

MYP Design Subject Overview/Vertical Map MYP 1-5  
Academic Year 2019-2020

Digital Design Grade 6-10 Overview / Vertical Map

Grade Level	Unit 1	Unit 2
Grade 6	<b>Title/Theme:</b> From Inspiration to Red Carpet	<b>Title/Theme:</b> The Interactive Story
	<b>Content:</b> Storytelling Skills Communication Skills Critical-thinking skills linking sound to images, recording sounds skills	<b>Content:</b> The student will learn : Using a presentation programs interactive storytelling sites
	<b># of weeks:</b> 9	<b># of weeks:</b> 9
	<b>Key Concept(s):</b> Development	<b>Key Concept(s):</b> Communities
	<b>Related Concept(s):</b> Innovation, Markets and trends	<b>Related Concept(s):</b> Adaptation, form
	<b>Global Context:</b> Personal and cultural expression	<b>Global Context:</b> Identities and relationships
<b>Statement of Inquiry:</b> Innovative use of technical tools allows designers to develop and promote a product to the audience	<b>Statement of Inquiry:</b> Designers adapt the form in which information is communicated in order to make it accessible to the end-user	
<b>MYP Objectives:</b> <b>A Inquiring and analysing</b> i. explain and justify the need for a solution to a problem for a specified client/target audience ii. identify and prioritize the primary and secondary research needed to develop a solution to the problem iii. analyse a range of existing products that inspire a solution to the problem iv. develop a detailed design brief which summarizes the analysis of relevant research. <b>C Creating the solution</b> i. construct a logical plan, which describes the efficient use of time and resources, sufficient for peers to be able to follow to create the solution ii. demonstrate excellent technical skills when making the solution iii. follow the plan to create the solution, which functions as intended iv. fully justify changes made to the chosen design and plan when making the solution v. present the solution as a whole, either: a. in electronic form, or b. through photographs of the solution from different angles, showing details	<b>MYP Objectives:</b> <b>B Developing ideas</b> i. develop a design specification which clearly states the success criteria for the design of a solution ii. develop a range of feasible design ideas which can be correctly interpreted by others iii. present the final chosen design and justify its selection iv. develop accurate and detailed planning drawings/diagrams and outline the requirements for the creation of the chosen solution. <b>D Evaluating</b> i. design detailed and relevant testing methods, which generate data, to measure the success of the solution ii. critically evaluate the success of the solution against the design specification iii. explain how the solution could be improved iv. explain the impact of the solution on the client/target audience.	
<b>ATL Skills:</b> <b>Self-management</b> Organization skills - Plan strategies and take action to achieve personal and academic goals <b>Communication</b> Communication skills -Use a variety of media to communicate with a range of audiences	<b>ATL Skills:</b> <b>Thinking :</b> Critical - thinking skills - Consider ideas from multiple perspectives . Communication <b>Communication skills</b> - Share ideas with multiple audiences using a variety of digital environments and media	
	<b>Assessment Task With Criteria :</b> <b>Task 1:</b> Using a presentation programs or interactive storytelling sites, the students design an interactive story. <b>Task 2:</b> The student should include all their evidence collected/created during the design process as an E-portfolio. (Criterion B: I, II, III, IV), (Criterion D: I, II, III, IV)  <b>Criterion B: Developing ideas</b> i. develop a list of success criteria for the solution ii. present feasible design ideas, which can be correctly interpreted by others iii. present the chosen design iv. create a planning drawing/diagram which outlines the main details for making the chosen solution.  <b>Criterion D: Evaluating</b> i. outline simple, relevant testing methods, which generate data, to measure the success of the solution ii. outline the success of the solution against the design specification iii. outline how the solution could be improved iv. outline the impact of the solution on the client/target audience.	<b>Assessment Task With Criteria :</b> <b>Task 1:</b> The students will design and make a cardboard game. (Criterion C: II,III) <b>Task 2:</b> The student should include all their evidence collected/created during the design process as an E-portfolio. (Criterion C: I, III, IV), (Criterion D: I, II, III, IV)  <b>Criterion C: Creating the solution</b> i. outline a plan, which considers the use of resources and time, sufficient for peers to be able to follow to create the solution ii. demonstrate excellent technical skills when making the solution iii. follow the plan to create the solution, which functions as intended list the changes made to the chosen design and plan when making the solution iv. present the solution as a whole.  <b>Criterion D: Evaluating</b> i. outline simple, relevant testing methods, which generate data, to measure the success of the solution ii. outline the success of the solution against the design specification iii. outline how the solution could be improved iv. outline the impact of the solution on the client/target audience.

