

# IB MYP Unit Planner

## 7 Des POP UP book

TEACHER

Jonh Nicholson

SUBJECT

Design

SHARED GRADES

Grade 7

START DATE

Week 3, January

DURATION


11 weeks  
27 hours

COURSE PART

This is a Google Classroom Task:  
All worksheets are available in the  
Google Classroom environment  
and will be assessed there.

### INQUIRY

#### Key Concepts

 **Communication** is the exchange or transfer of signals, facts, ideas and symbols. It requires a sender, a message and an intended receiver. Communication involves the activity of conveying information or meaning. Effective communication requires a common 'language' (which may be written, spoken or non-verbal).

#### Related Concepts

##### **Design**

Function, Innovation, Markets and trends

#### Conceptual Understanding

Successful communication demands an understanding of the intended market, and an application of innovative function as regards the product being communicated.

#### Global Context & Explorations



Personal and cultural expression

Relating a country's culture through story telling with images.

#### Statement of Inquiry

Storytelling is an art translated best through a visual means.

#### Inquiry Questions

**Factual** **Design** How can we create a pop-up book to tell a story about travels to young children?

What is a pop-up book and how does it work?

**Factual** **Design** What paper engineering methods would aid the story telling process?

How do we interpret our story as a pop-up visual?

**Debatable** **Design** Do images communicate stories more effectively than words?

A picture paints a thousand words.

🌐 RESOURCES

SEP  
16

**Pop Up Book - Inquiring and analysing**

Summative Task 🕒 Sunday at 7:00 AM

1) Using the results from the student questionnaire, write a design situation (a summary of your problem)

2) Have a look at children's story books and analyse them based on the following CAFEQUES:

- Aesthetics
- Ergonomics
- Function
- Social/Moral Issues

Explain all comments that you write down.

2) Look at various ways of creating pop up and variable visuals for use in pop up books. Trial making the ones you may find useful for your own book and explain how you could use them.

3) Create a design brief.

SEP  
24

**Pop Up Book - Inquiring and analysing**

Summative Task 🕒 Monday at 7:00 AM

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- Aesthetics
- Ergonomics
- Function
- Social/Moral Issues

Explain all comments that you write down.

2) Look at various ways of creating pop up and variable visuals for use in pop up books. Trial making the ones you may find useful for your own book and explain how you could use them.

3) Create a design brief.

NOV  
8

### Pop Up Book - Developing ideas

Summative Task Thursday at 7:00 AM

1) Write at least 15 -20 specifications for the project including justifications. Make sure you focus on the CAFEQUES:

- Aesthetics
- Function
- Ergonomics
- Environment

2) Write either 2 different stories or write 1 story with 2 different themes. After this:

- Plan the parts of the story for each page using storyboards including images
- Decide on where pop ups can be used and which ones will be used

3) Evaluate your 3 designs based on your specifications. Use your client/customer to get feedback on your designs. Justify which one you are using and why.

4) Mock up a rough version of your pages, including all pop ups. Take photos, place in your PowerPoint and annotate what you need to improve (use each other for pointers on this)

NOV  
25

### Pop Up Book - Developing ideas

Summative Task Sunday at 7:00 AM

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1) Write at least 15 -20 specifications for the project including justifications. Make sure you focus on the CAFEQUES:

- Aesthetics
- Function
- Ergonomics
- Environment

2) Write either 2 different stories or write 1 story with 2 different themes. After this:

- Plan the parts of the story for each page using storyboards including images
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4) Mock up a rough version of your pages, including all pop ups. Take photos, place in your PowerPoint and annotate what you need to improve (use each other for pointers on this)



### Pop Up Book - Creating the Solution

Summative Task Sunday at 7:00 AM

***This is a Google Classroom Task: All worksheets are available in the Google Classroom environment and will be assessed there.***

- 1) Make a list of tasks and resources you need to manufacture each page of your solution as well as the cover. Put this list into a Flow Chart to create a plan that one of your classmates could use to manufacture each page of your design.
- 2) Manufacture your chosen solution using your plan as a guide.
- 3) Annotate any changes to your proposed plan. Explain why they occurred and what you did differently.



### Pop Up Book - Creating the Solution

Summative Task Sunday at 7:00 AM

- 1) Make a list of tasks and resources you need to manufacture each page of your solution as well as the cover. Put this list into a Flow Chart to create a plan that one of your classmates could use to manufacture each page of your design.
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- 3) Annotate any changes to your proposed plan. Explain why they occurred and what you did differently.



### Pop Up Book - Evaluating

Summative Task Sunday at 7:00 AM

***This is a Google Classroom Task: All worksheets are available in the Google Classroom environment and will be assessed there.***

Find out what your target audience (children and parents) think of your design in terms of:

- Aesthetics
- Quality
- User
- Function

Explain, using notes and sketches, how your solution can be improved, taking into your consideration your feedback from your clients.

JAN

16

### Pop Up Book - Evaluating

Summative Task Wednesday at 7:00 AM

Find out what your target audience (children and parents) think of your design in terms of:

- Aesthetics
- Quality
- User
- Function

Explain, using notes and sketches, how your solution can be improved, taking into your consideration your feedback from your clients.

