CARSON GRAHAM
SECONDARY

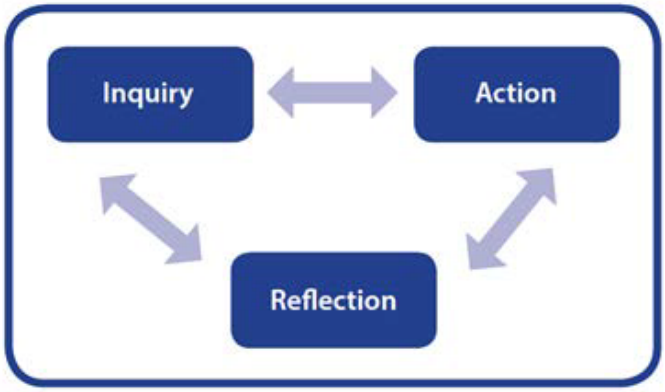
COURSE OUTLINE – MYP YEAR 3 DESIGN

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 Language and Literature:

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 some of** the main findings of relevant research.
3-4	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	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	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.

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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: • **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	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	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	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	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	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	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	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	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	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: • **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	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	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.