

MYP 4, MYP 5 Product Design

Unit	Key concept	Related concepts	Global context	Statement of inquiry	Objectives	ATL skills	Content
MYP 4/ U1 Graphic design Term 1; September , October, November	System	Form, function	identities and relationships; exploring identity through representation	Identity may function as system represented through graphic design	A: defining need, Analysis of existing product, brief.B: sketches, specification, justification;C: logical plan, product, changes	<i>Organization skills: students will learn to organize notebook</i> <i>Critical Thinking:</i> Students will learn to collect and analyse data to identify solutions and make informed decisions	Explain design cycle, design vocabulary and process. Identity is explained through graphic design and analogy with concept of brand. Through practical work and analysis students learn how to identify and use design principles. Path brief-sketching-creating solution is stressed during Unit1. Product may be set of printed graphic design objects such as logo, stickers, card, poster representing student's ownership.
MYP 4/ U2 On the desk Term 1-2 December, January, February, March	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	<i>Organizational skill</i> Keep an organized and logical system of information files/notebooks. Students should organize working area more carefully. <i>Creative thinking skills</i> Students should use brainstorming and visual diagrams to generate new ideas and inquires	Unit is focused on key terms: waste / raw material, product, design principles and creativity. Practical work includes experiments with materials on paper and cardboard, techniques such as folding, binding, painting, gluing, cutting and sewing. Product may be a container, stationary, an object on the desk used in everyday life
MYP 4/U3 Clock or lamp Term 2 March, April, May, June	Communities	Function, adaptation, form	Globalization and sustainability Exploring sustainability in the context of building global awareness for recycled materials	By reusing recycled materials we can adapt function and form and reach sustainability	All	<i>Self management / Organization skills</i> students should learn to set challenging and realistic goals, and also plan strategies and take necessary actions to get it. <i>Creative thinking skills</i> Students should use brainstorming and visual diagrams to generate new ideas and inquires	Exploring includes recycled materials. During this unit students will design led lamps or clocks 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 research of material. Recording of activities is in notebook.
MYP 5/U1 Relief in ceramics Term 1 September , October, November	Communication	Markets and trends	scientific and technical innovation; Inquiry into natural world through Ceramics because of its traditional values	If communication with audience is good, Innovative approach can make difference on the market and influence new trends.	A, B, C	<i>Organization skills: students will learn to organize notebook and record all the steps of Design cycle</i> <i>Research:</i> Students will learn to collect and analyse data to identify solutions and make informed decisions	Introducing ceramics to students. Learning about 3D form. Understanding difference between functional and decorative. Students have to make relief in ceramics that may be used as part of the jewelry, plaque, plate and sold on Christmas bazaar.. Process includes inquiry, developing and creating but also learning about ceramics: earthenware, bisquit firing, engoba coloring, glazing.
MYP 5/U2 Container Term 1, 2 November, December, January, February	Communities	perspective	Orientation in space and time; research ceramics from local and global perspective	Material and form may be united through function	All	<i>Organizational skill</i> Students should learn to set challenging and realistic goals, and also plan strategies and take necessary actions to get it. Keep an organized and logical system of information files/notebooks. Students should organize working area more carefully. <i>Creative thinking skills</i> Students should use brainstorming and visual diagrams to generate new ideas and inquires	Learning about techniques: slab, pinching, coil and creating container. Defining own approach through perspectives that may be connected with crafts, Art or industrial design. Understanding process and defining solutions. Research includes learning about ceramics techniques and methods, differentiation between industrial ceramics and specifics of Arts and crafts solutions. Working on sketches and 3D models before creating containers; understanding difference between planning and realization. Understanding obstacles and meaning of coincidence that may happen during process.
MYP 5/U3 Making a large object in Ceramics Term 2; March, April, May, June	Development	Form function	Personal and cultural expression; exploring form in the context of function	Personal and cultural expression through research may affect development of form and function in ceramics.	All	<i>Self management / Organization skills</i> students should learn to set challenging and realistic goals, and also plan strategies and take necessary actions to get it. <i>Creative thinking skills</i> Students should use brainstorming and visual diagrams to generate new ideas and inquires	Based on prior learning students continue to work in clay (techniques: slab, pinching, coil). Research includes Ancient pottery and Chinese porcelain, analysis, understanding specific vocabulary and process of making. Students should choose clay, method, engoba colors and glaze. Whole process has to be recorded in the notebook. Technical skill is expected