Lesson Plan Format – Professional Experience Placement

Year Level: 9	**Term:** 4	**Duration of lesson:** 60
Learning Area: Graphics Technology Core module 2: Computer Aided design (CAD)	**Key inquiry question/s:** What can we do on Fusion360?	
Student Prior knowledge: *(specific relevant concepts, skills and values the school students have experienced prior to this lesson):* Ss have used CAD programs such a sketch up in the past so have a deep knowledge of how CAD program's function. Sketchup is similar to Fusion360 so Ss are aware of features and their roles.		
Learning objectives - By the end of the lesson the students will: *(Written for the teacher to understand what students will know, do and understand)* Be able to identify and demonstrate appropriate use of fusion360 features then successfully design a tissue box using this knowledge.		
Learning intentions: (*Written in language for the students to comprehend what they will know, do and understand…)* Design a tissue box on fusion360 using appropriate functions.		
Success Criteria: What I am looking for: *(Draw from the learning objectives)* A rendered Tissue box design accompanied with a technical drawing.		
Outcomes of the learning area: › communicates ideas graphically using freehand sketching and accurate drafting techniques GT5-1 › analyses the context of information and intended audience to select and develop appropriate presentations GT5-2 › designs and produces a range of graphical presentations GT5-3 › manages the development of graphical presentations to meet project briefs and specifications GT5-6 › manipulates and produces images using digital drafting and presentation technologies GT5-7 › demonstrates responsible and safe work practices for self and others GT5-10	**Content Descriptors (include codes):** - investigate and use computer-aided design (CAD) terminology, - use CAD modelling and rendering to visualise and experiment with designs - use appropriate CAD software to produce graphical images for a given situation. - create presentation drawings using CAD or appropriate graphics software, for example: (ACTDEK047) - identify WHS issues related to ICT in the graphics industry and demonstrate safe and responsible work practices, for example: – WHS issues related to computer-aided design (CAD), eg ergonomics, lighting, printing chemicals, safe use of model-making tools and equipment - apply Australian technical drawing standards in the production of drawings, for example: – configure CAD applications to comply with AS 1100 Technical Drawing – apply conventions to create standard page layouts, eg paper size, borders, title blocks, projection symbols	
Cross-Curriculum Priorities and General Capabilities (only highlight the pertinent ones):		
Information and communication technology Work and Enterprise	Literacy Critical and Creative Thinking Numeracy	

Timing *(mins)*	Teaching strategies and organization What the teacher will do…	Learning experiences What the students will do…	Assessment of, for or as learning (evidence/data)	Resources (include ICT/online)
INTRODUCTION				
5	Mark Roll Go over learning intentions and success criteria. Prior knowledge check-in	Ss will ask questions if the learning intentions/success criteria is not understood. Ss will acknowledge if they've used fusion before or if they have any understanding of it.	Prior knowledge	Roll
DEVELOPMENT				
20	Demonstrate how to make a fusion360 account. T will identify features and explain what they are used for. Ss will be given time to explore fusion360 features.	Ss will follow how to make an account on their devices. Ss will need to have the fusion360 software downloaded from the internet before they can complete this step. Ss will follow teacher explanation and ask questions if not understanding. Ss will undertake individual work on their computers to grasp how the features of fusion360 work and enhance their understanding.	Observation Feedback Formative	Chromebooks Projector Fusion360 software
CONSOLIDATION				
30	T will explain instructions and constraints of tissue box.	Ss will spend this time to individually work on designing a tissue box within the constraints stated by the teacher. Ss will be able to ask questions and use the internet to search up more design features.	Observation Summative Feedback	4 x tissue boxes Chromebooks Fusion360 software
CLOSURE				
5	Discuss the lesson and use question and answer to check Ss learning.	Ss will ask and answer questions.	Discussion	

Catering for Diversity: (provide accommodations/ modifications for any particular students' needs…
Created a recorded instruction video using simplified language. Give Ss time at home to complete. Chunking information into smaller sequences. Support Ss and check for understanding Ss can make a simplified version of a tissue box