

Criterion A: Inquiring and analysing B: Developing ideas C: Creating the solution D: Evaluating

Design  
Subject Group Overview  
Year 1- Grade 6

| Unit Title                | Key Concept | Related Concepts      | Global Context                      | Statement of Inquiry  | Subject Group Objectives  | Approaches to Learning Skills      | Content   |
|---------------------------|-------------|-----------------------|-------------------------------------|---|---------------------------|------------------------------------|---|
| Upcycling                 | Development | Resources & Invention | Globalization & Sustainability      | Technical inventions involve the creation of different systems.   | All Criteria, All Strands | Creative Thinking<br>Collaboration | Students will design a game using only a paper box.   |
| Neighborhood Architecture | Communities | Form & Function       | Scientific and technical innovation | Globalization requires sustainably designed and built cities that allow citizens to develop and flourish. | All Criteria, All Strands | Critical Thinking<br>Transfer      | Students will design neighborhood buildings using 3D printing technology and architectural LEGOS. |

Design  
Year 2- Grade 7  
Subject Group Overview

| Unit Title  | Key Concept   | Related Concepts | Global Context                   | Statement of Inquiry  | Subject Group Objectives  | Approaches to Learning Skills   | Content  |
|---|---------------|------------------|----------------------------------|---|---------------------------|---------------------------------|--|
| Personal Logo Design                              | Communication | Function, Form   | Personal and Cultural Expression | Form and perspective can communicate personal and cultural identity.  | All Criteria, All Strands | Media Literacy<br>Communication | Students will enter into a client/designer relationship in order to design a personal logo for classmates.   |
| Stop Motion Animation<br><i>Interdisciplinary</i> | Development   | Perception       | Orientation in Space and Time    | Adolescent development is impacted by choices and their consequences in many contexts, both in art and in life. | All Criteria, All Strands | Media Literacy                  | Students will adapt a scene from selected text where characters make a different choice that results in a different consequence. They will create storyboards in Language & Lit that will be used to facilitate their stop motion animation designs. They will compose a score for their scene in Music. |

Design  
Subject Group Overview  
Year 3- Grade 8

| Unit Title             | Key Concept   | Related Concepts          | Global Context                 | Statement of Inquiry   | Subject Group Objectives  | Approaches to Learning Skills   | Content   |
|------------------------|---------------|---------------------------|--------------------------------|--|---------------------------|---------------------------------|---|
| Protest T-shirt Design | Communication | Form                      | Fairness & Development         |  | All Criteria, All Strands | Media Literacy<br>Communication | Students will need to understand the elements of fashion design (color, line, shape, emphasis, texture), using them to design and create a T-shirt that raises awareness about a social/environmental causes. |
| Cultural Cuisine       | Communities   | Resources, Sustainability | Personal & Cultural Expression | Sustainable cuisine reflects the identities and resources of cultural communities. | All Criteria, All Strands | Information literacy            | Students research different cuisines from certain countries and produce a restaurant menu that reflects the culture.  |