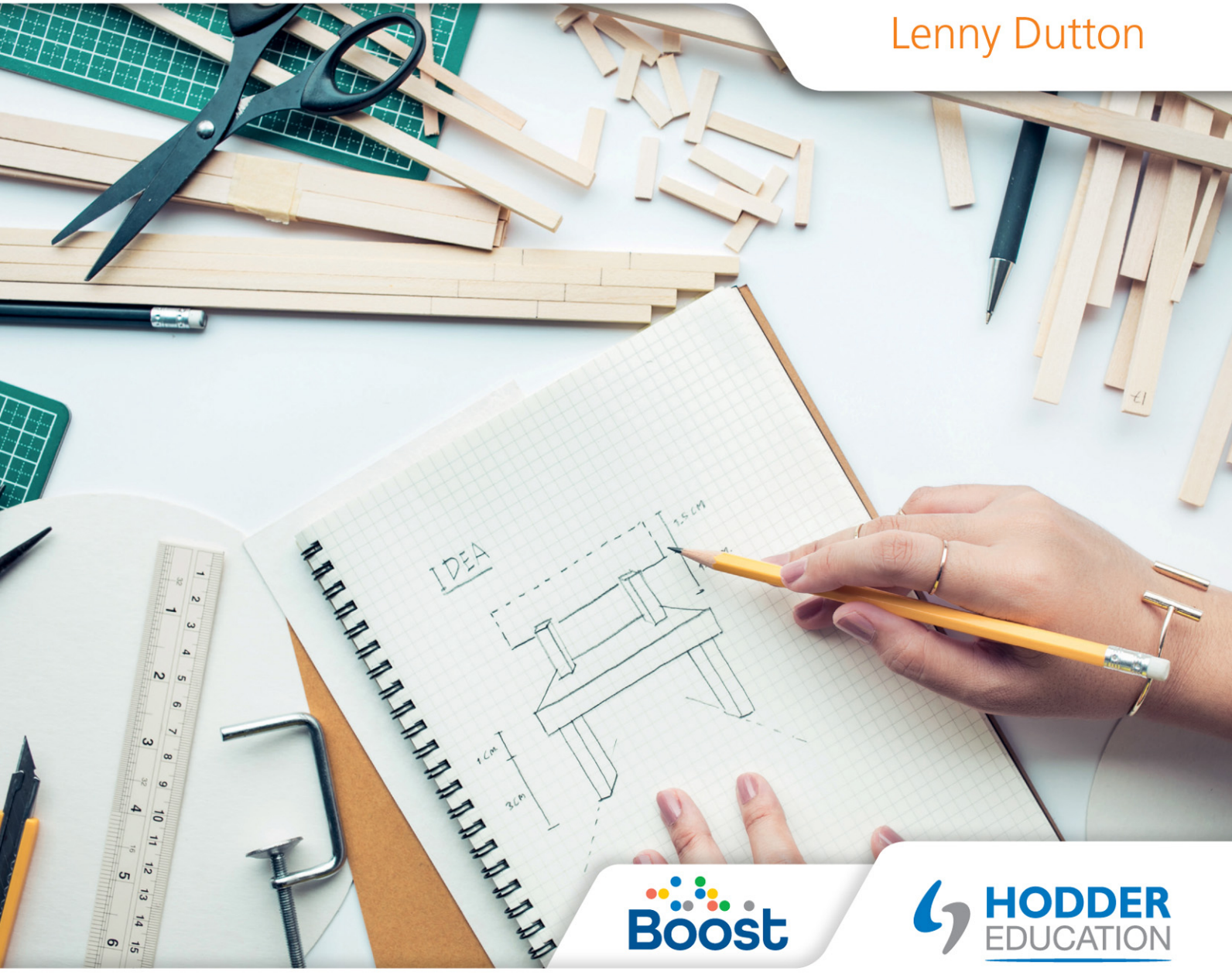
MYP by Concept
1–3

Design

Lenny Dutton



Boost
HODDER EDUCATION

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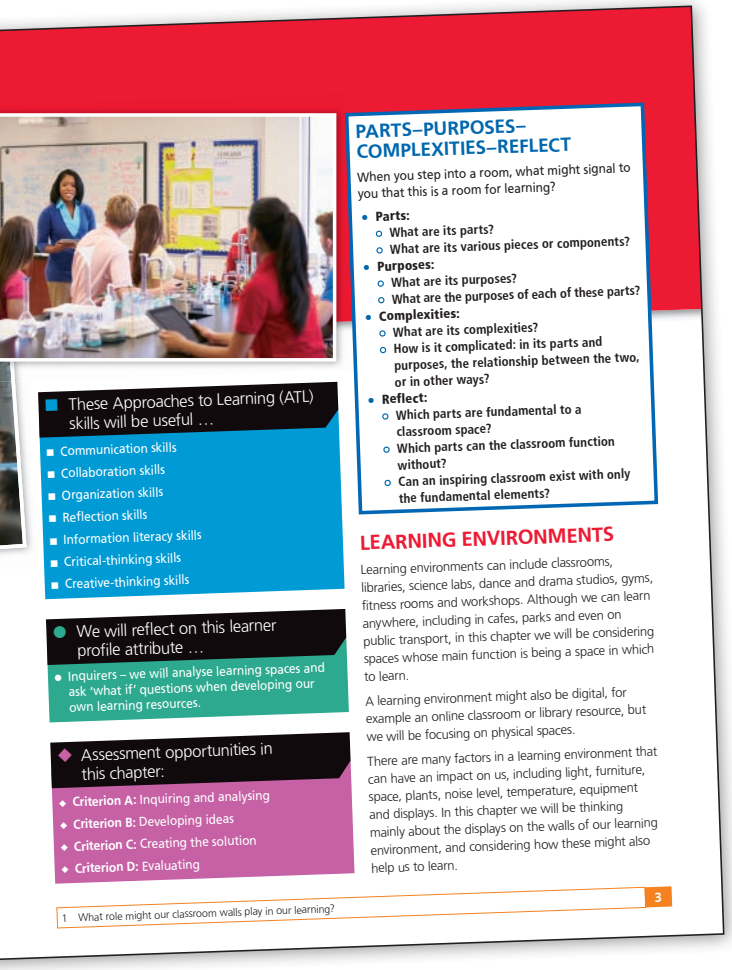

PARTS–PURPOSES–COMPLEXITIES–REFLECT

When you step into a room, what might signal to you that this is a room for learning?

