touches and Artist Statement** - Complete final presentation of masks for display. - Write an artist statement explaining design influences, techniques, and personal reflection. - Participate in peer evaluation and critique.	- Students can present a complete, well-crafted mask ready for display. - Students can articulate their creative process, technique, and cultural inspiration in writing. - Students can give and receive peer feedback respectfully using visual art vocabulary.Students can submit a written artist statement describing their process and meaning.

Formative Assessments:
Cultural research and visual planning in journals, recipe testing and experimentation notes, peer critiques during the construction process, and self-assessment of technique and design development.

Summative Assessment:
Completed papier mâché Kabuki mask incorporating cultural symbolism and mixed media decoration, accompanied by a written artist statement explaining creative decisions, materials used, and cultural influences.

Final Grade:
Determined by a combination of formative and summative assessments, measured against the Western Australian Curriculum Visual Arts Judging Standards for Years 8 and 9.

Note: The course content and assessment dates may change. Work will be differentiated to meet individual student needs and learning stages. Students are encouraged to use AI-generated artworks from their prompts as a reference to extend their creativity and conceptual development.

Assessments completed in Term 3 will be combined with assessments from Term 4 to determine a grade for the Semester.
Please note that the information above is a guide only.

Wongan Hills District High School

Year 8/9 Digital Technologies
Semester 2 2025

From Imagination to Tabletop – Designing a 3D Character Miniature

Wk	Learning Intentions	Success Criteria
1	Unlocking the World of Miniatures Understand the project goal and explore character aesthetics using digital inspiration tools.	✅ I can describe the purpose of a 3D character miniature. ✅ I can explore different character design features using HeroForge. ✅ I can articulate initial ideas for my own design.
2	My Character, My Story Plan a unique character by sketching and defining its features, backstory, and function.	✅ I can sketch my character's silhouette, gear, and pose. ✅ I can write a short backstory and describe the character's role. ✅ I can begin developing a mood board or reference sheet.
3	Building Basics in Tinkercad Learn basic 3D modelling techniques in Tinkercad to construct simple objects.	✅ I can navigate the Tinkercad workspace confidently. ✅ I can create a basic 3D item (e.g., sword or shield). ✅ I can use alignment, group, and resize tools correctly.
4	Precision Design in Tinkercad Develop accuracy in modelling detailed hard-surface objects.	✅ I can design a symmetrical object (e.g., base or armor plate). ✅ I can apply the align, duplicate, and snap tools effectively. ✅ I can explain why precision matters in 3D printing.
5	Blender Basics Bootcamp Understand Blender's interface and perform basic object manipulations.	✅ I can navigate Blender's 3D viewport using shortcut keys. ✅ I can move, scale, and rotate objects. ✅ I can import/export objects in Blender.
6	Sculpting the Body Use mesh editing tools in Blender to build a character base or torso.	✅ I can use tools like extrude, loop cut, and subdivision. ✅ I can shape a basic figure with torso and base. ✅ I can save my progress in Blender files.
7	Adding the Details Add anatomical and character-specific details like limbs, armour, or accessories.	✅ I can model distinct body parts using Blender's mesh tools. ✅ I can add accessories relevant to my character design. ✅ I can explain the design choices I made.
8	Combining Design Tools Import and integrate objects between Tinkercad and Blender.	✅ I can import a model from Tinkercad into Blender (or vice versa). ✅ I can position and combine separate components into one model. ✅ I can ensure model elements are grouped logically.
9	Make It Printable Optimise 3D models for successful printing by considering technical limitations.	✅ I can check for manifold errors and overhangs. ✅ I can simplify or restructure my model if needed. ✅ I can explain the importance of printability features.
10	Slicing Like a Pro Use slicing software to prepare STL files for 3D printing.	✅ I can use slicer settings such as layer height and infill. ✅ I can position and scale my model effectively for printing. ✅ I can export a working GCODE file
11	Print Test & Feedback Test-print a prototype and analyse the result.	✅ I can inspect a printed model and identify strengths/weaknesses. ✅ I can provide and receive constructive peer feedback. ✅ I can note areas for improvement in my design.
12	Evaluate and Iterate Review and revise the character design based on peer and self-assessment.	✅ I can identify what worked and what didn't in my design. ✅ I can apply feedback to refine my 3D model. ✅ I can articulate design changes made.
13	Final Submission: Digital Masterpiece Finalise and export the complete digital model for printing.	✅ I can prepare a final, complete STL file. ✅ I can ensure the file is printable and follows naming conventions. ✅ I can explain how the model represents my original concept.

