

Design – Grade 7

Topic/Unit Title	Key Concept	Related Concepts	Global Context /Exploration	ATL skills	Statement of Inquiry	Summative Assessment	Assessment Objectives
Promtional packagin-Healthy Cereal for children	Communication Communities Health	Promotion, creativity, target user	:Fairness and development: How can we increase lifespan? What is a healthier option? How can we change perceptions of healthy food amongst teenagers?	Thinking skills – Thinking creatively Communication Skills – non-verbal communication Social Skills - global/intercultural awareness and sensitivity Self-management skills – time management meeting deadlines Research skills – Formulating research questions collecting, organizing, interpreting and presenting information	Good communication educates those who deserve the option to make better life decisions	Assessment 1: Inquiry and Analyzing: Students thoroughly research current cereal products on the market and develop their understanding of the type of ingredients used in both healthy and unhealthy products. Students understand the relevance of healthy diets for positive growth and health within their target market of children/young teenagers. They develop an understanding of the key aspects of what makes a successful piece of promotional design by analyzing the needs and wants of their target market. Students will develop their understanding of collecting and analyzing primary data collected from their target market. Assessment 2: Developing Ideas: Students will be tasked in completing a design specification specifically for their packaing design. Students will develop their communication skills using both practical means of illustration as well as finalizing ideas using Computer aided design (CAD). Students will be exposed to developing 2D graphics into 3D products by experimenting and prototyping their package designs. Assessment 3: Creating the Solution: Students will plan and structure the manufacturing workflow of how they expect to make their package. This will be produced visually as a graphical flowchart negative feedback loops will be introduced in order to ensure high quality output. Students will work independently to construct their package	Assessment 1: Inquiry and Analyzing: i. explains and justifies the need for a solution to a problem ii. states and prioritizes the main points of research needed to develop a solution to the problem, with minimal guidance iii. describes the main features of an existing product that inspires a solution to the problem iv. presents the main findings of relevant research. Assessment 2: Developing Ideas: i. develops a list of success criteria for the solution ii. presents feasible design ideas, using an appropriate medium(s) and outlines the key features, which can be correctly interpreted by others iii. presents the chosen design describing the key features iv. creates a planning drawing/diagram, which outlines the main details for making the chosen solution. Assessment 3: Creating the Solution: i. outlines a plan, which considers the use of resources and time, sufficient for peers to be able to follow to create the solution ii. demonstrates excellent technical skills when making the solution iii. follows the plan to create the solution, which functions as intended and is presented appropriately



						<p>whilst making sure to document the process through means of creating a working manufacturing diary. Final design is presented with the alterations/improvements made outlined and discussed.</p> <p>Assessment 4: Evaluation: Students develop their understanding of how to create tangible tests that will check to see the success of the final produced product. Tests are conducted and then analyzed. Students will set up online surveys with their target market to gain specific user feedback on aesthetics . Final set of improvements then stated with clear vision of how the crest could be developed further to showcase such improvements.</p>	<p>iv. lists the changes made to the chosen design and plan when making the solution</p> <p>Assessment 4: Evaluation:</p> <p>i. outlines simple, relevant testing methods, which generate data, to measure the success of the solution</p> <p>ii. outlines the success of the solution against the design specification based on authentic product testing</p> <p>iii. outlines how the solution could be improved</p> <p>iv. outlines the impact of the solution on the client/target audience.</p>
Educational Maze	Education Breaking down language barriers Developing motor skills	creativity, target user	Education can be fun, engaging and progressive and yet still be available to all those around the world	<p>Thinking skills – Thinking creatively</p> <p>Communication Skills – non-verbal communication</p> <p>Social Skills - global/intercultural awareness and sensitivity</p> <p>Self-management skills – time management meeting deadlines</p> <p>Research skills – Formulating research questions collecting, organizing, interpreting and</p>	Young children deserve the opportunity to develop their motor skills as well as their cognitive ability through the use of simple hand held toys	<p>Assessment 1: Inquiry and Analyzing: Students thoroughly research SDG 4 (quality education) current toys on that market that improve/have been used to promote development of motor skills as well as being educational through various other means. Students understand the relevance of using colour and form effectively when designing for their target market of very young children (age 3-5 years old). They develop an understanding of the key aspects of what makes a successful educational toy design by analyzing the needs and wants of their target market. Students will develop their understanding of collecting and analyzing primary data collected from their target market.</p> <p>Assessment 2: Developing Ideas: Students will be tasked in completing a design specification specifically for their toy maze design. Students will develop their communication skills using both practical means of illustration as well as finalizing ideas using Computer aided design</p>	



				presenting information	<p>(CAD). Students will be exposed to developing 2D graphics into 3D products by experimenting and prototyping their maze designs.</p> <p>Assessment 3: Creating the Solution: Students will plan and structure the manufacturing workflow of how they expect to make their package. This will be produced visually as a graphical flowchart negative feedback loops will be introduced in order to ensure high quality output. Students will work independently to construct their maze design whilst making sure to document the process through means of creating a working manufacturing diary. Final design is presented with the alterations/improvements made outlined and discussed.</p> <p>Assessment 4: Evaluation: Students develop their understanding of how to create tangible tests that will check to see the success of the final produced product. Tests are conducted and then analyzed. Students will set up online surveys with their target market to gain specific user feedback on aesthetics . Final set of improvements then stated with clear vision of how the maze could be developed further to showcase such improvements.</p>
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Service as Action

When the students have completed each section of the design cycle, their work will be graded against the assessment criteria. At the end of the project the students will have the opportunity to reflect on the product they have produced, in the context of the inquiry question. Students will create a promotional package for a healthy cereal targeting young children/teenagers as their target end user. Students will develop their understanding of turning 2D graphics into 3D packaging, building on practical and graphic skills. Opportunities to use 3D printer or laser cutter can be taken for those G&T students who would like to add promotional items within the package.

Please note: At times areas of the curriculum will change based on the learning needs and interests of the students.





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