DESIGN –MYP Subject Group Overview 2021 / 2022

MYP 1

Year 6 (MYP 1) **Design - Choose Your own Adventure**						
Unit Title, Duration and Hours	Key and Related Concepts	Global Context	Statement of Inquiry	Design Objectives	Approaches to Learning Skills	Assessment Task(s)
Choose Your own Adventure 20 weeks (34 hours) 3 X 50min lessons per week	**Key**: Change **Related**: Innovation Communication	**Global**: Scientific and technical innovation **AOE**: Collaboration Innovative solutions Historic innovation	**SOI**: In times of change we are innovative in designing new things to help us.	A - Inquire & Analyse B- Develop Skills C- Creating the Solution D- Evaluating	**ATLs: C1: When constructing a logical plan, which outlines the efficient use of time and resources, sufficient for peers to be able to follow to create the solution** students must SKILLS NEEDED: **keep an organised and logical system of information files / notebooks** when : APPROACH: **outlining thier plan in their Journal.**	(Evidence of all 4 criteria in process Digital Journal) A - Inquire & Analyse B- Develop Skills C- Creating the Solution D- Evaluating
Choose your own adventure 20 weeks (40 hours)	**Key**: **Related**: Creativity	**Global**: Globalisation and Sustainability **AOE**: Team-work; collaboration; communication;	**SOI**: Innovation is the key to creating a sustainable future for generations to come.	A - Inquire & Analyse B- Develop Skills C- Creating the Solution D- Evaluating	**ATLs:** C3:Students will follow the plan to create the solution, which functions as intended, students must refer to created success criteria independently created to ensure their digital, artistic or constructive design procedure is being designed.	(Evidence of all 4 criteria in process Digital Journal) A - Inquire & Analyse B- Develop Skills C- Creating the Solution D- Evaluating

MYP 3

Year 7 and Year 8 (MYP 3) **Design Digital**						
Unit Title, Duration and Hours	Key and Related Concepts	Global Context	Statement of Inquiry	Design Objectives	Approaches to Learning Skills	Assessment Task(s)
Identity YR 7 Semester 1 **Unit Name "Identity is puzzling"** 20 Weeks (34 hours)	**Key-** Identity **Related-** Aesthetic Communication	**Global**: Personal and Cultural Expression	**SOI**: Identity can be expressed using signs and symbols.	A - Inquire & Analyse B- Develop Skills C- Creating the Solution D- Evaluating	**ATLs**: C3: When follow the plan to create the solution, which functions as intended students must **SKILLS NEEDED:** set goals that are challenging and realistic when **APPROACH**: recording their progress using visual and verbal explanations in their Journal.	(Evidence of all 4 criteria in process Digital Journal) A - Inquire & Analyse B- Develop Skills C- Creating the Solution D- Evaluating
YR 7 Semester 2 **UNit Name : "MAKE IT POP"** 20 Weeks (34 hours)	**Key-** Relationships **Related-** Communication	**Global**: Relationships **AOE** : Who am I? Who are we?	**SOI** : Relationships with people, places or things fulfil the human need to belong.	A - Inquire & Analyse B- Develop Skills C- Creating the Solution D- Evaluating	ATL:A3: When analysing a group of similar products that inspire a solution to the problem students must **SKILLS NEEDED:** collect and analyse data to identify solutions and make informed decisions when **APPROACH**: evaluating the aesthetics, the cost, the materials, the function, the safety and the environmental impacts of three similar products in relation to their intended solution.	(Evidence of all 4 criteria in process Digital Journal) A - Inquire & Analyse B- Develop Skills C- Creating the Solution D- Evaluating