Product Design Grade 6-10 Overview / Vertical Map

Grade Level	Unit 1	Unit 2
Grade 6	<b>Title/Theme:</b> Let them play	<b>Title/Theme :</b> protect your product
	<b>Content:</b> • Problem solving skills • Laws of Motion • Balance laws	<b>Content:</b> use of appropriate adhesives and materials skills principles of packaging packaging design: appearance, function, safety, reliability, material and construction methods
	<b># of weeks:</b> 9	<b># of weeks:</b> 9
	<b>Key Concept(s) :</b> Communication	<b>Key Concept(s) :</b> Development
	<b>Related Concept(s) :</b> Innovation, Collaboration	<b>Related Concept(s) :</b> Function, Adaptation
	<b>Global Context:</b> Fairness and development Human capability and development; social entrepreneurs	<b>Global Context:</b> personal and cultural expression Artistry, craft, creation, beauty
<b>Statement of Inquiry:</b> Designers are delicately sensitive , so they create products that are suitable for all society groups	<b>Statement of Inquiry :</b> Designers develop methods to keep their products safe.	
<b>MYP Objectives:</b> <b>C Creating the solution</b> Students plan the creation of the chosen solution and follow the plan to create a prototype sufficient for testing and evaluation. In order to reach the aims of design, students should be able to: i. construct a logical plan, which describes the efficient use of time and resources, sufficient for peers to be able to follow to create the solution ii. demonstrate excellent technical skills when making the solution iii. follow the plan to create the solution, which functions as intended iv. fully justify changes made to the chosen design and plan when making the solution v. present the solution as a whole, either: a. in electronic form, or b. through photographs of the solution from different angles, showing details. <b>D Evaluating</b> Students design tests to evaluate the solution, carry out those tests and objectively evaluate its success. Students identify areas where the solution could be improved and explain how their solution will impact on the client or target audience. In order to reach the aims of design, students should be able to: i. design detailed and relevant testing methods, which generate data, to measure the success of the solution ii. critically evaluate the success of the solution against the design specification iii. explain how the solution could be improved iv. explain the impact of the solution on the client/target audience.	<b>MYP Objectives:</b> <b>A Inquiring and analysing</b> Students are presented with a design situation, from which they identify a problem that needs to be solved. They analyse the need for a solution and conduct an inquiry into the nature of the problem. In order to reach the aims of design, students should be able to: i. explain and justify the need for a solution to a problem for a specified client/target audience ii. identify and prioritize the primary and secondary research needed to develop a solution to the problem iii. analyse a range of existing products that inspire a solution to the problem iv. develop a detailed design brief which summarizes the analysis of relevant research. <b>B Developing ideas</b> Students write a detailed specification, which drives the development of a solution. They present the solution. In order to reach the aims of design, students should be able to: i. develop a design specification which clearly states the success criteria for the design of a solution ii. develop a range of feasible design ideas which can be correctly interpreted by others Objectives iii. present the final chosen design and justify its selection iv. develop accurate and detailed planning drawings/diagrams and outline the requirements for the creation of the chosen solution.	
<b>ATL Skills :</b> • Social: o Collaboration skills: § Help others to succeed • Self-management o Affective skills § Mindfulness o Practice focus and concentration	<b>ATL Skills:</b> • RESEARCH: o Media literacy: § 1. Make informed choices about personal viewing experiences • Self-management o Organization skills § 2. Plan strategies and take action to achieve personal and academic goals	
<b>Assessment Task With Criteria :</b> <b>Task 1:</b> The students will design and make a cardboard game. (Criterion C: II,III) <b>Task 2:</b> The student should include all their evidence collected/created during the design process as an E-portfolio. (Criterion C: I, III, IV), (Criterion D: I, II, III, IV)  <b>Criterion C: Creating the solution</b> i. outline a plan, which considers the use of resources and time, sufficient for peers to be able to follow to create the solution ii. demonstrate excellent technical skills when making the solution iii. follow the plan to create the solution, which functions as intended list the changes made to the chosen design and plan when making the solution iv. present the solution as a whole.  <b>Criterion D: Evaluating</b> i. outline simple, relevant testing methods, which generate data, to measure the success of the solution ii. outline the success of the solution against the design specification iii. outline how the solution could be improved iv. outline the impact of the solution on the client/target audience.	<b>Assessment Task With Criteria :</b> <b>Task 1:</b> The students will design and make a method to save a product. <b>Task 2:</b> The student should include all their evidence collected/created during the design process as an E-portfolio. (Criterion A: I, II, III, IV), (Criterion B: I,II,III,IV)  <b>Criterion A: Inquiring and analysing</b> i. explain and justify the need for a solution to a problem ii. state and prioritize the main points of research needed to develop a solution to the problem iii. describe the main features of one existing product that inspires a solution to the problem iv. present the main findings of relevant research.  <b>Criterion B: Developing ideas</b> i. develop a list of success criteria for the solution ii. present feasible design ideas, which can be correctly interpreted by others iii. present the chosen design iv. create a planning drawing/diagram which outlines the main details for making the chosen solution.	

	<b>Unit title:</b> Bloggers of the World	<b>Unit title:</b> Making the change
	<b>Content:</b> Students learn to create a blog, post, link embed and cite; students learn etiquettes of using digital technologies.	<b>Content:</b> Students identify one of the community issues through research, they analyse collected data and come up with possible solutions. Then they design multi forms of multimedia to be presented in a campaign lunched by them to raise awareness and to share their perspectives with target audience.
	<b>Number of weeks:</b> 9	<b>Number of weeks :</b> 9
	<b>Key Concept(s):</b> Communication	<b>Key Concept(s):</b> Communities
<b>Related Concept(s):</b> Collaboration, innovation.	<b>Related Concept(s):</b> Perspective,Form	
<b>Global Context:</b> Personal and cultural expression.	<b>Global Context:</b> Globalizations and sustainability	
<b>Statement of Inquiry:</b> Advances in digital technology allow individuals and groups to communicate and collaborate beyond their geographical boundaries.	<b>Statement of Inquiry:</b> We have a collective responsibility to support raising the awareness of issues faced by global communities by sharing our perspectives with others using technology resources.	
<b>MYP Objectives :</b> <b>A Inquiring and analysing</b> i. explain and justify the need for a solution to a problem for a specified client/target audience ii. identify and prioritize the primary and secondary research needed to develop a solution to the problem iii. analyse a range of existing products that inspire a solution to the problem iv. develop a detailed design brief which summarizes the analysis of relevant research. <b>C Creating the solution</b> i. construct a logical plan, which describes the efficient use of time and resources, sufficient for peers to be able to follow to create the solution ii. demonstrate excellent technical skills when making the solution iii. follow the plan to create the solution, which functions as intended iv. fully justify changes made to the chosen design and plan when making the solution v. present the solution as a whole, either: a. in electronic form, or b. through photographs of the solution from different angles, showing details	<b>MYP Objectives:</b> <b>B Developing ideas</b> i. develop a design specification which clearly states the success criteria for the design of a solution ii. develop a range of feasible design ideas which can be correctly interpreted by others iii. present the final chosen design and justify its selection iv. develop accurate and detailed planning drawings/diagrams and outline the requirements for the creation of the chosen solution. <b>D Evaluating</b> i. design detailed and relevant testing methods, which generate data, to measure the success of the solution ii. critically evaluate the success of the solution against the design specification iii. explain how the solution could be improved iv. explain the impact of the solution on the client/target audience.	
<b>ATL Skills:</b> <b>Research</b> Information literacy -Access information to be informed and inform others <b>Communication</b> Communication skills -Share ideas with multiple audiences using a variety of digital environments and media	<b>ATL Skills:</b> <b>Communication</b> Information literacy : • Use a variety of media to communicate with a range of audiences <b>Social</b> Collaboration skills: • Listen actively to other perspectives and ideas	
<b>Assessment Task With Criteria :</b> <b>Task 1:</b> You are a researcher interested in the field of tourism, you should create a blog about one of the tourist countries and focus on the most important tourist areas in this country. (Criterion C: II) <b>Task 2:</b> The student should include all their evidence collected/created during the design process as an E-portfolio. (Criterion A: I, II, III, IV), (Criterion C: I, II, III, IV) <b>Criterion A: Inquiring and analysing</b> i. explain and justify the need for a solution to a problem ii. construct a research plan, which states and prioritizes the primary and secondary research needed to develop a solution to the problem iii. analyse a group of similar products that inspire a solution to the problem iv. develop a design brief, which presents the analysis of relevant research <b>Criterion C: Creating the solution</b> i. construct a logical plan, which outlines the efficient use of time and resources, sufficient for peers to be able to follow to create the solution ii. demonstrate excellent technical skills when making the solution iii. follow the plan to create the solution, which functions as intended explain changes made to the chosen design and the plan when making the solution. iv. present the solution as a whole	<b>Assessment Task With Criteria :</b> <b>Task 1:</b> Students identify one of the community issues through research, they analyse collected data and come up with possible solutions. Then they design multi forms of multimedia to be presented in a campaign lunched by them to raise awareness and to share their perspectives with target audience. <b>Task 2:</b> The student should include all their evidence collected/created during the design process as an E-portfolio. (Criterion B: I, II, III, IV), (Criterion D: I, II, III, IV) <b>Criterion B: Developing ideas</b> i. develop a design specification which outlines the success criteria for the design of a solution based on the data collected ii. present a range of feasible design ideas, which can be correctly interpreted by others iii. present the chosen design and outline the reasons for its selection iv. develop accurate planning drawings/diagrams and outline requirements for the creation of the chosen solution. <b>Criterion D: Evaluating</b> i. describe detailed and relevant testing methods, which generate accurate data, to measure the success of the solution ii. explain the success of the solution against the design specification iii. describe how the solution could be improved iv. describe the impact of the solution on the client/target audience.	

