# Subject overview Design

## Year 2 (Grade 7)

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<tr>
<th>Unit title and teaching hours</th>
<th>Key concept &amp; Related concepts</th>
<th>Global context &amp; exploration</th>
<th>Statement of inquiry</th>
<th>Objectives</th>
<th>ATL skills</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Design Process 10 Hours</td>
<td>Communication</td>
<td>Scientific and Technical Innovation</td>
<td>Observing the design cycle from different perspectives allows us to understand how humans adapt environments to their needs.</td>
<td>A: i  &lt;br&gt; B: iii  &lt;br&gt; C: iv  &lt;br&gt; D: iii</td>
<td>Communication: Use a variety of speaking techniques to communicate with a variety of audiences, use appropriate forms of writing for different purposes and audiences, negotiate ideas and knowledge with peers and teachers, collaborate with peers and experts using a variety of digital environments and media  &lt;br&gt; Social /Collaboration: Exercise leadership and take on a variety of roles within groups, encourage others to contribute, give and receive meaningful feedback  &lt;br&gt; Thinking/Transfer skills : Combine knowledge, understanding and skills to create products or solutions</td>
<td>The nature of Design  &lt;br&gt; The MYP Design cycle  &lt;br&gt; Oral Presentations  &lt;br&gt; PowerPoint presentations  &lt;br&gt; Evaluation Survey</td>
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<tr>
<td>School Canteen 20 Hours</td>
<td>Communities</td>
<td>Globalization and Sustainability</td>
<td>School communities can evaluate market trends in order to develop healthy eating.</td>
<td>A: i, ii, iii, iv  &lt;br&gt; B: i, ii, iii, iv  &lt;br&gt; C: ii, iii, iv  &lt;br&gt; D:i, ii, iii, iv</td>
<td>Research/ Information literacy skills: Access information to be informed and inform others, Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions, identify primary and secondary sources  &lt;br&gt; Communication: Write for different purposes, Structure information in summaries, essays and reports , Negotiate ideas and knowledge with peers and teachers  &lt;br&gt; Social /Collaboration: Encourage others to contribute , Give and receive meaningful feedback  &lt;br&gt; Thinking/Creative-thinking Skills : Use brainstorming and visual diagrams to generate new ideas and inquiries</td>
<td>The nature of Design  &lt;br&gt; The MYP Design cycle  &lt;br&gt; Nutrition basics  &lt;br&gt; Poster Creation  &lt;br&gt; Color Theory</td>
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## Subject overview Design

| Business Logo Design | Communities | Identities and Relationships | Students functioning through collaborative teams can provide their perception of a business community using the form of a logo. | Research/ Information literacy skills: Identify primary and secondary sources  
Communication: Use appropriate forms of writing for different purposes and audiences, Give and receive meaningful feedback  
Social/Collaboration: Exercise leadership and take on a variety of roles within groups  
Self-Management/Organization: Select and use technology effectively and productively  
Research/Media Skills: Make informed choices about personal viewing experiences  
Thinking/Critical Thinking: Consider ideas from multiple perspectives | The nature of Design  
The MYP Design cycle  
Basic Journalism  
Publishing Design  
Publishing Software  
Evaluation Survey |
| 15 hours | Collaboration  
Form  
Perspective | Teams, affiliation and leadership | A: i, ii, iii, iv  
B: i, ii, iii, iv  
C: ii, iii, iv  
D: i, ii, iii, iv | |

| The Design Process | Communication  
Perspective  
Technical Innovation | Scientific and Technical Innovation | Observing the design cycle from different perspectives allows us to understand how humans through collaboration develop functional solutions to address the needs and trends of defined markets. | Communication: Use a variety of speaking techniques to communicate with a variety of audiences, use appropriate forms of writing for different purposes and audiences, negotiate ideas and knowledge with peers and teachers, collaborate with peers and experts using a variety of digital environments and media  
Social/Collaboration: Exercise leadership and take on a variety of roles within groups, encourage others to contribute, give and receive meaningful feedback  
Thinking/Transfer skills: Combine knowledge, understanding and skills to create products or solutions | The nature of Design  
The MYP Design cycle  
Oral Presentations  
PowerPoint presentations  
Evaluation Survey |
| 10 Hours | Collaboration  
Function  
Markets and trends | How humans adapt environments to their needs | A: i  
B: iii  
C: iv  
D: iii | |
# Subject overview Design

