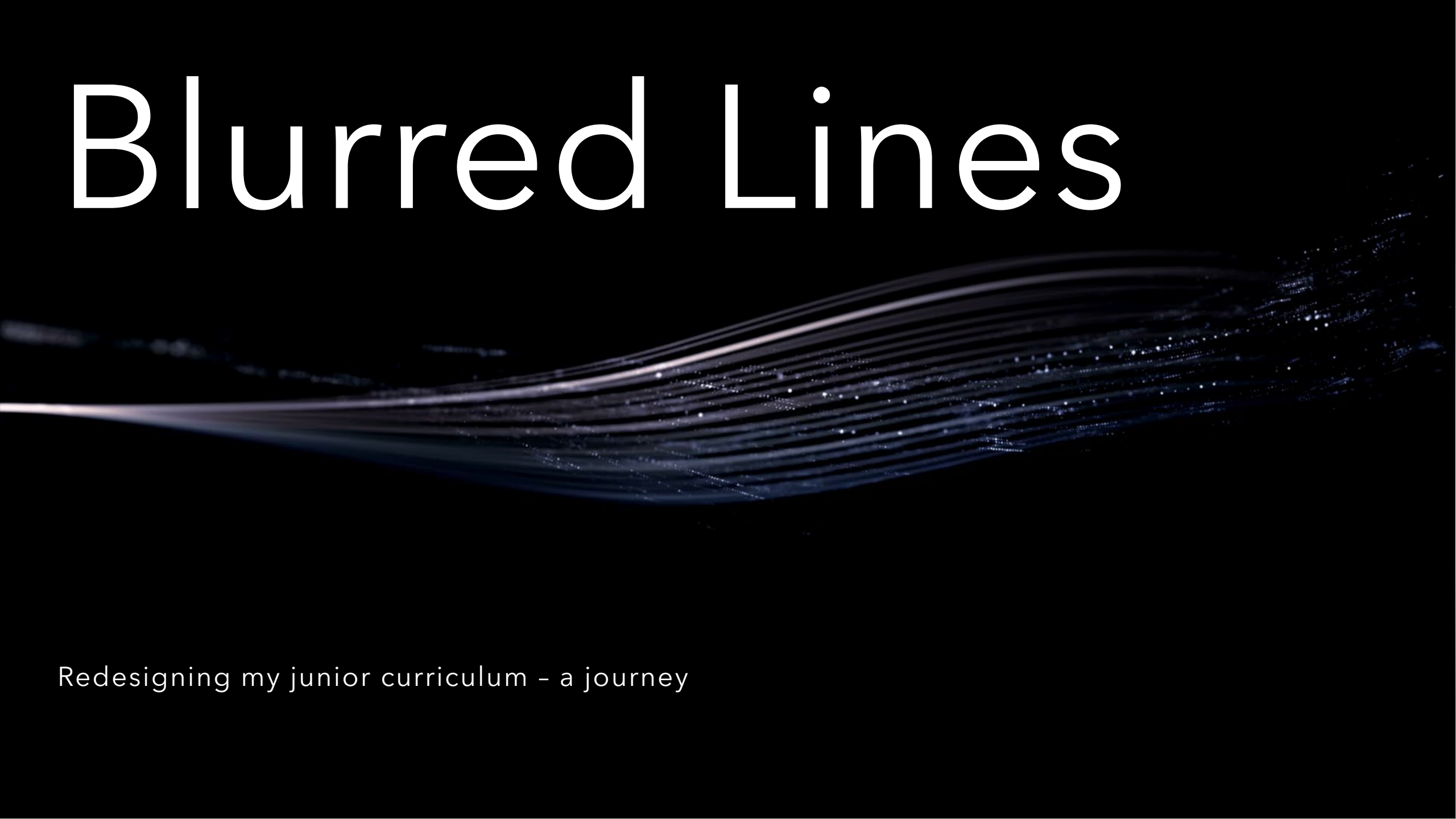
