

## Subject Group Overview

## Design (MYP 1)

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Paper Airplane Challenge	Development	Function, Adaptation, Evaluation, Form	Personal and cultural expression  Artistry, Creation, Products	The development of any successful product requires careful evaluation and adaptation of its form and function.	<b>B: Developing ideas</b> i. develop a list of success criteria for the solution ii. present feasible design ideas, which can be correctly interpreted by others iii. present the chosen design iv. create a planning drawing/diagram, which outlines the main details for making the chosen solution <b>C: Creating the solution</b> ii. demonstrate excellent technical skills when making the solution iii. follow the plan to create the solution, which functions as intended iv. list the changes made to the chosen design and plan when making the solution	Description  <b>Communication</b> <b>Self-management</b> <b>Thinking</b>	Computational Thinking visual representations of problems and data Drafting technical drawing, including sketching techniques and manual drafting techniques elements of plans and drawings
Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Eco-Friendly Amusement Park Challenge	Communities	Resources, Sustainability	Globalization and sustainability  Human impact on the environment, Consumption, Conservation, Natural resources and public goods	<b>Communities can be positively impacted when sustainable resources are used to design a new product and/or service.</b>	<b>A: Inquiring and analysing</b> i. explain and justify the need for a solution to a problem ii. state and prioritize the main points of research needed to develop a solution to the problem iii. describe the main	Description  <b>Research</b> • VI. Information literacy skills • Finding, interpreting, judging and creating information • Access information to be informed and inform others	

features of an existing product that inspires a solution to the problem  
iv. present the main findings of relevant research

**B: Developing ideas**

- i. develop a list of success criteria for the solution
- ii. present feasible design ideas, which can be correctly interpreted by others
- iii. present the chosen design
- iv. create a planning drawing/diagram, which outlines the main details for making the chosen solution

- Present information in a variety of formats and platforms
- Evaluate and select information sources and digital tools based on their appropriateness to specific tasks

**Thinking**

- VIII. Critical thinking skills
- Analysing and evaluating issues and ideas
- Gather and organize relevant information to formulate an argument
- IX. Creative thinking skills
- Generating novel ideas and considering new perspectives
- Use brainstorming and visual diagrams to generate new ideas and inquiries
- Consider multiple alternatives, including those that might be unlikely or impossible
- Create novel solutions to authentic problems
- Design improvements to existing machines, media and technologies
- Design new machines, media and technologies

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Healthy Eating: Class Cookbook Challenge	Development	Adaptation	Identities and relationships  Health and well-being, Lifestyle choices	Developments that support health and well-being usually include adaptations which must balance multiple (and sometimes conflicting) requirements.	<p><b>A: Inquiring and analysing</b></p> <ul style="list-style-type: none"> <li>i. explain and justify the need for a solution to a problem</li> <li>ii. state and prioritize the main points of research needed to develop a solution to the problem</li> <li>iv. present the main findings of relevant research</li> </ul> <p><b>B: Developing ideas</b></p> <ul style="list-style-type: none"> <li>i. develop a list of success criteria for the solution</li> <li>ii. present feasible design ideas, which can be correctly interpreted by others</li> <li>iii. present the chosen design</li> <li>iv. create a planning drawing/diagram, which outlines the main details for making the chosen solution</li> </ul> <p><b>C: Creating the solution</b></p> <ul style="list-style-type: none"> <li>iii. follow the plan to create the solution, which functions as intended</li> <li>iv. list the changes made to the chosen design and plan when</li> </ul>	<ul style="list-style-type: none"> <li>• Practise flexible thinking — develop multiple opposing, contradictory and complementary arguments</li> </ul> <p><b>Description</b></p> <p><b>Research</b></p> <ul style="list-style-type: none"> <li>• VI. Information literacy skills</li> <li>• Finding, interpreting, judging and creating information</li> <li>• Access information to be informed and inform others</li> <li>• Make connections between various sources of information</li> <li>• Present information in a variety of formats and platforms</li> <li>• Collect and analyse data to identify solutions and make informed decisions</li> </ul> <p><b>Thinking</b></p> <ul style="list-style-type: none"> <li>• VIII. Critical thinking skills</li> <li>• Analysing and evaluating issues and ideas</li> <li>• Interpret data</li> <li>• Test generalizations and conclusions</li> <li>• Identify obstacles and challenges</li> <li>• IX. Creative thinking skills</li> <li>• Generating novel ideas and</li> </ul>	<p>Food Studies</p> <p>basic food handling and simple preparation techniques and equipment</p> <p>factors in ingredient use, including balanced eating/nutrition, function, and dietary restrictions</p> <p>factors that influence food choices, including cost, availability, and family and cultural influences</p> <p>Media Arts</p> <p>digital and non-digital media, and their distinguishing characteristics and uses</p>