## Year 3 (Grade 8)

<table>
<thead>
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<th>Unit title and teaching hours</th>
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| **The Design Process**       | **Communication**              | Scientific and Technical Innovation | Observing the design cycle from different perspectives allows us to understand how humans through collaboration develop functional solutions to address the needs and trends of defined markets. | A:i  
  B: iii  
  C: iv  
  D: iii | **Communication**: Use a variety of speaking techniques to communicate with a variety of audiences, use appropriate forms of writing for different purposes and audiences, negotiate ideas and knowledge with peers and teachers, collaborate with peers and experts using a variety of digital environments and media  
**Social/Collaboration**: Exercise leadership and take on a variety of roles within groups, encourage others to contribute, give and receive meaningful feedback  
**Thinking/Transfer skills**: Combine knowledge, understanding and skills to create products or solutions | **The nature of Design**  
The MYP Design cycle  
Oral Presentations  
PowerPoint presentations  
Evaluation Survey |
| **School Canteen**           | **Communities**                | Globalization and Sustainability | School communities can evaluate market trends in order to develop healthy eating. | A: i, ii, iii, iv  
B: i, ii, iii, iv  
C: ii, iii, iv  
D:i, ii, iii, iv | **Research/Information literacy skills**: Access information to be informed and inform others, Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions, Identify primary and secondary sources  
**Communication**: Write for different purposes, Structure information in summaries, essays and reports, Negotiate ideas and knowledge with peers and teachers  
**Social/Collaboration**: Encourage others to contribute, Give and receive meaningful feedback  
**Thinking/Creative-thinking Skills**: Use brainstorming and visual diagrams to generate new ideas and inquiries | **The nature of Design**  
The MYP Design cycle  
Nutrition basics  
Poster Creation  
Color Theory |
## Subject overview Design

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<td>Communication: Use appropriate forms of writing for different purposes and audiences, give and receive meaningful feedback</td>
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<td>Markets and trends</td>
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# Subject overview Design

## Year 4 (Grade 9)

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| The Design Process           | Communication                  | Scientific and Technical Innovation | Observing the design cycle from different perspectives allows us to understand how humans through collaboration develop functional solutions to address the needs and trends of defined markets. | A: i, ii, iii, iv B: i, ii, iii, iv C: ii, iii, iv D: i, ii, iii, iv | Communication: Use a variety of speaking techniques to communicate with a variety of audiences, use appropriate forms of writing for different purposes and audiences, negotiate ideas and knowledge with peers and teachers, collaborate with peers and experts using a variety of digital environments and media  
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Thinking/Transfer skills: Combine knowledge, understanding and skills to create products or solutions | The nature of Design  
The MYP Design cycle  
Oral Presentations  
PowerPoint presentations  
Evaluation Survey |
| School Canteen               | Communities                    | Globalization and Sustainability | School communities can evaluate market trends in order to develop healthy eating. | A: i, ii, iii, iv B: i, ii, iii, iv C: ii, iii, iv D: i, ii, iii, iv | Research/ Information literacy skills: Access information to be informed and inform others, Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions, identify primary and secondary sources  
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Thinking/Creative-thinking Skills: Use brainstorming and visual diagrams to generate new ideas and inquiries | The nature of Design  
The MYP Design cycle  
Nutrition basics  
Poster Creation  
Color Theory |
# Subject overview Design

| Business Logo Design | Communities Collaboration Form Function Perspective | Identities and Relationships Teams, affiliation and leadership | Students functioning through collaborative teams can provide their perception of a business community using the form of a logo. | A: i, ii, iii, iv  
B: i, ii, iii, iv  
C: ii, iii, iv  
D: i, ii, iii, iv | Research/ Information literacy skills: Identify primary and secondary sources  
Communication: Use appropriate forms of writing for different purposes and audiences, give and receive meaningful feedback  
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|---|---|---|---|---|---|---|
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Thinking/Transfer skills: Combine knowledge, understanding and skills to create products or solutions | The nature of Design  
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## Subject overview Design

### Year 5 (Grade 10)

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<td>Consumption and public goods</td>
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<td>15 hours</td>
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- A: i, ii, iii, iv  
- B: i, ii, iii, iv  
- C: ii, iii, iv  
- D:i, ii, iii, iv