

Unit Title	Audio adverts				
Subject group and discipline	Digital design	MYP year	3	Unit duration (hrs)	10

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context choose 1 and then drill down to exactly which aspect of these the unit will focus on
Communication	Innovation	Scientific and technical innovation Digital life, virtual environments and the Information Age
Statement of inquiry		
Technical innovations can be used to communicate messages clearly.		
Inquiry questions		
Factual— What are file formats? What is sampling? Conceptual— How is sound digitised? What is the purpose of sound editing software? Debatable— What techniques make an audio message more persuasive?		
Objectives	Summative assessment <i>This does not always have to be a GRASPS task but it does need to involve students demonstrating progress by transferring the skills and knowledge they have learnt to a real-life context. An analytical essay or practice exam questions (not quizzes) counts as real life context. Students need to construct a response using the knowledge and skills they practised in the unit.</i>	
A Inquiring and analysing i explains and justifies the need for a solution to a problem iii. analyses a group of similar products that inspire a solution to the problem B Developing ideas	Outline of summative assessment task(s) including assessment criteria: Goal design and create a radio advert to communicate an important message Role You are a sound engineer	Relationship between summative assessment task(s) and statement of inquiry: By using technology to create an audio advert students can see the impact of how understanding how to use the technology properly can impact the clarity of a message.

<p>i.develop a design specification which outlines the success criteria for the design of a solution based on the data collected</p> <p>ii.present a range of feasible design ideas, which can be correctly interpreted by others</p> <p>iii.present the chosen design and outline the reasons for its selection</p> <p>iv.develop accurate planning drawings/diagrams and outline requirements for the creation of the chosen solution.</p> <p>C Creating the solution</p> <p>i.construct a logical plan, which outlines the efficient use of time and resources, sufficient for peers to be able to follow to create the solution</p> <p>ii.demonstrate excellent technical skills when making the solution</p> <p>iii.follow the plan to create the solution, which functions as intended</p> <p>iv.explain changes made to the chosen design and the plan when making the solution</p> <p>D Evaluating</p> <p>i.describe detailed and relevant testing methods, which generate accurate data, to measure the success of the solution</p> <p>ii.explain the success of the solution against the design specification</p> <p>iii.describe how the solution could be improved</p> <p>iv.describe the impact of the solution on the client/target audience.</p>	<p>A udience members of the public getting advice on healty eating</p> <p>Situation You have been employed to create a high quality audio advert to be played over the radio</p> <p>Purpose this advert is meant to help members of the public make healthier food choices.</p> <p>Standards and criteria</p> <p>A,B,C,D</p>	
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Approaches to learning (ATL) *These can be listed or you could offer some explanation of how they will be developed*

In order for students to outline how the solution could be improved they must give and receive meaningful feedback.
 Explicitly taught and practiced skill strategies: ‘Giving feedback on peers adverts’

In order for students to justify the need for a solution to a problem they must revise understanding based on new information and evidence.
 Explicitly taught and practiced skill strategies: **Questioning the models we use.**

Action: Teaching and learning through inquiry

Learning objectives <i>(lesson by lesson/ week/ week/ fortnightly depending on your faculty)</i>	Learning experiences and teaching strategies <i>Space for you to develop approaches to learning and teaching. (There should be a range of learning experiences e.g. discussion, extended writing, quiz, performance, practical, presentation, debate, research, spaced practice, independent practice, questioning, scaffolding, review of previous learning, modelling, etc)</i>	Formative assessment <i>Peer assessment, self assessment, oral feedback, teacher marked</i>	Differentiation and challenge	Resources