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Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Costume Design Challenge	Aesthetics	Collaboration, Form, Function	Personal and cultural expression  Artistry, Creation	Through collaborative communication, we can enhance the aesthetic form, as well as the practical function of a product in order to meet the needs of a specific client.	<p>making the solution</p> <p><b>D: Evaluating</b></p> <p>i. outline simple, relevant testing methods, which generate data, to measure the success of the solution</p> <p>ii. outline the success of the solution against the design specification</p> <p>iii. outline how the solution could be improved</p> <p>iv. outline the impact of the solution on the client/target audience</p> <p><b>A: Inquiring and analysing</b></p> <p>i. explain and justify the need for a solution to a problem</p> <p>ii. state and prioritize the main points of research needed to develop a solution to the problem</p> <p>iii. describe the main features of an existing product that inspires a solution to the problem</p> <p>iv. present the main findings of relevant research</p> <p><b>B: Developing ideas</b></p> <p>i. develop a list of success criteria for the solution</p> <p>ii. present feasible design ideas, which can be correctly interpreted by others</p> <p>iii. present the chosen</p>	<p>considering new perspectives</p> <ul style="list-style-type: none"> <li>Consider multiple alternatives, including those that might be unlikely or impossible</li> <li>Create novel solutions to authentic problems</li> <li>Apply existing knowledge to generate new ideas, products or processes</li> </ul> <p>Description</p> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>I. Communication skills</li> <li>Exchanging thoughts, messages and information effectively through interaction</li> <li>Negotiate ideas and knowledge with peers and teachers</li> <li>Collaborate with peers and experts using a variety of digital environments and media</li> </ul> <p><b>Self-management</b></p> <ul style="list-style-type: none"> <li>III. Organization skills</li> <li>Managing time and tasks effectively</li> <li>Plan short- and long-term assignments; meet deadlines</li> <li>Bring necessary</li> </ul>	<p>Computational Thinking</p> <p>visual representations of problems and data</p> <p>Entrepreneurship and Marketing</p> <p>role of entrepreneurship in designing and making products and services</p> <p>branding of products, services, institutions, or places</p> <p>pricing product/service, including decision to seek profit or break even</p> <p>role of basic financial record-keeping and budgeting</p> <p>Textiles</p> <p>range of uses of textiles</p> <p>variety of textile materials</p>

design	equipment and supplies to class
iv. create a planning drawing/diagram, which outlines the main details for making the chosen solution	<ul style="list-style-type: none"> <li>• IV. Affective skills</li> <li>• Managing state of mind</li> <li>• Perseverance</li> <li>• Demonstrate persistence and perseverance</li> <li>• Resilience</li> <li>• Practise “bouncing back” after adversity, mistakes and failures</li> </ul>
<b>C: Creating the solution</b>	<ul style="list-style-type: none"> <li>• V. Reflection skills</li> <li>• (Re-)considering the process of learning; choosing and using ATL skills</li> <li>• Consider content</li> <li>• What did I learn about today?</li> <li>• What don't I yet understand?</li> <li>• What questions do I have now?</li> <li>• Keep a journal to record reflections</li> </ul>
i. outline a plan, which considers the use of resources and time, sufficient for peers to be able to follow to create the solution	
ii. demonstrate excellent technical skills when making the solution	
iii. follow the plan to create the solution, which functions as intended	
iv. list the changes made to the chosen design and plan when making the solution	
<b>D: Evaluating</b>	<b>Research</b>
i. outline simple, relevant testing methods, which generate data, to measure the success of the solution	<ul style="list-style-type: none"> <li>• VI. Information literacy skills</li> <li>• Finding, interpreting, judging and creating information</li> <li>• Collect, record and verify data</li> <li>• Make connections between various sources of information</li> </ul>
ii. outline the success of the solution against the design specification	
iii. outline how the solution could be improved	
iv. outline the impact of the solution on the client/target audience	<b>Thinking</b>
	<ul style="list-style-type: none"> <li>• VIII. Critical thinking skills</li> <li>• Analysing and evaluating issues and ideas</li> </ul>

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Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
It's Show Time!  <b>Interdisciplinary Unit</b> Visual Arts Design	Creativity	<b>Arts - Performing Arts</b> Genre, Narrative, Style, Audience  <b>Arts - Visual Arts</b> Narrative, Presentation, Style, Visual culture  <b>Design - Design</b> Adaptation, Form	Personal and cultural expression  Artistry, Creation	We will investigate how we share narratives and ideas through performance, and what creative factors are needed to make a performance come to life.		Description  <b>Communication</b> <b>Self-management</b>	<ul style="list-style-type: none"> <li>Practise observing carefully in order to recognise problems</li> <li>Consider ideas from multiple perspectives</li> <li>IX. Creative thinking skills</li> <li>Generating novel ideas and considering new perspectives</li> <li>Create novel solutions to authentic problems</li> </ul>
Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Building Community Spaces	Communities	Form, Function		We will understand how the outdoor environment can help us reimagine and design creative community spaces through inquiry and creation.	<b>A: Inquiring and analysing</b> i. explain and justify the need for a solution to a problem ii. state and prioritize the main points of research needed to develop a solution to the problem iii. describe the main features of an existing product that inspires a solution to the problem	Description  <b>Communication</b> <ul style="list-style-type: none"> <li>I. Communication skills</li> <li>Exchanging thoughts, messages and information effectively through interaction</li> <li>Give and receive meaningful feedback</li> <li>Collaborate with peers and experts</li> </ul>	

iv. present the main findings of relevant research

**B: Developing ideas**

i. develop a list of success criteria for the solution

ii. present feasible design ideas, which can be correctly interpreted by others

iii. present the chosen design

iv. create a planning drawing/diagram, which outlines the main details for making the chosen solution

