

Strands: Responsible family living, Textiles and craft
Elements: Health and wellbeing, Sustainable and responsible living

Title of task

Dream Bedroom

Learning Outcomes in focus

Students should be able to...

- 2.6** apply the design principles and guidelines to room planning and the design of an interior space in the home
- 2.7** identify how individuals, families and households can contribute to sustainable and responsible living
- 3.6** demonstrate ways in which clothing and/or textiles household items can be repaired, re-used, re-purposed, recycled and upcycled

Task

Design a bedroom suitable for a teenager. The room must show the principles of design and sustainability.

Learning Intentions

We are learning to/I can...

- Use technology to generate ideas
- Understand the principles of design and guidelines to room planning
- Sketch a floorplan appropriately
- Apply my understanding of sustainability
- Evaluate my work

Success Criteria

Students will be successful if they can...

- SC1:** Demonstrate the principles of design
- SC2:** Demonstrate sustainability in room planning
- SC3:** Apply layout and room planning guidelines appropriately
- SC4:** Evaluate and reflect on their work

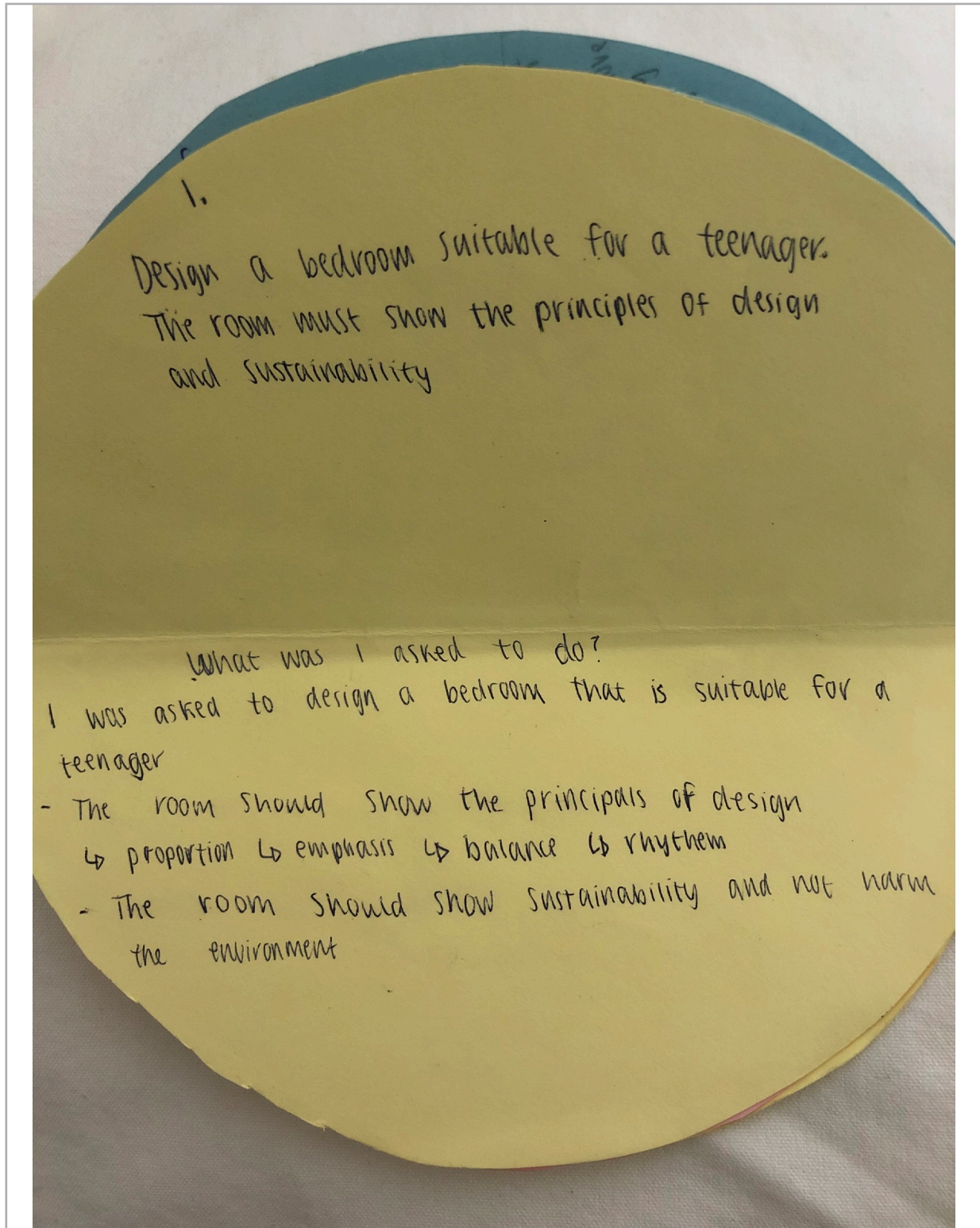
Teaching and learning context

This task was completed late December to early January by second year, mixed ability, students. The students have some experience of working through the design brief process from practical textiles (first year) and practical cookery (first and second year). Previous learning about sustainability related to resource management in practical cookery. The students will complete CBA 1 after this work.

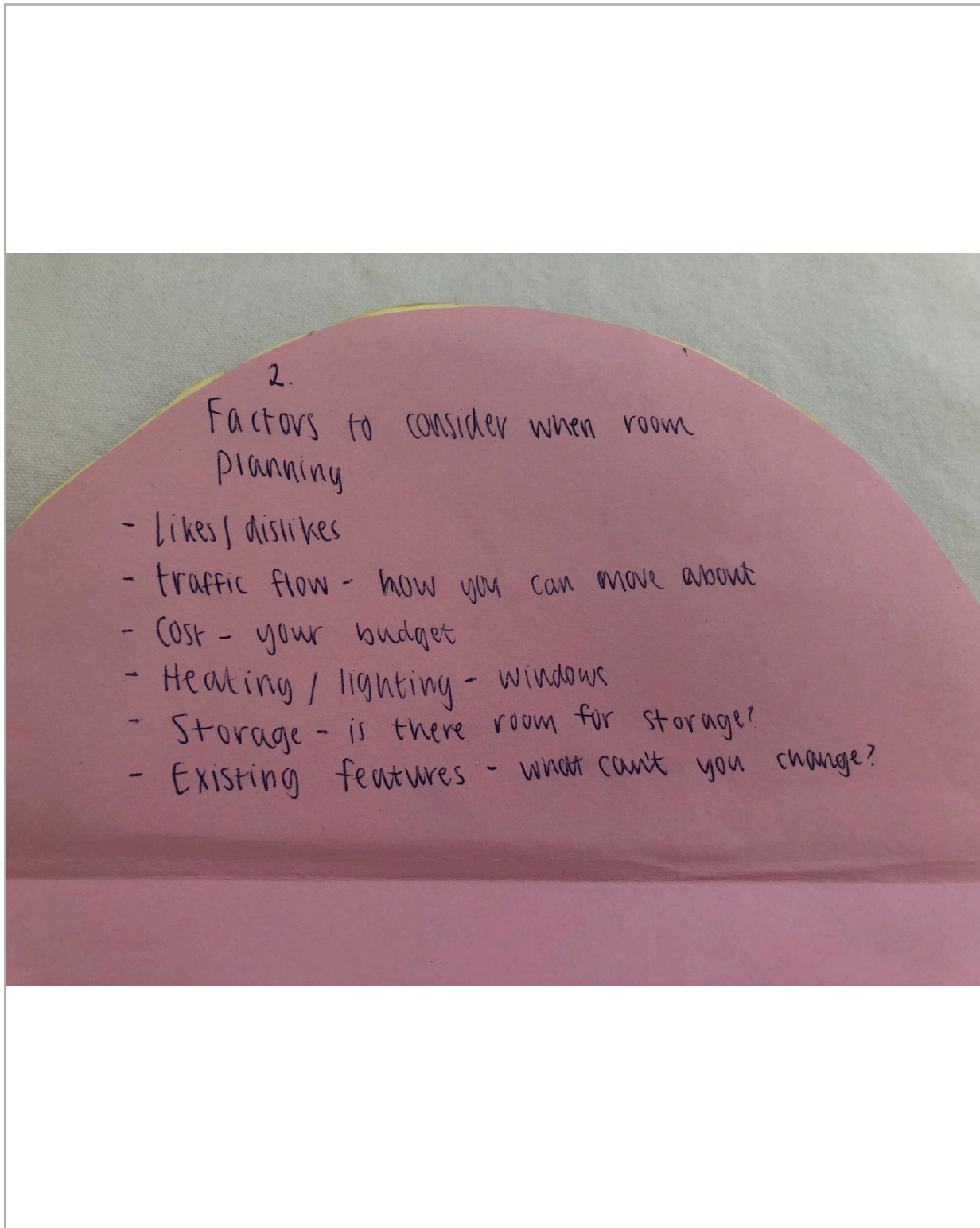
Conditions

Students worked on this task in class and at home over 3 weeks (4 x 40-minute classes per week). Access was arranged to chrome books (Digital Technology) when necessary.