Grade 7

	<b>Title/Theme:</b> Architecture Design	<b>Title/Theme:</b> Mobile accessories
	<b>Content:</b> A Student is a design engineer, and he/she is encountered a problem in the surrounding environment, in terms of space. Using local materials, or recycled, student is required to create an architecture design with a repeated geometric 3-d design which solves this problem.	<b>Content:</b> Mobile has become indispensable to use these days and multiple accessories used with each of them according to their importance, choose one of these accessories (holder - portfolio - charger - ..... ) and make a design for it
	<b># of weeks:</b> 9	<b># of weeks:</b> 9
	<b>Key Concept(s):</b> Systems	<b>Key Concept(s) :</b> Development
<b>Related Concept(s):</b> Form, function, resources	<b>Related Concept(s):</b> Innovation , Ergonomics	
<b>Global Context:</b> Scientific and technical innovation, Systems, models Systems, models, methods; products, processes and solutions.	<b>Global Context:</b> Orientation in space and time Evolution, constraints and adaptation	
<b>Statement of Inquiry:</b> A combination of few, repeated patterns can create large, complex and strong system	<b>Statement of Inquiry:</b> Over time, product development opportunities show the unexpected consequences of the new product	
<b>MYP Objectives:</b> <b>A Inquiring and analyzing</b> Students are presented with a design situation, from which they identify a problem that needs to be solved. They analyse the need for a solution and conduct an inquiry into the nature of the problem. In order to reach the aims of design, students should be able to: i. explain and justify the need for a solution to a problem for a specified client/target audience ii. identify and prioritize the primary and secondary research needed to develop a solution to the problem iii. analyse a range of existing products that inspire a solution to the problem iv. develop a detailed design brief which summarizes the analysis of relevant research. <b>B Developing ideas</b> Students write a detailed specification, which drives the development of a solution. In order to reach the aims of design, students should be able to: i. develop a design specification which clearly states the success criteria for the design of a solution ii. develop a range of feasible design ideas which can be correctly interpreted by others Objectives iii. present the final chosen design and justify its selection iv. develop accurate and detailed planning drawings/diagrams and outline the requirements for the creation of the chosen solution.	<b>MYP Objectives:</b> <b>C Creating the solution</b> Students plan the creation of the chosen solution and follow the plan to create a prototype sufficient for testing and evaluation. In order to reach the aims of design, students should be able to: i. construct a logical plan, which describes the efficient use of time and resources, sufficient for peers to be able to follow to create the solution ii. demonstrate excellent technical skills when making the solution iii. follow the plan to create the solution, which functions as intended iv. fully justify changes made to the chosen design and plan when making the solution v. present the solution as a whole, either: a. in electronic form, or b. through photographs of the solution from different angles, showing details. <b>D Evaluating</b> Students design tests to evaluate the solution, carry out those tests and objectively evaluate its success. Students identify areas where the solution could be improved and explain how their solution will impact on the client or target audience. In order to reach the aims of design, students should be able to: i. design detailed and relevant testing methods, which generate data, to measure the success of the solution ii. critically evaluate the success of the solution against the design specification iii. explain how the solution could be improved iv. explain the impact of the solution on the client/target audience.	
<b>ATL Skills:</b> Communication : - Communication skills : - - Negotiate ideas and knowledge with peers and teachers <b>RESEARCH</b> : - Information literacy : - - Collect, record and verify data	<b>ATL Skills:</b> <b>SELF MANAGEMENT</b> : - Organization skills : - Set goals that challenging and realisticPlan short and long term assignments; meet deadlines <b>THINKING</b> : - Critical thinking : - Propose and evaluate a variety of solutions	
<b>Assessment Task With Criteria :</b> A Student is a design engineer, and he/she is encountered a problem in the surrounding environment, in terms of space. Using local materials, or recycled, student is required to create an architecture design with a repeated geometric 3-d design which solves this problem. <b>A Inquiring and analyzing</b> i. explain and justify the need for a solution to a problem ii. construct a research plan, which states and prioritizes the primary and secondary research needed to develop a solution to the problem iii. analyse a group of similar products that inspire a solution to the problem iv. develop a design brief, which presents the analysis of relevant research. <b>B Developing ideas</b> i. develop a design specification which outlines the success criteria for the design of a solution based on the data collected ii. present a range of feasible design ideas, which can be correctly interpreted by others iii. present the chosen design and outline the reasons for its selection iv. develop accurate planning drawings/diagrams and outline requirements for the creation of the chosen solution.	<b>Assessment Task With Criteria :</b> Mobile has become indispensable to use these days and multiple accessories used with each of them according to their importance, choose one of these accessories (holder - portfolio - charger - ..... ) and make a design for it <b>C Creating the solution</b> i. construct a logical plan, which outlines the efficient use of time and resources, sufficient for peers to be able to follow to create the solution ii. demonstrate excellent technical skills when making the solution iii. follow the plan to create the solution, which functions as intended explain changes made to the chosen design and the plan when making the solution. iv. present the solution as a whole <b>D Evaluating</b> i. describe detailed and relevant testing methods, which generate accurate data, to measure the success of the solution ii. explain the success of the solution against the design specification iii. describe how the solution could be improved iv. describe the impact of the solution on the client/target audience.	