**C: Creating the solution**

i. outline a plan, which considers the use of resources and time, sufficient for peers to be able to follow to create the solution

ii. demonstrate excellent technical skills when making the solution

iii. follow the plan to create the solution, which functions as intended

iv. list the changes made to the chosen design and plan when making the solution

**D: Evaluating**

i. outline simple, relevant testing methods, which generate data, to measure the success of the solution

ii. outline the success of

using a variety of digital environments and media

- Reading, writing and using language to gather and communicate information
- Make inferences and draw conclusions

**Subject specific skills, knowledge and understandings**

- XI. Subject specific skills
- Custom ATL skills
- Other

the solution against the design specification  
 iii. outline how the solution could be improved  
 iv. outline the impact of the solution on the client/target audience

## Design (MYP 2)

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
One Piece at a Time - Rube Goldberg Machines	Creativity	Invention, Function	Scientific and technical innovation  Ingenuity and progress	Creatively designing and iterations in building are essential to engineering.	<p><b>B: Developing ideas</b></p> <p>i. develop a design specification, which outlines the success criteria for the design of a solution based on the data collected</p> <p>ii. present a range of feasible design ideas, which can be correctly interpreted by others</p> <p>iii. present the chosen design and outline the reasons for its selection</p> <p>iv. develop accurate planning drawings/ diagrams and outline requirements for the creation of the chosen solution</p> <p><b>C: Creating the solution</b></p> <p>i. construct a logical plan, which outlines the efficient use of time and resources, sufficient for peers to be able to follow to create the solution</p> <p>ii. demonstrate excellent technical skills when making the solution</p> <p>iii. follow the plan to</p>	<p>Description</p> <p><b>Self-management</b></p> <ul style="list-style-type: none"> <li>• III. Organization skills</li> <li>• Managing time and tasks effectively</li> <li>• Plan short- and long-term assignments; meet deadlines</li> <li>• Create plans to prepare for summative assessments (examinations and performances)</li> <li>• Keep and use a weekly planner for assignments</li> <li>• Set goals that are challenging and realistic</li> <li>• Bring necessary equipment and supplies to class</li> <li>• Keep an organized and logical system of information files/ notebooks</li> </ul> <p><b>Thinking</b></p> <ul style="list-style-type: none"> <li>• VIII. Critical thinking skills</li> <li>• Analysing and evaluating issues and</li> </ul>	<p>Drafting</p> <p>technical drawing, including sketching techniques and manual drafting techniques elements of plans and drawings simple computer-aided drafting programs</p>



Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Re-Use, Recycle, Rekindle - Rocket Stoves	Form	Function	Scientific and technical innovation  Products	The principles of fire need to be understood when building a wood-burning stove.	<p>create the solution, which functions as intended</p> <p>iv. explain changes made to the chosen design and plan when making the solution</p> <p><b>A: Inquiring and analysing</b></p> <p>i. explain and justify the need for a solution to a problem</p> <p>ii. construct a research plan, which states and prioritizes the primary and secondary research needed to develop a solution to the problem</p> <p>iii. analyse a group of similar products that inspire a solution to the problem</p> <p>iv. develop a design brief, which presents</p>	<p>ideas</p> <ul style="list-style-type: none"> <li>Practise observing carefully in order to recognise problems</li> <li>Gather and organize relevant information to formulate an argument</li> <li>Draw reasonable conclusions and generalizations</li> <li>Test generalizations and conclusions</li> <li>Revise understanding based on new information and evidence</li> <li>Propose and evaluate a variety of solutions</li> <li>Identify obstacles and challenges</li> <li>Use models and simulations to explore complex systems and issues</li> </ul> <p>Description</p> <p><b>Research</b></p> <ul style="list-style-type: none"> <li>VI. Information literacy skills</li> <li>Finding, interpreting, judging and creating information</li> <li>Make connections between various sources of information</li> <li>Evaluate and select information sources and digital tools based on their appropriateness to</li> </ul>	Scaled drawings, sketching, working with metal, using metal working tools, safety in the metal shop.

the analysis of relevant research

**B: Developing ideas**

- i. develop a design specification, which outlines the success criteria for the design of a solution based on the data collected
- ii. present a range of feasible design ideas, which can be correctly interpreted by others
- iii. present the chosen design and outline the reasons for its selection
- iv. develop accurate planning drawings/ diagrams and outline requirements for the creation of the chosen solution

**C: Creating the solution**

- i. construct a logical plan, which outlines the efficient use of time and resources, sufficient for peers to be able to follow to create the solution
- ii. demonstrate excellent technical skills when making the solution
- iii. follow the plan to create the solution, which functions as intended
- iv. explain changes made to the chosen design and plan when making the solution

**D: Evaluating**

- i. describe detailed and relevant testing

specific tasks

- Understand and use technology systems
- VII. Media literacy skills
- Interacting with media to use and create ideas and information
- Seek a range of perspectives from multiple and varied sources