- **Parts:**
  - **What are its parts?**
  - **What are its various pieces or components?**
- **Purposes:**
  - **What are its purposes?**
  - **What are the purposes of each of these parts?**
- **Complexities:**
  - **What are its complexities?**
  - **How is it complicated: in its parts and purposes, the relationship between the two, or in other ways?**
- **Reflect:**
  - **Which parts are fundamental to a classroom space?**
  - **Which parts can the classroom function without?**
  - **Can an inspiring classroom exist with only the fundamental elements?**

These Approaches to Learning (ATL) skills will be useful …

- Communication skills
- Collaboration skills
- Organization skills
- Reflection skills
- Information literacy skills
- Critical-thinking skills
- Creative-thinking skills

We will reflect on this learner profile attribute …

- Inquirers – we will analyse learning spaces and ask 'what if' questions when developing our own learning resources.

Assessment opportunities in this chapter:

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

LEARNING ENVIRONMENTS

Learning environments can include classrooms, libraries, science labs, dance and drama studios, gyms, fitness rooms and workshops. Although we can learn anywhere, including in cafes, parks and even on public transport, in this chapter we will be considering spaces whose main function is being a space in which to learn.

A learning environment might also be digital, for example an online classroom or library resource, but we will be focusing on physical spaces.

There are many factors in a learning environment that can have an impact on us, including light, furniture, space, plants, noise level, temperature, equipment and displays. In this chapter we will be thinking mainly about the displays on the walls of our learning environment, and considering how these might also help us to learn.

1 What role might our classroom walls play in our learning?

3

You are prompted to consider your conceptual understanding in a variety of activities throughout each chapter.

We have incorporated Visible Thinking – ideas, framework, protocol and thinking routines – from Project Zero at the Harvard Graduate School of Education into many of our activities.

Links to:

Like any other subject, Design is just one part of our bigger picture of the world. Links to other subjects are discussed.

We will reflect on this learner profile attribute …

- Each chapter has an *IB learner profile* attribute as its theme, and you are encouraged to reflect on these too.

Finally, at the end of the chapter you are asked to reflect back on what you have learnt with our *Reflection table*, maybe to think of new questions brought to light by your learning.

Use this table to evaluate and reflect on your own learning in this chapter.					
Questions we asked	**Answers we found**	**Any further questions now?**			
Factual					
Conceptual					
Debatable					
Approaches to Learning you used in this chapter	**Description – what new skills did you learn?**	**How well did you master the skills?**			
		Novice	**Learner**	**Practitioner**	**Expert**
Learner profile attribute	Reflect on the importance of the attribute for your learning in this chapter.				

Take action

! Guidance is given throughout the book about how to apply your knowledge of the design process to real-life situations. While the book provides many opportunities to apply the knowledge you have learnt in practical ways, you must be an active part in this process. Activities help you to **explain** the ways in which design can be applied and used, and also to discuss and **evaluate** the implications of using the principles of design to address specific issues. This should give you a better understanding of the issues facing designers in the twenty-first century. By engaging in these activities, you will also learn the value of communicating clearly and precisely.

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1 What role might our classroom walls play in our learning?

We must **evaluate** the **role** played by individual parts of the **systems** we **belong** to, if we hope to **improve** them.

Figure 1.1 How do posters enhance learning?

CONSIDER THESE QUESTIONS:

Factual: What is the third teacher? What posters exist in our current learning environment? How do we use our classroom posters?

Conceptual: How might the appearance of the space we learn in change the way we learn? How do visuals help us learn?

Debatable: Does an effective learning environment need effective displays?

Now **share and compare** your thoughts and ideas with your partner, or with the whole class.

KEY WORDS

copy
learning environments
typography

IN THIS CHAPTER WE WILL …

- **Find out** how our learning environments impact us.
- **Explore** examples of different learning environments.
- **Take action** by improving a learning space in our school.

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These Approaches to Learning (ATL) skills will be useful …

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PARTS–PURPOSES–COMPLEXITIES–REFLECT

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LEARNING ENVIRONMENTS

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1 What role might our classroom walls play in our learning?

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What is the third teacher?

THE THIRD TEACHER

> *'There are three teachers of children: adults, other children, and their physical environment.' – Loris Malaguzzi*

The 'third teacher' is the idea that the environment we learn in can have an impact on our learning. This covers everything from how a room makes you feel (cosy, alert, inspired) through to the resources in the room that help you to learn (posters, furniture, reading books and so on).

When you think about the influence an environment can have on learning, think about the values that the environment shows the users of the space. Examples might include:

- The furniture arrangement is set up for group work.
- The posters give prompts to help students ask questions and foster inquiry.
- The displays show examples of students' work, focusing on student growth.
- The room contains a 'shout-out' wall, where students can recognize their classmates for being kind, helpful or inspiring.