Year 8 Sem 1 **"Let's Design"** 20 (30 hours) 3 X 50mins per wk	**Key**: Communication **Related**: Audience Style Expression Interpretation	**Global**: Orientation in Space and Time **Area of exploration**: Local community art, styles and genres	**SOI** *Design and technology/production of media contributes to effective communication in society.*	A - Inquire & Analyse B- Develop Skills C- Creating the Solution D- Evaluating	ATL:B2: When presenting a range of feasible design ideas, which can be correctly interpreted by others students must **SKILLS NEEDED**: use brainstorming and visual diagrams to generate new ideas and inquires by **APPROACH**: drawing 3 thumbnail sketches displaying varying solution ideas that are annotated using verbal explanations in the design areas of aesthetics, cost, function, safety, materials and environmental impact and target audience in their Journal.	(Evidence of all 4 criteria in process Digital Journal) A - Inquire & Analyse B- Develop Skills C- Creating the Solution D- Evaluating
Year 8 Sem 2 **"Let's Design"** 20 (30 hours) 3X 50min per wk	**Key**: Change **Related**: Innovation Interpretation	**Global**: Globalisatino and Sustainability **Area of exploration**: How is everything connected? Students will explore the interconnectedness of human-made systems and communities; the	**SOI** ; Technology has changed our world, ideas and creations.	A - Inquire & Analyse B- Develop Skills C- Creating the Solution D- Evaluating	ATL: D1: When describing detailed and relevant testing methods, which generate accurate data, to measure the success of the solution students must **SKILLS NEEDED**: encourage others to contribute by **APPROACH**: gathering and collating survey results in their Journal to inform them of solution impact.	(Evidence of all 4 criteria in process Digital Journal) A - Inquire & Analyse B- Develop Skills C- Creating the Solution D- Evaluating

Year 7 and Year 8 (MYP 2, 3) **Design** - **Product (Textiles & Timber)**						
Unit Title, Duration and Hours	Key and Related Concepts	Global Context	Statement of Inquiry	Design Objectives	Approaches to Learning Skills	Assessment Task(s)
Identity YR 7 Semester 1 **Unit Name** **"100% Cotton"** 20 Weeks (34 hours)	**Key-** Identity **Related-** Audience Sustainability	**Global**: Personal and Cultural expression **AOE:** Entrepreneurship - Products Systems and Institutions through exploring Markets, Commodities and Commercialisation.	**SOI**: Identity can be expressed using signs and symbols.	A - Inquire & Analyse B- Develop Skills C- Creating the Solution D- Evaluating	**ATLs**: C1: When constructing a logical plan, which outlines the efficient use of time and resources, sufficient for peers to be able to follow to create the solution students must **SKILLS NEEDED:** keep an organised and logical system of information files / notebooks when : **APPROACH:** outlining thier plan in their Journal.	(Evidence of all 4 criteria in process Digital Journal) A - Inquire & Analyse B- Develop Skills C- Creating the Solution D- Evaluating
YR 7 Semester 2 **UNit Name** : **"100% Cotton"** 20 Weeks (34 hours)	**Key-** Relationships **Related-** Communication	**Global**: Relationships **AOE** : Who am I? Who are we?	**SOI** : Relationships with people, places or things fulfil the human need to belong.	A - Inquire & Analyse B- Develop Skills C- Creating the Solution D- Evaluating	ATL: A3 : When analysing a group of similar products that inspire a solution to the problem students must **SKILLS NEEDED:** collect and analyse data to identify solutions and make informed decisions when **APPROACH**: evaluating the aesthetics, the cost, the materials, the function, the safety and the environmental impacts of three similar products in relation to their intended solution.	(Evidence of all 4 criteria in process Digital Journal) A - Inquire & Analyse B- Develop Skills C- Creating the Solution D- Evaluating

