

<b>Teacher(s)</b>	<b>KS3 Design and Technology</b>	<b>Subject group and discipline</b>	<b>Design and Technology</b>		
<b>Unit title</b>	<b>Clock Project</b>	<b>MYP year</b>	<b>1</b>	<b>Unit duration (hrs)</b>	<b>29hrs</b>

**Inquiry: Establishing the purpose of the unit**

<b>Key concept</b>	<b>Related concept(s)</b>	<b>Global context</b>
Development	Function and Form	Globalisation and sustainability
<b>Statement of inquiry</b>		
Designers develop products by making considerations of form and function , and making decisions considering the impact on humans and the environment		
<b>Inquiry questions</b>		
<p><b>Factual –</b></p> <ul style="list-style-type: none"> <li>• What are the various types of clock, their functions and the materials and processes used to make them?</li> <li>• What types of clocks are on the market?</li> <li>• What functions do these clocks fulfil?</li> <li>• What materials are used to make existing clocks?</li> <li>• What processes are used to make existing clocks?</li> </ul> <p><b>Conceptual –</b></p> <ul style="list-style-type: none"> <li>•What key specifications could be used to analyse an existing clock?</li> </ul>	<ul style="list-style-type: none"> <li>•What specifications would be used for different products?</li> <li>•What specifications do I need to consider?</li> </ul> <p><b>Debatable</b></p> <ul style="list-style-type: none"> <li>•Is it possible to use more sustainable or biodegradable materials than plastic to make a clock?</li> <li>•Is it desirable to use more sustainable or biodegradable materials than plastic to make a clock?</li> <li>•Is it durable to use more sustainable or biodegradable materials than plastic to make a clock?</li> </ul>	
<b>Objectives</b>	<b>Summative assessment</b>	

<p><b>A. Inquiring and understanding</b></p> <p>i. Describe the main features of one existing product that inspires a solution to the problem</p> <p>iv. Present the main findings of relevant research</p> <p><b>B. Developing Ideas</b></p> <p>ii. Present feasible design ideas (including modelling) which can be correctly interpreted by others</p> <p><b>C. Creating the solution</b></p> <p>ii. Demonstrate technical skills when making the solution</p> <p><b>D. Evaluating</b></p> <p>iv. Outline the impact of the solution on the client/target audience</p>	<p>As part of this assessment you will need to produce:</p> <p><b><u>Goal</u></b></p> <p>To design and make a clock based on a specific theme</p> <p><b><u>Role</u></b></p> <p>You are a designer within a design firm, and your team have been asked to research and investigate information that will help you design and make a clock</p> <p><b><u>Audience</u></b></p> <p>You are to create a customer profile based on the target audience/visitors of the museum</p> <p><b><u>Situation</u></b></p> <p>A local museum would like to sell a clock in it's gift shop that reflects what the museum is exhibiting</p> <p><b><u>Purpose</u></b></p> <p>The clock should be able to tell the time and remind the visitor of the museum, serve as a momento</p> <p><b><u>Assessment Criteria (Year 1)</u></b></p>	<p>Relationship between summative assessment task(s) and statement of inquiry:</p> <p><b><u>Criterion A: Inquiring and understanding</u></b></p> <p>i. Describe the main features of one existing product that inspires a solution to the problem (<b><i>Sub-task 1</i></b>)</p> <p>iv. Present the main findings of relevant research (<b><i>Sub-task 1 and 2</i></b>)</p> <p><b><u>Criterion B: Developing Ideas</u></b></p> <p>ii. Present feasible design ideas (including modelling) which can be correctly interpreted by others (<b><i>Sub-task 3</i></b>)</p> <p><b><u>C. Creating the solution</u></b></p> <p>ii. Demonstrate technical skills when making the solution (<b><i>Sub-task 4</i></b>)</p> <p><b><u>Criterion D : Evaluating</u></b></p> <p>iv. Outline the impact of the solution on the client/target audience (<b><i>Sub-task 5</i></b>)</p>
<p><b>Approaches to learning (ATL)</b></p>		
<p><b><u>Research</u></b> – <i>Information literacy skills</i></p> <p>Students must evaluate primary and secondary information to ensure their reliability and relevance</p> <p><b><u>Thinking</u></b> - <i>Critical thinking skills</i></p> <p>Students must observe users interact with a solution in order to evaluate its success</p>		