In this chapter you will have a real impact on a learning environment that you use by creating a poster/display to improve the space. You could design anything from an illustrated science lab safety guide to a display of motivational quotes for a fitness studio. You will be taking on the role of graphic designer here, but you could also approach this chapter as an interior, product or furniture designer.

Design situation

Your school has decided to update some of its classrooms and has asked the students to help. The school wants to redesign its displays to transform the learning environments; the budget is zero.

You should choose a learning space and work with the different users of that space (teachers and students) to design posters to enhance learning.

- **Client:** for this project, your **client** is the teacher or the school's leadership.
- **Target audience:** for this project, your **target audience** are the learners in the room, most likely students.

Identifying a problem

At the beginning of every design project, you need to **identify** a problem to solve. A lot of the time, the problem will be identified by the client. Your job is to really understand the problem and, then, to **explain** and **justify** the need for a solution to it.

In order to find a solution, you need to do some research to learn more about the problem and its possible solutions. You can do this in a number of ways, including looking at books, newspapers, websites, interviews, or even testing a product, carrying out user surveys or visiting a location.

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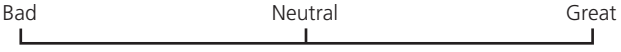
LEARNING CONDITIONS

DISCUSS

Think about this quote from Albert Einstein. What does it mean to you?

Think about all the learning environments in your school and plot them on to a copy of the following graph:

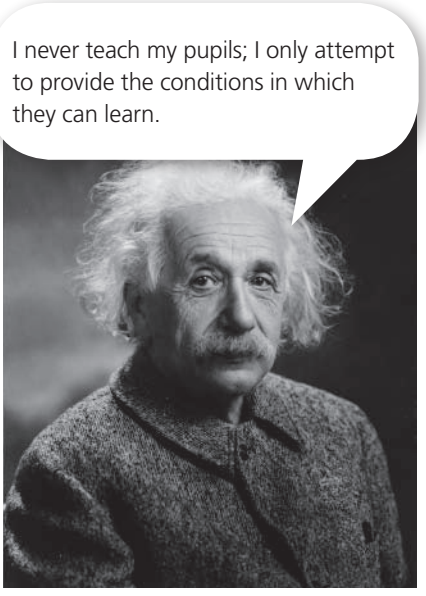


■ **Figure 1.2** How good or bad are your learning environments?

Show your graph to a classmate. Do your graphs look similar?

Discuss the following questions:

- **How did you determine what makes a good or a bad learning environment?**
- **How does it feel when you are in an environment with good/bad conditions for learning?**
- **What role did classroom displays/posters play in creating a successful learning environment?**



■ **Figure 1.3** Albert Einstein

THINK–PAIR–SHARE

In pairs, read the following quotes and discuss what each one means to you:

> 'Look at your learning space with twenty-first century eyes: Does it work for what we know about learning today, or just for what we know about learning in the past?' – Sir Ken Robinson, cited in *The Third Teacher* (2010)

> 'Classrooms are as individual as homes. Although there is no single way they must look, we want our homes to be functional, to work for the activities we conduct in them, and to be comfortable and inviting to those we welcome in.' – Ron Ritchhart, *Creating Cultures of Thinking* (2015)

> 'Our environments have a great influence on how we feel and behave and what we pay attention to.' – Deb Curtis and Margie Carter, *Reflecting Children's Lives: A handbook for planning your child-centered curriculum* (2011)

> 'We are not decorating learning spaces. We are designing them to amplify learning.' – Rebecca Louise Hare and Robert Dillion, *The Space: A guide for educators* (2016)

Share your comments with another pair.

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How do we use our classroom posters?

DISCUSS

Before we dive into locating a problem to solve, think about your dream learning environment. What would it include? What would it not include? How would you feel while using the space?

You might want to think about light, furniture, room size, displays, technology and plants, as well as equipment.

You could refer to the Parts–Purposes–Complexities–Reflect activity on page 3 to help you add detail to your vision for a dream learning environment.

Research

ATL

- Information literacy skills: Access information to be informed and inform others

The next step in the design cycle requires you to conduct further research. This helps you to better understand the problem, the user/target audience, and might even give you some inspiration for a solution. Although designers sometimes have an idea for what they want to make as soon as they hear the design situation, it is best to carry out research so that your final product best suits the client, environment and situation.

Designers often **create** a research table that includes the questions they want to solve; where they hope to find the answers, for example a particular website or person; and their priority for answering the questions ('high to low' or 'need to know, to want to know'). MYP 2–3 designers should add a column to identify whether their research is from a **primary** or **secondary source**.

Primary vs secondary sources

- A **primary source** is a first-hand or eyewitness account of information by an individual close to the topic. Examples of primary sources include autobiographies, personal correspondence (for example diary entries and letters), government documents, works of art and literature, statistics and data, and newspaper articles written by reporters close to the source. Today, even some social media posts are considered primary sources, because they are first-hand accounts of information.
- A **secondary source** is a source that is more removed from an event, usually written after the event has happened. Examples of secondary sources include biographies, interpretation of statistics and data, and anything written after an historical event or analysing something that already happened (for example, examining a work of art from a hundred years ago).

In this chapter and design problem, you will mainly be using primary sources, as you will be visiting the learning environments personally, photographing the actual rooms and interviewing the current users.

If you do any additional research about learning environments, maybe through books or online, this will most likely be a secondary source.

Links to: Individuals and societies; History

How do you differentiate between primary and secondary sources in your Individuals and societies classes? How is this similar and different in Design?

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ACTIVITY: Research learning environments

ATL

- Information literacy skills: Collect and analyse data to identify solutions and make informed decisions

Data usually refers to facts and statistics but, for designers, it often means photographs. For this project, start your research by taking photographs of some of the learning environments in your school.