**Thinking**

- VIII. Critical thinking skills
- Analysing and evaluating issues and ideas
- Test generalizations and conclusions
- Consider ideas from multiple perspectives
- Develop contrary or opposing arguments
- IX. Creative thinking skills
- Generating novel ideas and considering new perspectives
- Use brainstorming and visual diagrams to generate new ideas and inquiries
- Practise flexible thinking — develop multiple opposing, contradictory and complementary arguments
- X. Transfer skills
- Utilizing skills and knowledge in multiple contexts

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Find your soul in the forest - Exterior Design - Creating Community and Creative Spaces	Communities	Collaboration, Form	Personal and cultural expression  Artistry, Creation	We will understand how the outdoor environment can help us re-imagine and design creative community spaces through an inquiry into artistry and creation.  Collaboratively created spaces promote community.	<p>methods, which generate accurate data, to measure the success of the solution</p> <p>ii. explain the success of the solution against the design specification</p> <p>iii. describe how the solution could be improved</p> <p>iv. describe the impact of the solution on the client/target audience</p> <p><b>A: Inquiring and analysing</b></p> <p>i. explain and justify the need for a solution to a problem</p> <p><b>B: Developing ideas</b></p> <p>ii. present a range of feasible design ideas, which can be correctly interpreted by others</p> <p><b>C: Creating the solution</b></p> <p>i. construct a logical plan, which outlines the efficient use of time and resources, sufficient for peers to be able to follow to create the solution</p> <p><b>D: Evaluating</b></p> <p>iv. describe the impact of the solution on the client/target audience</p>	<ul style="list-style-type: none"> <li>Compare conceptual understanding across multiple subject groups and disciplines</li> <li>Make connections between subject groups and disciplines</li> <li>Combine knowledge, understanding and skills to create products or solutions</li> </ul> <p>Description</p> <p><b>Thinking</b></p> <ul style="list-style-type: none"> <li>IX. Creative thinking skills</li> <li>Generating novel ideas and considering new perspectives</li> <li>Create novel solutions to authentic problems</li> <li>Design improvements to existing machines, media and technologies</li> <li>Make guesses, ask “what if” questions and generate testable hypotheses</li> <li>Practise flexible thinking — develop multiple opposing, contradictory and complementary arguments</li> <li>Practise visible thinking strategies and techniques</li> </ul>	<p>Drafting technical drawing, including sketching techniques and manual drafting techniques elements of plans and drawings</p> <p>Media Arts digital and non-digital media, and their distinguishing characteristics and uses techniques for using images, sounds, and text to communicate information, settings, ideas, and story structure</p> <p>media technologies and techniques to capture, edit, and manipulate images, sounds, and text for specific purposes</p> <p>influences of digital media for the purpose of communication and self-expression</p>

- X. Transfer skills
- Utilizing skills and knowledge in multiple contexts
- Compare conceptual understanding across multiple subject groups and disciplines

**Design (MYP 3)**

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Introduction to Design	Development	Function, Form	Scientific and technical innovation  Products, Processes and solutions	Successful products solve problems in unique ways.		Description  <b>Thinking</b> <ul style="list-style-type: none"> <li>• VIII. Critical thinking skills</li> <li>• Analysing and evaluating issues and ideas</li> <li>• Interpret data</li> <li>• Evaluate evidence and arguments</li> <li>• Draw reasonable conclusions and generalizations</li> <li>• IX. Creative thinking skills</li> <li>• Generating novel ideas and considering new perspectives</li> <li>• Make unexpected or unusual connections between objects and/or ideas</li> <li>• Design improvements to existing machines, media and technologies</li> <li>• X. Transfer skills</li> <li>• Utilizing skills and knowledge in</li> </ul>	

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Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Claymation - Modelling Clay	Aesthetics Creativity	Form	Personal and cultural expression  Craft, Products	Values of a particular time influence the buildings we create.	<b>D: Evaluating</b> i. describe detailed and relevant testing methods, which generate accurate data, to measure the success of the solution ii. explain the success of the solution against the design specification iii. describe how the solution could be improved iv. describe the impact of the solution on the client/target audience	Description  <b>Communication</b> • I. Communication skills • Exchanging thoughts, messages and information effectively through interaction • Use a variety of speaking techniques to communicate with a variety of audiences • Interpret and use effectively modes of non-verbal communication • Reading, writing and using language to gather and communicate information • Use and interpret a range of discipline-specific terms and symbols • Organize and depict information logically	multiple contexts • Inquire in different contexts to gain a different perspective • Make connections between subject groups and disciplines
Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Design - Textiles & Sewing	Systems	Function, Resources	Scientific and technical	Designing a product		Description	

**Other:**

Available resources dictate the function of systems.

innovation

Methods, Products, Processes and solutions, Adaptation, Ingenuity and progress

from the ground up requires a variety of planning tools, and creativity at different stages.