14	Character Showcase Prep Develop a visual presentation and backstory for the final miniature.	✅ I can create a short slide presentation featuring renders, sketches, and story. ✅ I can include screenshots and describe my design process. ✅ I can use layout and text tools in Canva or Slides.
15	Showcase & Peer Reflection Present the miniature and story to the class and reflect on project outcomes.	✅ I can clearly present my character and design process. ✅ I can reflect on what I learned and what I'd do differently. ✅ I can give and receive thoughtful feedback.
16	Digital Portfolio Wrap-Up Compile and submit a complete portfolio documenting the design journey.	✅ I can organise digital files: screenshots, renders, reflections, STL files. ✅ I can submit a well-structured portfolio using OneNote, Canva or Drive. ✅ I can evaluate my own learning using a rubric or checklist.

Assessment Overview – Digital Technologies: 3D Character Miniature Project

Formative Assessments:
Character concept sketches and planning in design journals, experimentation with 3D modelling tools (Tinkercad and Blender), technical trials including slicing and test printing, ongoing peer critiques during the design and refinement stages, and self-assessments evaluating design progression and technical accuracy.

Summative Assessment:
Completed 3D printable character miniature (STL file and/or printed model), incorporating considered form, function, and detail, supported by a digital portfolio. The portfolio includes a written design statement outlining the creative process, modelling tools used, design revisions, and the narrative or context behind the character.

Final Grade:
Determined through a combination of formative and summative assessment tasks, evaluated using the Western Australian Curriculum Judging Standards for Technologies (Years 8 and 9), including criteria related to creativity, digital design skills, and iterative problem solving.

Note: The course content and assessment timelines may change based on class needs. Learning will be differentiated to support diverse abilities and learning stages. Students are encouraged to use AI-generated concept images and digital inspiration platforms (e.g., HeroForge) as references to expand their design thinking and creativity.

Assessment tasks completed in Term 3 will be considered alongside Term 4 evidence to determine the overall Semester grade. The above is intended as a guide only and may be adjusted at the teacher's discretion.

Wongan Hills District High School

Year 9/10 Visual Arts
Semester 2 2025

Pop Culture Icons in ceramic

Wk	Learning Intentions	Success Criteria
1-2	**Exploring Contemporary Ceramic Art & Pop Culture Themes** - Students will explore contemporary ceramic artists and artworks linked to youth culture and symbolism. - Students will identify personal themes or icons to develop ideas for their sculpture.	- Students can identify key artists and pop culture influences relevant to ceramic sculpture. - Students can collect and annotate reference images and personal inspirations in a visual diary.
3-4	**Designing a Personal Icon in Clay** - Students will develop original design ideas for a ceramic sculpture using multiple-view drawings. - Students will plan symbolic elements, colour schemes, and form.	- Students can sketch front/side/back views of their design. - Students can explain the intended meaning and features of their sculpture in their visual diary.
5-8	**Building Ceramic Forms Using Handbuilding Techniques** - Students will learn and practise handbuilding techniques (pinch, coil, slab) and correct joining and hollowing processes. - Students will begin constructing their final ceramic form.	- Students can safely and effectively use pinch, coil, or slab methods. - Students can construct a structurally sound and hollow ceramic form based on their design.
9-11	**Refining Surface Texture and Preparing for Firing** - Students will refine their form by smoothing surfaces, adding textures or relief, and ensuring firing-readiness. - Students will carve initials and prepare the piece for bisque firing.	- Students can apply appropriate surface detail and complete construction. - Students can prepare their work correctly for kiln bisque firing.
12-14	**Reflecting and Planning Glaze Finishes & Applying Glaze Techniques** - Students will reflect on their process and choices in their visual diary. - Students will explore underglaze, stain, and coloured glaze options to enhance meaning and form.	- Students can explain their artistic process and choices in a written reflection. - Students can plan a glaze colour scheme that enhances the symbolic or aesthetic impact of their sculpture. - Students can use glaze techniques accurately and with intention. - Students can apply colour or finish to

