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| Teacher(s) | Ravi Pargaien | Subject group and discipline | Media Design | | |
| Unit title | Computer Animation | MYP year | 1 | Unit duration (hrs) | 10 |

Inquiry: Establishing the purpose of the unit

| Key concept | Related concept(s) | Global context |
|---|---------------------------|----------------------------------|
| Communication | Adaptation | Personal and cultural expression |
| 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— <i>Is it possible to animate something that has life?</i> | | |

| Objectives | Summative assessment | |
|---|---|--|
| <p>A</p> <p>B</p> <p>C</p> | <p>Outline of summative assessment task(s) including assessment criteria:</p> <p>Create a short-animated movie to show how a child can fight against child bully in school.</p> <p>Criteria:</p> <p>Inquiring and analysing: Students will inquire about the different ways child bully can happen.</p> <p>Developing Ideas: Students will choose a situation they would like to work on and will start working on the story line.</p> <p>Creating a solution: 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 | Formative assessment <i>Task 1: Flip book animation of a shooting star or a flying bird</i> <i>Task 2: Animation of a moving car controlled by traffic lights.</i> |
| | Differentiation |
| | |
| Resources | |

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 |
|----------------------------|-----------------|-------------------------|
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|-------------------|---------------------------------|-------------------------------------|---------------|----------------------------|----------|
| 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. |
| Statement of inquiry | | |
| Innovative systems that fulfil specific requirements help us reach goals. | | |
| Inquiry questions | | |
| Factual— <i>What is digital data?</i> | | |
| Conceptual— <i>How data is different from information?</i> | | |
| Debatable— <i>Can we use different tools to organise similar data?</i> | | |

| Objectives | Summative assessment | |
|--|--|--|
| A- Inquiry and Analysis | <p>Outline of summative assessment task(s) including assessment criteria:</p> <p>Create a mathematical model that can be used to calculate how long it will take to save money for something important.</p> | <p>Relationship between summative assessment task(s) and statement of inquiry:</p> |
| Approaches to learning (ATL) <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>Formative assessment</p> <p>Task 1: Design your personal timetable in excel.</p> <p>Task 2: Design your report card and show individual percentage and overall grade.</p> <p>Differentiation</p> |
| <p>Resources</p> | |
| <p>MS Excel</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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