**Self-management**

- III. Organization skills
- Managing time and tasks effectively
- Plan short- and long-term assignments; meet deadlines
- Set goals that are challenging and realistic
- Bring necessary equipment and supplies to class
- Keep an organized and logical system of information files/ notebooks
- IV. Affective skills
- Managing state of mind
- Mindfulness
- Practise strategies to overcome distractions
- Practise being aware of body–mind connections
- Perseverance
- Demonstrate persistence and perseverance
- Self-motivation
- Practise managing self-talk
- V. Reflection skills
- (Re-)considering the process of learning; choosing and using ATL skills
- Develop new skills, techniques and strategies for effective learning
- Consider content
- What don't I yet

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Design - Photography - Through the Lens	Aesthetics	Evaluation, Perspective  <b>Other:</b> Aesthetics, creativity, perspectives	Personal and cultural expression  Metacognition and abstract thinking, Artistry, Craft, Creation, Beauty	Photography is a disciplined way of seeing, of investigating landscapes, still life, objects, the interaction of light on surfaces, movement and the expressing of ideas.	<b>A: Inquiring and analysing</b> i. explain and justify the need for a solution to a problem ii. construct a research plan, which states and prioritizes the primary and secondary research needed to develop a solution to the problem <b>B: Developing ideas</b> ii. present a range of feasible design ideas, which can be correctly interpreted by others <b>C: Creating the solution</b> ii. demonstrate excellent technical skills when making the solution <b>D: Evaluating</b> ii. explain the success of the solution against the design specification iii. describe how the solution could be improved iv. describe the impact	understand? • Consider ATL skills development • How can I share my skills to help peers who need more practice? • Consider personal learning strategies • What factors are important for helping me learn well? • Keep a journal to record reflections  Description <b>Communication</b> • I. Communication skills • Exchanging thoughts, messages and information effectively through interaction • Participate in, and contribute to, digital social media networks • Share ideas with multiple audiences using a variety of digital environments and media <b>Thinking</b> • VIII. Critical thinking skills • Analysing and evaluating issues and ideas • Practise observing carefully in order to recognise problems • Gather and organize	Digital Literacy  elements of digital citizenship ethical and legal implications of current and future technologies strategies for curating personal digital content, including management, personalization, organization, and maintenance of digital content; e-mail management; and workflow search techniques, how search results are selected and ranked, and criteria for evaluating search results strategies to engage with personal learning networks

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Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Design - Sustainability & Recycling	Creativity	Adaptation, Function, Resources	<p>Globalization and sustainability</p> <p>Human impact on the environment, Consumption, Conservation, Natural resources and public goods</p>	We can use waste from one product as a raw material for another, which can cause a resource neutral product.	<p>of the solution on the client/target audience</p> <p>relevant information to formulate an argument</p> <ul style="list-style-type: none"> <li>• Interpret data</li> <li>• IX. Creative thinking skills</li> <li>• Generating novel ideas and considering new perspectives</li> <li>• Make unexpected or unusual connections between objects and/or ideas</li> <li>• Create original works and ideas; use existing works and ideas in new ways</li> <li>• X. Transfer skills</li> <li>• Utilizing skills and knowledge in multiple contexts</li> <li>• Combine knowledge, understanding and skills to create products or solutions</li> </ul>	<p>Description</p> <p><b>Social</b></p> <ul style="list-style-type: none"> <li>• II. Collaboration skills</li> <li>• Working effectively with others</li> <li>• Delegate and share responsibility for decision-making</li> <li>• Help others to succeed</li> <li>• Manage and resolve conflict and work collaboratively in teams</li> <li>• Listen actively to other perspectives</li> </ul>	



and ideas

**Design (MYP 4)**

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Design - Drawing skills	Form	Ergonomics	Personal and cultural expression	Is there a correlation between drawing skills and design skills?		Description  Design Ideas are communicated through drawing.  <b>Communication</b> <ul style="list-style-type: none"> <li>I. Communication skills</li> <li>Exchanging thoughts, messages and information effectively through interaction</li> <li>Use a variety of media to communicate with a range of audiences</li> <li>Interpret and use effectively modes of non-verbal communication</li> </ul> <b>Subject specific skills, knowledge and understandings</b> <ul style="list-style-type: none"> <li>XI. Subject specific skills</li> <li>Custom ATL skills</li> <li>Other</li> </ul>	
The Ghost Hotel - Short Films based on research / investigation into a location attendant personal narratives  <b>Interdisciplinary</b>	Creativity Form Identity	<b>Arts - Performing Arts</b> Expression, Visual culture, Audience  <b>Arts - Visual Arts</b>	Personal and cultural expression  Creation, Metacognition and abstract thinking, Social constructions of reality, Ritual and play,	We will investigate outdoor staging using the landscape and the physical features, through a collaboration with	<b>Arts - Performing Arts A: Knowing and understanding</b> i. demonstrate knowledge and	Description  <b>Self-management</b> <ul style="list-style-type: none"> <li>III. Organization skills</li> <li>Managing time and tasks effectively</li> <li>Plan short- and long-</li> </ul>	for each of the arts disciplines dance, drama, music, and visual arts the specific elements, principles, techniques, vocabulary, and symbols that can be used to create mood

