

# Aligning *what* and *how* of teaching and learning in the Australian Curriculum

## What is the intended learning and why is it important?

1. What roles did key groups play in an ancient society (Roman, Greek, Egyptian, Chinese or Indian)?
2. How do artistic styles and symbols represent the beliefs, values and practices of an ancient society?
3. In what ways does the game of chess help us understand ancient societies?
4. How can we best design chess pieces that represent the social roles of key groups and the artistic style of an ancient society?

History: [\(ACDSEH032\)](#) [\(ACDSEH035\)](#)  
[\(ACDSEH038\)](#) [\(ACDSEH044\)](#) [\(ACDSEH041\)](#) [\(ACHHS207\)](#)  
[\(ACHHS208\)](#) [\(ACHHS209\)](#) [\(ACHHS210\)](#)  
Design & Technologies: [\(ACTDEK034\)](#) [\(ACTDEP035\)](#)  
[\(ACTDEP036\)](#) [\(ACTDEP037\)](#)  
Visual Arts: [\(ACAVAM120\)](#) [\(ACAVAM121\)](#)

What do we want them to learn?

## What do they bring?

- Prior knowledge: about ancient societies, artistic symbols and styles or design principles
- Interests and experience: of playing chess, playing other strategy games, watching movies about ancient history or using design apps
- Dispositions as learners: for collaborative group work, creative thinking or conceptual understandings
- Misconceptions: such as believing that chess was invented just as a fun game or that ancient art was just for decoration
- Other skills, values and attitudes

## What could the intended learning look like at this level?

**History:** Students explain the role of groups and the significance of particular individuals in society.  
When researching, students develop questions to frame an historical inquiry. They identify and select a range of sources and locate, compare and use information to answer inquiry questions.  
**Design & Technologies:** Students explain factors that influence the design of products, services and environments to meet present and future needs. They explain the contribution of design and technology innovations and enterprise to society.  
Students explain how the features of technologies impact on designed solutions and influence design decisions for each of the prescribed technologies contexts. They create and adapt design ideas, make considered decisions and communicate to different audiences using appropriate technical terms and a range of technologies and graphical representation techniques.  
They independently and safely produce effective designed solutions for the intended purpose.  
**Visual Arts:** They evaluate how they and others are influenced by artworks from different cultures, times and places. Students plan their art-making in response to exploration of techniques and processes used in their own and others' artworks. They demonstrate use of visual conventions, techniques and processes to communicate meaning in their artworks.

How will we know if they got it?

## What evidence will enable us to assess the intended learning?

- Portfolio:**
- Documented research on the relative importance of the difference chess pieces, the roles of key groups in an ancient society and the artistic symbols and styles of that society
  - Pre-flight Checklist
  - Labelled diagrams of the chess designs explaining the social role and artistic style of the design
  - Two Stars and a Wish
  - The accompanying 3D print of the chess pieces
  - Accompanying instructions and explanations of the chess set (names and photographs of the pieces and how they can move)
  - Feedback from peers after they have tested the game and any changes made as a result.

## How will we engage, challenge and support their learning?

**Engage:** Questions to stimulate engagement and create intrigue and curiosity with Makers Empire app.  
What can you discover?  
What do you think is possible?  
What surprises you?  
What can you create?  
What is the most amazing thing you can create?

### Challenge and support:

Working as a group to achieve a goal with individual and shared responsibilities  
Whole class responsible for making sure all members know how to play chess  
Skills register where students can seek help from each other with particular aspects of the Makers Empire software.

So what will we do to get there?

## Design the teaching and learning plan

Series of 5 lessons (see lesson plans attached) with notes showing how TfEL builds onto and adds value to the learning.