Grade 7

	<b>Title:</b> Give brands life.	<b>Title:</b> Make learning fun
	<b>Content:</b> Students will redesign a brand for existing product by design/ Redesign a logo.	<b>Content:</b> Students can design an educational game for their classmates or for students in lower grades. The nature of digital design is the key in the success of the game; students can integrate language arts, mathematics and science as part of solving puzzles in the game.
	<b>Number of weeks:</b> 9 weeks	<b>Number of weeks:</b> 9 weeks
	<b>Key Concept(s):</b> Development	<b>Key Concept(s):</b> Systems
	<b>Related Concept(s):</b> Innovation, Markets and trends	<b>Related Concept(s):</b> Form, Function
	<b>Global Context:</b> Globalization and sustainability	<b>Global Context:</b> Scientific and technical Innovation
	<b>Statement of Inquiry:</b> The impact of developing innovative visual expressions on markets	<b>Statement of Inquiry:</b> Fun and interactive educational games designed by students will improve independent learning and promote innovation.
	<b>MYP Objectives:</b> <b>A: Inquiring and analysing</b> Students are presented with a design situation, from which they identify a problem that needs to be solved. They analyse the need for a solution and conduct an inquiry into the nature of the problem. In order to reach the aims of design, students should be able to: i. explain and justify the need for a solution to a problem for a specified client/target audience ii. identify and prioritize the primary and secondary research needed to develop a solution to the problem iii. analyse a range of existing products that inspire a solution to the problem iv. develop a detailed design brief which summarizes the analysis of relevant research. <b>B: Developing ide as</b> Students write a detailed specification, which drives the development of a solution. They present the solution. In order to reach the aims of design, students should be able to: i. develop a design specification which outlines the success criteria for the design of a solution based on the data collected ii. develop a range of feasible design ideas which can be correctly interpreted by others iii. present the chosen design and justify its selection iv. develop accurate planning drawings/diagrams and outline requirements for the creation of the chosen solution.	<b>MYP Objectives:</b> <b>C: Creating the solution</b> Students plan the creation of the chosen solution and follow the plan to create a prototype sufficient for testing and evaluation. In order to reach the aims of design, students should be able to: i. construct a logical plan, which outlines the efficient use of time and resources, sufficient for peers to be able to follow to create the solution ii. demonstrate excellent technical skills when making the solution iii. follow the plan to create the solution, which functions as intended explain changes made to the chosen design and the plan when making the solution. iv. present the solution as a whole <b>D: Evaluating</b> Students design tests to evaluate the solution, carry out those tests and objectively evaluate its success. Students identify areas where the solution could be improved and explain how their solution will impact on the client or target audience. In order to reach the aims of design, students should be able to: i. design detailed and relevant testing methods, which generate data, to measure the success of the solution ii. explain the success of the solution against the design specification iii. describe how the solution could be improved iv. explain the impact of the solution on the client/target audience."
Grade8	<b>ATL Skills:</b> <b>RESEARCH :</b> Information literacy : Evaluate and select information sources and digital tools based on their appropriateness to specific tasks <b>Self-management :</b> Organization skills : Select and use technology effectively and productively	<b>ATL Skills:</b> <b>COMMUNICATION :</b> - Communication skills : - Share ideas with multiple audiences using a variety of digital environments and media <b>THINKING :</b> - Creativity and innovation : - Create original works and ideas
	<b>Assessment Task With Criteria :</b> Summative Task: You are a designer who have been hired by a major company whose sales results are struggling. They decided to follow new strategies that include developing their visual expressions. Using any design software, your task is to design/redesign their logo. While doing that you should include all your evidence collected/created during the design process as an E-portfolio. <b>Criterion A: Inquiring and analyzing:</b> i. explain and justify the need for a solution to a problem ii. construct a research plan, which states and prioritizes the primary and secondary research needed to develop a solution to the problem iv. develop a design brief, which presents the analysis of relevant research. <b>Criterion B: Developing Ideas:</b> i. develop a design specification which outlines the success criteria for the design of a solution based on the data collected	<b>Assessment Task With Criteria :</b> the students will take a role of games designer who will be responsible for designing a fun and interactive educational game to students between the ages of 6 to 10 (Grade one to grade five). While doing that you should include all your evidence collected/created during the design process as an E-portfolio. <b>Criterion C: Creating the solution</b> i. construct a logical plan, which outlines the efficient use of time and resources, sufficient for peers to be able to follow to create the solution ii. demonstrate excellent technical skills when making the solution iii. follow the plan to create the solution, which functions as intended explain changes made to the chosen design and the plan when making the solution. iv. present the solution as a whole <b>Criterion D: Evaluating</b>

