

<b>Teacher(s)</b>	<b>Ravi Pargaian</b>	<b>Subject group and discipline</b>	<b>Media Design</b>		
<b>Unit title</b>	<b>Computer Animation</b>	<b>MYP year</b>	<b>1</b>	<b>Unit duration (hrs)</b>	<b>10</b>

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

<b>Key concept</b>	<b>Related concept(s)</b>	<b>Global context</b>
<b>Communication</b>	<b>Adaptation</b>	<b>Personal and cultural expression</b>

**Statement of inquiry**

**Communication methods adopted by a designer must address the need of targeted audience.**

**Inquiry questions**

**Factual—**

**What is animation?**

**Conceptual—**

**How animation is different from reality?**

**Debatable—**

***Is it possible to animate something that has life?***

Objectives	Summative assessment	
<p><b>A</b></p> <p><b>B</b></p> <p><b>C</b></p>	<p>Outline of summative assessment task(s) including assessment criteria:</p> <p><b>Create a short-animated movie to show how a child can fight against child bully in school.</b></p> <p>Criteria:</p> <p><b>Inquiring and analysing:</b> Students will inquire about the different ways child bully can happen.</p> <p><b>Developing Ideas:</b> Students will choose a situation they would like to work on and will start working on the story line.</p> <p><b>Creating a solution:</b> Students will create the animated story.</p>	<p>Relationship between summative assessment task(s) and statement of inquiry:</p> <p>The summative assessment goes through first three stages of the design process: Inquiry, Development, and Creating a product.</p> <p>Students will computer animation technique in an innovating way that shows their own personal or cultural identity.</p>

**Approaches to learning (ATL)**

Collaboration Skills: Working effectively with others.  
 Information literacy skills: Present information in a variety of formats and platforms  
 Organization skills: Setting goals that are challenging and realistic.  
 Creative thinking skills.

**Action: Teaching and learning through inquiry**

Content	Learning process
Understanding flash animation. Workspace / Workarea Concept of frames. Object & Symbols Layers Scene Timeline control Frame by frame animation Guided animation Motion tweening	<p><b>Formative assessment</b></p> <p><i>Task 1: Flip book animation of a shooting star or a flying bird</i></p> <p><i>Task 2: Animation of a moving car controlled by traffic lights.</i></p> <p><b>Differentiation</b></p>
<p><b>Resources</b></p>	

Macromedia Flash Professional Software

**Reflection: Considering the planning, process and impact of the inquiry**

Prior to teaching the unit	During teaching	After teaching the unit

Teacher(s)	Ravi Pargaien	Subject group and discipline	Design		
Unit title	Manage your pocket money	MYP year	1	Unit duration (hrs)	8

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

Key concept	Related concept(s)	Global context
Systems	Function	Scientific and Technological Innovation.
<b>Statement of inquiry</b>		
Innovative systems that fulfil specific requirements help us reach goals.		
<b>Inquiry questions</b>		
<p><b>Factual—</b> <i>What is digital data?</i></p> <p><b>Conceptual—</b> <i>How data is different from information?</i></p> <p><b>Debatable—</b> <i>Can we use different tools to organise similar data?</i></p>		

Objectives	Summative assessment	
<p>A- Inquiry and Analysis</p>	<p>Outline of summative assessment task(s) including assessment criteria:</p> <p><b>Create a mathematical model that can be used to calculate how long it will take to save money for something important.</b></p>	<p>Relationship between summative assessment task(s) and statement of inquiry:</p>
<p><b>Approaches to learning (ATL)</b></p>		
<p>Affective Skills: Demonstrate persistence and perseverance.            Organization skills: Plan short- and long-term assignments and meet deadlines.</p>		

**Action: Teaching and learning through inquiry**

Content	Learning process
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<p>Workbooks and worksheets</p> <p>Entering data, copying data, selecting data</p> <p>Cell editing, merging and splitting, cell formatting, filtering data, sorting data.</p> <p>Useful functions,</p> <p>Formatting and designing charts.</p> <p>Designing different test methods using gantt chart.</p>	
	<p><b>Formative assessment</b></p> <p><b>Task 1:</b> Design your personal timetable in excel.</p> <p><b>Task 2:</b> Design your report card and show individual percentage and overall grade.</p>
	<p><b>Differentiation</b></p>
<p><b>Resources</b></p>	
<p><b>MS Excel</b></p>	

**Reflection: Considering the planning, process and impact of the inquiry**

Prior to teaching the unit	During teaching	After teaching the unit

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