## Subject Group Overview

<p><b>Unit</b> Individuals and societies Mathematics Visual Arts Design</p>	<p>Genre, Innovation  <b>Design - Design</b> Collaboration</p>	<p>Belief systems, Analysis and argument, Histories of ideas, Practice and competency  Individuals and societies, Mathematics, Visual Arts, Design</p>	<p>Maths (budgeting and costing) Design (creation of the various scares and use of lighting ext) , Performing and Visual Arts in the form of the use of costume, masks and imagery in the woods, in order to devise and plan the creation of an immersive theatrical experience in a "Haunted Woods", using physical space and and cultural knowledge, including First Nations drumming to deliver an experience for the audience and actors alike!</p>	<p>understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology ii. demonstrate an understanding of the role of the art form in original or displaced contexts iii. use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork <b>B: Developing skills</b> i. demonstrate the acquisition and development of the skills and techniques of the art form studied ii. demonstrate the application of skills and techniques to create, perform and/or present art <b>C: Thinking creatively</b> i. develop a feasible, clear, imaginative and coherent artistic intention ii. demonstrate a range and depth of creative-thinking behaviours iii. demonstrate the exploration of ideas to shape artistic intention through to a point of realization</p>	<p>term assignments; meet deadlines • Create plans to prepare for summative assessments (examinations and performances) • Keep and use a weekly planner for assignments • Set goals that are challenging and realistic • Plan strategies and take action to achieve personal and academic goals • Bring necessary equipment and supplies to class • Keep an organized and logical system of information files/ notebooks • Use appropriate strategies for organizing complex information • Understand and use sensory learning preferences (learning styles) • Select and use technology effectively and productively</p>	<p>and convey ideas the roles of performers and audiences in a variety of contexts the ethics of cultural appropriation and plagiarism</p>
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### **Individuals and societies - Individuals and societies**

#### **A: Knowing and understanding**

- i. use a wide range of terminology in context
- ii. demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples

#### **B: Investigating**

- i. formulate a clear and focused research question and justify its relevance
- ii. formulate and follow an action plan to investigate a research question
- iii. use research methods to collect and record appropriate, varied and relevant information
- iv. evaluate the research process and results

#### **C: Communicating**

- i. communicate information and ideas effectively using an appropriate style for the audience and purpose
- ii. structure information and ideas in a way that is appropriate to the specified format
- iii. document sources of

information using a recognized convention

### **Arts - Visual Arts**

#### **A: Knowing and understanding**

- i. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology
- ii. demonstrate an understanding of the role of the art form in original or displaced contexts

#### **B: Developing skills**

- i. demonstrate the acquisition and development of the skills and techniques of the art form studied
- ii. demonstrate the application of skills and techniques to create, perform and/or present art

#### **C: Thinking creatively**

- i. develop a feasible, clear, imaginative and coherent artistic intention
- ii. demonstrate a range and depth of creative-thinking behaviours
- iii. demonstrate the exploration of ideas to shape artistic intention through to a point of realization

### **Design - Design**

#### **A: Inquiring and**

### **analysing**

- i. explain and justify the need for a solution to a problem for a specified client/target audience
- ii. identify and prioritize the primary and secondary research needed to develop a solution to the problem
- iv. develop a detailed design brief, which summarizes the analysis of relevant research

### **B: Developing ideas**

- ii. develop a range of feasible design ideas, which can be correctly interpreted by others
- iv. develop accurate and detailed planning drawings/diagrams and outline the requirements for the creation of the chosen solution

### **C: Creating the solution**

- i. construct a logical plan, which describes the efficient use of time and resources, sufficient for peers to be able to follow to create the solution
- ii. demonstrate excellent technical skills when making the solution
- iii. follow the plan to create the solution, which functions as intended
- iv. fully justify changes made to the chosen design and plan when making the solution

## Subject Group Overview

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Design - Visual representation of Meiotic Division	Systems	Form	Scientific and technical innovation  Systems, Models	Scientific processes can be better understood with modelling and visual representation.	<b>A: Inquiring and analysing</b> i. explain and justify the need for a solution to a problem for a specified client/target audience <b>B: Developing ideas</b> i. develop a design specification, which clearly states the success criteria for the design of a solution <b>C: Creating the solution</b> i. construct a logical plan, which describes the efficient use of time and resources, sufficient for peers to be able to follow to create the solution	Description <b>Communication</b> <ul style="list-style-type: none"> <li>I. Communication skills</li> <li>Reading, writing and using language to gather and communicate information</li> <li>Paraphrase accurately and concisely</li> <li>Take effective notes in class</li> <li>Make effective summary notes for studying</li> <li>Organize and depict information logically</li> </ul> <b>Research</b> <ul style="list-style-type: none"> <li>VI. Information literacy skills</li> <li>Finding, interpreting, judging and creating information</li> <li>Present information in a variety of formats and platforms</li> <li>Collect and analyse data to identify solutions and make informed decisions</li> <li>Process data and report results</li> <li>Evaluate and select information sources and digital tools based on their appropriateness to specific tasks</li> <li>Understand and use technology systems</li> </ul>	Drafting function of models Information and Communications Technologies development and collaboration in a cloud-based environment functions of operating systems, including mobile, open source, and proprietary systems Media Arts digital and non-digital media technologies, their distinguishing characteristics and uses techniques for organizing ideas to structure information and story through media conventions media production skills

