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| **Teacher(s)** | **Ms. Leventis** | **Subject group and discipline** | **Design** | | |
| **Unit title** | **Protest T-shirt Design** | **MYP year** | **3** | **Unit duration (hrs)** | **15** |

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

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| **Key concept** | **Related concept(s)** | **Global context** |
| **Communication** | **Form** | **Fairness and Development**  **Exploration:** |
| Statement **of inquiry** | | |
| **Form can communicate to fight for fairness.** | | |
| **Inquiry questions** | | |
| Factual**—** **What are the 5 fashion design principles? 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 develop accurate and detailed planning drawings/diagrams and outline the requirements for the creation of the chosen solution**, students will need to **think creatively to come up with a solution**  In order **to analyze a range of existing products that inspire a solution to the problem,** students will need **to evaluate each resource to determine it’s quality and relevance including identifying points of view, bias and weakness.** | | |