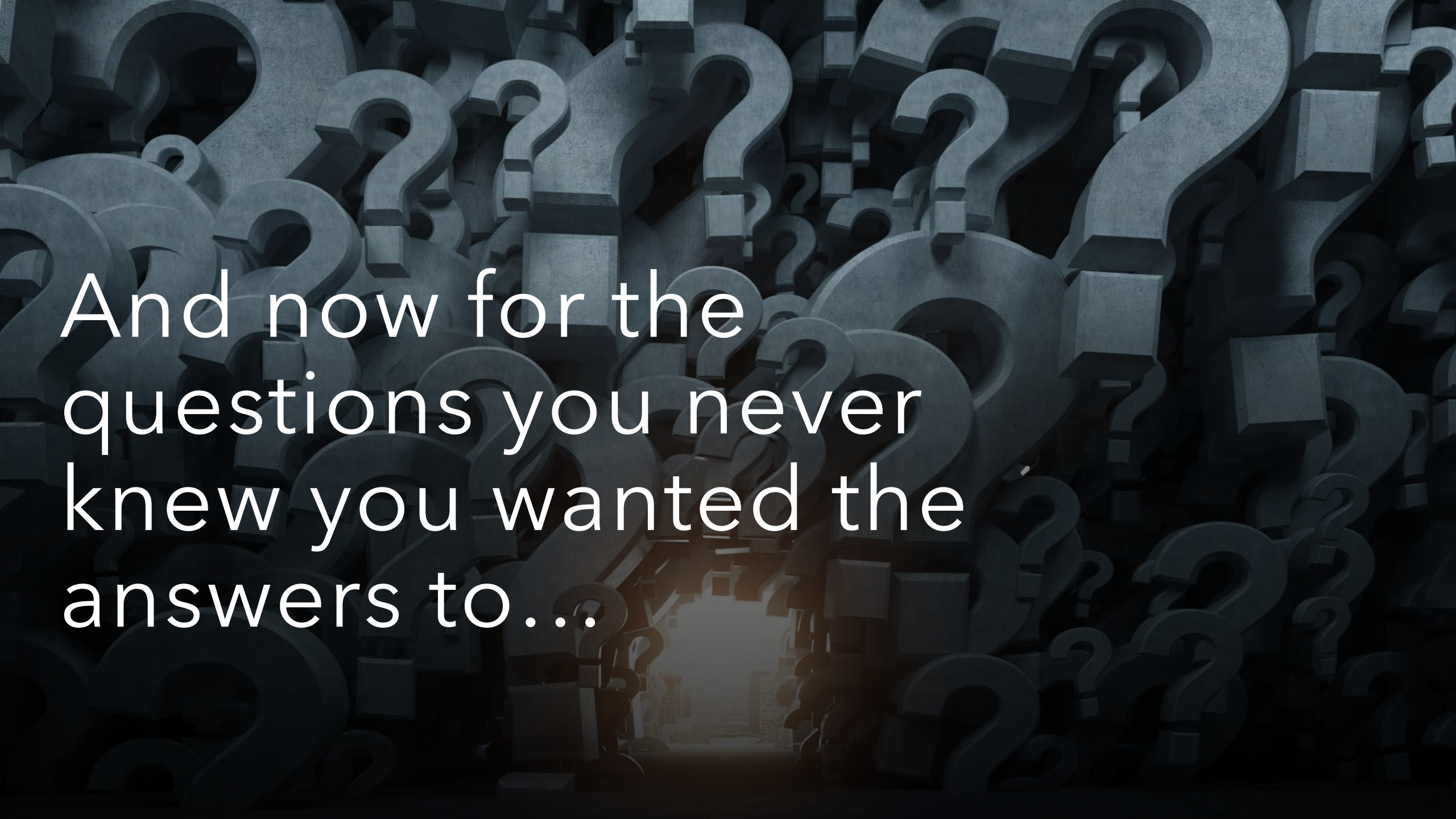
Blurred Lines