	<b>Title/Theme:</b> Affective Storage	<b>Title/Theme :</b> Cultures around the world
	<b>Content:</b> A Student is a designer, and he/she has encountered a storage and organization problem. Using an any material to create a product to store and organize objects that solve this problem.	<b>Content:</b> Students are asked to demonstrate their knowledge about different cultures. Students will explain the relation between the product thee rite and the beliefs of a specific culture . students need to apply effective communication skills. Students demonstrate comprehensive and accurate reflection .
	<b># of weeks:</b> 9	<b># of weeks :</b> 9
	<b>Key Concept(s):</b> system	<b>Key Concept(s):</b> communities
	<b>Related Concept(s):</b> Form-Resources-Function	<b>Related Concept(s):</b> Form - collaboration
	<b>Global Context:</b> Scientific and technical Innovation Modernization, industrialization and engineering.	<b>Global Context :</b> Personal and Cultural Expression Social constructions of reality; philosophies and ways of life; belief systems; ritual and play.
	<b>Statement of Inquiry:</b> Raw materials can be formed in an interesting way for useful personal purposes	<b>Statement of Inquiry:</b> The social structure of societies determines the forms of their systems, beliefs, rituals, and relationships with other societies.
	<b>MYP Objectives:</b> <b>C: Creating the solution</b> Students plan the creation of the chosen solution and follow the plan to create a prototype sufficient for testing and evaluation. In order to reach the aims of design, students should be able to: i. construct a logical plan, which describes the efficient use of time and resources, sufficient for peers to be able to follow to create the solution ii. demonstrate excellent technical skills when making the solution iii. follow the plan to create the solution, which functions as intended iv. fully justify changes made to the chosen design and plan when making the solution v. present the solution as a whole, either: a. in electronic form, or b. through photographs of the solution from different angles, showing details. D Evaluating Students design tests to evaluate the solution, carry out those tests and objectively evaluate its success. Students identify areas where the solution could be improved and explain how their solution will impact on the client or target audience. In order to reach the aims of design, students should be able to: i. design detailed and relevant testing methods, which generate data, to measure the success of the solution ii. critically evaluate the success of the solution against the design specification iii. explain how the solution could be improved iv. explain the impact of the solution on the client/target audience.	<b>MYP Objectives:</b> <b>A. Inquiring and analyzing</b> Students are presented with a design situation, from which they identify a problem that needs to be solved. They analyse the need for a solution and conduct an inquiry into the nature of the problem. In order to reach the aims of design, students should be able to: i. explain and justify the need for a solution to a problem for a specified client/target audience ii. identify and prioritize the primary and secondary research needed to develop a solution to the problem iii. analyse a range of existing products that inspire a solution to the problem iv. develop a detailed design brief which summarizes the analysis of relevant research. <b>B: Developing ideas</b> Students write a detailed specification, which drives the development of a solution. They present the solution. In order to reach the aims of design, students should be able to: i. develop a design specification which clearly states the success criteria for the design of a solution ii. develop a range of feasible design ideas which can be correctly interpreted by others iii. present the final chosen design and justify its selection iv. develop accurate and detailed planning drawings/diagrams and outline the requirements for the creation of the chosen solution.
Grade 8	<b>ATL Skills:</b> <b>Social :</b> Collaboration skills : Make fair and equitable decisions <b>THINKING :</b> - Critical thinking : - Evaluate and manage risk	<b>ATL Skills:</b> <b>Social :</b> Collaboration skills : Delegate and share responsibility for decision-making <b>Self-management :</b> Organization skills : Bring necessary equipment and supplies to class
	<b>Assessment Task With Criteria :</b> A Student is a designer, and he/she has encountered a storage and organization problem. Using an any material to create a product to store and organize objects that solve this problem. <b>C: Creating the solution</b> i. construct a logical plan, which outlines the efficient use of time and resources, sufficient for peers to be able to follow to create the solution ii. demonstrate excellent technical skills when making the solution iii. follow the plan to create the solution, which functions as intended explain changes made to the chosen design and the plan when making the solution. iv. present the solution as a whole <b>D: Evaluating</b> i. describe detailed and relevant testing methods, which generate accurate data, to	<b>Assessment Task With Criteria :</b> Students are asked to demonstrate their knowledge about different cultures. Students will explain the relation between the product thee rite and the beliefs of a specific culture . students need to apply effective communication skills. Students demonstrate comprehensive and accurate reflection . <b>A Inquiring and analyzing</b> i. explain and justify the need for a solution to a problem ii. construct a research plan, which states and prioritizes the primary and secondary research needed to develop a solution to the problem iii. analyse a group of similar products that inspire a solution to the problem iv. develop a design brief, which presents the analysis of relevant research. <b>B: Developing ideas</b> i. develop a design specification which outlines the success criteria for the design of a solution based on the data

ii. present a range of feasible design ideas, which can be correctly interpreted by others  
iii. present the chosen design and outline the reasons for its selection  
iv. develop accurate planning drawings/diagrams and outline requirements for the creation of the chosen solution.

i. describe detailed and relevant testing methods, which generate accurate data, to measure the success of the solution  
ii. explain the success of the solution against the design specification  
iii. describe how the solution could be improved  
iv. describe the impact of the solution on the client/target audience.

measure the success of the solution  
ii. explain the success of the solution against the design specification  
iii. describe how the solution could be improved  
iv. describe the impact of the solution on the client/target audience.

collected  
ii. present a range of feasible design ideas, which can be correctly interpreted by others  
iii. present the chosen design and outline the reasons for its selection  
iv. develop accurate planning drawings/diagrams and outline requirements for the creation of the chosen solution.