## Subject Group Overview

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
IT Skills	Communication	Collaboration	<p>Scientific and technical innovation</p> <p>Processes and solutions, Digital life, Virtual environments and the Information Age</p>	Alliances, relationships, and partnerships are formed through communication.	<p><b>A: Inquiring and analysing</b> iv. develop a detailed design brief, which summarizes the analysis of relevant research</p> <p><b>B: Developing ideas</b> iv. develop accurate and detailed planning drawings/diagrams and outline the requirements for the creation of the chosen solution</p> <p><b>C: Creating the solution</b> iv. fully justify changes made to the chosen design and plan when making the solution</p> <p><b>D: Evaluating</b> iv. explain the impact of the solution on the client/target audience</p>	<p>Description</p> <p><b>Self-management</b></p> <ul style="list-style-type: none"> <li>IV. Affective skills</li> <li>Managing state of mind</li> <li>Resilience</li> <li>Practise “bouncing back” after adversity, mistakes and failures</li> <li>Practise “failing well”</li> <li>Practise dealing with disappointment and unmet expectations</li> <li>Practise dealing with change</li> <li>V. Reflection skills</li> <li>(Re-)considering the process of learning; choosing and using ATL skills</li> <li>Consider personal learning strategies</li> <li>What can I do to become a more efficient and effective learner?</li> <li>How can I become more flexible in my choice of learning strategies?</li> <li>What factors are important for helping me learn well?</li> </ul> <p><b>Subject specific</b></p>	<p><b>Subject specific skills, knowledge and understandings</b></p> <ul style="list-style-type: none"> <li>XI. Subject specific skills</li> <li>Custom ATL skills</li> <li>Other</li> </ul> <p>Staying productive in the modern office requires a lot of technological tools. Employees are expected to get their work done quickly and effectively, and this focus on efficiency has driven employers to search for people with specific skills revolving around popular business platforms. Although there are many of these, one of the most widely used is Microsoft Office 365.</p> <p>The reason for this is simple: It's easy to learn, difficult to master and has a depth of usability that's hard to beat on the current market. In fact, IDC found that Microsoft Office skills were the <b>fourth most important attribute</b> a candidate could have when walking into a job interview. These talents even beat out integrity</p>

**skills, knowledge and understandings**

and creativity.

Of course, this suite of products is incredibly diverse, and it can be hard to know where to start or what you need to know. To help you out in your journey to improved career opportunities, we've put together a list of some of the most important Office 365 skills the modern worker can have.

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Design - Jewellery making							
Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Find your soul in the forest - Exterior Design - Creating Community and Creative Spaces	Communities	Collaboration, Form	Personal and cultural expression  Artistry, Creation	We will understand how the outdoor environment can help us re-imagine and design creative community spaces through an inquiry into artistry and creation.  Collaboratively created spaces promote community.	<b>A: Inquiring and analysing</b> i. explain and justify the need for a solution to a problem <b>B: Developing ideas</b> ii. present a range of feasible design ideas, which can be correctly interpreted by others <b>C: Creating the solution</b> i. construct a logical plan, which outlines the efficient use of time and resources, sufficient for peers to be able to follow to create the solution <b>D: Evaluating</b> iv. describe the impact	Description  <b>Thinking</b> • IX. Creative thinking skills • Generating novel ideas and considering new perspectives • Create novel solutions to authentic problems • Design improvements to existing machines, media and technologies • Make guesses, ask “what if” questions and generate testable hypotheses	Drafting technical drawing, including sketching techniques and manual drafting techniques elements of plans and drawings Media Arts digital and non-digital media, and their distinguishing characteristics and uses techniques for using images, sounds, and text to communicate information, settings, ideas, and story structure media technologies and techniques to capture, edit, and manipulate



## Subject Group Overview

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Paddle-a-thon : Designing and planning a school event					of the solution on the client/target audience	<ul style="list-style-type: none"> <li>Practise flexible thinking — develop multiple opposing, contradictory and complementary arguments</li> <li>Practise visible thinking strategies and techniques</li> <li>X. Transfer skills</li> <li>Utilizing skills and knowledge in multiple contexts</li> <li>Compare conceptual understanding across multiple subject groups and disciplines</li> </ul>	images, sounds, and text for specific purposes influences of digital media for the purpose of communication and self-expression

## Design (MYP 5)

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Communicating with our Community	Communication Communities	Collaboration	Identities and relationships  Affiliation and leadership	Do humans need to constantly adapt how they communicate the messages they deem important to their community?	<b>A: Inquiring and analysing</b> iii. analyse a range of existing products that inspire a solution to the problem <b>B: Developing ideas</b> iii. present the chosen design and justify its selection <b>C: Creating the solution</b> iii. follow the plan to create the solution, which functions as intended	Description <b>Communication</b> <ul style="list-style-type: none"> <li>I. Communication skills</li> <li>Exchanging thoughts, messages and information effectively through interaction</li> <li>Give and receive meaningful feedback</li> <li>Use intercultural understanding to interpret communication</li> </ul>	How do we communicate with our community?  What platforms do we use?  What are the range of apps in MS Office 365?