Year 8 Sem 1 **"Music Festival"** 20 (30 hours) 3 X 50mins per wk	**Key**: Communication **Related**: Audience Style/genre Expression	**Global**: Orientation in Space and Time **Area of exploration**: electronics; styles and genres; local community art	**SOI**: Design and production of media incorporates elements of style and artistic expression, for a target audience.	A - Inquire & Analyse B- Develop Skills C- Creating the Solution D- Evaluating	ATL: B2:When presenting a range of feasible design ideas, which can be correctly interpreted by others students must **SKILLS NEEDED:** use brainstorming and visual diagrams to generate new ideas and inquires by **APPROACH:** drawing 3 thumbnail sketches displaying varying solution ideas that are annotated using verbal explanations in the design areas of aesthetics, cost, function, safety, materials and environmental impact and target audience in their Journal.	(Evidence of all 4 criteria in process Digital Journal) A - Inquire & Analyse B- Develop Skills C- Creating the Solution D- Evaluating

Year 8 Sem 2 "Techno Museum" 20 (30 hours) 3X 50min per wk	Key: Change Related: Innovation Interpretation	Global: Globalisatino and Sustainability Area of exploration: How is everything connected? Students will explore the interconnectedness of human-made systems and communities;	SOI ; Technology has changed our world, ideas and creations.	A - Inquire & Analyse B- Develop Skills C- Creating the Solution D- Evaluating	ATL: D1: When describing detailed and relevant testing methods, which generate accurate data, to measure the success of the solution students must SKILLS NEEDED: encourage others to contribute by APPROACH: gathering and collating survey results in their Journal to inform them of solution impact.	(Evidence of all 4 criteria in process Digital Journal) A - Inquire & Analyse B- Develop Skills C- Creating the Solution D- Evaluating

Year 7 and Year 8 (MYP 2, 3) Design - Food

Unit Title, Duration and Hours	Key and Related Concepts	Global Context	Statement of Inquiry	Design Objectives	Approaches to Learning Skills	Assessment Task(s)
Identity YR 7 Semester 1 **Unit Name Exploring Foods** 20 Weeks (34 hours)	**Key-** Communities **Related-** Sustainability Adaptation	**Global**: Identities and Relationships **AOE:** Eggs Culture and Identities with Food	**SOI**: The human diet consists of key staple foods that are common across communities through identities, cultures and socio-economic boundaries.	A - Inquire & Analyse B- Develop Skills C- Creating the Solution D- Evaluating	**ATLs**: C3: When follow the plan to create the solution, which functions as intended students must **SKILLS NEEDED**: set goals that are challenging and realistic when **APPROACH**: recording their progress using visual and verbal explanations in their Journal.	(Evidence of all 4 criteria in process Digital Journal) A - Inquire & Analyse B- Develop Skills C- Creating the Solution D- Evaluating

YR 7 Semester 2 **UNit Name** : **"Bush Tucker"** 20 Weeks (34 hours)	**Key**- Relationships **Related**- Communication	**Global**: Relationships **AOE** : Who am I? Who are we?	**SOI** : Relationships with people, places or things fulfil the human need to belong.	A - Inquire & Analyse B- Develop Skills C- Creating the Solution D- Evaluating	ATL: A3 :When analysing a group of similar products that inspire a solution to the problem students must **SKILLS NEEDED:** collect and analyse data to identify solutions and make informed decisions when **APPROACH:** evaluating the aesthetics, the cost, the materials, the function, the safety and the environmental impacts of three similar products in relation to their intended solution.	(Evidence of all 4 criteria in process Digital Journal) A - Inquire & Analyse B- Develop Skills C- Creating the Solution D- Evaluating
Year 8 Sem 1 **"Food Fads"** 20 (30 hours) 3 X 50mins per wk	**Key**: Communication **Related**: Audience Style Expression Interpretation	**Global**: Orientation in Space and Time **Area of exploration**: Local community art, styles and genres	**SOI** Communication is used to express thoughts, ideas and reactions.	A - Inquire & Analyse B- Develop Skills C- Creating the Solution D- Evaluating	ATL: B2: When presenting a range of feasible design ideas, which can be correctly interpreted by others students must **SKILLS NEEDED:** use brainstorming and visual diagrams to generate new ideas and inquires by **APPROACH**: drawing 3 thumbnail sketches displaying varying solution ideas that are annotated using verbal explanations in the design areas of aesthetics, cost, function, safety, materials and environmental impact and target audience in their Journal.	(Evidence of all 4 criteria in process Digital Journal) A - Inquire & Analyse B- Develop Skills C- Creating the Solution D- Evaluating