Grade 9	<p><b>Title:</b> Shelter Design</p>	<p><b>Title:</b> A nice time for an app</p>
	<p><b>Content:</b> Students design a model of a shelter to protect against a natural disaster using the computer program for 3-D modeling.</p>	<p><b>Content:</b> Mobile application development commands - Systems analysis and design</p>
	<p><b>Number of weeks:</b> 9</p>	<p><b>Number of weeks:</b> 9</p>
	<p><b>Key Concept(s):</b> Development</p>	<p><b>Key concept:</b> System.</p>
	<p><b>Related Concept(s):</b> Invention - adaptation</p>	<p><b>Related concept:</b> Resources - Form</p>
	<p><b>Global Context:</b> Orientation in space and time.</p>	<p><b>Global context:</b> Scientific and technical innovation</p>
	<p><b>Statement of Inquiry:</b> The development of the technological inventions adapted new solutions for natural disasters.</p>	<p><b>Statement of inquiry:</b> Systems and applications can be developed as innovative tools using technology resources to facilitate people's life.</p>
	<p><b>MYP Objectives:</b>  <b>A Inquiring and analysing</b>            i. explain and justify the need for a solution to a problem for a specified client/target audience            ii. identify and prioritize the primary and secondary research needed to develop a solution to the problem            iii. analyse a range of existing products that inspire a solution to the problem            iv. develop a detailed design brief which summarizes the analysis of relevant research.  <b>C Creating the solution</b>            i. construct a logical plan, which describes the efficient use of time and resources, sufficient for peers to be able to follow to create the solution            ii. demonstrate excellent technical skills when making the solution            iii. follow the plan to create the solution, which functions as intended            iv. fully justify changes made to the chosen design and plan when making the solution            v. present the solution as a whole, either:            a. in electronic form, or            b. through photographs of the solution from different angles, showing details</p>	<p><b>MYP Objectives:</b>  <b>B Developing ideas</b>            i. develop a design specification which clearly states the success criteria for the design of a solution            ii. develop a range of feasible design ideas which can be correctly interpreted by others            iii. present the final chosen design and justify its selection            iv. develop accurate and detailed planning drawings/diagrams and outline the requirements for the creation of the chosen solution.  <b>D Evaluating</b>            i. design detailed and relevant testing methods, which generate data, to measure the success of the solution            ii. critically evaluate the success of the solution against the design specification            iii. explain how the solution could be improved            iv. explain the impact of the solution on the client/target audience.</p>
<p><b>ATL skills:</b>            Research&gt; Information literacy skills &gt; Finding, interpreting, judging and creating information&gt; Collect and analyse data to identify solutions and make informed decisions            Self-management &gt; Organization skills&gt; Managing time and tasks effectively&gt; Plan short- and long-term assignments; meet deadlines</p>	<p><b>ATL skills:</b>            Thinking&gt; Critical-thinking skills &gt; Analysing and evaluating issues and ideas&gt; Practice observing carefully in order to recognize problems.            Communication &gt; Communication skills &gt; Exchanging thoughts, messages and information effectively through interaction&gt; Negotiate ideas and knowledge with peers and teachers</p>	
<p><b>Assessment Task With Criteria :</b>  <b>Task 1:</b> You are an architect and your task is to design a shelter to protect people from the rapidly changing climate at any part of the world. You will use 3D design software to accomplish this task. (Criterion C: II)  <b>Task 2:</b> The student should include all their evidence collected/created during the design process as an E-portfolio. (Criterion A: I, II, III, IV), (Criterion C: I, II, III, IV)  <b>Criterion A: Inquiring and analysing</b>            i. explain and justify the need for a solution to a problem for a specified client/target audience            ii. identify and prioritize primary and secondary research needed to develop a solution to the problem            iii. analyse a range of existing products that inspire a solution to the problem            iv. develop a detailed design brief, which summarizes the analysis of relevant research  <b>Criterion C: Creating the solution</b>            i. construct a logical plan, which describes the efficient use of time and resources, sufficient for peers to be able to follow to create the solution            ii. demonstrate excellent technical skills when making the solution            iii. follow the plan to create the solution, which functions as intended            iv. fully justify changes made to the chosen design and plan when making the solution            a. present the solution as a whole</p>	<p><b>Assessment Task With Criteria :</b>  <b>Task 1:</b> Students will design an application to serve a need in their community.  <b>Task 2:</b> The student should include all their evidence collected/created during the design process as an E-portfolio. (Criterion B: I, II, III, IV), (Criterion D: I, II, III, IV)  <b>Assessment Task With Criteria:</b>            Students will design an application to serve a need in their community.  <b>Criterion B: Developing ideas</b>            i. develop design specifications, which clearly states the success criteria for the design of a solution            ii. develop a range of feasible design ideas, which can be correctly interpreted by others            iii. present the chosen design and justify its selection            iv. develop accurate and detailed planning drawings/diagrams and outline the requirements for the creation of the chosen solution.  <b>Criterion D: Evaluating</b>            i. design detailed and relevant testing methods, which generate data, to measure the success of the solution            ii. critically evaluate the success of the solution against the design specification            iii. explain how the solution could be improved            iv. explain the impact of the solution on the client/target audience.</p>	