Sample of work 1



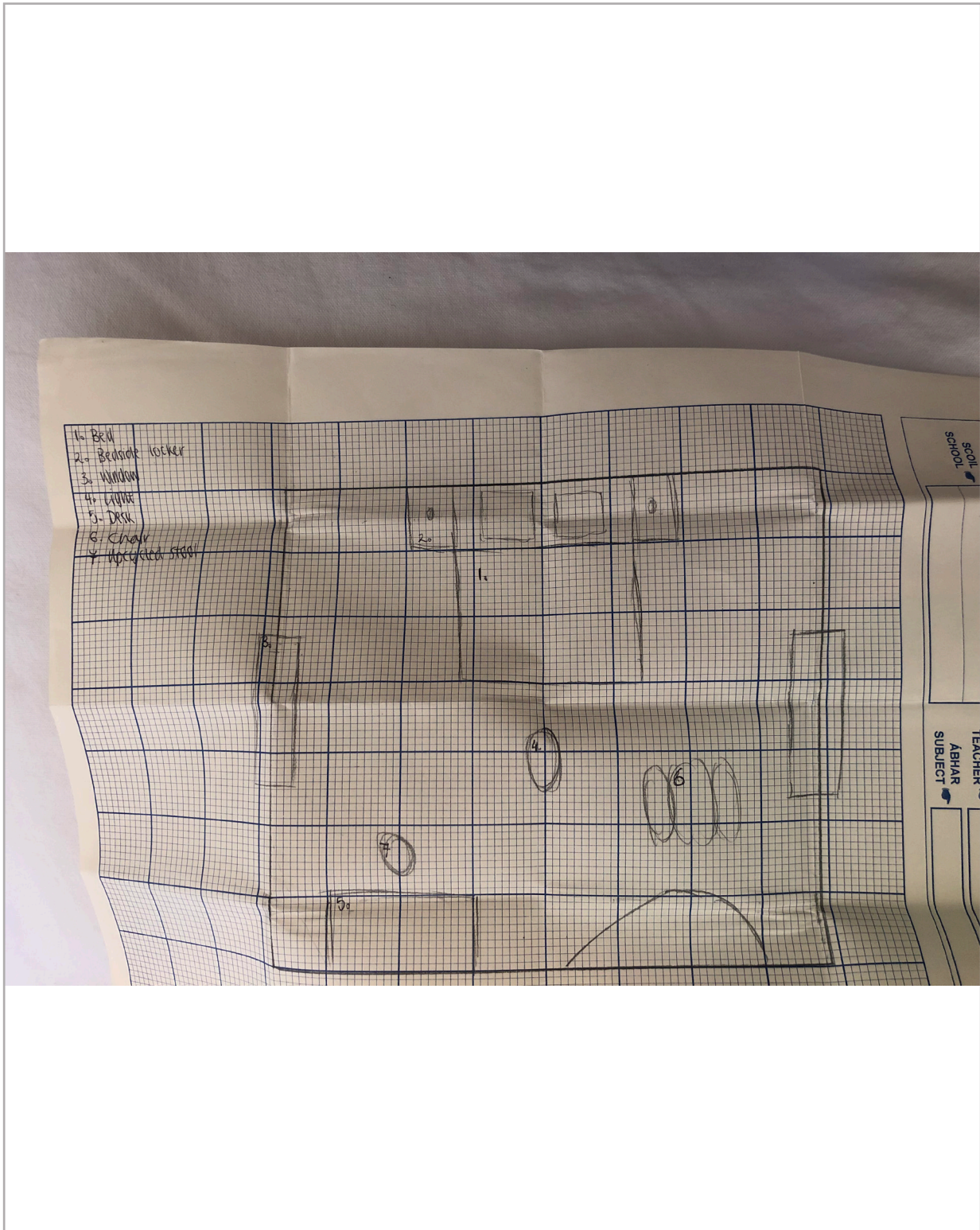
Sample of work 1



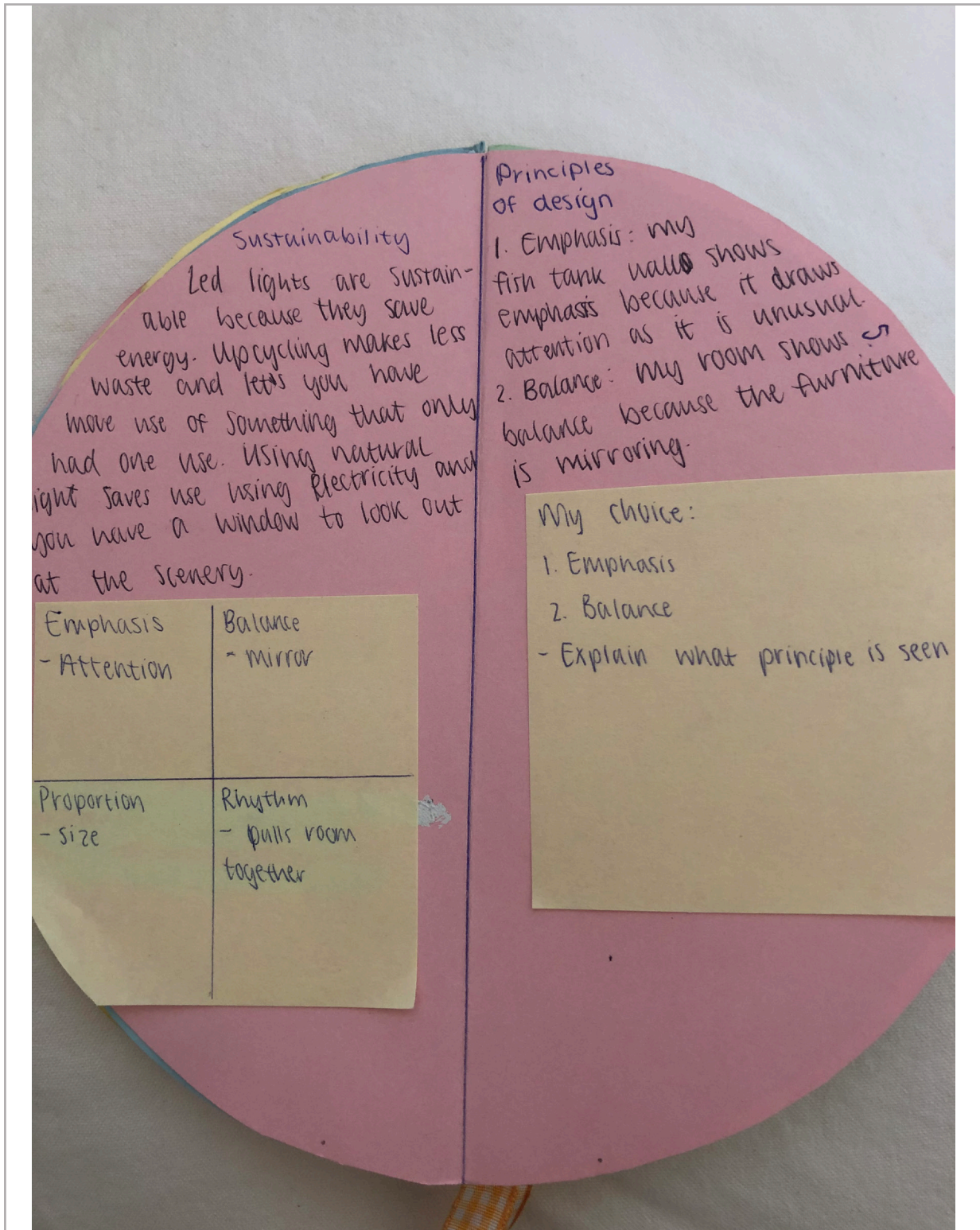
Sample of work 1



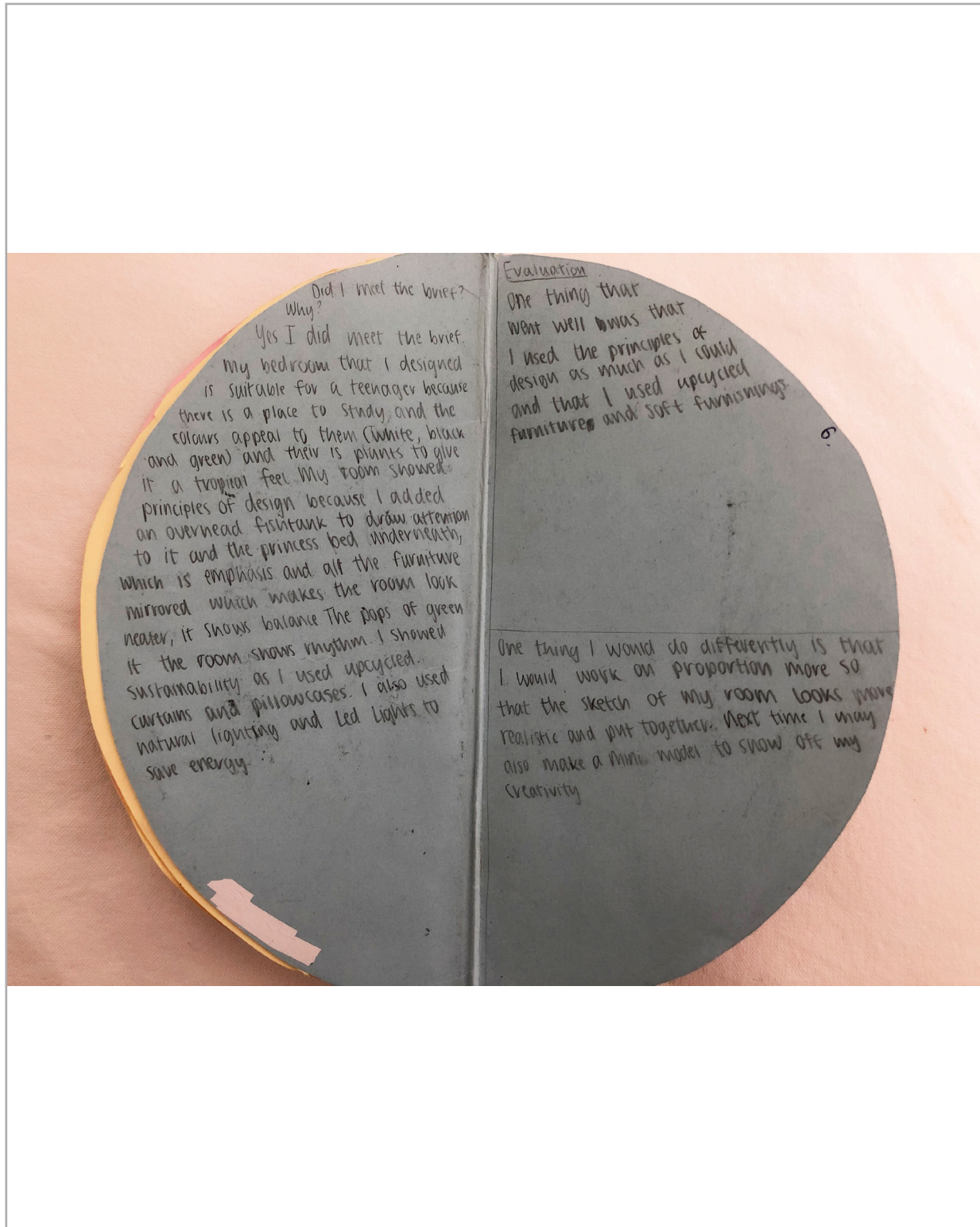
Sample of work 1



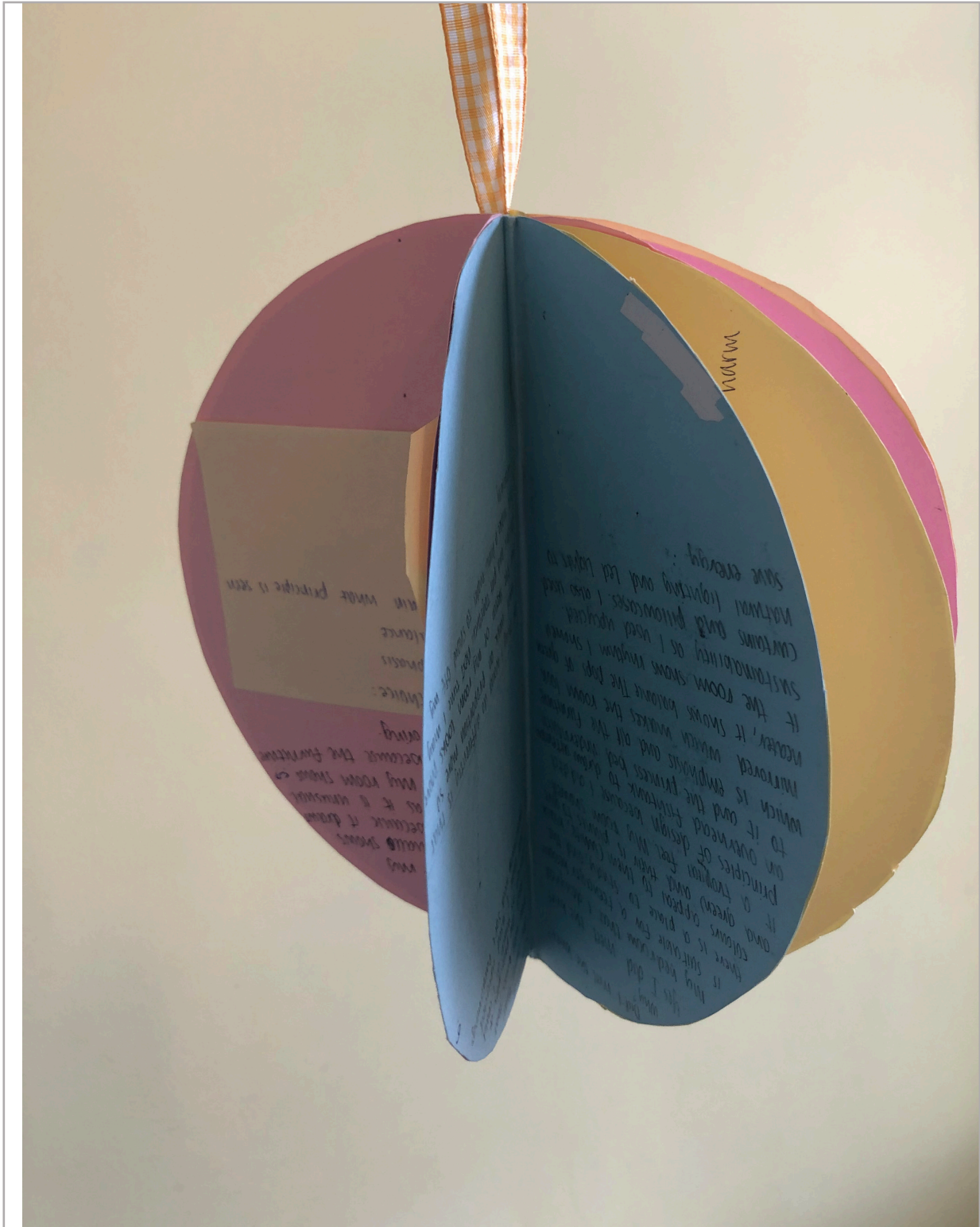
Sample of work 1



Sample of work 1



Sample of work 1



Teacher feedback: Sample 1

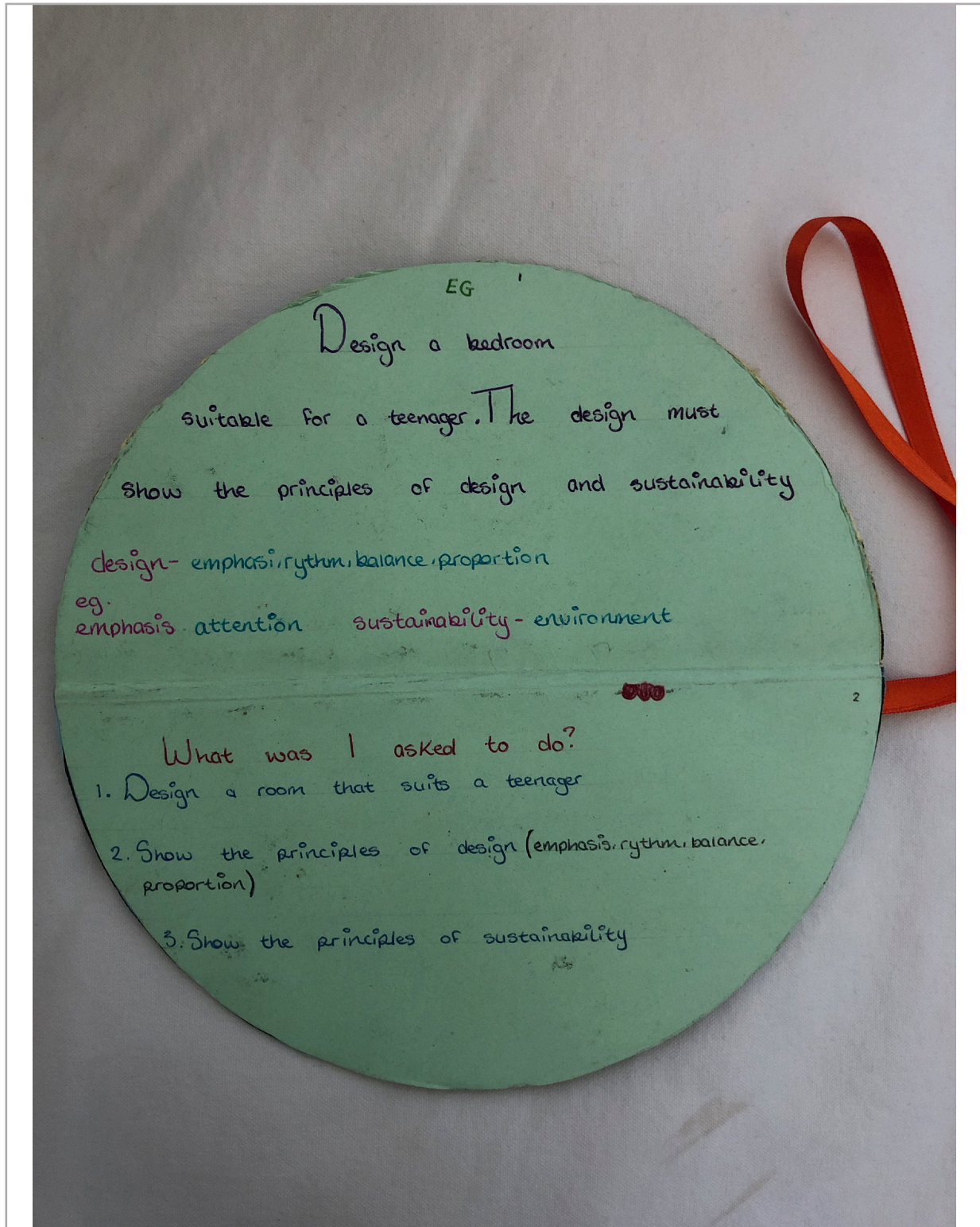
- SC1** Identified some principles of design. A good understanding of emphasis using the inclusion of the fish tank and explanation. More written explanation would help show a deeper understanding of balance as a principle of design.
- SC2** Evidence of understanding of sustainability in terms of reducing and reusing and through the ideas for upcycled textiles in the ideas. Could demonstrate a broader understanding of sustainability to improve the work.
- SC3** The room has been sketched and labelled. The work could be improved by labelling important features such as the door. The fish tank (used to demonstrate emphasis) could be included.
- SC4:** Very good reflection on how the work meets the brief using examples to make the points. The points on what went well could be developed more by explaining why? Proportion is identified as something you would do differently next time. Are there specific parts where the size is not “realistic”?