- **Think about which rooms have the potential to improve or that you don't like learning in. Identify spaces that you feel do not best support learning, visit them and take photographs. You will start off by looking at several learning environments and later on will select just one.**
- **Reflect on the rooms and annotate your photographs to show potential problems. The problems could include: empty wall space, posters with writing that is too small to read, damaged/old/broken displays, boring displays and so on.**

Whenever you are identifying a problem, you should be able to answer the questions in Table 1.1.

What is the problem?	Identify which learning environments you are looking at and why.
Whose problem is it?	Identify the client/target market – who uses these learning environments? Teachers and/or students?
Where is the problem occurring?	Identify the situation – where are these rooms and what are they used for? An example might be 'room 120, science lab'.
What is the cause of the problem?	Use your annotated photographs or learning graph to identify the cause of the problem.
What effect is it having?	How are the rooms impacting learning?

Table 1.1 Identifying problems

You might have to do a little extra research to answer these questions. Find out exactly who uses the rooms; you might want to gather some feedback from those users too. You could use the graph you created in the Learning conditions activity on page 5 to further **justify** your answers.

Assessment opportunities

- This activity can be assessed using Criterion A: Inquiring and analysing (i).

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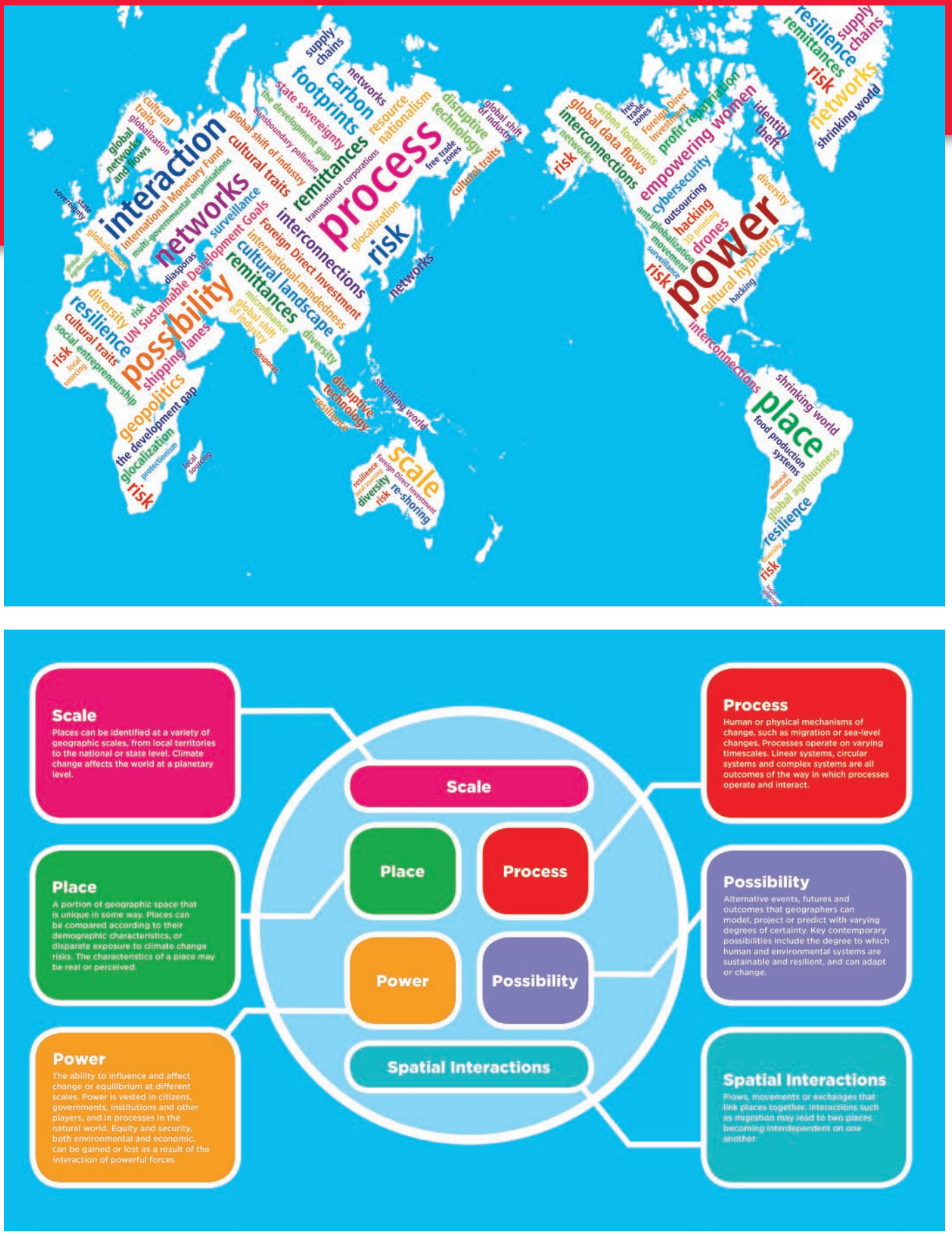

■ **Figure 1.4** Examples of classroom posters: (a) IB Geography: Making sense of the world, (b) PPPPSS Concepts

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ACTIVITY: Digging deeper

ATL

- Information literacy skills: Access information to be informed and inform others

For this chapter and design problem, you will be doing some user research. This means you will interview some people who use the rooms you photographed. You might want to ask them questions about their views on the current rooms, especially the posters and displays, and also how they would like to improve the rooms.

Copy Table 1.2, adding in ten interview questions, then interview at least three people.

