

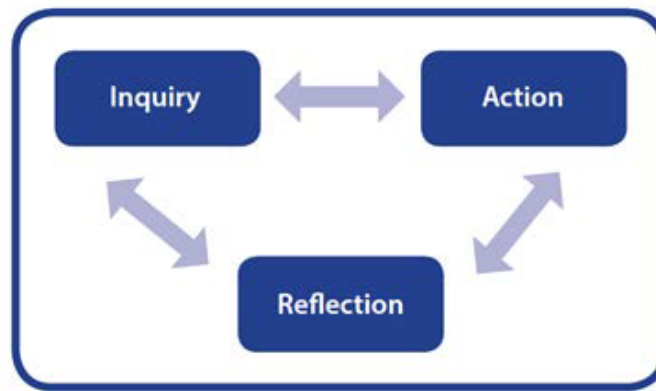
COURSE OUTLINE – MYP YEAR 5 DESIGN

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.





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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: <ul style="list-style-type: none">• states the need for a solution to a problem for a specified client/target audience• develops a basic design brief, which states the findings of relevant research.
3-4	The student: <ul style="list-style-type: none">• outlines the need for a solution to a problem for a specified client/target audience• outlines a research plan, which identifies primary and secondary research needed to develop a solution to the problem, with some guidance• analyses one existing product that inspires a solution to the problem• develops a design brief, which outlines the analysis of relevant research.
5-6	The student: <ul style="list-style-type: none">• explains the need for a solution to a problem for a specified client/target audience• constructs a research plan, which identifies and prioritizes primary and secondary research needed to develop a solution to the problem, with some guidance• analyses a range of existing products that inspire a solution to the problem• develops a design brief, which explains the analysis of relevant research.
7-8	The student: <ul style="list-style-type: none">• explains and justifies the need for a solution to a problem for a client/ target audience• constructs a detailed research plan, which identifies and prioritizes the primary and secondary research needed to develop a solution to the problem independently• analyses a range of existing products that inspire a solution to the problem in detail• develops a detailed design brief, which summarizes 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: <ul style="list-style-type: none">• lists some basic design specifications for the design of a solution• presents one design, which can be interpreted by others• creates incomplete planning drawings/diagrams.
3-4	The student: <ul style="list-style-type: none">• lists some design specifications, which relate to the success criteria for the design of a solution• presents a few feasible designs, using an appropriate medium(s) or annotation, which can be interpreted by others• justifies the selection of the chosen design with reference to the design specification• creates planning drawings/diagrams or lists requirements for the creation of the chosen solution.
5-6	The student: <ul style="list-style-type: none">• develops design specifications, which outline the success criteria for the design of a solution• develops a range of feasible design ideas, using an appropriate medium(s) and annotation, which can be interpreted by others• presents the chosen design and justifies 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: <ul style="list-style-type: none">• develops detailed design specifications, which explain the success criteria for the design of a solution based on the analysis of the research• develops a range of feasible design ideas, using an appropriate medium(s) and detailed annotation, which can be correctly interpreted by others• presents the chosen design and justifies fully and critically its selection with detailed reference to the design specification• develops accurate and detailed planning drawings/diagrams and outlines requirements for the creation of the chosen solution.





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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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • constructs a plan that contains some production details, resulting in peers having difficulty following the plan • 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 and plan when making the solution.
5-6	The student: <ul style="list-style-type: none"> • constructs a logical 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 • describes changes made to the chosen design and plan when making the solution.
7-8	The student: <ul style="list-style-type: none"> • constructs a detailed and logical plan, which describes 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 • fully justifies 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: <ul style="list-style-type: none"> • designs a testing method, which is used to measure the success of the solution • states the success of the solution.
3-4	The student: <ul style="list-style-type: none"> • designs 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 • outlines how the solution could be improved • outlines the impact of the solution on the client/target audience.
5-6	The student: <ul style="list-style-type: none"> • designs relevant testing methods, which generate data, to measure the success of the solution • explains the success of the solution against the design specification based on relevant product testing • describes how the solution could be improved • explains the impact of the solution on the client/target audience, with guidance.
7-8	The student: <ul style="list-style-type: none"> • designs detailed and relevant testing methods, which generate data, to measure the success of the solution • critically evaluates the success of the solution against the design specification based on authentic product testing • explains how the solution could be improved • explains the impact of the product on the client/target audience.