Overall Judgement

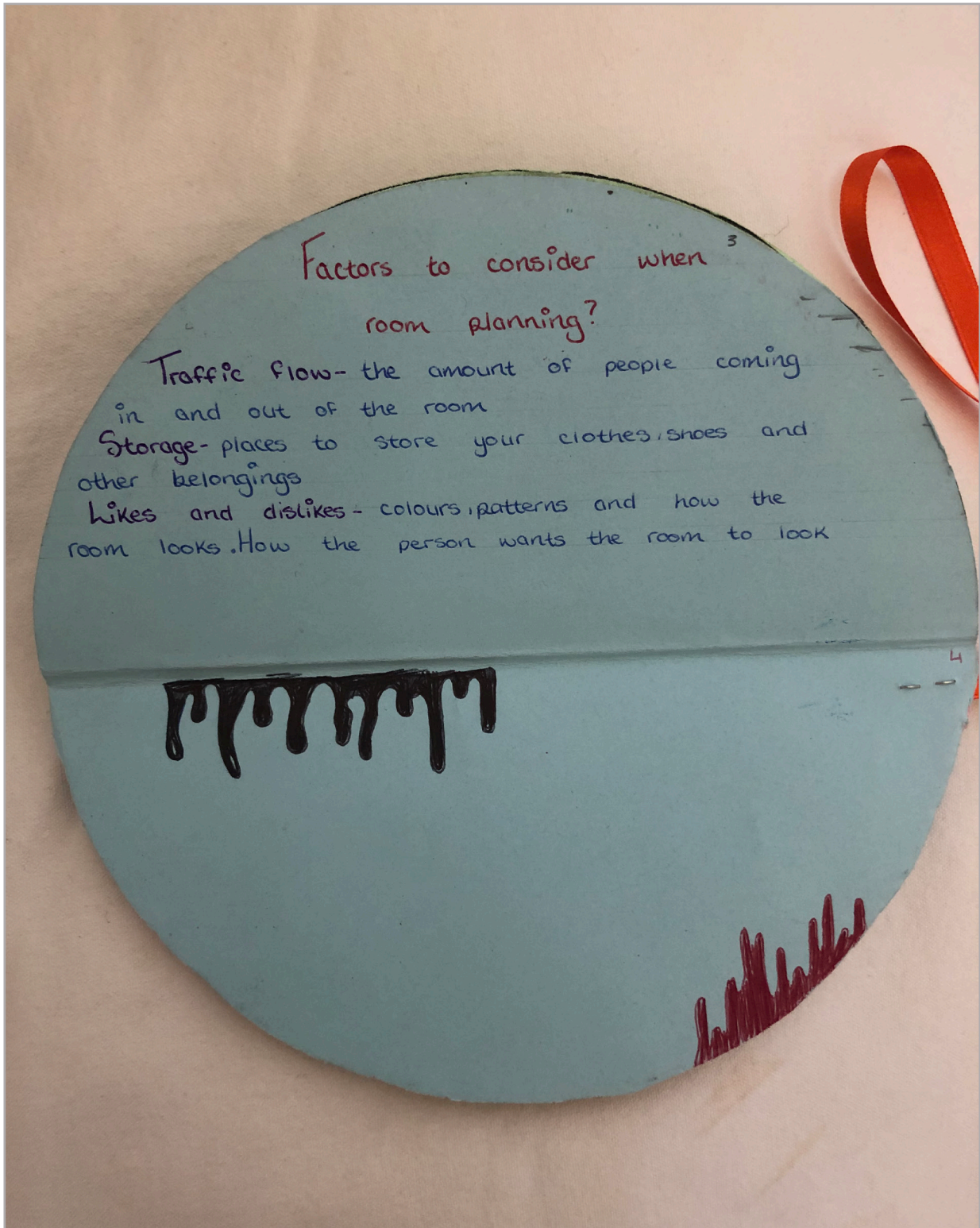
In line with expectations



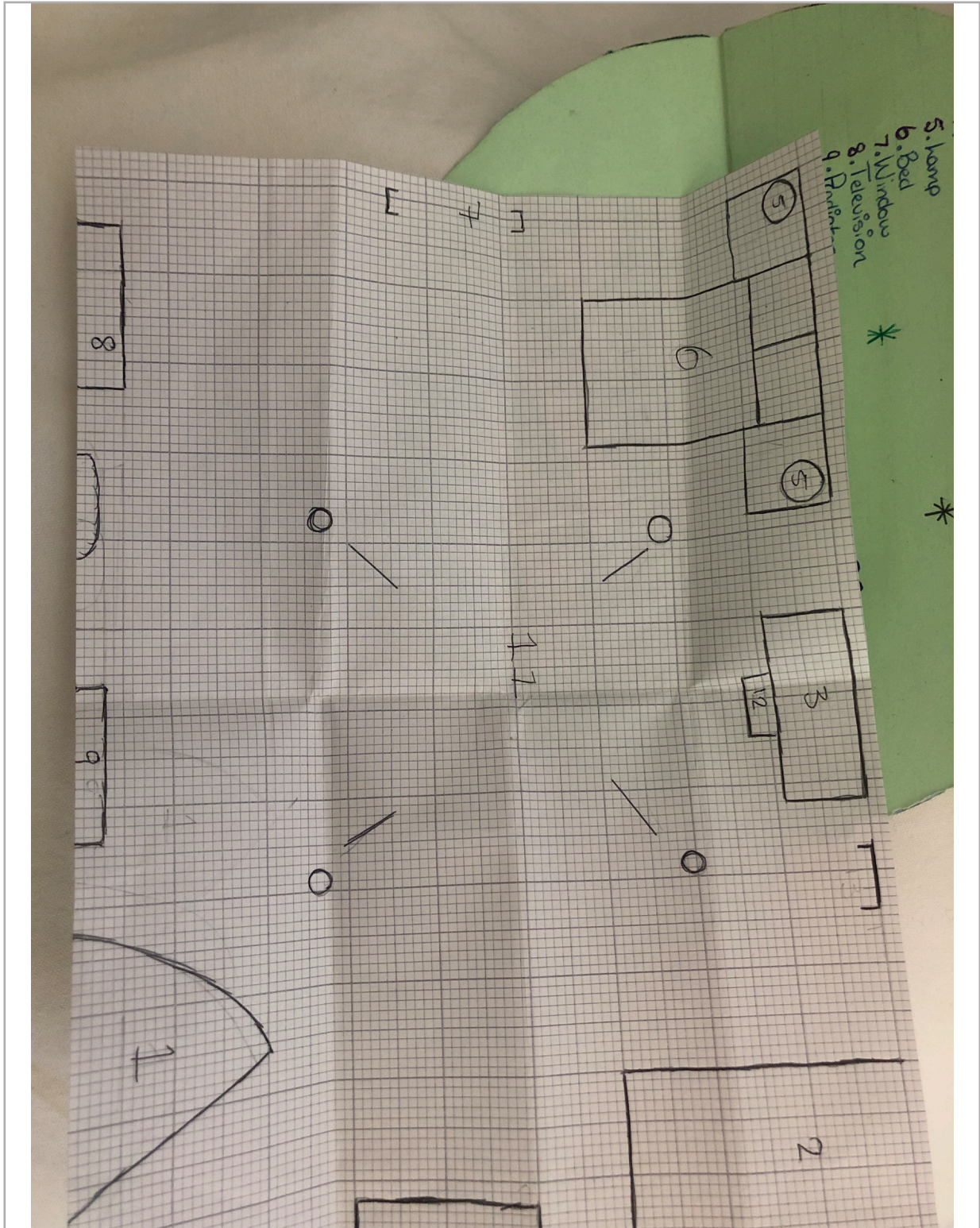
Sample of work 2



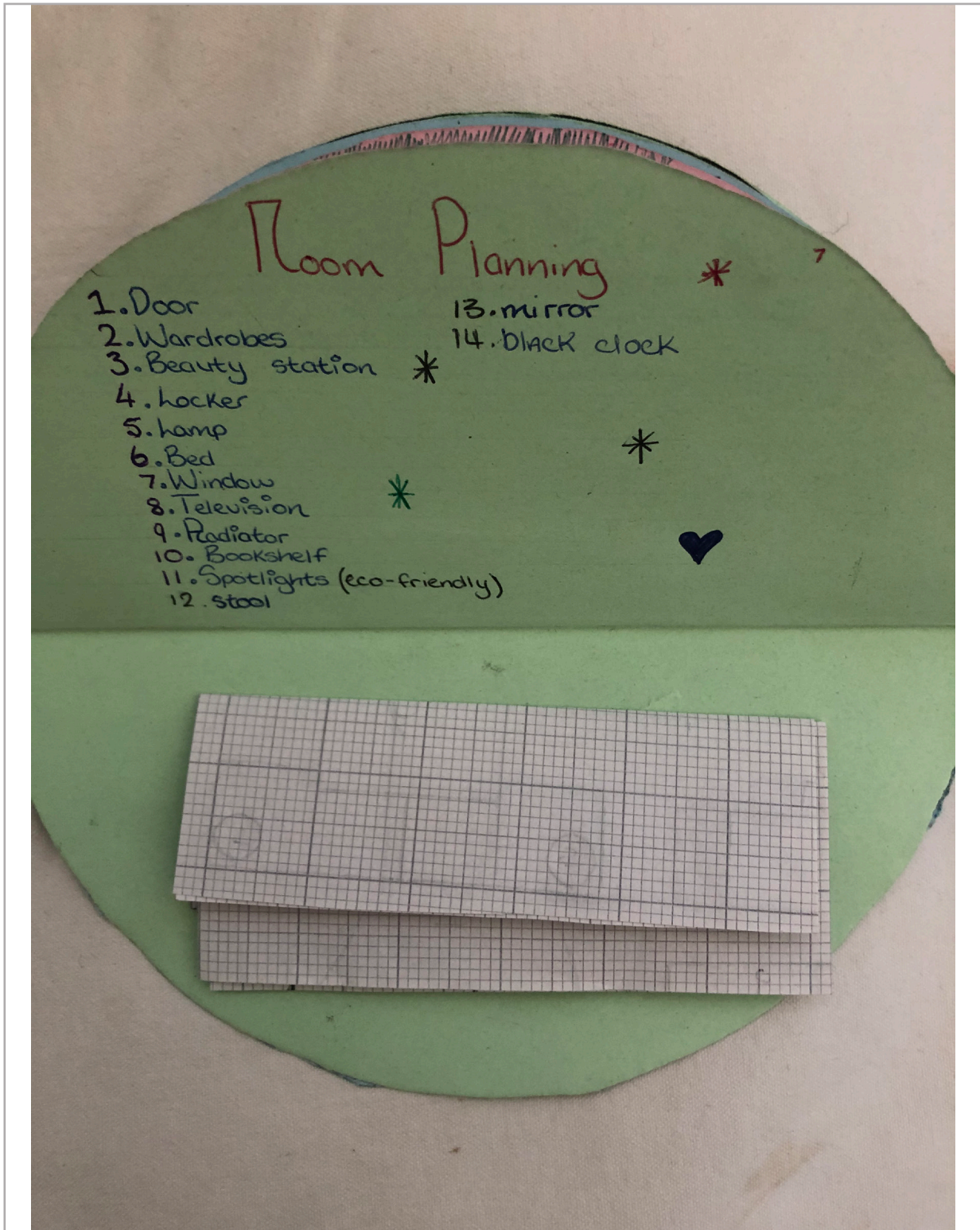
Sample of work 2



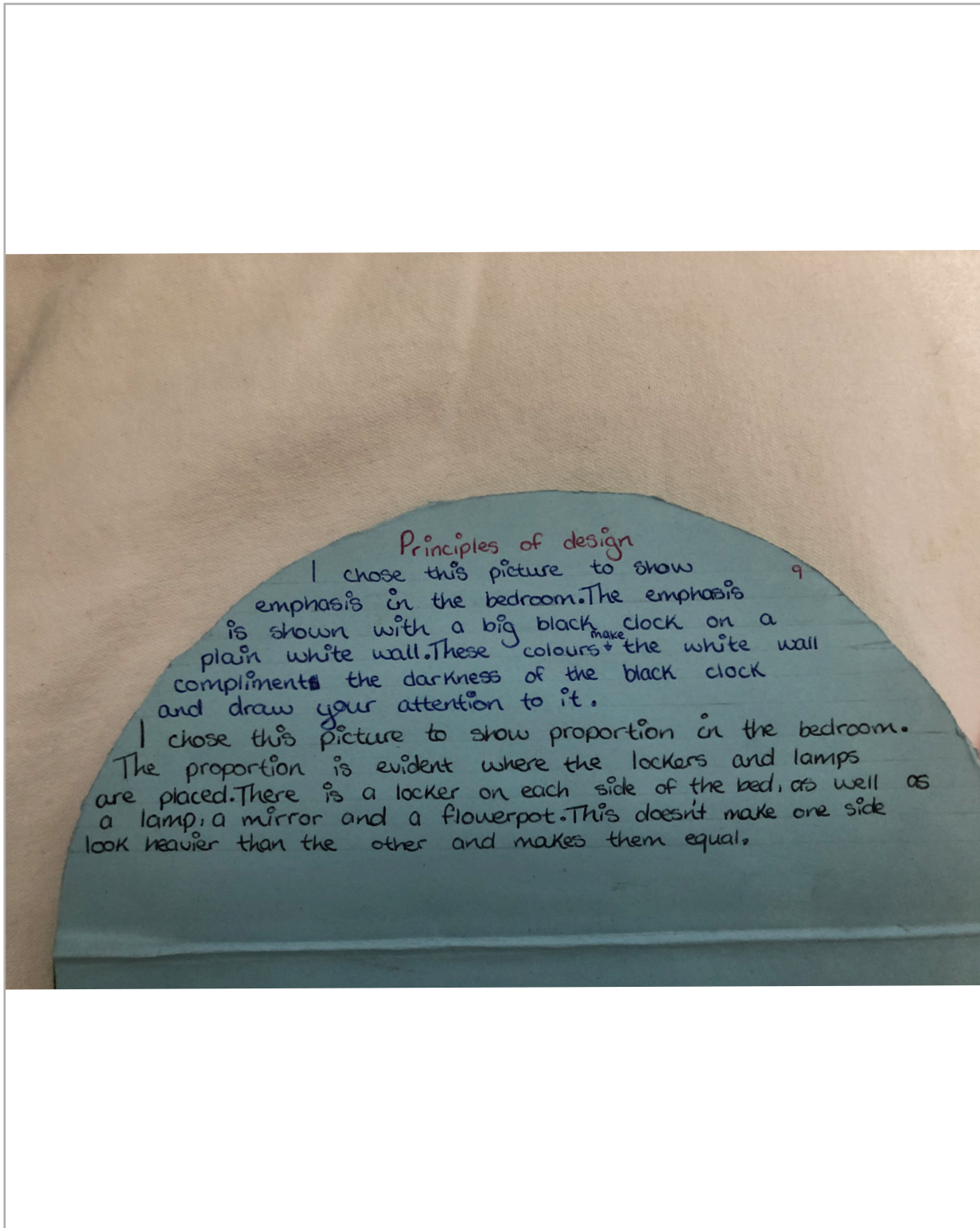