Assessment opportunities

- This activity can be assessed using Criterion A: Inquiring and analysing (ii).

Question	Source	Priority	Answer
Example: *How often do you use the current posters to enhance learning?*	Example: *Mr Smith, Grade 8B students*	Example: *High*	Examples: *Mr Smith: 'I often point out the design cycle poster during class.'* *Student 1: 'I don't think I ever look at the displays.'* *Student 2: 'I sometimes look at the IB learner profile poster when we are reflecting on our learning.'*

Table 1.2 Interview template

ACTIVITY: Poster pros and cons

ATL

- Creative-thinking skills: Apply existing knowledge to generate new ideas, products or processes

Make a two-column pros and cons list, like the example shown in Table 1.3.

You might also do this analysis exercise for the posters in your learning environment.

Analyse existing products

Before generating new ideas, designers always **analyse** existing products.

What do you like and dislike about the posters shown on these pages?

Assessment opportunities

- This activity can be assessed using Criterion A: Inquiring and analysing (iii).

Pros	Cons
Example: *The text is easy to read.*	Example: *The poster is not colourful.*

Table 1.3 A list of pros and cons

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How might the appearance of the space we learn in change the way we learn?

WHAT POSTERS EXIST IN OUR CURRENT LEARNING ENVIRONMENT?

The types of posters that you would normally find in a learning environment include:

- motivational quotes
- rules, graphs, diagrams, prompts, formulae
- Approaches to Learning (ATLs)
- global contexts
- command terms
- key concepts
- related concepts
- IB learner profile
- subject terminology
- unit overviews
- guiding questions
- unit-/topic-specific information, values, activities, guides.