- Use a variety of speaking techniques to communicate with a variety of audiences
- Use appropriate forms of writing for different purposes and audiences
- Use a variety of media to communicate with a range of audiences
- Interpret and use effectively modes of non-verbal communication
- Reading, writing and using language to gather and communicate information
- Read critically and for comprehension
- Read a variety of sources for information and for pleasure
- Make inferences and draw conclusions
- Use and interpret a range of discipline-specific terms and symbols
- Write for different purposes

**Subject specific skills, knowledge and understandings**

- XI. Subject specific skills
- Custom ATL skills
- Other

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group	ATL skills	Content (topics,
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					objective(s)	knowledge, skills)	
Unrestrained Passion ("Romeo and Juliet" by William Shakespeare)	Communication	<b>Language and literature - English</b> Audience imperatives, Purpose	Personal and cultural expression Artistry, Creation	Directors and producers create films to position audiences to respond in a particular way and to communicate specific perspectives on life.	<b>Language and literature - English</b> <b>A: Analysing</b> i. analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts ii. analyse the effects of the creator's choices on an audience iii. justify opinions and ideas, using examples, explanations and terminology iv. evaluate similarities and differences by connecting features across and within genres and texts <b>B: Organizing</b> i. employ organizational structures that serve the context and intention ii. organize opinions and ideas in a sustained, coherent and logical manner iii. use referencing and formatting tools to create a presentation style suitable to the context and intention <b>C: Producing text</b> i. produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new	Description <b>Self-management</b> • III. Organization skills • Managing time and tasks effectively • Plan short- and long-term assignments; meet deadlines • Create plans to prepare for summative assessments (examinations and performances) • Keep and use a weekly planner for assignments • Set goals that are challenging and realistic • Plan strategies and take action to achieve personal and academic goals • IV. Affective skills • Managing state of mind • Perseverance • Demonstrate persistence and perseverance • Practise delaying gratification • V. Reflection skills • (Re-)considering the process of learning; choosing and using ATL skills • Consider personal learning strategies • What can I do to become a more efficient and effective	Text forms and genres Strategies and processes reading strategies writing processes design processes Language features, structures, and conventions language features usage and conventions literary elements and devices literal meaning and inferential meaning citation techniques
<b>Interdisciplinary Unit</b> Design		<b>Design - Design</b> Collaboration, Perspective	Design				

perspectives and ideas arising from personal engagement with the creative process

- ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience
- iii. select relevant details and examples to develop ideas

### **D: Using language**

- i. use appropriate and varied vocabulary, sentence structures and forms of expression
- ii. write and speak in a register and style that serve the context and intention
- iii. use correct grammar, syntax and punctuation
- iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy
- v. use appropriate non-verbal communication techniques

## **Design - Design**

### **B: Developing ideas**

- i. develop a design specification, which clearly states the success criteria for the design of a solution
- ii. develop a range of feasible design ideas, which can be correctly interpreted by others
- iii. present the chosen

learner?

- How can I become more flexible in my choice of learning strategies?
- What factors are important for helping me learn well?

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Tech Skills Unit - Outlook Emails, Word Processing and Microsoft Office 365	Communication Connections Systems	Collaboration	Scientific and technical innovation  Digital life	Personal and social perspectives are communicated, developed and directed through technology.	<p>design and justify its selection</p> <p>iv. develop accurate and detailed planning drawings/diagrams and outline the requirements for the creation of the chosen solution</p> <p><b>C: Creating the solution</b></p> <p>i. construct a logical plan, which describes the efficient use of time and resources, sufficient for peers to be able to follow to create the solution</p> <p>ii. demonstrate excellent technical skills when making the solution</p> <p>iii. follow the plan to create the solution, which functions as intended</p> <p>iv. fully justify changes made to the chosen design and plan when making the solution</p> <p><b>C: Creating the solution</b></p> <p>i. construct a logical plan, which describes the efficient use of time and resources, sufficient for peers to be able to follow to create the solution</p> <p>ii. demonstrate excellent technical skills when making the solution</p> <p>iii. follow the plan to create the solution, which functions as intended</p> <p>iv. fully justify changes made to the chosen design and plan when making the solution</p>	<p>Description</p> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>I. Communication skills</li> <li>Exchanging thoughts, messages and information effectively through interaction</li> <li>Give and receive meaningful feedback</li> <li>Use a variety of speaking techniques to communicate with</li> </ul>	Microsoft 365 is a subscription service that provides users with the basic productivity applications necessary to get work done in the modern enterprise. Productivity applications include, but are not limited to, a word processor, a spreadsheet, an email client, a calendar, and a presentation

intended  
iv. fully justify changes made to the chosen design and plan when making the solution

- a variety of audiences
- Use appropriate forms of writing for different purposes and audiences
  - Use a variety of media to communicate with a range of audiences
  - Interpret and use effectively modes of non-verbal communication
  - Negotiate ideas and knowledge with peers and teachers
  - Participate in, and contribute to, digital social media networks
  - Collaborate with peers and experts using a variety of digital environments and media
  - Share ideas with multiple audiences using a variety of digital environments and media

application. In fact, because of Microsoft 365's cloud-based structure, the suite of productivity applications is constantly being updated and improved.