CARSON GRAHAM
SECONDARY

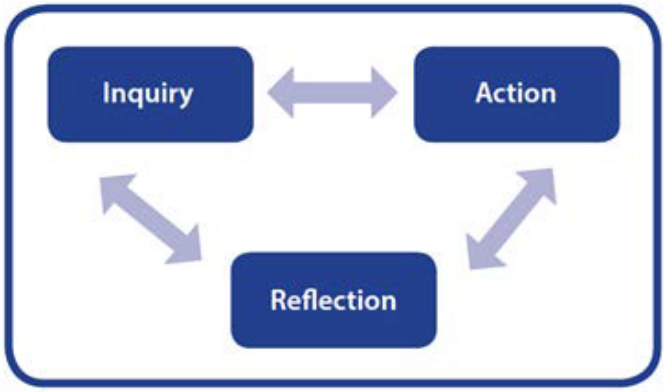
COURSE OUTLINE – MYP YEAR 4 DESIGN

At Carson Graham, we strive for excellence in all endeavours, encourage personal and social responsibility, respect diversity and work to develop a life long commitment to learning.

Our aim is to develop inquiring, knowledgeable, confident and caring students who create a better world through intercultural understanding and respect.

UNITS OF STUDY

MYP units foster student inquiry and are conceptually based. Concepts have an essential place in the structure of knowledge. They require students to demonstrate levels of thinking that reach beyond facts or topics. Concepts are used to formulate the understanding that students should retain in the future; they become principles and generalizations that students can use to understand the world and to succeed in further study and in life beyond school.



(Developing an MYP Unit, 2014)

Design Key Concepts:

- Communities
- Development
- Systems
- Communication

Design Related Concepts:

- Adaptation
- Evaluation
- Innovation
- Perspective
- Collaboration
- Form
- Invention
- Resources
- Ergonomics
- Function
- Markets and trends
- Sustainability

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MYP Global Contexts guide classroom inquiries and encourage an international perspective

- Identities and relationships
- Orientation in space and time
- Personal and cultural expression
- Scientific and technical innovation
- Globalization and sustainability
- Fairness and development

Approaches to Learning

All MYP units of work offer opportunities for students to develop and practice ATL skills. These skills provide valuable support for students working to meet the subject groups aims and objectives.

These skills will be the focus in Design:

Category	Skill indicator
Thinking skills	Analyse products and suggest how to improve them
Social skills	Demonstrate active listening when interviewing clients
Communication skills	Develop detailed design drawings for a manufacturer
Self-management skills	Plan the creation of a solution
Research skills	Find out how to translate 2D storyboards into 3D animations

The MYP Language and Literature course will focus on developing skills related to 4 criteria based objectives.

- Inquiring and analysing
- Developing ideas
- Creating the solution
- Evaluating

Students will be assessed based on the criteria detailed below and MYP assessment will be both formally (report cards) and informally (feedback on assignments) reported. MYP levels will be used to calculate a student's overall standing in a course.

Criterion A: Inquiring and analysing

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: • **states** the need for a solution to a problem • **states** the findings of research.
3-4	The student: • **outlines** the need for a solution to a problem • **states some** points of research needed to **develop** a solution, **with some guidance** • **states** the main features of an existing product that inspires a solution to the problem • **outlines some of** the main findings of research.
5-6	The student: • **explains** the need for a solution to a problem • **states** and **prioritizes** the main points of research needed to **develop** a solution to the problem, **with some guidance** • **outlines** the main features of an existing product that inspires a solution to the problem • **outlines** the main findings of relevant research.
7-8	The student: • **explains** and **justifies** the need for a solution to a problem • **states** and **prioritizes** the main points of research needed to **develop** a solution to the problem, **with minimal guidance** • **describes** the main features of an existing product that inspires a solution to the problem • **presents** the main findings of relevant research.

CARSON GRAHAM
SECONDARY

Criterion B: Developing ideas

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: • **states one** basic success criterion for a solution • **presents one** design idea, which can be interpreted by others • **creates** an incomplete planning drawing/diagram.
3-4	The student: • **states a few** success criteria for the solution • **presents more than one** design idea, using an appropriate medium(s) or labels key features, which can be interpreted by others • **states** the key features of the chosen design • **creates** a planning drawing/diagram or **lists** requirements for the creation of the chosen solution.
5-6	The student: • **develops a few** success criteria for the solution • **presents a few** feasible design ideas, using an appropriate medium(s) and labels key features, which can be interpreted by others • **presents** the chosen design **stating** the key features • **creates** a planning drawing/diagram and **lists** the main details for the creation of the chosen solution.
7-8	The student: • **develops a list of** success criteria for the solution • **presents** feasible design ideas, using an appropriate medium(s) and outlines the key features, which can be correctly interpreted by others • **presents** the chosen design **describing** the key features • **creates** a planning drawing/diagram, which **outlines** the main details for making the chosen solution.

CARSON GRAHAM
SECONDARY

Criterion C: Creating the solution

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: • **demonstrates approaching** technical skills when making the solution • **presented in an incomplete form**.
3-4	The student: • **lists** the main steps in a plan that contains the details to follow the plan to create the solution • **demonstrates good** technical skills when making the solution • **creates** the solution, which **partially** functions and is presented. • **states more than one change** made to the chosen design **or** plan when making the solution.
5-6	The student: • **lists** the steps in a plan, which **considers** time and resources, resulting in peers being able to follow the plan to create the solution • **demonstrates competent** technical skills when making the solution • **creates** the solution, which functions **as intended** and is presented **appropriately** • **states one change** made to the chosen design **and** plan when making the solution.
7-8	The student: • **outlines** a plan, which **considers** the use of resources and time, 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	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: • **describes** a testing method, which is used to measure the success of the solution • **states** the success of the solution.
3-4	The student: • **defines** a **relevant** testing **method**, which generates data, to measure the success of the solution • **states** the success of the solution against the design specification based on the results of **one relevant** test • **states one way** in which the solution could be improved • **states one way** in which the solution can impact the client/target audience.
5-6	The student: • **defines relevant** testing **methods**, which generate data, to measure the success of the solution • **states** the success of the solution against the design specification based on **relevant** product testing • **outlines one way** in which the solution could be improved • **outlines** the impact of the solution on the client/target audience, **with guidance**.
7-8	The student: • **outlines** testing methods used, which demonstrate the success of the solution • **outlines** the success of the solution against the design specification based on **authentic** product testing • **describes** how the solution could be improved • **outlines** the impact of the solution on the client/target audience.