



## 6<sup>th</sup> Grade Design

### Willows Preparatory School 2020-2021

#### Subject Aims

- Enjoy the design process and develop an appreciation of its elegance and power
- Appreciate past, present and emerging design within cultural, political, social, historical and environmental contexts
- Develop knowledge, understanding and skills from different disciplines to design and create solutions to problems using the design cycle
- Act with integrity and honesty, and take responsibility for their own actions developing effective working practices
- Develop respect for others' viewpoints and appreciate alternative solutions to problems

#### Keys to Class

- "Tinkering" and trial-and-error are foundational for all MYP Designers. Discoveries are partly made from taking risks and being open-minded with teammates.
- Good designs are planned. We will keep track of all the work we do through process journals. Be organized and responsible!
- Self-reflect. What can you do to be a better teammate? Collaboration is a key component of this class.
- Push yourself to follow your passions and keep improving. Take the teacher's many models and *advance* them!
- Practice resilience and perseverance. You will be exposed to many new ideas, materials, systems, and contexts. Ask for helping is necessary. Communication is key!

## I.B. Grading Criteria

<p><b>A – Inquiring and Analyzing</b> – Students are presented with a design situation from which they identify a problem that needs to be solved. They analyze a need for a solution and conduct an inquiry into the nature of the problem.</p>	<p>Can we break down a problem in simple terms? What parts of the problem can we target in our design? How are we influenced by preexisting products or solutions? What constitutes a design brief from the point of view of the client or target audience?</p>
<p><b>B – Developing Idea</b> – Students write a detailed specification which drives the development of a solution. They present the solution.</p>	<p>What design criteria must be met for a successful solution? What elements of our proposed solution are feasible? How can we best present the solution?</p>
<p><b>C – Creating the Solution</b> – Students plan the creation of the chosen solution and follow the plan to create a prototype sufficient for testing and evaluation.</p>	<p>Have we considered the impact of time and resources in our plan? What technical skills do we require? Were any changes made? Why did we make changes?</p>
<p><b>D – Evaluating</b> – Students design tests to evaluate the solution, carry out those tests and objectively evaluate its success. Students identify areas where the solution could be improved and explain how their solution will impact on the client or target audience.</p>	<p>How can we test the solution? What constitutes a successful or unsuccessful test? What improvement or changes would we make in retrospect? Did we meet the needs of the client or target audience?</p>

## Content Brief

Semester 1	Semester 2
<p style="text-align: center;"><b>Semester 1 – The Design Thinking Process</b></p> <p style="text-align: center;">Students will be introduced to the Design Thinking process, 3-D modeling applications, and gain experience with basic woodworking. Students will learn interdisciplinary lessons and units with Science and Art.</p> <p style="text-align: center;"><b>Major Project: IKEA Design Annual WPS Grand Prix</b></p>	<p style="text-align: center;"><b>Semester 2 – MicroBit</b></p> <p style="text-align: center;">Students will dive deep in early coding principles including the development and application of technology and computer science applications and principles. Interdisciplinary lessons and units with Music and Science.</p> <p style="text-align: center;"><b>Major Project: Microbit Microsoft MakeCode Robotics</b></p>