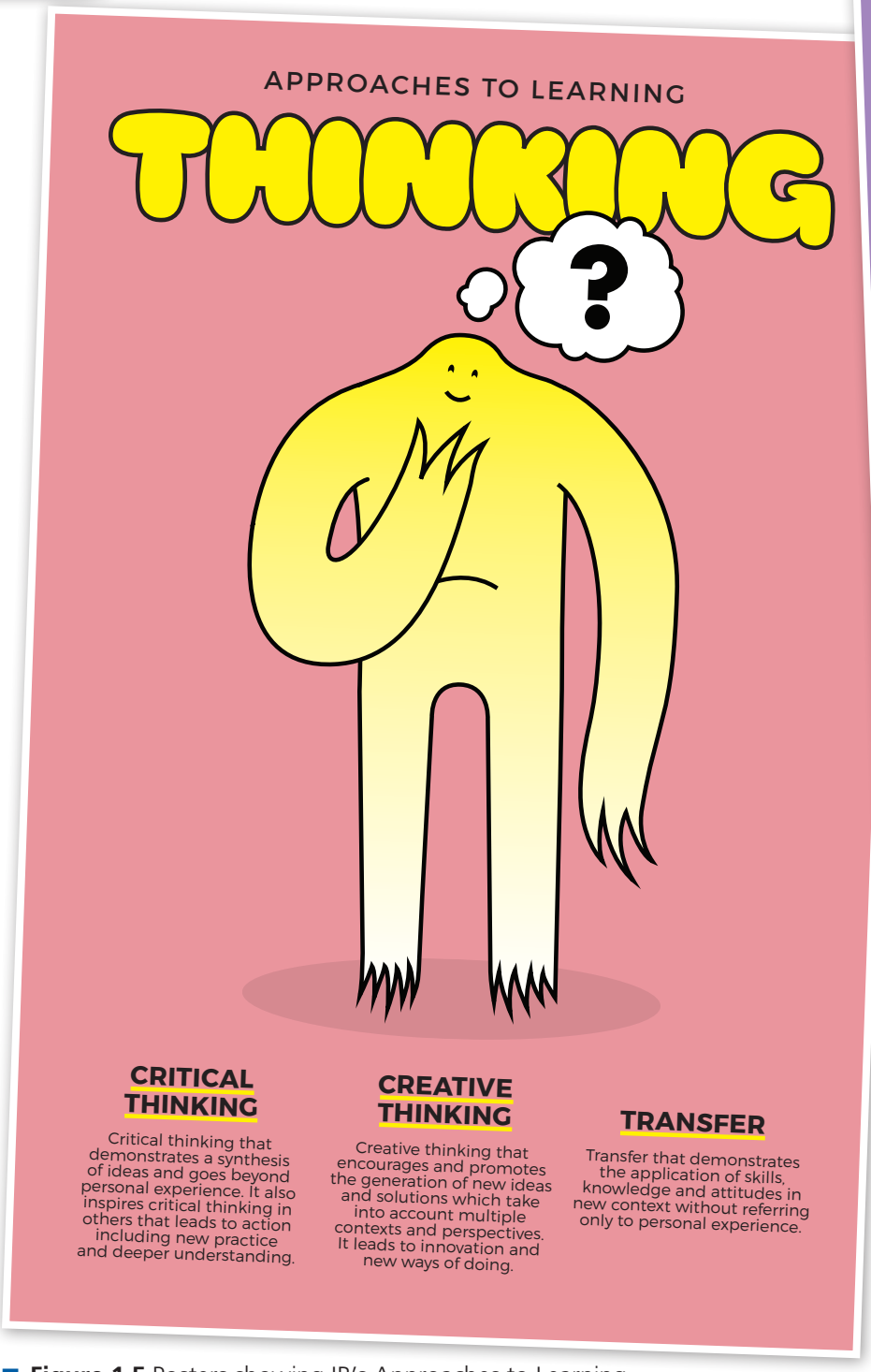

Figure 1.5 Posters showing IB's Approaches to Learning

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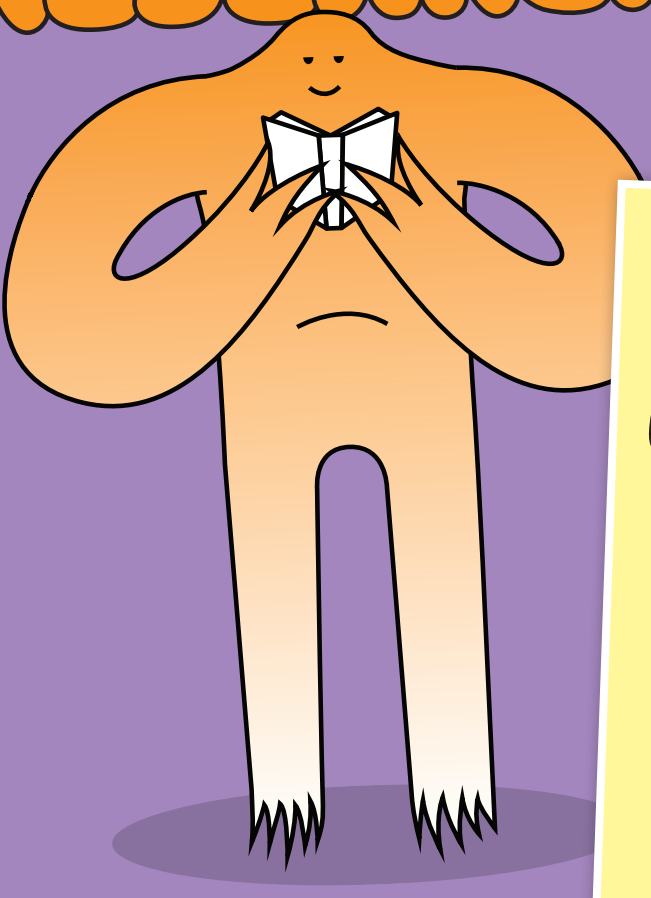
APPROACHES TO LEARNING

RESEARCH

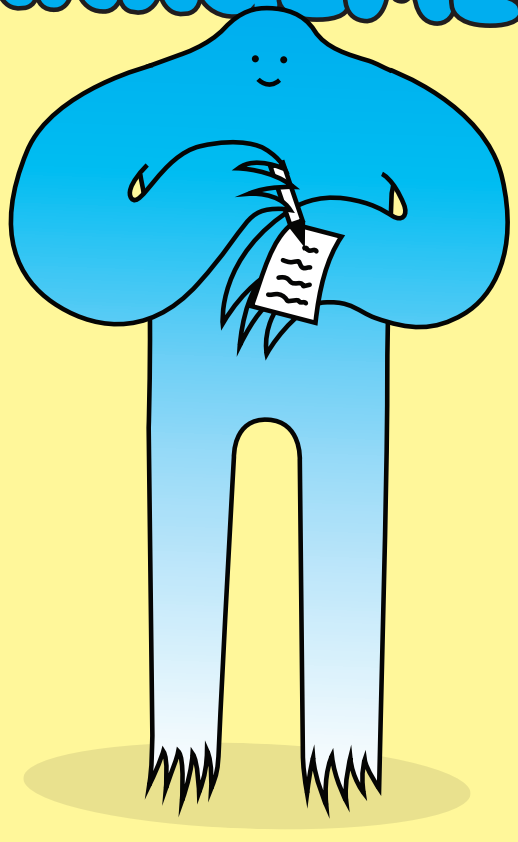


INFORMATION & MEDIA LITERACY

Information and media literacy is used with ease in a variety of modes to consult, coach and collaborate with stakeholders.

APPROACHES TO LEARNING

SELF MANAGEMENT



ORGANIZATION

Organization that inspires confidence by demonstrating preparedness, management, prioritization, and clarity. It is used to model processes and structures.

AFFECTIVE SKILLS

Affective skills that demonstrate an engaging, positive, empathetic attitude. Diplomatic responses and solutions are shared indicating integrity, presence, problem solving and agility which builds respect and understanding.

REFLECTION

Reflection that demonstrates both personal and situational consideration exhibited in informed decisions, refinement of practices and initiative to improve and gain a deeper understanding of self. It is used to build confidence and encourage thoughtful risk-taking.

1 What role might our classroom walls play in our learning?

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ACTIVITY: Learning environment NOISE

ATL

- Critical-thinking skills: Gather and organize relevant information to formulate an argument

Now that you have done lots of initial research, it is time to select just one learning environment to improve.

Take several photographs of it in its current state. Using your previous research, complete a NOISE **analysis** of the space, then label the photographs with the responses and your own analysis.

You could use this activity to **explain** the problem you are going to solve, for your initial research and when **analysing** existing solutions.

NOISE analysis		Responses/analysis
Needs	What are the needs of the space? What subjects and topics are taught in the space? What IB information needs to be shared with the learners (for example, command terms, global contexts, and so on)?	
Opportunities	What wall space could be changed? What wall space is not currently being used?	
Improvements	How could the learning environment better support all learners?	
Strengths	What do the users like about the current situation? What about the classroom currently helps learners?	
Exceptions	What cannot be changed?	

Table 1.4 NOISE analysis

Assessment opportunities

- This activity can be assessed using Criterion A: Inquiring and analysing (i, ii and iii).

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CREATIVE QUESTIONS

Use the following questions to generate ideas for improving the learning space:

- **What would it be like if …**
- **How would it be different if …**
- **Suppose that …**
- **What would change if …**
- **How would it look differently if …**

Once you've answered the questions, choose one answer that stands out to you and brainstorm it. Get visual – add sketches and symbols.