	- Students will apply glaze techniques to their bisque-fired sculpture. - Students will develop safe and clean practices during glazing.	support the meaning and impact of their sculpture.
15	**Final Display Preparation and Artist Statement** - Students will curate and prepare their finished work for display. - Students will write an artist statement explaining their theme, process, and outcomes.	- Students can present a resolved, glazed sculpture suitable for public display. - Students can clearly communicate the ideas and process behind their work in writing.
16	**Reflection and Peer Critique** - Students will participate in a class critique and reflect on their learning journey. - Students will evaluate the technical and conceptual success of their sculpture.	- Students can engage in reflective discussion about their own and peers' artworks. - Students can identify strengths and areas for future development in their work.

Assessment Overview

- Assessments completed in Term 3 will be combined with assessments from Term 4 to determine a grade for the Semester.

Formative Assessments: Visual diary entries including annotated concept sketches, experimentation with handbuilding techniques (pinch, coil, slab), glaze planning, peer critiques, and self-assessments.

Summative Assessment: Completed ceramic sculpture (pop icon, stylised figure, or symbolic object), accompanying artist statement explaining intent and process, and participation in final class critique.

Final Grade: Determined using the Western Australian Curriculum content descriptors and judging standards for Years 9–10 Visual Arts (Craft focus).

Note: The course content and assessment dates may change. Work will be differentiated to meet individual student needs and learning stages. Students are encouraged to use AI-generated artworks from their prompts as a reference to extend their creativity and conceptual development.

Please note that the information above is a guide only.

Wongan Hills District High School

Year 9/10 Digital Technologies
Semester 2 2025

Prototyping Play – Designing Toys for the Real World

Wk	Learning Intentions	Success Criteria
1-2	**Understanding the Design Challenge** Week 1 What Makes a Good Toy? - I understand how toys support developmental stages in children. - I can analyse real-world toy designs based on age suitability, safety, and appeal. Week 2 Define the Problem - I can define a user profile and design constraints for a target age group. - I understand how user needs guide design decisions.	✓ I can identify the key characteristics of effective toys for different age groups. ✓ I can justify which design elements suit different developmental needs. ✓ I have written a clear design brief for a toy, identifying the end-user and safety considerations. ✓ I can explain how my toy idea meets developmental and ethical needs.
3-5	**Digital Design Foundations** Week 3 Digital Prototyping in Practice - I understand the digital prototyping process including file types and feedback cycles. - I can identify the steps from idea to 3D printed or laser-cut prototype. Week 4 Mastering Tinkercad Basics - I can model basic toy components using Tinkercad. - I understand how simple forms are combined to create a functioning object. Week 5 Blender: Advanced Modelling Begins - I can navigate Blender and use its core modelling tools (extrude, mirror, scale). - I understand how these tools apply to child-safe toy design.	✓ I can explain the workflow from modelling to manufacture. ✓ I can describe the differences between Tinkercad and Blender. ✓ I can build and remix 3D objects using Tinkercad tools. ✓ I can export my design in STL format for printing. ✓ I have created a base toy shape or feature using Blender. ✓ I can describe the function of Blender's key modelling operations.
6-7	**Refining Digital Skills** Week 6 Modelling for Safety and Play - I can refine shapes in Blender for ergonomic, safe use. - I can identify sharp edges, choking hazards, and fragile elements. Week 7 Combining Tools & Exporting Files - I can combine models from Tinkercad and Blender into a single, watertight design. - I understand the importance of file preparation for 3D printing.	✓ I can edit models for smoothness and child-friendliness. ✓ I can apply user-centred design principles to my toy. ✓ I have exported a complete STL file ready for slicing. ✓ I've confirmed the model has no structural gaps or errors.
8-11	**Prototyping in the Real World** Week 8 Intro to 3D Printing & Materials - I can explain how 3D printers work and what materials are suitable for toys. - I understand the limitations of FDM printing. Week 9 Slicing & Printing for Function - I can prepare models for printing using slicing software. - I understand how supports, infill, and orientation affect strength. Week 10 Laser Cutting Alternate Pathway - I can design a layered or slot-together toy for laser cutting. - I understand how 2D design translates to 3D function. Week 11 First Prototype – Print or Cut - I can produce a physical prototype using 3D printing or laser cutting. - I can reflect on flaws or improvements needed.	✓ I can describe the pros and cons of PLA and PETG. ✓ I can analyse how material properties affect toy use. ✓ I have sliced my model and estimated print time and material use. ✓ I've justified my slicing choices based on toy function. ✓ I've created a vector file suitable for cutting. ✓ I've prepared a layered or interlocking toy structure. ✓ I've printed or cut my first toy prototype. ✓ I can explain which parts need refinement.