| Year 8 Sem 2 "Fire to Thermomix" 20 (30 hours) 3 X 50min per wk | Key: Change Related: Innovation Interpretation | Global: Globalisation and Sustainability Area of exploration: How is everything connected? Students will explore the interconnectedness of human-made systems and communities; the | SOI ; Technology has changed our world, ideas and creations. | A - Inquire & Analyse B- Develop Skills C- Creating the Solution D- Evaluating | ATL: D1: When describing detailed and relevant testing methods, which generate accurate data, to measure the success of the solution students must SKILLS NEEDED: encourage others to contribute by APPROACH: gathering and collating survey results in their Journal to inform them of solution impact. | (Evidence of all 4 criteria in process Digital Journal) A - Inquire & Analyse B- Develop Skills C- Creating the Solution D- Evaluating |

Year 7 and Year 8 (MYP 2, 3) Design - Engineering

Unit Title, Duration and Hours	Key and Related Concepts	Global Context	Statement of Inquiry	Design Objectives	Approaches to Learning Skills	Assessment Task(s)
Identity YR 7 Semester 1 Unit Name "Tiny Cabins" 20 Weeks (50 hours)	Key: Identity Related: Function Sustainability	Global: Personal and Cultural Expression AOE: Products, systems and institutions	SOI: Identity and cultural expression determine the function of the environment we create.	A - Inquire & Analyse B- Develop Skills C- Creating the Solution D- Evaluating	ATLs: C1: When constructing a logical plan, which outlines the efficient use of time and resources, sufficient for peers to be able to follow to create the solution students must SKILLS NEEDED: keep an organised and logical system of information files / notebooks when : APPROACH: outlining thier plan in their Journal.	(Evidence of all 4 criteria in process Digital Journal) A - Inquire & Analyse B- Develop Skills C- Creating the Solution D- Evaluating

YR 7 Semester 2 **UNit Name** : **"Tiny Cabins"** 20 Weeks (50 hours)	**Key:** Relationships **Related:** Communication Sustainability	**Global**: Identities and relationships **AOE**: Who am I? Who are we?	**SOI**: Relationships with people, places or things fulfil the human need to belong.	A - Inquire & Analyse B- Develop Skills C- Creating the Solution D- Evaluating	ATL: A3 : When analysing a group of similar products that inspire a solution to the problem students must **SKILLS NEEDED**: collect and analyse data to identify solutions and make informed decisions when **APPROACH**: evaluating the aesthetics, the cost, the materials, the function, the safety and the environmental impacts of three similar products in relation to their intended solution.	(Evidence of all 4 criteria in process Digital Journal) A - Inquire & Analyse B- Develop Skills C- Creating the Solution D- Evaluating
Year 8 Sem 1 **"Vehicles of tomorrow"** 20 Weeks (50 hours) 3 X 50mins per wk	**Key**: Communication **Related**: Sustainability Form Function	**Global**: Scientific and Technical Innovation **Area of exploration**: Systems, models, methods; products, processes and solutions	**SOI**: Communication to express thoughts, ideas and reactions.	A - Inquire & Analyse B- Develop Skills C- Creating the Solution D- Evaluating	ATL: C5: When presenting the solution as a whole students must **SKILLS NEEDED**: select and use technology effectively and productively when **APPROACH**: deciding how to communicate the solution to an audience.	(Evidence of all 4 criteria in process Digital Journal) A - Inquire & Analyse B- Develop Skills C- Creating the Solution D- Evaluating