Sample of work 2



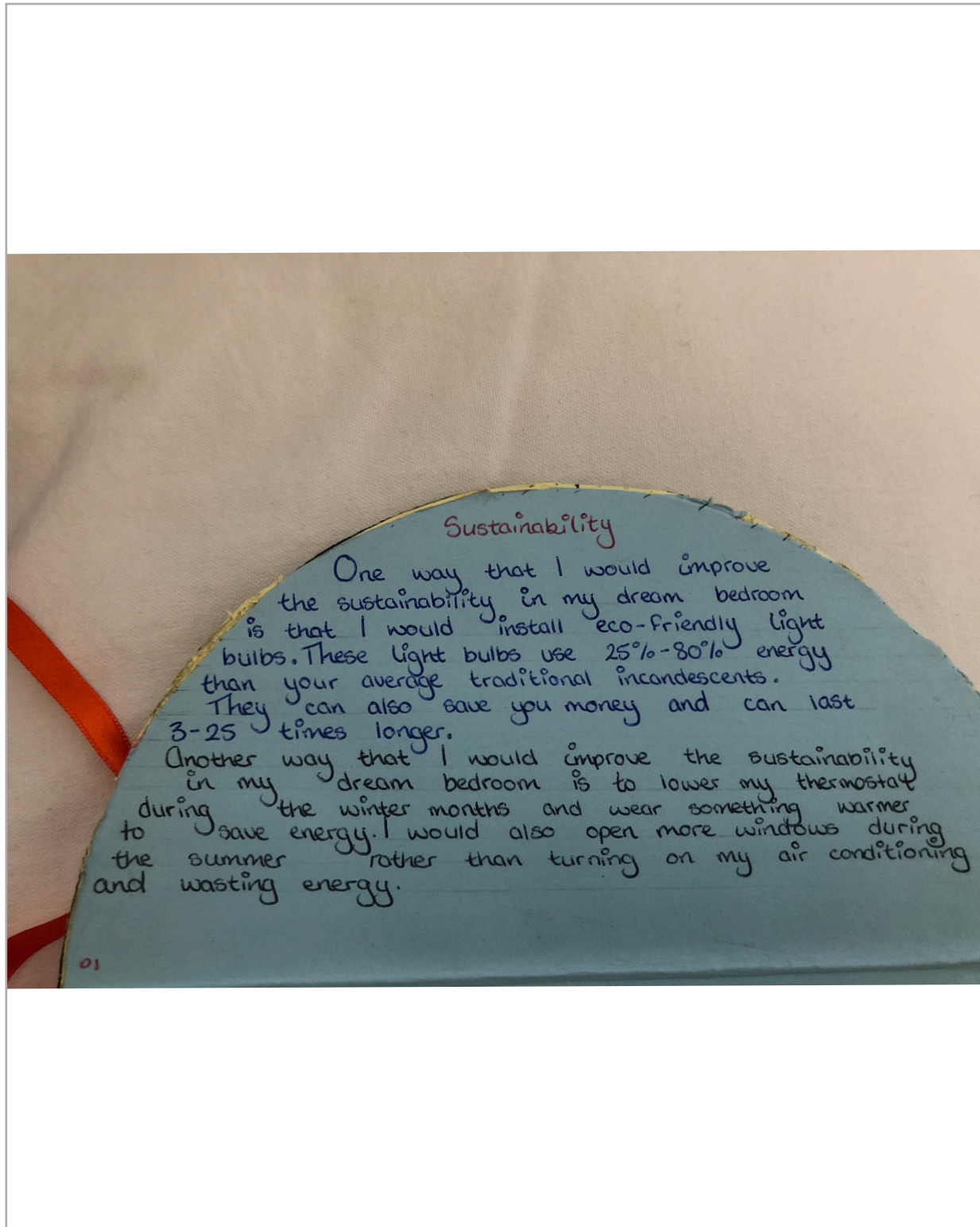
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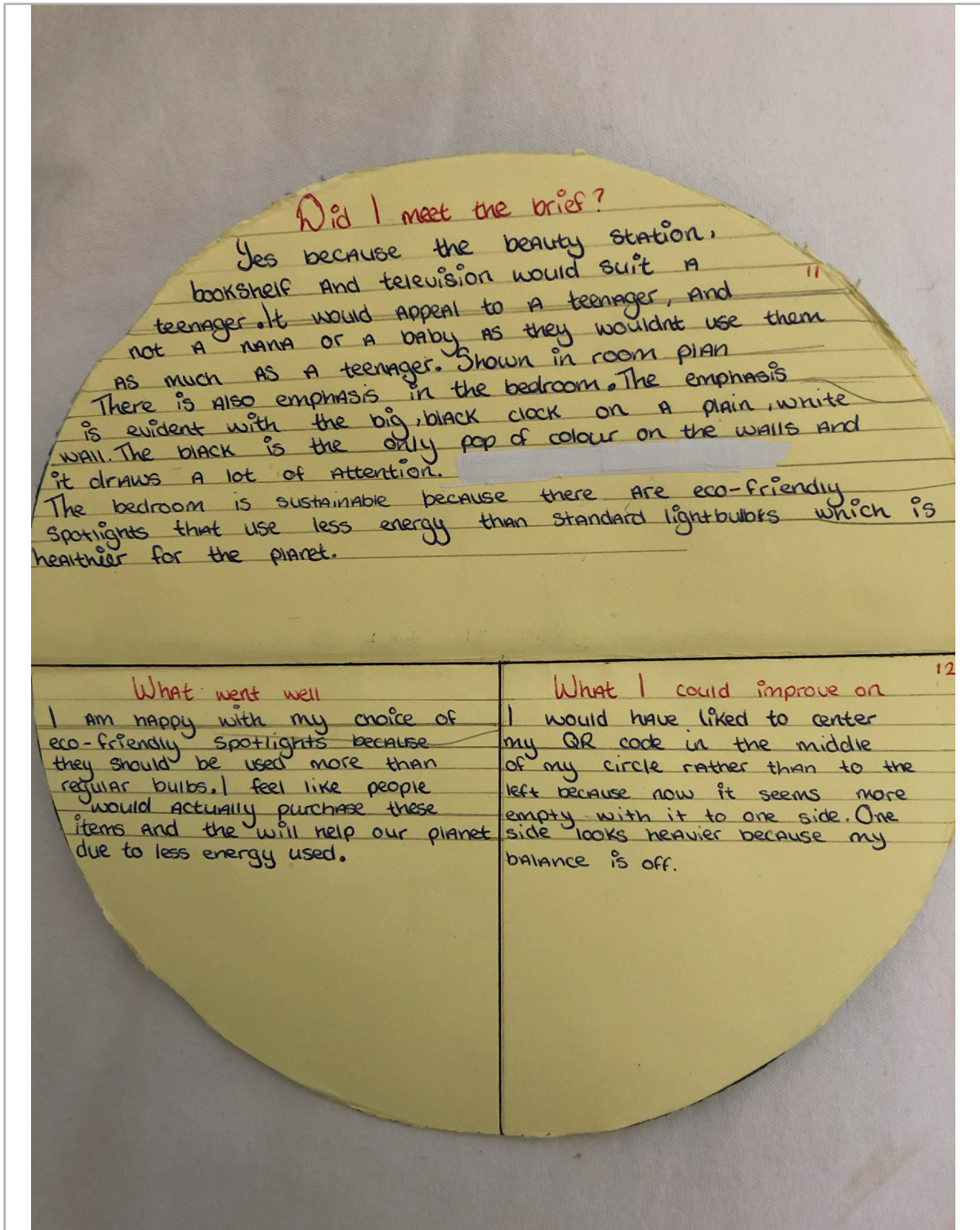
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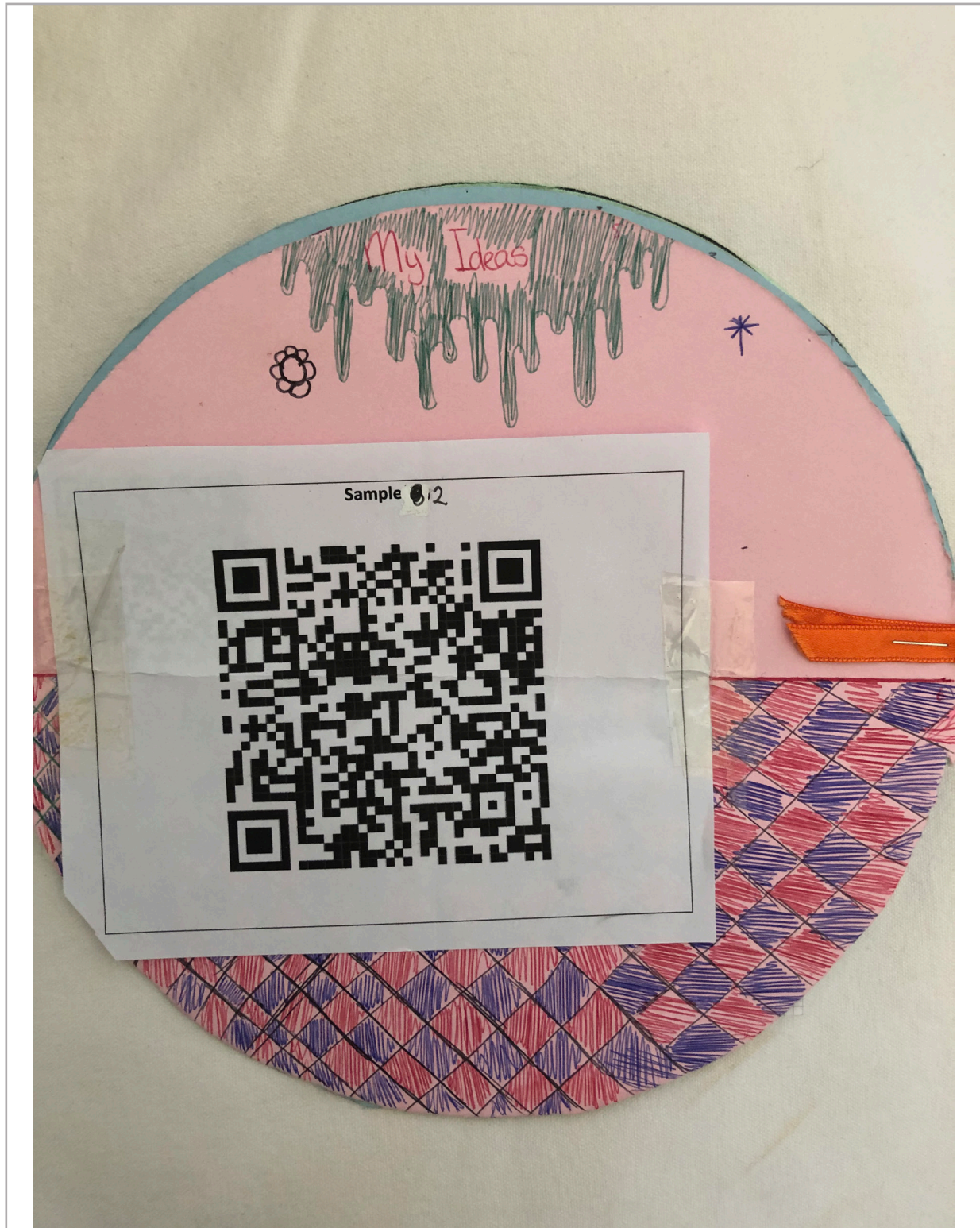
Sample of work 2



