|  |  |  |  |
| --- | --- | --- | --- |
| **Teacher(s)** | **Ms. Leventis** | **Subject group and discipline** | **Design** |
| **Unit title** | **Protest T-shirt Design**  | **MYP year** | **3** | **Unit duration (hrs)** | **12** |

##### Inquiry: Establishing the purpose of the unit

|  |  |  |
| --- | --- | --- |
| **Key concept** | **Related concept(s)** | **Global context** |
| **Communication**  |  **Form**  | **Fairness and Development** **Exploration: Creation, Products** |
| Statement **of inquiry** |
| **Form can communicate a fight for fairness.**  |
| **Inquiry questions** |
| Factual**—** **What are the 5 fashion design principals? What is a social or environmental problem in the world.** Conceptual**— How can we use fashion design principles to communicate a message?**Debatable**— Can fashion communicate a message? Can fashion impact social justice?**  |
| **ATL Skills:** In order to design a work that is thought provocative and service a purpose, students will need to think creatively to come up with solutions that stay on message and take into account commercial appeal.  |