



## Stage 3 Term 4, 2025 Creativity

<b>Enduring Understanding</b> When we listen to our community and design with purpose, we can create solutions that meet needs, balance wants and create a lasting impact.	<b>Faith and Character Formation</b> <ul style="list-style-type: none"><li>• God is the ultimate creator</li><li>• God 's plan for salvation was through Jesus</li><li>• Jesus had a plan for his disciples</li><li>• God has a plan for each of us</li></ul>			
<b>Knowledge</b> What do we want students to know?	<b>An inquiry into:</b> <ul style="list-style-type: none"><li>• How people design products and services to meet community needs</li><li>• What makes a design product sustainable and why it matters</li><li>• How design choices impact the world and our communities, now and in the future</li><li>• The design and production process and how to reflect, evaluate and navigate challenges</li></ul>			
<b>Concepts</b> What do we want students to conceptually understand?	Research ~ Design ~ Innovation ~ Processes ~ Critical and Reflective Thinking			
<b>Learning Habits</b> What do we want students to be able to do and who we want them to become	<b>Creative Thinking</b> <ul style="list-style-type: none"><li>• I consider different possibilities and reflect on outcomes before making choices</li><li>• I explore new ways of thinking to create something original</li><li>• I push myself to think beyond the obvious, coming up with creative ways to solve problems or approach challenges</li></ul>	<b>Innovation</b> <ul style="list-style-type: none"><li>• I challenge myself to think of unique solutions or design something new</li><li>• I experiment with new ideas and strategies in my work</li><li>• I generate original ideas, considering how I can improve or create new things</li></ul>	<b>Reflection</b> <ul style="list-style-type: none"><li>• I reflect on my work, what strategies worked well and what could be even better if...</li><li>• I set simple goals for my learning based on what I've reflected on</li><li>• I consider how others might see things differently and how I can learn from others' ideas</li></ul>	<b>Resilience</b> <ul style="list-style-type: none"><li>• I manage setbacks and mistakes, showing resilience and continuing to work toward solutions</li><li>• I know my personal strengths and challenges, and take responsibility for my responses</li><li>• I see and offer support from others to help manage challenges</li></ul>
<b>Action</b> What might our students do now?	Recognising that they are uniquely designed by God for a purpose, and that their creativity and problem-solving can be used to serve others, students will be able to critically think about products in our world and consider the needs, wants and sustainability of them. They will be able to understand the design process and use it when creating their own future project.			
<b>Progressive Summative Assessment</b>		<b>Suggested Parent Engagement</b>		
Students will: <ul style="list-style-type: none"><li>• Create a new product or model through the Design Thinking Process</li><li>• Create a narrative story on a familiar theme</li></ul>		<ul style="list-style-type: none"><li>• Visit Museum of Brisbane to explore the creativity process</li><li>• Visit Brisbane Sparklab Makerspace</li><li>• Discuss as a family what items have improved from when their parents were younger and what problems the upgrades had solved E.g. phones, vacuums etc</li><li>• As a family, watch and discuss: Robots movie (Netflix), Abstract: The Art of Design (Netflix), Little Big Ideas (BTN).</li><li>• Play different types of games (board &amp; digital) and discuss the upgrades and changes over the years</li></ul>		
<b>Links with Learning Areas</b>				
	English		Mathematics	
	Science		HPE	
	Formation		HASS	
<b>Literacy Focus</b>		<b>Numeracy Focus</b>		
<b>Concepts</b> <ul style="list-style-type: none"><li>• Narrative</li><li>• Creating collaborative spoken stories</li><li>• Compare and analyse stories of different authors and modes</li></ul>	<b>Skills</b> <ul style="list-style-type: none"><li>• Writing narrative stories</li><li>• Spelling, punctuation and grammar</li><li>• Speaking, listening and collaboration</li><li>• Analysing and comparing</li><li>• Reading and comprehending a range of texts</li></ul>	<b>Concept</b> <ul style="list-style-type: none"><li>• Probability</li><li>• Shape</li><li>• Angles</li><li>• Data and Statistics</li></ul>	<b>Skills</b> <ul style="list-style-type: none"><li>• Chance and probability experiments</li><li>• Assign probabilities in fractions, decimals and percentages</li><li>• Identify shape nets and cross-sections of prisms</li><li>• Identify angles and solve problems using the properties of angles</li><li>• Create a statistical investigation using digital tools and communicate data</li></ul>	