Sample of work 2



Sample of work 2



Teacher feedback: Sample 2

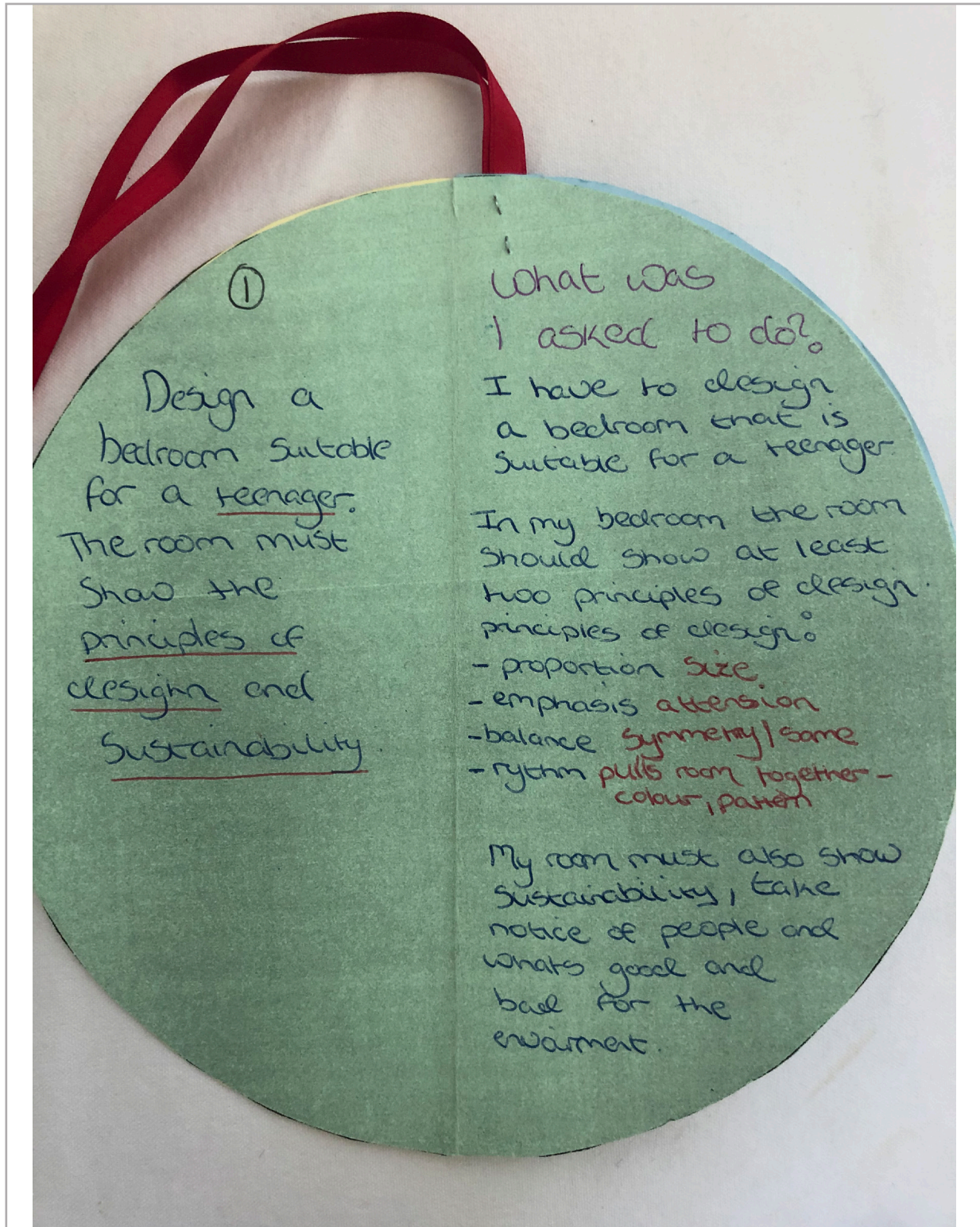
- SC1:** There is a good understanding of emphasis and a clear image identified as an example. The second principle that is identified is proportion, there is a significant error. The principle explained through the example is balance.
- SC2:** A good understanding of sustainability through use of examples, with explanation given. Good understanding in the ideas section with upcycled textiles items that could be included in your room.
- SC3:** The room has been sketched and labelled (neat and tidy). Proportion of certain features e.g. door, and the bed are not accurate when compared to size of other features in the room. Black clock (used to demonstrate emphasis) and mirror are labelled but are not drawn on room plan.
- SC4:** Good evaluation on how the work meets the brief using examples to make the points. The evaluation of what went well was underdeveloped.