Grade 9	<p><b>Title/Theme:</b> Places in my community</p>	<p><b>Title/Theme:</b> Interest in aesthetics</p>
	<p><b>Content:</b> Students study the present design of our classrooms; based on their research, students study architectural designs of their communities Such as schools, homes or markets. based on their research, students create innovative designs to accommodate inhabitants' essential needs and achieve wellbeing of individuals</p>	<p><b>Content:</b> Students will add aesthetic designs to the place and bring new life to it, such as using plants or electronics.</p>
	<p><b># of weeks:</b> 9</p>	<p><b># of weeks:</b> 9</p>
	<p><b>Key Concept(s):</b> Communities</p>	<p><b>Key Concept(s):</b> Development</p>
	<p><b>Related Concept(s):</b> Evaluation, resources</p>	<p><b>Related Concept(s):</b> Form - Function</p>
	<p><b>Global Context:</b> Identities and relationships :            Physical, psychological and social development; transitions; health and well-being lifestyle choices</p>	<p><b>Global Context:</b> Scientific and technical innovation            Systems, models, methods; products, processes and solutions</p>
	<p><b>Statement of Inquiry:</b> Wellbeing of communities and its individuals is affected by the space they live in</p>	<p><b>Statement of Inquiry:</b> Product development and Interest in aesthetic and functional aspects result in creative work</p>
	<p><b>MYP Objectives:</b>  <b>A Inquiring and analyzing</b>            Students are presented with a design situation, from which they identify a problem that needs to be solved.            They analyse the need for a solution and conduct an inquiry into the nature of the problem.            In order to reach the aims of design, students should be able to:            i. explain and justify the need for a solution to a problem for a specified client/target audience            ii. identify and prioritize the primary and secondary research needed to develop a solution to the problem            iii. analyse a range of existing products that inspire a solution to the problem            iv. develop a detailed design brief which summarizes the analysis of relevant research.  <b>B Developing ideas</b>            Students write a detailed specification, which drives the development of a solution. They present the solution.            In order to reach the aims of design, students should be able to:            i. develop a design specification which clearly states the success criteria for the design of a solution            ii. develop a range of feasible design ideas which can be correctly interpreted by others            iii. present the final chosen design and justify its selection            iv. develop accurate and detailed planning drawings/diagrams and outline the requirements for the creation of the chosen solution.</p>	<p><b>MYP Objectives:</b>  <b>C Creating the solution</b>            Students plan the creation of the chosen solution and follow the plan to create a prototype sufficient for testing and evaluation.            In order to reach the aims of design, students should be able to:            i. construct a logical plan, which describes the efficient use of time and resources, sufficient for peers to be able to follow to create the solution            ii. demonstrate excellent technical skills when making the solution            iii. follow the plan to create the solution, which functions as intended            iv. fully justify changes made to the chosen design and plan when making the solution            v. present the solution as a whole, either:            a. in electronic form, or            b. through photographs of the solution from different angles, showing details.  <b>D Evaluating</b>            Students design tests to evaluate the solution, carry out those tests and objectively evaluate its success. Students identify areas where the solution could be improved and explain how their solution will impact on the client or target audience.            In order to reach the aims of design, students should be able to:            i. design detailed and relevant testing methods, which generate data, to measure the success of the solution            ii. critically evaluate the success of the solution against the design specification            iii. explain how the solution could be improved            iv. explain the impact of the solution on the client/target audience.</p>
<p><b>ATL Skills:</b>            Social :            Collaboration skills :            - Advocate for your own rights and needs            INFORMATION : - Critical thinking :            Consider ideas from multiple perspectives</p>	<p><b>ATL Skills:</b>            SELF-MANAGEMENT : - Organization skills : -            Plan short and long term assignments; meet deadlines            THINKING : - Critical thinking : -            Propose and evaluate a variety of solutions</p>	
<p><b>Assessment Task With Criteria :</b>            Students will study architectural designs of their communities Such as schools, homes or markets.            based on their research, students create innovative designs to accommodate inhabitants' essential needs and achieve wellbeing of individuals.  <b>A Inquiring and analysing</b>            i. explain and justify the need for a solution to a problem for a specified client/target audience            ii. identify and prioritize primary and secondary research needed to develop a solution to the problem            iii. analyse a range of existing products that inspire a solution to the problem            iv. develop a detailed design brief, which summarizes the analysis of relevant research.  <b>B Developing ideas</b>            Students develop a solution. At the end of year 5, students should be able to:            i. develop design specifications, which clearly states the success criteria for the design of a solution            ii. develop a range of feasible design ideas, which can be correctly interpreted by others            iii. present the chosen design and justify its selection            iv. develop accurate and detailed planning drawings/diagrams and outline the requirements for the creation of the chosen solution.</p>	<p><b>Assessment Task With Criteria :</b>            Students will add aesthetic designs to the place and bring new life to it , such as using plants or electronics  <b>C Creating the solution</b>            Students create a solution. At the end of year 5, students should be able to:            i. construct a logical plan, which describes the efficient use of time and resources, sufficient for peers to be able to follow to create the solution            ii. demonstrate excellent technical skills when making the solution            iii. follow the plan to create the solution, which functions as intended            iv. fully justify changes made to the chosen design and plan when making the solution            a. present the solution as a whole  <b>D Evaluating</b>            Students evaluate the solution. At the end of year 5, students should be able to:            i. design detailed and relevant testing methods, which generate data, to measure the success of the solution            ii. critically evaluate the success of the solution against the design specification            iii. explain how the solution could be improved            iv. explain the impact of the solution on the client/target audience.</p>	

<b>Title:</b> Design between evolution and revolution	<b>Title:</b> Whispers of Cultures
<b>Content:</b> Students will redesign a brand or a product to enhance and improve its features to meet their requirements and desires.	<b>Content:</b> Students will study one aspect of our lifestyle and compare it to an overseas culture.
<b>Number of weeks:</b> 9	<b>Number of weeks:</b> 9
<b>Key Concept(s):</b> Development	<b>Key Concept(s):</b> Communication
<b>Related Concept(s):</b> Form Markets and trends	<b>Related Concept(s):</b> Perspective form
<b>Statement of Inquiry:</b> Design turning points developed the form of personal style and effected by markets and trends.	<b>Statement of Inquiry:</b> The forms of lifestyle from different perspectives.
<b>Global Context:</b> Orientation in space and time.	<b>Global Context:</b> Identities and Relationships
<b>MYP objectives:</b> <b>Criterion B Developing Ideas</b> In order to reach the aims of design, students should be able to: i. develop design specifications, which clearly states the success criteria for the design of a solution ii. develop a range of feasible design ideas, which can be correctly interpreted by others iii. present the chosen design and justify its selection iv. develop accurate and detailed planning drawings/diagrams and outline the requirements for the creation of the chosen solution.  <b>Criterion:D Evaluating</b> In order to reach the aims of design, students should be able to: i. design detailed and relevant testing methods, which generate data, to measure the success of the solution ii. critically evaluate the success of the solution against the design specification iii. explain how the solution could be improved iv. explain the impact of the solution on the client/target audience.	<b>MYP Objectives:</b> <b>A Inquiring and analysing</b> Students are presented with a design situation, from which they identify a problem that needs to be solved. They analyse the need for a solution and conduct an inquiry into the nature of the problem. In order to reach the aims of design, students should be able to: i. explain and justify the need for a solution to a problem for a specified client/target audience ii. identify and prioritize the primary and secondary research needed to develop a solution to the problem iii. analyse a range of existing products that inspire a solution to the problem iv. develop a detailed design brief which summarizes the analysis of relevant research.  <b>C Creating the solution</b> i. construct a logical plan, which describes the efficient use of time and resources, sufficient for peers to be able to follow to create the solution ii. demonstrate excellent technical skills when making the solution iii. follow the plan to create the solution, which functions as intended iv. fully justify changes made to the chosen design and plan when making the solution v. present the solution as a whole, either: a. in electronic form, or b. through photographs of the solution from different angles, showing details
<b>ATL SKILLS:</b> <b>THINKING :-</b> Creative thinking skills Apply existing knowledge to generate new ideas, products or processes  <b>RESEARCH :</b> Media literacy : Locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources and media	<b>ATL SKILLS:</b> <b>THINKING :</b> Critical thinking : - Revise understanding based on new information and evidence  <b>RESEARCH :</b> Media literacy : Communicate information and ideas effectively to multiple audiences using a variety of media and formats
<b>Assessment Task With Criteria :</b> <b>Task 1:</b> You are a Designer and you want to design a product that show people the development in this market. <b>Task 2:</b> The student should include all their evidence collected/created during the design process as an E-portfolio. (Criterion B: I, II, III, IV), (Criterion D: I, II, III, IV)  <b>Criterion B: Developing ideas</b> i. develop design specifications, which clearly states the success criteria for the design of a solution ii. develop a range of feasible design ideas, which can be correctly interpreted by others iii. present the chosen design and justify its selection iv. develop accurate and detailed planning drawings/diagrams and outline the requirements for the creation of the chosen solution.  <b>Criterion D: Evaluating</b> i. design detailed and relevant testing methods, which generate data, to measure the success of the solution ii. critically evaluate the success of the solution against the design specification iii. explain how the solution could be improved iv. explain the impact of the solution on the client/target audience.	<b>Assessment Task With Criteria :</b> <b>Task 1:</b> You are a video maker and you want to design a video clip that show people the way we can communicate with others. (Criterion C: II) <b>Task 2:</b> The student should include all their evidence collected/created during the design process as an E-portfolio. (Criterion A: I, II, III, IV), (Criterion C: I, II, III, IV)  <b>Criterion A: Inquiring and analysing</b> i. explain and justify the need for a solution to a problem for a specified client/target audience ii. identify and prioritize primary and secondary research needed to develop a solution to the problem iii. analyse a range of existing products that inspire a solution to the problem iv. develop a detailed design brief, which summarizes the analysis of relevant research  <b>Criterion C: Creating the solution</b> i. construct a logical plan, which describes the efficient use of time and resources, sufficient for peers to be able to follow to create the solution ii. demonstrate excellent technical skills when making the solution iii. follow the plan to create the solution, which functions as intended iv. fully justify changes made to the chosen design and plan when making the solution v. present the solution as a whole