Now, look at your thinking. What ideas do you have for improving the learning environment? Write your ideas as a design brief, pitched at the users of the space. You can refer to the guidance on design briefs below.

Design brief

The design brief is your response to the design situation. It summarizes the relevant findings from your research and details how you intend to solve the problem. The design brief informs the development of the design **specification**.

You should **identify** the problem you are trying to solve in your design brief, and then **describe** how you will solve it. You should **summarize** the research you have already done, in your own words, to support your design brief.

Designers often use design briefs as a **pitch**. A pitch is when you **present** your ideas to a client. As well as being clear and concise, you could use persuasive language to persuade someone to choose your design.

ACTIVITY: The design brief

ATL

- Information literacy skills: Make connections between various sources of information

Now that you have conducted your initial research, it is time to write the design brief. This is the important last step of Criterion A: Inquiring and analysing (iv):

- **present the main findings of relevant research (MYP 1)**
- **develop a design brief, which presents the analysis of relevant research (MYP 2–3).**

Imagine that you are a designer from outside of the school and you, along with ten other designers, are pitching your idea to the principal or director of your school. You need to show that you understand the problem clearly and that you have ideas to solve it. You should be clear and concise. You might want to use some persuasive language to encourage the principal or director to choose your design brief.

Write your design brief clearly in one paragraph. Share it with users of the learning environment that you hope to improve.

Assessment opportunities

- This activity can be assessed using Criterion A: Inquiring and analysing (iv).

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How do visuals help us learn?

When you **create** your design specifications, you are creating a detailed contract with promises to the client for whom you are designing. The specifications are also useful to help you develop your designs and to assess their success later.

In general, when creating specifications you might include the following: **aesthetics**, cost, quality, client/target audience, environment, material, safety, size, text, information and function. For this project, you will focus on function, aesthetic, size and text.

Table 1.5 outlines some questions that will help you to **create** your specifications. You may need to add other types of specification too. As you become more familiar with creating specifications, you will have more specification types, and you can ask your own questions about the product too.

The final column in the table is about testing methods. We discuss this further in the **evaluating** section of the design cycle (see page 22).

Design specification

A design specification is a detailed description of the conditions, requirements and restrictions with which a design must comply. It is a precise and accurate list of facts, such as conditions, dimensions, materials, processes and methods, that are important for the designer and for the user. All appropriate solutions will need to comply with the design specification.

Specification type	Questions to ask	Specification for product	Reason	Testing method
Aesthetic	How will your product look and 'feel'?			
Function	What is the main purpose of your product?			
Cost/quality	What will it cost? What finish do you need?			
Material	What type of material will you use?			
Safety	Does it need to meet safety regulations/ requirements?			
Size	What size will it be?			

Table 1.5 Questions to ask when creating design specifications

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ACTIVITY: Poster specifications

ATL

- Organization skills: Set goals that are challenging and realistic

Create specifications for your poster(s). Copy and complete Table 1.6 below to help you get started; you may need to add other types of specifications too.

The final column is about testing methods – leave this blank for now. We will come back to it when we move on to the **evaluating** section of the design cycle (see page 22).

Specification type	Questions to ask	Specification for poster(s)	Reasons	Testing methods
Function	What is the main purpose of your poster(s)?	Example: *The poster will teach MYP 1 students about lab safety.*	Example: *Students cannot conduct experiments before they know the safety rules. Following these rules will keep students safe.*	
Aesthetic	What will the style of the poster be? What colours will you use? What type of image will appear on your poster? How will the image be made?			
Size	What size will your poster be printed at? What size font will you use?			
Text	What text *must* appear on your poster?			

Table 1.6 Design specifications for poster(s)

Share your specifications with your client/target audience and get their approval before you start **sketching** out ideas.

Assessment opportunities

- This activity can be assessed using Criterion B: Developing ideas (i).

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ACTIVITY: Initial sketches

ATL

- Critical-thinking skills: Propose and evaluate a variety of solutions

Now that your specifications have been approved, you can start to sketch out different ideas for your poster. Although you might already have one strong idea in mind, it is best to sketch out a few different ideas so that you can gather feedback from your client/target audience, and also because you might find new ideas yourself.

You could use a HB pencil and ruler to **create** your initial sketches, showing your ideas for images and layout. You could also create these digitally, or even show your ideas using a collage.

These are just rough ideas at this stage, but they should contain annotations and be clear enough for someone else to understand them. If you are doing this without colour, you should add labels with the colour names. Look through your specifications to make sure your ideas meet the agreements you laid out.

You could also **create** a **mood board** to help the user understand your ideas. A mood board is a bit like a bulletin board full of ideas and inspiration. You might gather samples of the colours you want to use, examples of similar posters, ideas for the images and text you want to use, and more.

Try to create at least three different initial sketches. You should then share your sketches with your client/target audience before selecting one to develop further.

Assessment opportunities

- This activity can be assessed using Criterion B: Developing ideas (ii).

DISCUSS

On posters, there is copy and typography. Copy is the exact words you will use on your poster; typography is how the words will look – the font, text size and colours used.

Both aspects need to be thought through as they both impact each other. There is no point having clear and concise copy in a font you can't read, and there is no point having amazing typography but with confusing words!

Why do fonts matter? Look at the two posters in Figure 1.6. Why do you think the choice of fonts used matters?

Figure 1.6 Fonts matter

Just for fun, try using different typography to change the meaning of one of the following phrases:

- **I think you forgot something.**
- **Let's stay here forever.**
- **Then we saw the house on the hill.**
- **It was a day we would never forget.**
- **I've been watching you from afar.**

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ACTIVITY: Which poster should you develop further?