Overall Judgement

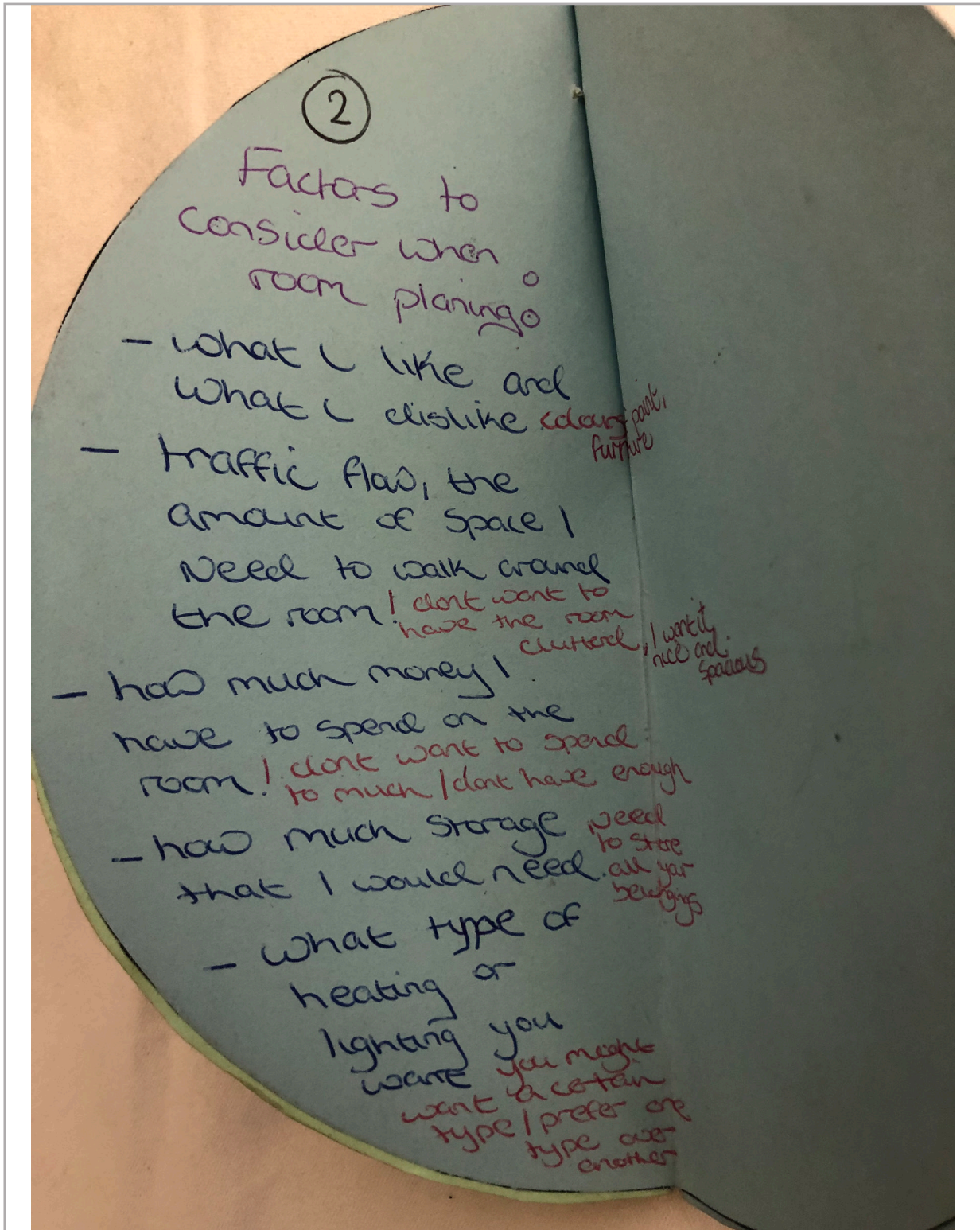
In line with expectations



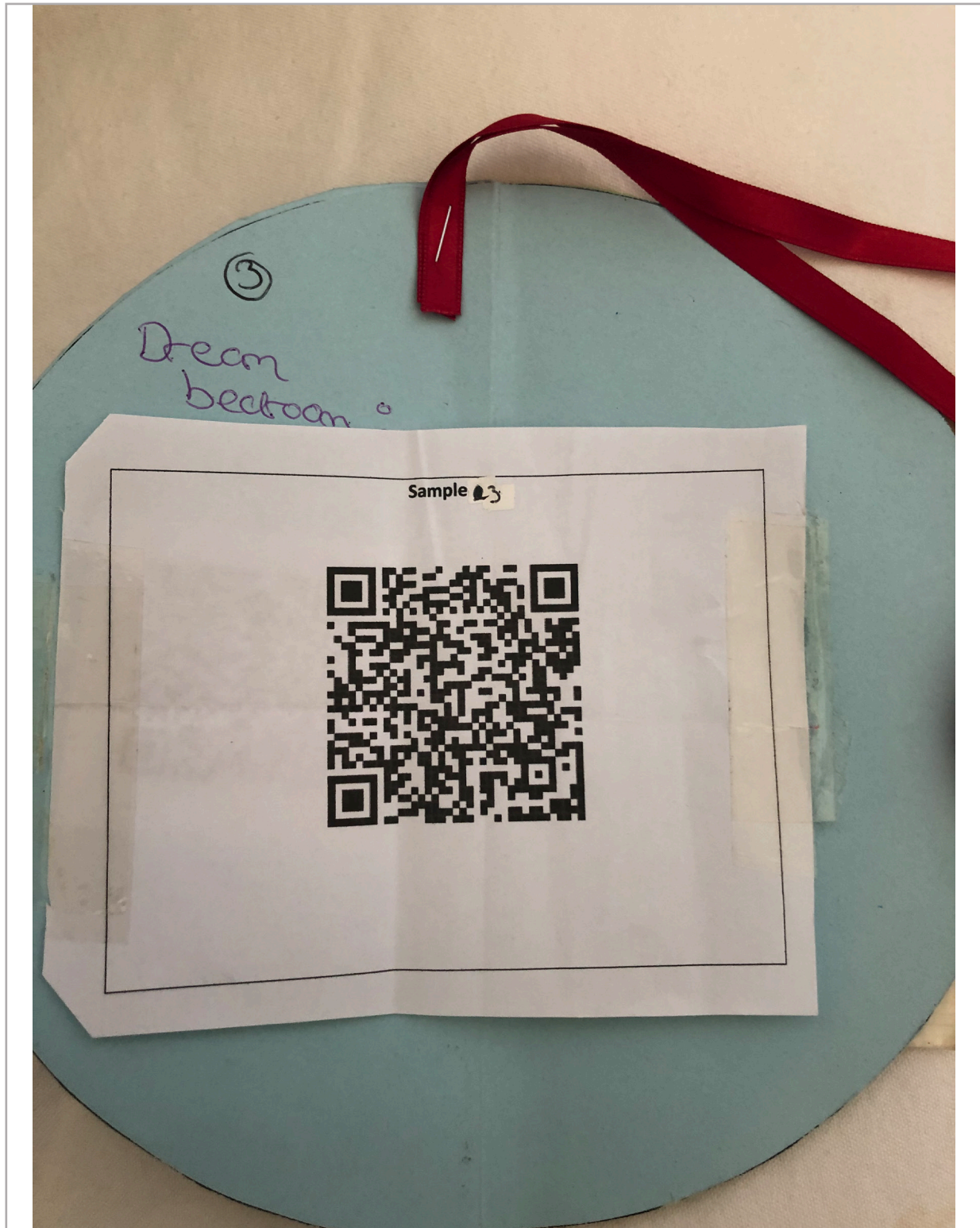
Sample of work 3



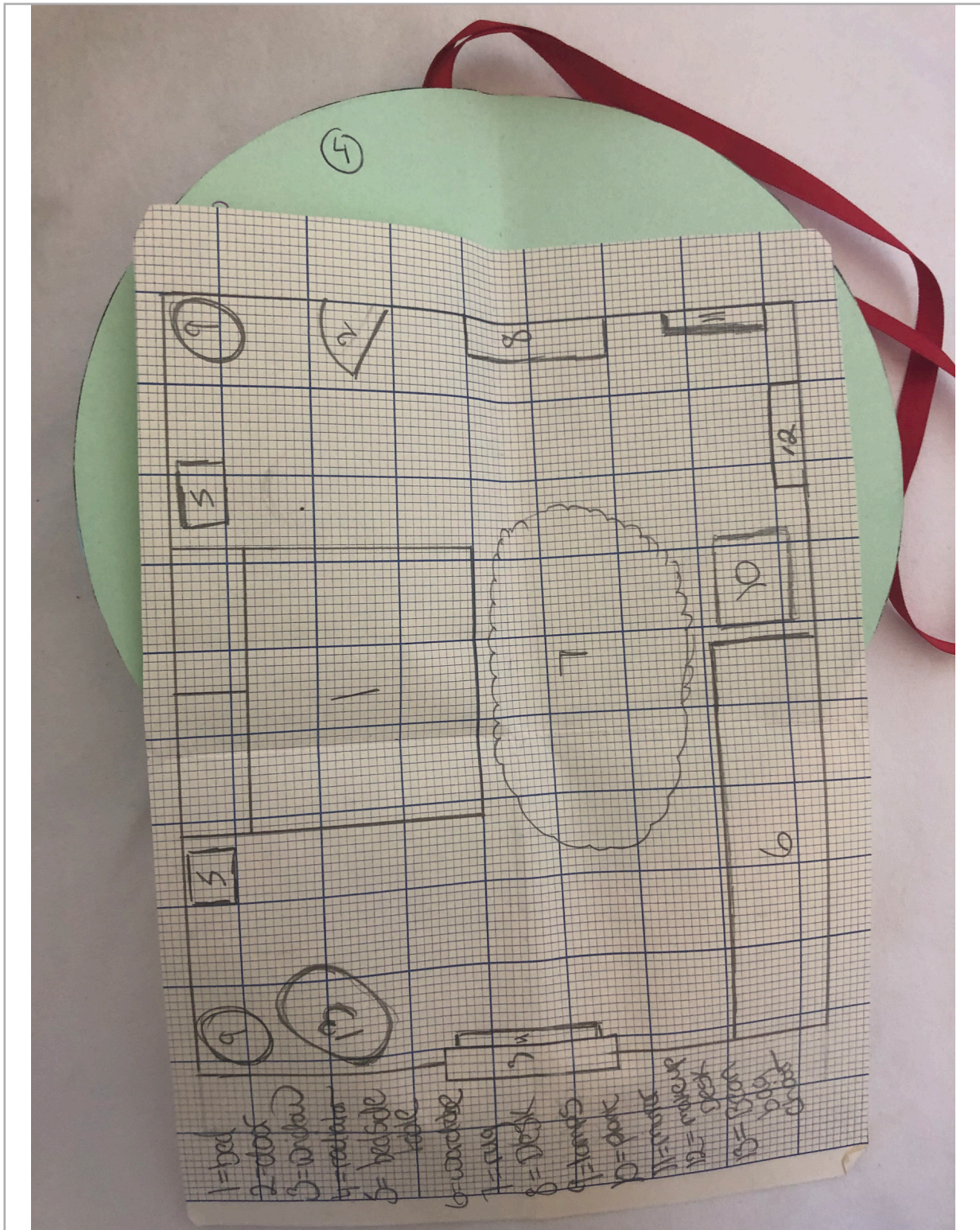
Sample of work 3



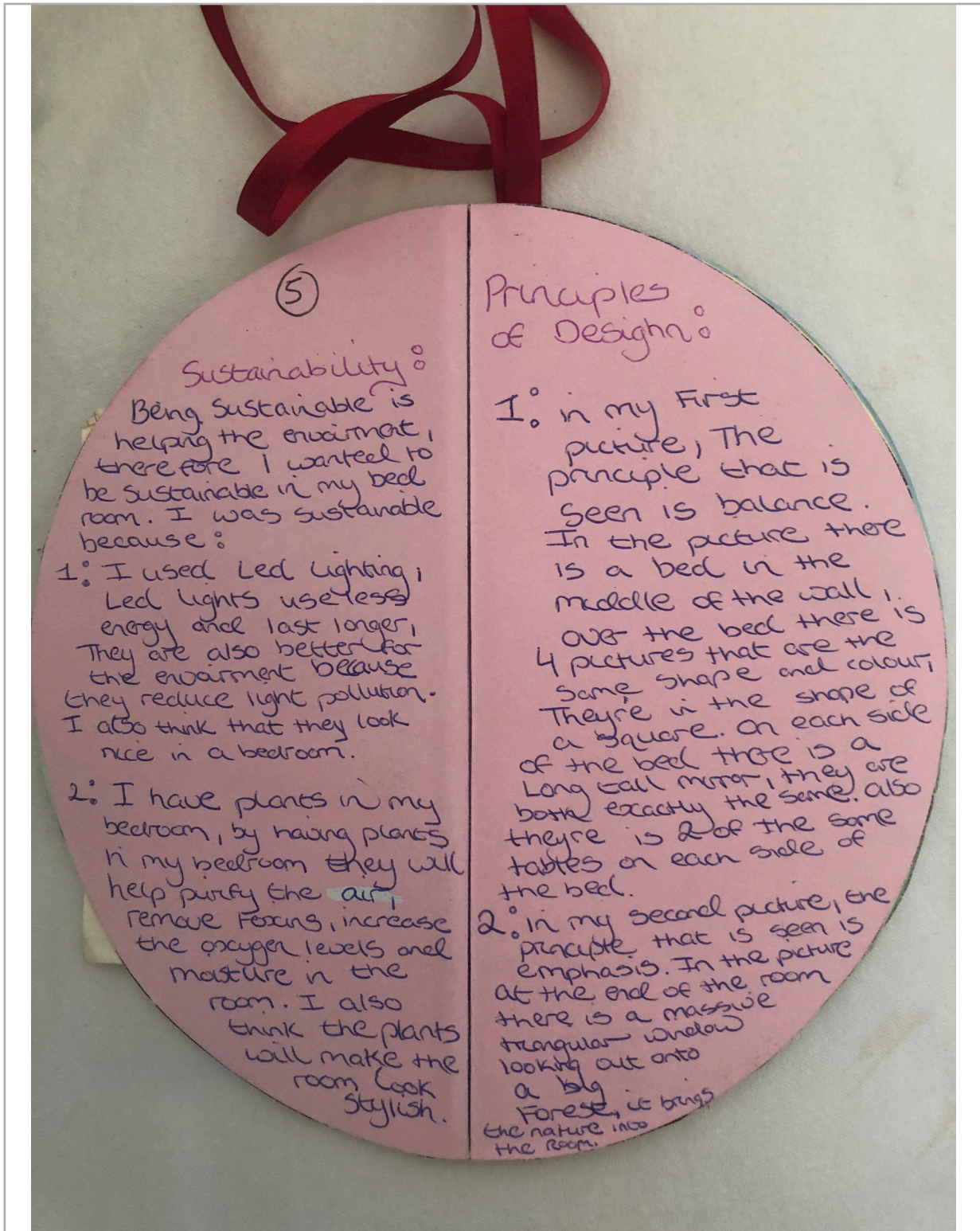
Sample of work 3



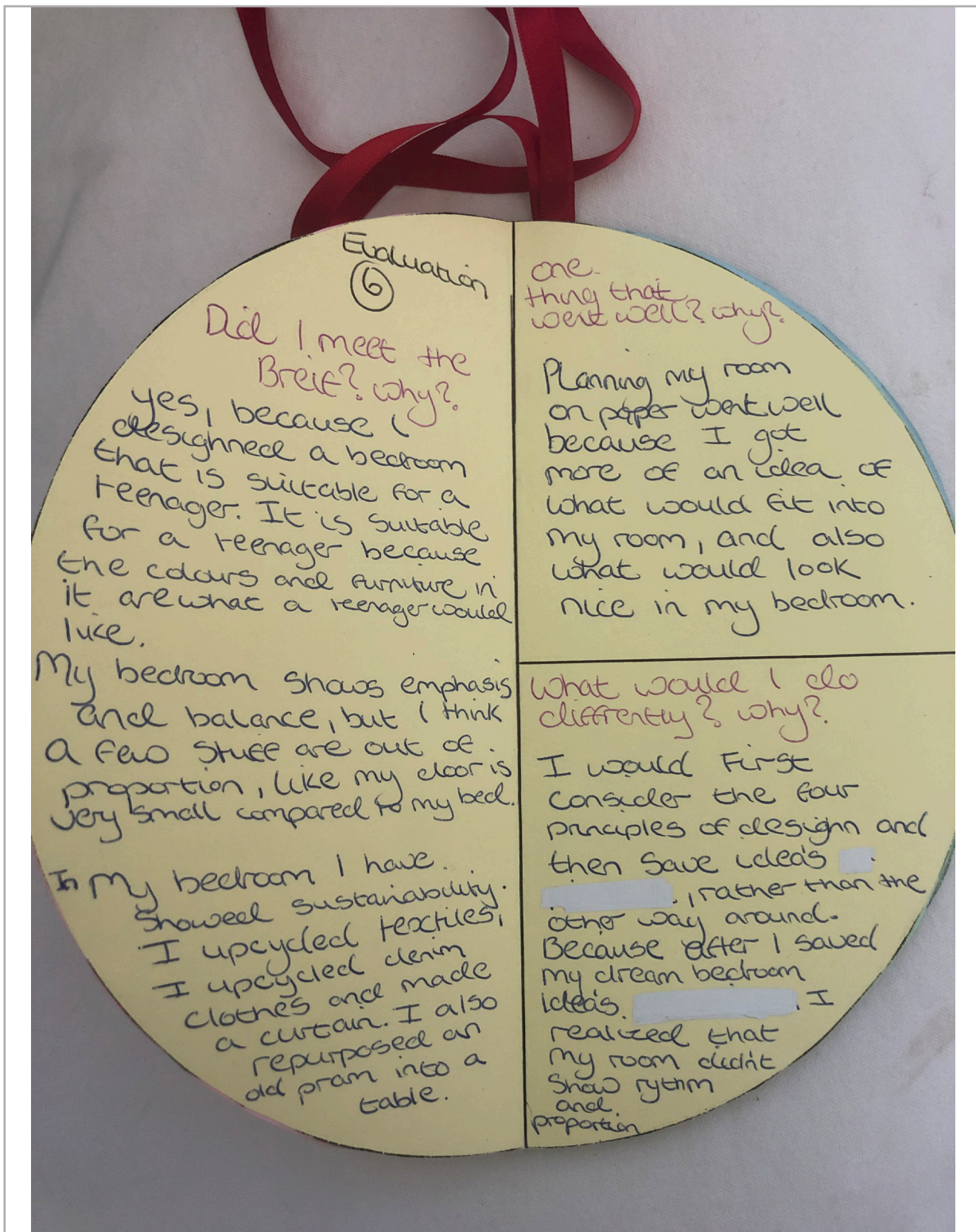
Sample of work 3



Sample of work 3



Sample of work 3



Teacher feedback: Sample 3

- SC1:** A very good understanding of balance through explanation/examples and images. However, more written explanation would help to show a deeper understanding of emphasis as a principle of design.
- SC2:** A very good understanding of sustainability by giving examples with reasons as to why they are sustainable. Clear demonstration of reducing and reusing. A lovely idea was the link made in making the sustainable features an aesthetic feature (“look more stylish”). Many of the images in the ideas section appear to be upcycled items. The upcycled textiles items that could be used also show how the room can be designed with sustainability in mind.
- SC3:** Room plan sketched and labelled well. Work could be neater by using ruler to improve overall presentation. Proportion of features and furniture in the room are good. The plants and bedside lockers as discussed in balance point are labelled and sketched in room plan. However, the mirrors (as discussed in balance point) are not sketched and labelled in room plan.
- SC4:** Very good reflection on how the work meets the brief using reasons to make the points. The work could be improved by giving examples e.g. what furniture would a teenager like? A very good reflection about what you would do differently and why. You showed clearly how your learning has changed your thinking and approach in the future.

Overall Judgement

Above expectations

