

Desirable features

High-quality performance is evidenced by:

- logical, comprehensible and considered design (for model, marketing and display) that shows initiative and that highlights important aspects of the product with respect to purpose, materials, process and potential.
- incorporation of aesthetic and persuasive elements into the model, marketing plan and display.
- refined application of technological processes and skills to the production of a well-constructed model and display.

Acceptable performance (successful task completion) is evidenced by:

- a design (for model, marketing and display) that displays the purpose, materials and process required for the product.
- use of technology in the production and display of the product.

YEARS 4-6

TASK

#

6

Design, Make and Display a Product

New Basics referents

Life pathways and social futures

- Developing initiative and enterprise

Multiliteracies and communications media

- Blending traditional and new communications media
- Mastering literacy and numeracy

Active citizenship

- Understanding local and global economic forces

Environments and technologies

- Working with design and engineering technologies

Targeted repertoires of practice

- Applying a theoretical model (in this case, of marketing) to a real situation
- Conceptualising and creating an original design or adaptation of an existing design
- Consulting with experts about processes for a purpose
- Displaying detailed information in visual forms (e.g. diagrammatic, tabular, graphical)
- Identifying shapes in two and three dimensions
- Influencing opinion through informative and engaging displays
- Investigating the physical and chemical properties of materials (e.g. melting point, boiling point, density, malleability, ductility, transparency, conductivity, flammability, reactivity, rusting)
- Recognising available options and making choices according to predetermined criteria
- Understanding and applying design principles
- Using the techniques and skills of construction and model-making
- Visualising (e.g. visualising an object from different perspectives, visualising a physical appearance from a detailed verbal description)

Students will design, or improve the design of, a purposeful product. They will make the product or a working model or prototype. As part of a public display promoting their product, they will flesh out a (restricted) marketing plan and explore the suitability of materials for manufacture.



© The State of Queensland (Department of Education) 2004

Ideas, hints and comments

- When deciding what to make, consider the skills needed to make the product.
- When looking for marketing models, it might be helpful to know that they are often described as samples or templates.
- In using the marketing model, feel free to adapt a few of its aspects well rather than try to cover too many aspects of the plan.
- When the issue of costs is critical, the cost analysis could contribute to the display.
- A multilevel display might be presented to allow manufacturers, backers and consumers to access more detail about their particular concerns.
- There is no need to display the mathematics used for the product's plans or model.

Task parameters

- Task intensity: medium
- Students must produce and present individually.
- Models of the object might need to be to scale.
- Available grades: 4