Year 8 Sem 2 "Techno Museum" 20 Weeks (50 hours) 3 X 50min per wk	**Key**: Change **Related**: Innovation Interpretation	**Global**: Globalisation and Sustainability **Area of exploration**: How is everything connected? Students will explore the interconnectedness of human-made systems and communities; the	**SOI**: Technology has changed our world, ideas and creations.	A - Inquire & Analyse B- Develop Skills C- Creating the Solution D- Evaluating	ATL: D1: When describing detailed and relevant testing methods, which generate accurate data, to measure the success of the solution students must **SKILLS NEEDED**: encourage others to contribute by **APPROACH**: gathering and collating survey results in their Journal to inform them of solution impact.	(Evidence of all 4 criteria in process Digital Journal) A - Inquire & Analyse B- Develop Skills C- Creating the Solution D- Evaluating

MYP 5

Year 9 (MYP 4) **Design Digital No class in 2021**						
Unit Title, Duration and Hours	Key and Related Concepts	Global Context	Statement of Inquiry	Design Objectives	Approaches to Learning Skills	Assessment Task(s)
Sem 1 **Unit Name** : Re-Brand Change 20 weeks (30 hours)	**Key**: Change **Related Concepts** : Representation Communication	**Global**:Globalisation and Sustainability **Area of exploration**: Students will explore trends and changes in society through product design	*SOI : A company's identity changes to meet the shifts and trends of society*	A - Inquire & Analyse B- Develop Skills C- Creating the Solution D- Evaluating	ATL: B1: B1: When developing a design specification, which outlines the success criteria for the design of a solution based on the data collected students must **SKILLS NEEDED:** gather and organise relevant information by **APPROACH**: making their list specific, measurable, attainable, relevant and timely.	(Evidence of all 4 criteria in process Digital Journal) A - Inquire & Analyse B- Develop Skills C- Creating the Solution D- Evaluating
Sem 2 **Unit Name :**	**Key**: **Related**:	**Global:** *AOE:*	*SOI :*	A - Inquire & Analyse B- Develop Skills C- Creating the Solution D- Evaluating	ATL: D2: D2: When creating an artistic response inspired by the world around them students must **SKILLS NEEDED:** analyse complex concepts into their constituent parts and synthesise them to create new understanding by **APPROACH**: drawing reasonable conclusions when producing artistic intentions and artist statements in their Journal.	(Evidence of all 4 criteria in process Digital Journal) A - Inquire & Analyse B- Develop Skills C- Creating the Solution D- Evaluating

Year 9 (MYP 4) **Design - Product (Textiles & Timber)**						
Unit Title, Duration and Hours	Key and Related Concepts	Global Context	Statement of Inquiry	Design Objectives	Approaches to Learning Skills	Assessment Task(s)
Sem 1 **Unit Name** : "Zaishu" 20 weeks (30 hours)	**Key**: Communities **Related Concepts** : Representation Communication	**Global**: Identities and Relationships **Area of exploration**: Students will explore way in which we discover and express ideas, nature, culture, belief and values	*SOI : Identity affects how we innovate new ideas to solve problems.*	A - Inquire & Analyse B- Develop Skills C- Creating the Solution D- Evaluating	ATL: B1: B1: When developing a design specification, which outlines the success criteria for the design of a solution based on the data collected students must **SKILLS NEEDED:** gather and organise relevant information by **APPROACH**: making their list specific, measurable, attainable, relevant and timely.	(Evidence of all 4 criteria in process Digital Journal) A - Inquire & Analyse B- Develop Skills C- Creating the Solution D- Evaluating
Sem 2 **Unit Name :** **"Reduce reuse recycle repurpose"**	**Key**: Development **Related**: Form Communication	**Global:** Personal and cultural expression **AOE:** Students will explore our appreciation of the aesthetic. Artistry, craft, creation and beauty and how these span across cultures.	*SOI :* Aesthetics helps us to solve problems and target our audience's desires. .	A - Inquire & Analyse B- Develop Skills C- Creating the Solution D- Evaluating	ATL: D2:When explain the success of the solution against the design specification students must **SKILLS NEEDED:** organise and depict information logically when **APPROACH**: writing their Paragraph by making a point, explaining the point, supporting the point with evidence, discussing the effects of that evidence and linking it back to their Design Brief clearly their Journal.	(Evidence of all 4 criteria in process Digital Journal) A - Inquire & Analyse B- Develop Skills C- Creating the Solution D- Evaluating

