COURSE OUTLINE – MYP YEAR 3 DESIGN – DIGITAL LITERACY

Course Overview:

Design 8 is a course that includes three separate project-based disciplines of study, namely Digital Literacy, Textiles and Woodwork. While each component uses a different medium of study, all apply the Design Cycle as the core method to develop effective design solutions. Specific attention is paid to analyzing the essential qualities of a successful design solution in order to determine essential design criteria, developing a plan that will incorporate those criteria, creating the solution based upon that plan and then evaluating the effectiveness of the solution based upon those criteria.

Specific to Digital Literacy, students will create effective text- and slide-based products that address specified needs of an identified audience. In doing so, we will examine formatting and visual presentation choices that are appropriate to the needs of different target audiences. We will also explore some of the basic tools of Photoshop that can be used to create visually impactful composite images and manipulate colour. The specific software tools that will be used for this course will include Microsoft Word and PowerPoint, Adobe Photoshop, some current and widely accessible web browsers and network navigation tools offered through the Windows operating system.

Throughout the course, we will address variety of issues, to include Internet Safety, steps that can be taken to keep personal data secure, ethical considerations relating to intellectual property on the internet and methods to curate and access user-created files in a networked environment.
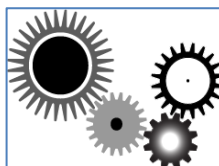
Learning:

Through engaging with this course, students should UNDERSTAND…

Design can be responsive to identified needs.	Complex tasks require the acquisition of additional skills.	Complex tasks may require multiple tools and technologies.

Through engaging with this course, students will KNOW…

Statement of Inquiry	Concepts	Unit Title/Topic
The best design solutions respond effectively to the needs of the end user.	Key and Related Concepts: Communication and Form Global Contexts: Fairness and Development (Difference and Inclusion)	The Audience Matters: creating text and presentation documents for a specified reader/audience.
Manipulating the picture can change the message.	Key and Related Concepts: Development and Adaptation Global Contexts: Personal and Cultural Expression (Artistry)	See the Message: manipulating digital images to intentionally communicate a message.

Through engaging with this course, students will DO…

CURRICULAR COMPETENCIES CATEGORIES	EXAMPLES (Selected from Curricular Competencies)
Understanding Context	• Empathize with potential users to find issues and uncover needs and potential design opportunities. • Concisely explain a Design Problem.
Defining	• Identify key features or potential users and their requirements. • Identify criteria for success and any constraints. • Develop a Design Brief and Evaluation Criteria.
Ideating	• Generate potential ideas and add to others' ideas. • Screen ideas against developed criteria, evaluating for personal, social, environmental and ethical considerations. • Choose an idea to pursue.
Prototyping	• Construct a first version of the design solution, making changes to fonts, colour palette, layout and graphic elements as needed.
Testing	• Test the first version of the design solution against developed criteria. • Gather peer and/or user feedback, then make changes to the design solution and test again.
Making	• Identify and use appropriate tools, technologies, and source appropriate digital materials for the design solution.
Sharing	• Demonstrate their product to an appropriate audience. • Justify their design choices. Reflect on their design thinking and processes. • Evaluate their product against their criteria and explain how it contributes to the individual, family, or wider community. Identify new design issues that emerged. • Demonstrate academic integrity and acknowledge the intellectual property of others.

Through this course, students will develop the following Approaches to Learning skills…

Below are some examples of how we develop ATL skills in Design:

ATL Skill Category	Examples of Skills
Research skills	Gather information from design problem-specific inquiry and make relevant, detailed observations.
Thinking skills	Analyze observations and information gained from design problem-specific inquiry. Develop criteria to test potential design plans.
Social skills	Practice giving feedback on the design solutions with reference to established design-specific criteria; demonstrate academic integrity.
Communication skills	Use of appropriate text and graphic media to convey an intended message to a defined audience.
Self-management skills	Structure information appropriately for a given design project; use appropriate resources and available timeframe and supports to complete a design solution.

Assessment:

Throughout this course, students will demonstrate their learning…

The MYP Design course will focus on developing skills related to 4 criteria based objectives.	Formative assessment is assessment *as* learning, or assessment *for* learning. Formative assessments could include;	Summative assessment is assessment *of* learning. Summative assessments could include;
A: Inquiring and Analyzing	Guided and informal inquiry exercises pursued individually, in pairs, small groups and as a full class.	Formal/Informal inquiry
B: Developing Ideas	Guided and informal ideation exercises pursued individually, in pairs, small groups and as a full class.	Formal written description of qualitative criteria for summative projects.
C: Creating the Solution	Multiple small 'practice projects' allowing students to practice the use of specific tools, techniques and strategies explained and demonstrated through direct instruction.	"Children's Reading Book" project: Text document designed to support an emerging reader's learning. "Teach Me Something" project: Slide-style presentation document to effectively support a presenter in instructing their audience. "Photo Challenge" project: Manipulating a collection of digital photographs to convey a different visual message. "Colourize Portfolio" project: Manipulating colours in a sequence of digital photographs to demonstrate the combination of acquired technical skill and artistic intent.
D: Evaluating	Guided and informal critiques of sample designs provided by the teacher and classmates.	Formal written critique of a student-designer's "design solution"

