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| BASIC DATA | | | | | | | | | |
| ELEMENTARY SCHOOL: Nikola Hribar, Velika Gorica | | | | | | | | | |
| GRADE: 6th | | | | TEACHER: Irena Gimpelj Gal | | | | | |
| THEMATIC PLANNING  SUBJECT: TECHNICAL EDUCATION | | | | | | | | | |
| UNIT: Technical creations | | | | | | | | | |
| Lesson: Designing and making a useful object (from idea to final product) | | | | | | | | | |
| TYPE OF LESSON: | | | MATERIAL PROCESSING: 0,5  PRACTICAL WORK: 3,5 | | | | | | |
| Technical education lesson as part of Erasmus+ project: Our culture – European heritage   * making a nursery and Christmas decoration out of wood specific for Turopolje | | | | | | | | | |
| EDUCATIONAL EXPECTATIONS ON THE LEVEL OF SUBJECT CURRICULUM | | | TK OŠ A. 6. 3  At the end of the second year of learning and teaching the school subject Technical education, in the domain Designing and documenting students make a technical documentation of a created useful object.  TK OŠ C. 6. 1.  At the end of the second year of learning and teaching the school subject Technical education, in the domain Technics and the quality of life, the student makes a useful object based on technical documentation. | | | | | | |
| ELABORATION OF EDUCATIONAL OUTCOMES | | | * designs and draws the appearance of the object * describes the purpose of the object * makes a workshop drawing of the objects' positions * writes the data into the technical documentation: the description of the working task, working aids, a summary of the practical work, draws a workshop drawing of the object and makes space for a report * uses materials rationally * handles tools and supplies duly * makes a useful object following the steps of working operations * critically evaluates the documentation and complements if necessary * applies work safety procedures | | | | | | |
| IMPORTANT TERMS: | | | | | | | Technical creation, wood | | | |
| CORRELATION | INTERDISCIPLINARY TOPICS | | | | | **Personal and social growth**  A 2.4. Develops working habits.  **Learning to learn**  3. CREATIVE THINKING: The student uses creativity to form the ideas and approach the solution.  **Entrepreneurship**  A.3.1. Applies innovative and creative solutions.  **Sustainable development**  B.3.2. Participates in the activities which promote sustainable development in school, local community and wider.   C.3.2. Gives examples of the influence of economics on welfare. | | | | |
| SUBJECT | | | | | Religion Education  Art | | | | |
| TEACHING METHODS | | | | | | | Cooperative learning, dialogue, demonstration, drawing | | | |
| APPROACH TO TEACHING | | | | | | | Talk, demonstration, practical work | | | |
| TEACHING AIDS | | | | | | | Computer, projector, Technical education tools | | | |
| ELABORATION OF A TEACHING LESSON | | | | | | | | | | |
| INTRODUCTION | | | | | Repeat the technical documentation terms through a game.  Puzzle  Students connect the term with its definition. | | | | | |
| BODY | | | | | Practical work  Make a technical creation using the technical documentation written by the students themselves. | | | | | |
| CONCLUSION | | | | | Evaluation | | | | | |
| EVALUATION | | | | | | | | | | |
| **FOR LEARNING**  The students will use post its to express their feelings during work.  Students with the post its on the emoticon showing how they felt during work. | | | | | | | | | | |
| **AS LEARNING**  Check list for self-evaluation   |  |  | | --- | --- | | Elements | +/ - | | Delineation accuracy |  | | Cutting precision |  | | Neatness of gluing |  | | Work functionality |  | | Workplace organization |  | | | | | | | | | | | |
| **LEARNED**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **ELEMENTS** |  |  |  |  | | | **1** | **2** | **3** | **TOTAL** | | | **Delineation accuracy** | Two positions don't have accurate measures according to the workshop drawing. | One position doesn't have accurate measures according to the workshop drawing. | All positions have accurate measures. |  | | | **Cutting precision** | Two positions aren't cut properly. | One position isn't cut properly. | All the positions are cut properly. |  | | | **Grinding** | Two positions aren't finely grinded. | One position isn't finely grinded. | All the positions are finely grinded. |  | | | **Neatness of gluing** | Two positions aren't neatly glued. | One position isn't neatly glued. | All the positions are neatly glued. |  | | | **Functionality** | The work needs improvements. | The work is partially functional. | The work is completely functional. |  | | | **10-12 excellent**  **8-9 very good**  **6-7 good**  **4-5 sufficient** | | | | |  | | | | | | | | | | | |
|  | |  | | | | | | | | |
| SEN | | Give short and specific instructions.  Give more visual content.  Repeat the content several times.  Make a technical creation with the help of the teacher, the prepared workshop drawing glue on the material | | | | | | | | |
| GIFTED STUDENTS | | Encourage critical thinking.  Enable an extra task. | | | | | | | | |
| WEB OAGES OF DIGITAL MATERIALS | | <http://www.ekoigracke.hr/bozicni-ukrasi>  MACHINE SAWING OF WOOD  <https://www.youtube.com/watch?v=DJx3Z8hsJrg&feature=youtu.be> | | | | | | LITERATURE | Tehnička kultura 6  6th grade coursebook  I.Sunko, K.MikulajOvčarić, I.Crnoja | |