<b>Title :</b> The impact of personal expression	<b>Title :</b> Positive impact of recycling
<b>Content:</b>	<b>Content:</b>
<b>Number of weeks:</b> 9	<b>Number of weeks :</b> 9
<b>Key Concept(s) :</b> Communities	<b>Key Concept(s):</b> Systems
<b>Related Concept(s):</b> – Innovation	<b>Related Concept(s):</b> Form – Function
<b>Statement of Inquiry:</b> The creativity of personal expressions and how it changes the perspective of communities to a certain issue or topic	<b>Statement of Inquiry:</b> Human impact on systems by using wasted forms and resources to be transferred to useful functions.
<b>Global Context:</b> Personal and cultural expressions Social constructions of reality; philosophies and ways of life; belief systems; ritual and play	<b>Global Context :</b> Globalization and Sustainability Consumption, conservation, natural resources and public goods
<b>MYP Objectives:</b> <b>A Inquiring and analyzing</b> Students are presented with a design situation, from which they identify a problem that needs to be solved. They analyse the need for a solution and conduct an inquiry into the nature of the problem. In order to reach the aims of design, students should be able to: i. explain and justify the need for a solution to a problem for a specified client/target audience ii. identify and prioritize the primary and secondary research needed to develop a solution to the problem iii. analyse a range of existing products that inspire a solution to the problem iv. develop a detailed design brief which summarizes the analysis of relevant research.  <b>B Developing ideas</b> Students write a detailed specification, which drives the development of a solution. They present the solution. In order to reach the aims of design, students should be able to: i. develop a design specification which clearly states the success criteria for the design of a solution ii. develop a range of feasible design ideas which can be correctly interpreted by others iii. present the final chosen design and justify its selection iv. develop accurate and detailed planning drawings/diagrams and outline the requirements for the creation of the chosen solution.	<b>MYP Objectives: .</b> <b>C Creating the solution</b> Students plan the creation of the chosen solution and follow the plan to create a prototype sufficient for testing and evaluation. In order to reach the aims of design, students should be able to: i. construct a logical plan, which describes the efficient use of time and resources, sufficient for peers to be able to follow to create the solution ii. demonstrate excellent technical skills when making the solution iii. follow the plan to create the solution, which functions as intended iv. fully justify changes made to the chosen design and plan when making the solution v. present the solution as a whole, either: a. in electronic form, or b. through photographs of the solution from different angles, showing details.  <b>D Evaluating</b> Students design tests to evaluate the solution, carry out those tests and objectively evaluate its success. Students identify areas where the solution could be improved and explain how their solution will impact on the client or target audience. In order to reach the aims of design, students should be able to: i. design detailed and relevant testing methods, which generate data, to measure the success of the solution ii. critically evaluate the success of the solution against the design specification iii. explain how the solution could be improved iv. explain the impact of the solution on the client/target audience.
<b>ATL Skills:</b> Social : Collaboration skills : - Use social media networks appropriately to build and develop relationships <b>COMMUNICATION :</b> - Communication skills : - Collaborate with peers and experts using a variety of digital environments and media	<b>ATL Skills:</b> <b>THINKING : -</b> Creativity and innovation : - - Design improvements to existing machines, media and technologies <b>Self Management :</b> Organization skills : - Practice analyzing and attributing causes for failure
<b>Assessment Task With Criteria :</b> You are a creative director and you want to design creative work that shows people a global problem and give a message to stop it or solve it  <b>A Inquiring and analysing</b> i. explain and justify the need for a solution to a problem for a specified client/target audience ii. identify and prioritize primary and secondary research needed to develop a solution to the problem iii. analyse a range of existing products that inspire a solution to the problem iv. develop a detailed design brief, which summarizes the analysis of relevant research.  <b>B Developing ideas</b> Students develop a solution. At the end of year 5, students should be able to: i. develop design specifications, which clearly states the success criteria for the design of a solution ii. develop a range of feasible design ideas, which can be correctly interpreted by others iii. present the chosen design and justify its selection iv. develop accurate and detailed planning drawings/diagrams and outline the requirements for the creation of the chosen solution.	<b>Assessment Task With Criteria :</b> You are a designer and you want to design a prototype (e.g. bouquet of flowers / vehicle of water bottles- nuts ) that shows how creative solutions can help society and environment in a positive way.  <b>C Creating the solution</b> Students create a solution. At the end of year 5, students should be able to: i. construct a logical plan, which describes the efficient use of time and resources, sufficient for peers to be able to follow to create the solution ii. demonstrate excellent technical skills when making the solution iii. follow the plan to create the solution, which functions as intended iv. fully justify changes made to the chosen design and plan when making the solution v. present the solution as a whole  <b>D Evaluating</b> Students evaluate the solution. At the end of year 5, students should be able to: i. design detailed and relevant testing methods, which generate data, to measure the success of the solution ii. critically evaluate the success of the solution against the design specification iii. explain how the solution could be improved iv. explain the impact of the solution on the client/target audience.