12-14	**Iteration and Evaluation** Week 12 *Testing for Safety and Fun* - I can evaluate my prototype based on safety, usability, and fun. - I can conduct and record peer testing feedback. Week 13 *Refining the Design* - I can update my prototype to improve performance or aesthetics. - I understand the role of iteration in design. Week 14 *Final Production* - I can prepare and produce a final version of my toy. - I apply problem-solving when issues arise in manufacturing.	✓ I've used a rubric to test my prototype against its intended use. ✓ I've recorded and responded to peer and user feedback. ✓ I've made thoughtful changes to my model and documented them. ✓ I can explain how my redesign better suits the user. ✓ I've completed a working toy prototype. ✓ I've resolved any print or design issues independently.
15-16	**Sharing the Story** Week 15 *Pitching the Product* - I can prepare a presentation that communicates my toy's purpose and design features. - I can justify design decisions based on user needs. Week 16 *Showcase & Portfolio Submission* - I can compile and present a digital portfolio that documents my design process. - I reflect critically on my performance and product outcome.	✓ I've created a slide presentation or marketing board. ✓ I can confidently explain my toy's function, age group, and appeal. ✓ I've submitted a completed digital portfolio. ✓ I've self-assessed my work against judging standards and design goals.

Assessment Overview – Design & Digital Technologies (Toy Prototyping Project)

Assessments completed in **Term 3** will be combined with those from **Term 4** to determine the final **Semester Grade**.

Formative Assessments:
• Design journal entries including annotated concept sketches, digital prototyping experiments using Tinkercad and Blender, user profile notes, material and safety considerations
• Technical skill development tasks (e.g., STL exports, slicing trials, print troubleshooting)
• Ongoing peer critiques, teacher feedback, and structured self-reflection at key stages of the project

Summative Assessment:
• Completed functional toy prototype (3D printed or laser-cut), aligned to user-centred design principles
• Written design evaluation outlining concept development, user age group justification, digital tools used, and testing outcomes
• Digital portfolio showcasing the full design process from initial research to final production
• Participation in final class showcase and presentation pitch

Final Grade:
Determined using the **Western Australian Curriculum content descriptors** and **judging standards** for Years 9–10 in both **Design and Technologies** and **Digital Technologies**, with a focus on user-centred design, prototyping processes, and ethical/sustainable material choices.

Note: Course content and assessment dates are subject to change based on project progress and equipment access. Work will be differentiated to suit individual student needs and learning stages. Students are encouraged to explore and integrate AI-generated design ideas (e.g., concept prompts or visual guides) to support creative and conceptual development.

This information serves as a guide and may be adjusted to ensure meaningful learning outcomes for all students.