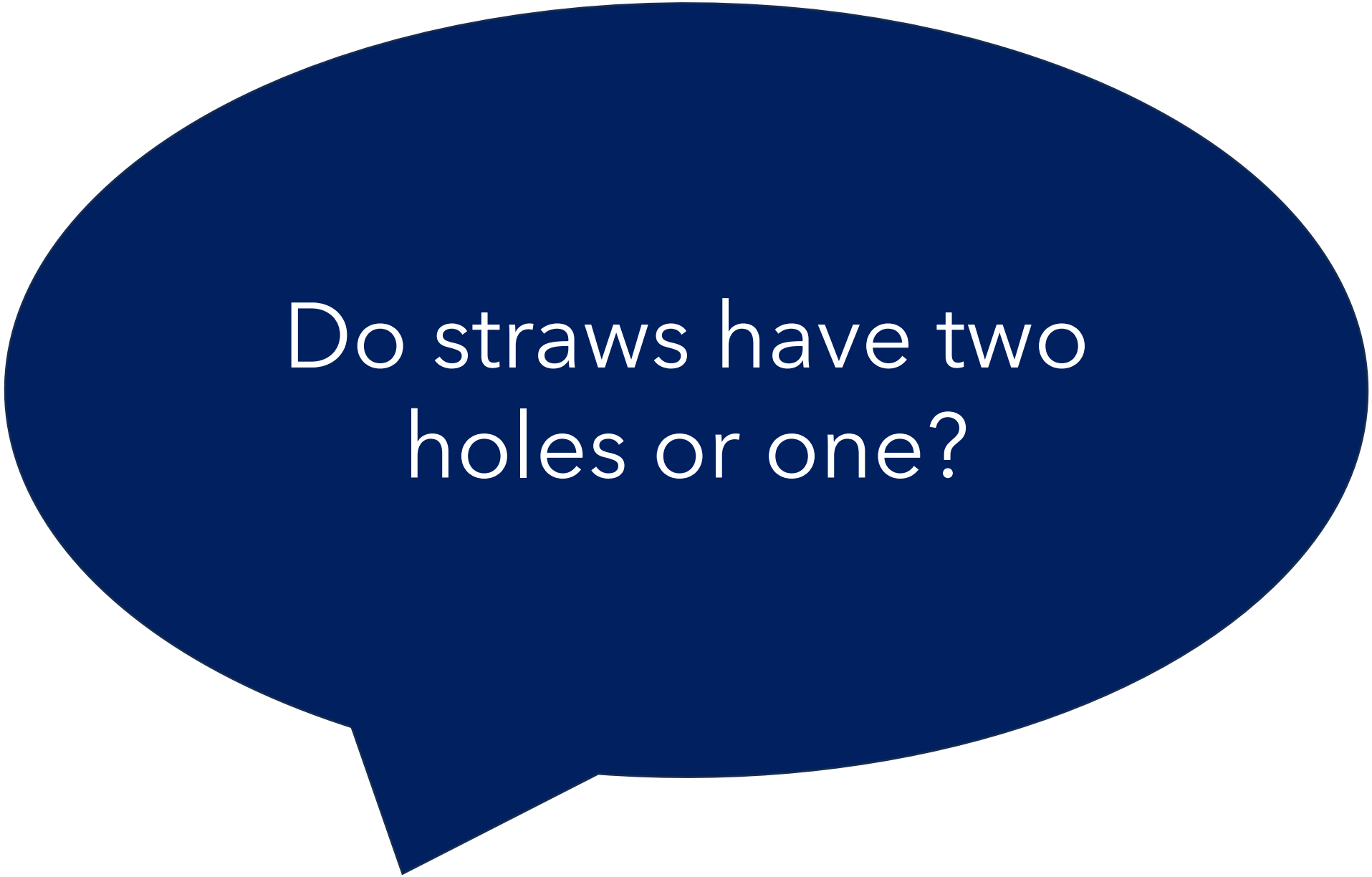
Redesigning my junior curriculum – a journey

