MYP 4 Digital Design

Unit title	Key concept	Related concepts	Global context	Statement inquiry	Objectives	ATL skills	Content
Presentation matters: e-waste pollution (34 hours)	Communication	Form, Sustainability	Scientific and technical innovation	Aesthetic consideration in the visual form leads to more effective communication and can bring to consciousness better ways to preserve our environment.	A, B, C, D	Thinking: Creative thinking skills Thinking: Transfer skills Self-management: Affective skills Research: Information literacy skills Research: Media literacy skills	**Possible interdisciplinary connections**: Language acquisition; language and literature; arts **Factual knowledge**: Design cycle, internet search skills **Procedural knowledge**: Effective online research, explaining the challenge, selecting a topic, devising research questions, research strategies, developing a design specification, using design software, gaining feedback through surveys **Resources**: Visual Design software **Design situation**: If information is to be of value to the end user, it must be presented in a form that is both understandable and exciting. Design an exciting and interesting visual form on the topic of e-waste.
Educational game (36 hours)	Systems	Function Perspective	Scientific and technical innovation	The design of learning games needs to consider the requirements of the teacher and the perspective of the student, while creating interesting and innovative interactions.	A, B, C, D	Self-management: Organization skills Self-management: Affective skills Communication: Communication skills Research: Information literacy skills Social: Collaboration skills	**Possible interdisciplinary connections:** Visual arts (arts); mathematics **Factual knowledge:** Gamification, CAD design, technical use of the application chosen to create the game **Procedural knowledge:** Project management, inquiry into the target market and analysis of the findings, development with creativity of the interface, backgrounds and characters of the game, storyboarding, product analysis **Resources:** Internet, different editors **Design situation:** It is said that schools, workplaces, families, and academic researchers have a lot to learn about learning from computer and video games. Games provide information in a challenging environment and motivate the user to learn. Teachers need educational games that can engage students and help them to solve problems. Can you help them?

MYP 5 Product Design							
Unit	Key concept	Related concepts	Global context	Statement of inquiry	Objectives	ATL skills	Content
Lamp, September - December, 2021	Development	Function, Adaptation, Form	Globalization and sustainability Exploring sutainability in the context of building global awareness for recycled materials	Ideas may grow through process, form and adaptation of recyclable material.	All: A, B, C, D and all strands	*Self management / Organization skills* students should learn to set challenging and realistic goals, and also plan strategies and take necessarily actions to get it. *Creative thinking skills* Students should use brainstorming and visual diagrams to generate new ideas and inquires	Exploring includes materials in the context of sustainability. During this unit students will design led lamps for personal use. Unit includes all elements of design cycle such as inquiry, planning activities, learning about materials through experiments, creating objects- lamps. Starting point is form and function. Recording of activities is in notebook.
Notebook January, March 2022	Development	Function, Sustainability,	Personal and cultural expression; exploring form in the context of function	Waste from one product can be used as a raw material for another through the use of design principles and personal expression	All: A, B, C, D and all strands	*Communication skills* Students should give and receive meaningful feedback *Organizational skill* Students should learn to set challenging and realistic goals, and also plan strategies and take necessarily actions to get it. Keep an organized and logical system of information files/notebooks. Students should organize working area more carefully. *Creative thinking skills* Students should use brainstorming and visual diagrams to generate new ideas and inquires	Notebook is the unit focused on key terms: waste / row material, product, design principles, visual identity and creativity. Students are introduced to book making techniques and handmade 3D techniques. Lecturing includes learning about history of books, graphic design and package design. Practical work includes experiments with materials on paper and cardboard, techniques such as folding, binding, gluing, cutting and sewing. Printmaking is also involved as reminiscence of first book printed on Gutenberg press.
Graphic design April, June 2022	Comunities	Form, function	Dimension in time and space Exploring times through learning about items that belong to it.	Particular time and space may include distinctive form and communication.	All: A, B, C, D and all strands	*Research / Information literacy skills* students collect, record and verify interdisciplinary data, and use technology systems to represent their findings. *Media literacy skills* students demonstrate understanding of media when interprete the dana *Transfer skills* Using skills and knowledge in multiple	Unit is about exploring graphic design through making of posters in collaboration with French classes. The whole process is recorded in the notebook.

						contexts / make connections between subject groups and disciplines	