Year 9 (MYP 4) Design - Food Science

Unit Title, Duration and Hours	Key and Related Concepts	Global Context	Statement of Inquiry	Design Objectives	Approaches to Learning Skills	Assessment Task(s)
Sem 1 **Unit Name** : Our Garden 20 weeks (3 x 50min lessons per week)	**Key**: Development **Related Concepts** : Connections Time, place and space	**Global** : Globalisation and sustainability **Area of exploration**: Paddock to Plate	*SOI :* The development of our school garden requires knowledge of our local environment.	A - Inquire & Analyse B- Develop Skills C- Creating the Solution D- Evaluating	ATL:Creative Thinking A3 In order for students to analyse a group of similar products that inspire a solution to the problem students must develop the skills to analyse complex concepts into their constituent parts and sythesise them to create new understandings. ==**SKILLS NEEDED:** gather and organise relevant information== by **APPROACH**: creating a breakdown list of the aesthetics, cost, function, safety, materials and environment of three existing products that might influence their final solution.	(Evidence of all 4 criteria in process Digital Journal) A - Inquire & Analyse B- Develop Skills C- Creating the Solution D- Evaluating

Sem 2 **Unit Name :** "____Cheese____ ____"	**Key**: Development **Related**: Form Communication	**Global:** Personal and cultural expression ***AOE:*** Students will explore our appreciation of the aesthetic. Artistry, craft, creation and beauty and how these span across cultures.	***SOI:*** Aesthetics helps us to solve problems and target our audience's desires.	A - Inquire & Analyse B- Develop Skills C- Creating the Solution D- Evaluating	ATL: D2:When explain the success of the solution against the design specification students must **SKILLS NEEDED:** organise and depict information logically when **APPROACH**: writing their Paragraph by making a point, explaining the point, supporting the point with evidence, discussing the effects of that evidence and linking it back to their Design Brief clearly their Journal.	(Evidence of all 4 criteria in process Digital Journal) A - Inquire & Analyse B- Develop Skills C- Creating the Solution D- Evaluating

Year 9 (MYP 4) Design - Engineering						
Unit Title, Duration and Hours	Key and Related Concepts	Global Context	Statement of Inquiry	Design Objectives	Approaches to Learning Skills	Assessment Task(s)
Sem 1 **Unit Name :** **"Game Jam"**	**Key**: Development **Related**: Form Communication	**Global:** Personal and cultural expression **AOE:** Students will explore our appreciation of the aesthetic; artistry, craft, creation and beauty and how these span across cultures.	**SOI:** Aesthetics help us to solve problems and target our audience's desires.	A - Inquire & Analyse B- Develop Skills C- Creating the Solution D- Evaluating	ATL: D2:When explain the success of the solution against the design specification students must **SKILLS NEEDED**: organise and depict information logically when **APPROACH**: writing their Paragraph by making a point, explaining the point, supporting the point with evidence, discussing the effects of that evidence and linking it back to their Design Brief clearly their Journal.	(Evidence of all 4 criteria in process Digital Journal) A - Inquire & Analyse B- Develop Skills C- Creating the Solution D- Evaluating
Sem 2 **Unit Name** : "Assistive Device" 20 weeks (30 hours)	**Key**: Communities **Related Concepts** : Systems Ergonomics Function	**Global** : Fairness and Development **Area of exploration**: Inequality, difference and inclusion	SOI: Developing identity through progress and growth	A - Inquire & Analyse B- Develop Skills C- Creating the Solution D- Evaluating	ATL: A1: When explaining and justifying the need for a solution to a problem students must **SKILLS NEEDED:** access information to be informed and to inform others when **APPROACH**: comprehending their research questions and answers after investigating the aesthetics, the cost, the materials, the function, the safety, the	(Evidence of all 4 criteria in process Digital Journal) A - Inquire & Analyse B- Develop Skills C- Creating the Solution D- Evaluating