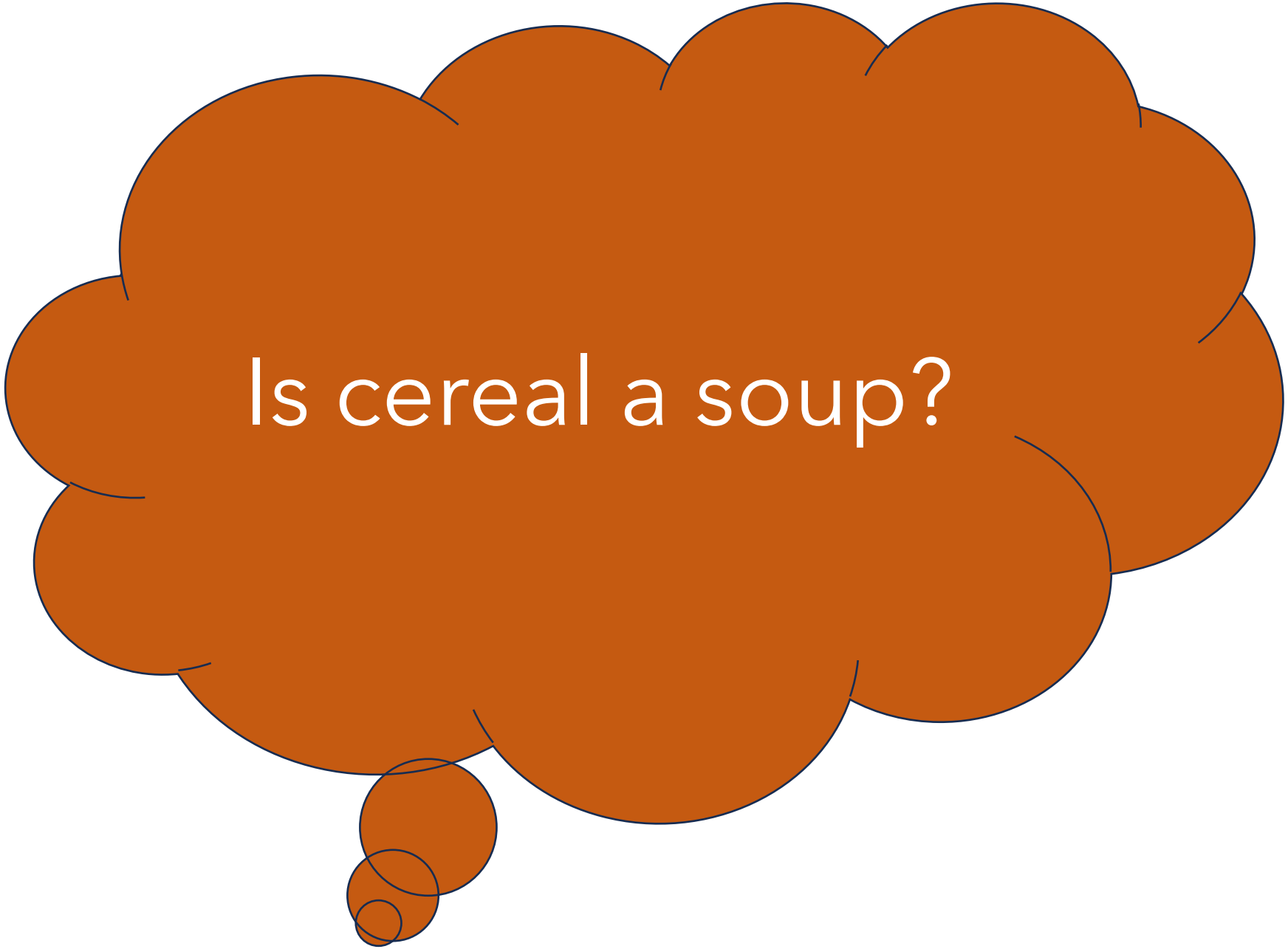
Who am I?

