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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)** | **12** |

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

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| **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. | | |