| | | | | | | environmental impacts and the target audience for their solution in their Journal. | |

Year 10 (MYP 5) Design - Digital

Unit Title, Duration and Hours	Key and Related Concepts	Global Context	Statement of Inquiry	Design Objectives	Approaches to Learning Skills	Assessment Task(s)
"Code This" 20 weeks (60 hours)	Key: Systems Related: Innovation Function	Global: Scientific and Technical Innovation Area of exploration: Global Interactions, civilizations and social histories, heritage; displacement and exchange.	SOI : *Innovation of systems depends on technological resources.*	A - Inquire & Analyse B- Develop Skills C- Creating the Solution D- Evaluating	Self-management: Plan the creation of a solution within a defined scope of resource and process constraints and considerations (Design specifications). When outlining a plan, which considers the use of resources and time, sufficient for peers to be able to follow to create the solution students must keep an organised and logical system of information files / notebooks APPROACH: summarising the reasons why that solution is the most plausible in their Journal.	(Evidence of all 4 criteria in process Digital Journal) A - Inquire & Analyse B- Develop Skills C- Creating the Solution D- Evaluating

"Get that Money" 20 weeks (60 hours)	**Key**: Communication **Related**: Collaboration Markets and Trends	**Global**: Orientation in Space and Time Area of exploration: personal efficacy and agency; attitudes, motivations & independence.	**SOI** : *Interest can be developed into income through communication and entrepreneurial skills.*	A - Inquire & Analyse B- Develop Skills C- Creating the Solution D- Evaluating	ATL: **Social: When explaining the impact of the solution on the client/ target audience students must practice empathy and** Collaborate with other students on sharing ideas and resources. **APPROACH**: completing their 'Target Audience Empathy Map' in their Journal.	(Evidence of all 4 criteria in process Digital Journal) A - Inquire & Analyse B- Develop Skills C- Creating the Solution D- Evaluating

Year 10 (MYP 5) **Design - Timber & Textiles**						
Unit Title, Duration and Hours	Key and Related Concepts	Global Context	Statement of Inquiry	Design Objectives	Approaches to Learning Skills	Assessment Task(s)
Social Upheaval 20 weeks (60 hours)	**Key**: Systems **Related**: Culture, Audience, Change Connections,	**Global**: Orientation in Space and Time **Area of exploration:** Global Interactions, civilizations and social histories, heritage; displacement and exchange.	**SOI** : Large scale social upheaval causes cultural changes in innovations.	A - Inquire & Analyse B- Develop Skills C- Creating the Solution D- Evaluating	B3: When presenting the chosen design and justify its selection students must **SKILLS NEEDED:** make inferences and draw conclusions when **APPROACH**: summarising the reasons why that solution is the most plausible in their Journal.	(Evidence of all 4 criteria in process Digital Journal) A - Inquire & Analyse B- Develop Skills C- Creating the Solution D- Evaluating
Interest to Income **Sem 2** 20 weeks (60 hours)	**Key**: Communication **Related**: Audience Innovation Presentation	**Global**: Identities and relationships Area of exploration: personal efficacy and agency; attitudes, motivations & independence.	**SOI** : Through self awareness and skill development an interest can be developed into an income.	A - Inquire & Analyse B- Develop Skills C- Creating the Solution D- Evaluating	ATL: C2: When demonstrating excellent technical skills when making the solution students must **SKILLS NEEDED:** demonstrate persistence and perseverance when **APPROACH**: designing their detailed prototype and recording their processes,in thier Journal.	(Evidence of all 4 criteria in process Digital Journal) A - Inquire & Analyse B- Develop Skills C- Creating the Solution D- Evaluating