- Jan Garbutt
- HoD Technology at Hastings Girls' High School
- BDES from Victoria University
- Master of Applied Practice (the multiage technology class)
- I am a DVC specialist but I teach across the technologies
- I'm a maker


And now for the questions you never knew you wanted the answers to…

Is a hotdog a sandwich?


Do straws have two holes or one?


Is cereal a soup?

Since tomatoes are technically fruits, does that make ketchup jam?

daydream believers

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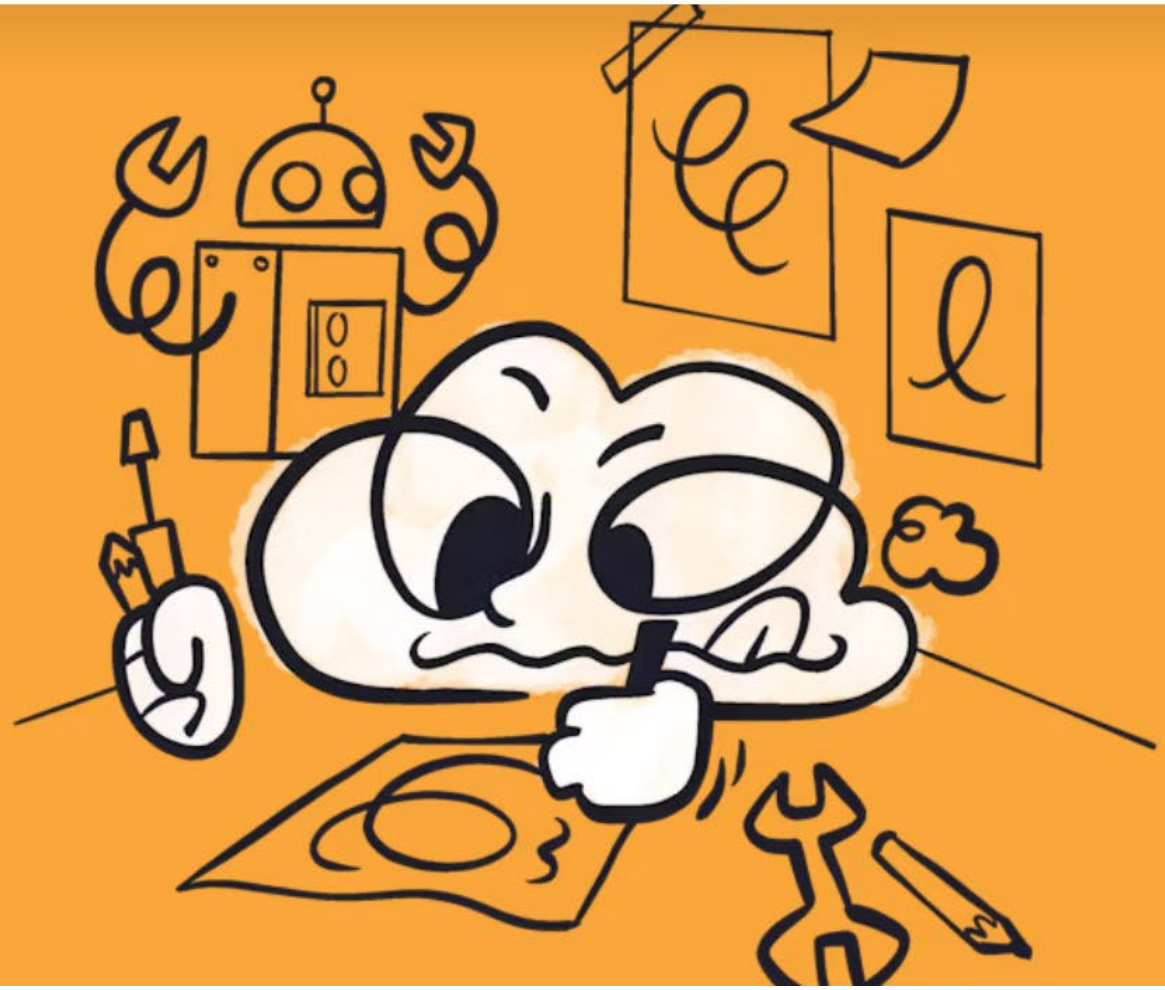
Unleash Creativity

We have created a bank of free online resources suitable for anyone looking to introduce creativity, critical thinking and problem solving into their learning space. Access flexible lesson plans, learn about our partner companies and create a link between teaching essential skills in the classroom with stepping onto the path to a successful career in the future.