Academic Honesty and Personal Integrity

The faculty at Carson Graham expects our students to complete academic and nonacademic work that is authentic and respectful of intellectual property. All students are expected to adhere to the school's Policy for Academic Integrity. Ignorance of the standards related to academic honesty and student integrity is not an excuse for dishonesty, plagiarism and malpractice. You are expected to familiarize yourself with the policy.

https://www.sd44.ca/school/carson/About/schoolpolicies/Documents/Carson%20Graham%20Academic%20Honesty%20Policy%20reviewed%20December%202018.pdf

Criterion A: Inquiring and analysing

Achievement level	Proficiency Scale	Level descriptor
0		The student does not reach a standard described by any of the descriptors below.
1-2	Emerging	The student: • **states** the need for a solution to a problem • **states some of** the main findings of relevant research.
3-4	Developing	The student: • **outlines** the need for a solution to a problem • **states** the research needed to **develop** a solution to the problem, **with some guidance** • **outlines one existing** product that inspires a solution to the problem • **develops** a **basic** design brief, which **outlines some of** relevant research.
5-6	Proficient	The student: • **explains** the need for a solution to a problem • **constructs** a research plan, which **states** and **prioritizes** the primary and secondary research needed to **develop** a solution to the problem, **with some guidance** • **describes** a group of similar products that inspire a solution to the problem • **develops** a design brief, which **outlines** the **findings** of relevant research.
7-8	Extending	The student: • **explains** and **justifies** the need for a solution to a problem • **constructs** a research plan, which **states** and **prioritizes** the primary and secondary research needed to **develop** a solution to the problem **independently** • **analyses** a group of similar products that inspire a solution to the problem • **develops** a design brief, which **presents** the **analysis** of relevant research.

Criterion B: Developing ideas

Achievement level	Proficiency Scale	Level descriptor
0		The student does not reach a standard described by any of the descriptors below.
1-2	Emerging	The student: • **lists** a few basic success criteria for the design of a solution • **presents** one design idea, which can be interpreted by others • **creates** incomplete planning drawings/diagrams.
3-4	Developing	The student: • **constructs** a list of the success criteria for the design of a solution • **presents a few** feasible design ideas, using an appropriate medium(s) **or explains** key features, which can be interpreted by others • **outlines** the **main** reasons for choosing the design with reference to the design specification • **creates** planning drawings/diagrams or **lists** requirements for the chosen solution.
5-6	Proficient	The student: • **develops** design specifications, which **identify** the success criteria for the design of a solution • **presents a range of** feasible design ideas, using an appropriate medium(s) **and explains** key features, which can be interpreted by others • **presents** the chosen design and **outlines** the **main** reasons for its selection with reference to the design specification • **develops** accurate planning drawings/diagrams and **lists** requirements for the creation of the chosen solution.
7-8	Extending	The student: • **develops** a design specification which **outlines** the success criteria for the design of a solution based on the data collected • **presents** a range of feasible design ideas, using an appropriate medium(s) **and annotation**, which can be correctly interpreted by others • **presents** the chosen design and **outlines** the reasons for its selection with reference to the design specification • **develops** accurate planning drawings/diagrams and **outlines** requirements for the creation of the chosen solution.

Criterion C: Creating the solution

Achievement level	Proficiency Scale	Level descriptor
0		The student does not reach a standard described by any of the descriptors below.
1-2	Emerging	The student: • **demonstrates minimal** technical skills when making the solution • **creates** the solution, which functions **poorly** and is presented **in an incomplete form**.
3-4	Developing	The student: • **outlines** each step in a plan that contains some details, resulting in peers having difficulty following the plan to create the solution • **demonstrates satisfactory** technical skills when making the solution • **creates** the solution, which **partially** functions and is **adequately** presented • **outlines** changes made to the chosen design **or** plan when making the solution.
5-6	Proficient	The student: • **constructs** a plan, which **considers** time and resources, sufficient for peers to be able to follow to create the solution • **demonstrates competent** technical skills when making the solution • **creates** the solution, which functions **as intended** and is presented **appropriately** • **outlines** changes made to the chosen design **and** plan when making the solution.
7-8	Extending	The student: • **constructs** a **logical** plan, which **outlines** the efficient use of time and resources, sufficient for peers to be able to follow to create the solution • **demonstrates excellent** technical skills when making the solution • follows the plan to **create** the solution, which functions **as intended** and is presented **appropriately** • **explains** changes made to the chosen design and plan when making the solution.

Criterion D: Evaluating

Achievement level	Proficiency Scale	Level descriptor
0		The student does not reach a standard described by any of the descriptors below.
1-2	Emerging	The student: • **describes a** testing **method**, which is used to measure the success of the solution • **states** the success of the solution.
3-4	Developing	The student: • **describes a relevant** testing **method**, which generates data, to measure the success of the solution • **outlines** the success of the solution against the design specification based on relevant product testing • **lists** the ways in which the solution could be improved • **outlines** the impact of the solution on the client/target audience.
5-6	Proficient	The student: • **describes relevant** testing **methods**, which generate data, to measure the success of the solution • **describes** the success of the solution against the design specification based on **relevant** product testing • **outlines** how the solution could be improved • **describes** the impact of the solution on the client/target audience, **with guidance**.
7-8	Extending	The student: • **describes detailed and relevant** testing **methods**, which generate **accurate** data, to measure the success of the solution • **explains** the success of the solution against the design specification based on **authentic** product testing • **describes** how the solution could be improved • **describes** the impact of the solution on the client/target audience.