Year 10 (MYP 5) **Design - Food Science**						
Unit Title, Duration and Hours	Key and Related Concepts	Global Context	Statement of Inquiry	Design Objectives	Approaches to Learning Skills	Assessment Task(s)
Social Upheaval Sem 1 20 weeks (60 hours)	**Key**: Systems **Related**: Culture, Audience, Change Connections,	**Global**: Orientation in Space and Time **Area of exploration:** Global Interactions, civilizations and social histories, heritage; displacement and exchange.	**SOI** : Large scale social upheaval causes cultural changes in innovations.	A - Inquire & Analyse B- Develop Skills C- Creating the Solution D- Evaluating	B3: When presenting the chosen design and justify its selection students must **SKILLS NEEDED:** make inferences and draw conclusions when **APPROACH**: summarising the reasons why that solution is the most plausible in their Journal.	(Evidence of all 4 criteria in process Digital Journal) A - Inquire & Analyse B- Develop Skills C- Creating the Solution D- Evaluating
Interest to Income **Sem 2** 20 weeks (60 hours)	**Key**: Communication **Related**: Audience Innovation Presentation	**Global**: Identities and relationships Area of exploration: personal efficacy and agency; attitudes, motivations & independence.	**SOI** : Through self awareness and skill development an interest can be developed into an income.	A - Inquire & Analyse B- Develop Skills C- Creating the Solution D- Evaluating	ATL: C2: When demonstrating excellent technical skills when making the solution students must **SKILLS NEEDED:** demonstrate persistence and perseverance when **APPROACH**: designing their detailed prototype and recording their processes,in thier Journal.	(Evidence of all 4 criteria in process Digital Journal) A - Inquire & Analyse B- Develop Skills C- Creating the Solution D- Evaluating

Year 10 (MYP 5) **Design - Engineering**						
Unit Title, Duration and Hours	Key and Related Concepts	Global Context	Statement of Inquiry	Design Objectives	Approaches to Learning Skills	Assessment Task(s)
Social Upheaval Sem 1 **Unit Name :** **"Beyond Earth"** 20 weeks (50 hours)	**Key**: Systems **Related**: Development Perspective	**Global**: Scientific and Technological Innovation **Area of exploration:** Systems, models, methods; products, processes and solutions	**SOI**: Social upheaval leads to innovation and systemic development	A - Inquire & Analyse B- Develop Skills C- Creating the Solution D- Evaluating	C2: When demonstrating excellent technical skills when making the solution students must **SKILLS NEEDED:** demonstrate persistence and perserverence when **APPROACH**: designing their detailed protoype and recording thier processes,in thier Journal.	(Evidence of all 4 criteria in process Digital Journal) A - Inquire & Analyse B- Develop Skills C- Creating the Solution D- Evaluating
Social Upheaval Sem 2 **Unit Name :** **"Shark Tank"** 20 weeks (50 hours)	**Key**: Systems **Related**: Development Perspective	**Global**: Scientific and Technological Innovation **Area of exploration:** Systems, models, methods; products, processes and solutions	**SOI**: Social upheaval leads to innovation	A - Inquire & Analyse B- Develop Skills C- Creating the Solution D- Evaluating	C2: When demonstrating excellent technical skills when making the solution students must **SKILLS NEEDED:** demonstrate persistence and perserverence when **APPROACH**: designing their detailed protoype and recording thier processes,in thier Journal.	(Evidence of all 4 criteria in process Digital Journal) A - Inquire & Analyse B- Develop Skills C- Creating the Solution D- Evaluating