https://daydreambelievers.co.uk/resources/

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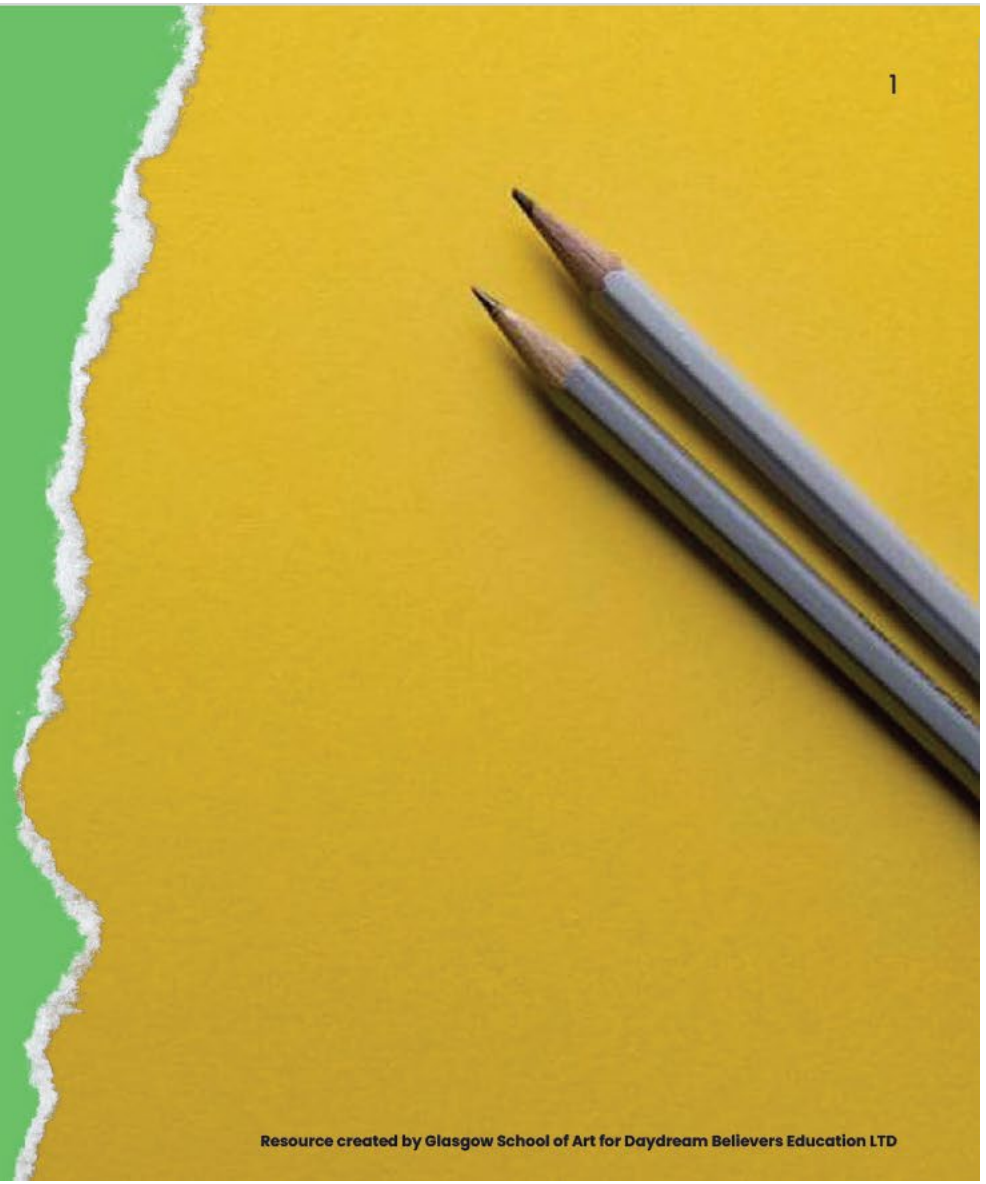
THE GLASGOW SCHOOL OF ART