ATL

- Communication skills: Organize and depict information logically

Next you have to decide which poster you will actually **create**. This should not just be the idea you like the most. It should be the idea that fits your specifications best and which your client/target audience likes the most.

As you have already agreed on very specific details with your clients in your specifications, you may want to gather simple feedback by asking the target audience to vote on the poster(s) they like best. You could also ask more specific questions, for example about the colours, images or font sizes they like best.

Based on the feedback, decide which poster(s) you will develop further and **explain** your choice clearly. There are a number of ways you could do this, depending on the way you gathered feedback. If you gathered feedback through a simple vote, you could show which poster received the most votes and **analyse** why you think it did. If you are focusing more on specifications, you could create a table that shows which poster met which specification, as shown in Table 1.7.

	Poster 1	Poster 2	Poster 3	Poster 4
The poster will be black and yellow	X	X		X
The poster will be easy to read from anywhere in the room	X			
The poster will include the school name	X	X	X	X
The poster will include clear icons	X	X		
Total	**4**	**3**	**1**	**2**
I am choosing to develop poster 1, as this met the most specifications. When sketching out my ideas I thought that all of them would be easy to read from anywhere in the science lab, but posters 2 and 3 had too much text, and in poster 4 the text was too small because the image was large and complex.				

Table 1.7 Feedback and analysis

Assessment opportunities

- This activity can be assessed using Criterion B: Developing ideas (iii).

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1 Think about the audience

2 Make sure the poster can be read from a distance

3 **Use contrasting colours**

4 **Use bold typography**

5 Use a large imag

6 Don't make the poster too *b*u*S*y

7 Make sure the main message can be understood quickly

8 Delete anything unnecessary ~~delete~~

9 Think about where the poster will be displayed

10 Focus on the purpose of the poster – how does it help people learn?

■ **Figure 1.7** Top tips for classroom posters

ACTIVITY: Detailed drawing

■ ATL

■ Communication skills: Organize and depict information logically

Before you start making your final poster, you should **create** a detailed drawing. This drawing should include the exact copy (text) you will use, the colours, the spacing and measurements, and the images.

This detailed sketch should be labelled with enough information for someone else to be able to create your final poster easily. Make sure that you colour in the sketch too. When you have made your final image, you will compare it to your sketch.

◆ Assessment opportunities

◆ This activity can be assessed using Criterion B: Developing ideas (iv).

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CREATING THE SOLUTION

ACTIVITY: Creating a step-by-step plan

ATL

- Organization skills: Plan strategies and take action to achieve personal and academic goals

Before making your final poster, it is important to **create** a plan. Designers do this so that they have clear steps to follow, don't miss any steps out and, if anything goes wrong, they can locate where and why.

In a big company, one designer might be responsible for making the plan, while another designer might actually make the product. This means that plans need to be clear enough for someone else to follow. There are many ways you can create a clear plan, including flow charts, Gantt charts, slippage charts, lists, tables and more. We will explore these further throughout the book.

For this chapter, you need to create a simple step-by-step plan that considers the processes, tools and materials, and time needed to complete it.

Copy Table 1.8 and fill it in with your logical plan.

Step	Process	Tools/ material	Time to complete
1			
2			
3			
4			
5			

Table 1.8 Step-by-step design plan template

Table 1.9 gives an example of how you might complete the table.

Step	Process	Tools/ material	Time to complete
1	Open a new document in Adobe Illustrator. The document should be 297 × 210 mm.	Adobe Illustrator	2 minutes
2	Create the title of the image 'IB Learner Profile' by clicking on the Type Tool icon.	Adobe Illustrator	2 minutes
3	Change the font to Chalkduster, the size to 36 pt, and centre align the text.	Adobe Illustrator	2 minutes

Table 1.9 Step-by-step design plan example

To make sure that your plan is clear, ask yourself the following questions:

- **Is the plan logical?**
- **Does the plan use clear vocabulary, including software-specific words (for example the name of the tools you will use)?**
- **Does the plan allow enough time for the product to be completed? Is there flexibility in case something unexpected happens? Is there enough time to master this software if it is new to the user?**
- **Does the plan describe every step needed to create the solution?**

Assessment opportunities

- This activity can be assessed using Criterion C: Creating the solution (i).

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Software

There are many resources available that you could use to **create** your poster. Some resources are free, and some cost money. Your teacher will let you know which software is available in your school.

Software you might use to create your poster includes:

- Adobe Illustrator
- Adobe Photoshop
- Affinity Designer
- CorelDRAW
- GIMP
- Gravit Designer
- Inkscape
- Krita
- Paint.NET
- Pixlr
- Procreate
- Vectr.

ACTIVITY: Technical skills champion

ATL

- Communication skills: Organize and depict information logically

Part of the design cycle requires the designer to show off their excellent technical skills. For this graphic design project, you should take screenshots to show the different stages of creating the product.

You should include screenshots that show a range of tools being used, as well as how complex the project is. For example, in Adobe Illustrator you might show the use of different tools, such as the curvature tool and the eye-dropper tool, as well as a screenshot showing all your **layers**.

Alternatively, you could make a video to show how you have used these skills. For a project like this, you could record the whole process from start to finish, sped up, with text or audio describing the technical skills.

Assessment opportunities

- This activity can be assessed using Criterion C: Creating the solution (ii).

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Lenny Dutton works as an MYP Coordinator and Design teacher at the International School of Stuttgart. She likes to bring global issues, empathy and play into the classroom and is very interested in the work of Harvard's Project Zero, especially their Visible Thinking, Pedagogy of Play and Agency by Design projects.

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