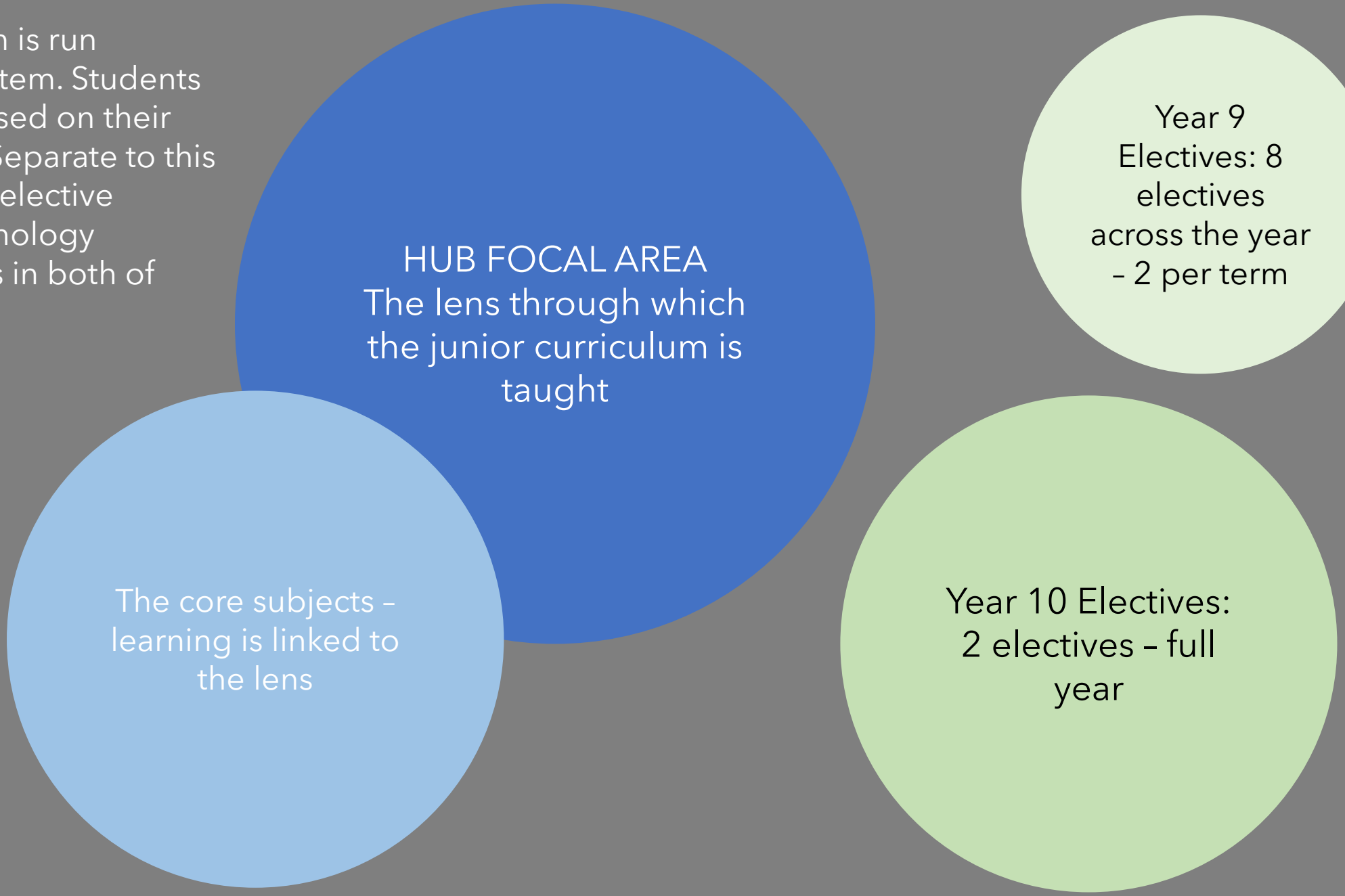
Something From Nothing



Resource created by Glasgow School of Art for Daydream Believers Education LTD

So why Blurred Lines?

Our junior program is run through a 'hub' system. Students select their hub based on their interest/passions. Separate to this we have the junior elective program. The technology curriculum features in both of these programs.



So the first part of my blurred line plan

Blur the lines between the ‘technologies’

Goals:

- Have courses that encourage students to see the connections
- Bring technologies together

What do you do/have in your classroom? What do you have available to you?
What can you do with the things you have?
How do you blur the lines between the technology areas in your classroom?
What would you LIKE to have available to you?
What can you access?

Getting hands on

Tools and what I have used them for in my classroom					
Exploration	• Plastic bending • Laminating timber • Plastic forming • Scroll saws	• Stitching fluid lines • Creation of holes/openings/patterns • Joining materials	• 3D forms	• Mock up and model making • Engraving and cutting from scanned images • Links and Joints	• Stickers • Learning about positives and negatives • Collage and layering – creating patterns
Outcomes	• Laminated vase • Lipbalm containers • Vacuum formed Chocolate and candle moulds	• Hammock Chair • Tote bag	• Solid forms for chocolate moulds • Jewellery items	• Who am I cultural icon • Coasters and box	• Printed fabric for tote bag and hammock chair designs • Logo stickers

So the second part of my blurred line plan

Linking the elective program to the hub focus areas

Goals:

- Connecting learning to hub focus

My Plan so far...

it's still a work in progress – and it is always evolving

	Term 1	Term 2	Term 3	Term 4
	Connect to Technology	Connect technology to focus areas	Focus	Focus – culminating presentation
Play	AI Project Cupcake container	Design a 'pod' for you: 3D modelling – physical and digital		
Bravery	Learning to be brave - cupcake project			Choice based project
Observation	Sketching			
Use imagination			Smile, Breathe, Live Product	
Develop Skills	Design Process Sketching	Design Process Illustrator – for vinyl cutter		
Communicate		Logo design for hub focus		
Evaluate and review		Compare designs across same hubs		
Links to the world		Design a 'pod' for you - Explore buildings designed for activities around the hub focus	Product designers	

How does this play into senior courses?

Goals:

- Students understand the overlaps between specialist areas
- Students can transfer common knowledge between areas