FEB

24

### Pop Up Book - Inquiring and analysing

Summative Task Sunday at 7:00 AM

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- Ergonomics
- Function
- Social/Moral Issues

Explain all comments that you write down.

2) Look at various ways of creating pop up and variable visuals for use in pop up books. Try making the ones you may find useful for your own book and explain how you could use them.

3) Create a design brief.

FEB

27

### Pop Up Book - Inquiring and analysing

Summative Task Wednesday at 7:00 AM

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MAR

21

### Pop Up Book - Developing ideas

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3) Evaluate your 3 designs based on your specifications. Use your client/customer to get feedback on your designs. Justify which one you are using and why.

4) Mock up a rough version of your pages, including all pop ups. Take photos, place in your PowerPoint and annotate what you need to improve (use each other for pointers on this)

APR

28

### Pop Up Book - Creating the Solution

Summative Task Sunday at 7:00 AM

1) Make a list of tasks and resources you need to manufacture each page of your solution as well as the cover. Put this list into a Flow Chart to create a plan that one of your classmates could use to manufacture each page of your design.

2) Manufacture your chosen solution using your plan as a guide.

3) Annotate any changes to your proposed plan. Explain why they occurred and what you did differently.

JUN

9

### Pop Up Book - Creating the Solution

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2) Manufacture your chosen solution using your plan as a guide.

3) Annotate any changes to your proposed plan. Explain why they occurred and what you did differently.



### Pop Up Book - Evaluating

Summative Task Sunday at 7:00 AM

Find you what your target audience (children and parents) think of your design in terms of: - Aesthetics - Quality - User - Function Explain, using notes and sketches, how your solution can be improved, taking into your consideration your feedback from your clients.



### Pop Up Book - Evaluating

Summative Task Sunday at 7:00 AM

Find you what your target audience (children and parents) think of your design in terms of:

- Aesthetics
- Quality
- User
- Function

Explain, using notes and sketches, how your solution can be improved, taking into your consideration your feedback from your clients.



<http://extremecards.blogspot.com/p/pop-up-lessons-how-to-books.html>

Added on September 23, 2014



<http://www.wikihow.com/Make-a-Pop-up-Book>

Added on September 23, 2014

## CURRICULUM

### MYP Objectives

- **A: Inquiring and analysing**
  - iii. analyse a group of similar products that inspire a solution to the problem
  - iv. develop a design brief, which presents the analysis of relevant research
- **B: Developing ideas**
  - iii. present the chosen design and outline the reasons for its selection
  - iv. develop accurate planning drawings/diagrams and outline requirements for the creation of the chosen solution.
- **C: Creating the solution**
  - ii. demonstrate excellent technical skills when making the solution
  - iv. explain changes made to the chosen design and plan when making the solution.

- **D: Evaluating**
  - iii. describe how the solution could be improved
  - iv. describe the impact of the solution on the client/target audience.

## Content & Skills

### Skills

Pop Up Book - Inquiring and Analyzing Aiii-iiii 1) Developing a student questionnaire to ascertain answers to questions the group feel are essential to developing their own concept. Using results from the student questionnaire, write a design situation (a summary of your task needs) 2) Have a look at children's story books and analyse them based on the following CAFEQUES: - Aesthetics - Ergonomics - Function - Social/Moral Issues Explain all comments in written format. 2) Look at various ways of creating pop up and variable visuals for use in pop up books. Trial making the ones that may be useful when making a book and explain how they could be used. 3) Create a design brief.

Pop Up Book - Developing ideas Bii-iii 1) Write at least 15 -20 specifications for the project including justifications. Introduce the CAFEQUES: - Aesthetics - Function - Ergonomics - Environment 2) Write either 2 different stories or write 1 story with 2 different themes. After this: - Plan the parts of the story for each page using storyboards including images - Decide on where pop ups can be used and which ones will be used 3) Evaluate 3 designs based on specifications. Use client/customer to get feedback on designs. Justify which one used and why. 4) Mock up a rough version of pages, including all pop ups. Take photos, place in Google workbook and annotate what improvements (use each other for pointers on this)

Pop Up Book - Creating the Solution Ci,iii-iiii 1) Make a list of tasks and resources needed to manufacture each page of the solution as well as the cover. Put this list into a Flow Chart or keep a blog to create a plan that classmates could use to manufacture each page of the design. 2) Manufacture chosen solution using plan as a guide. 3) Annotate any changes to proposed plan. Explain why they occurred and what was done differently.

Pop Up Book - Evaluating Dii-iii Find what target audience (children and parents) think of the design in terms of: - Aesthetics - Quality - User - Function Explain, using notes and sketches, how the solution can be improved, taking into consideration feedback from clients.



ASSESSMENT

Tasks

**SEP** **Pop Up Book - Inquiring and analysing**  
16 **Summative Task** Sunday at 7:00 AM

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- Function
- Social/Moral Issues

Explain all comments that you write down.

2) Look at various ways of creating pop up and variable visuals for use in pop up books. Trial making the ones you may find useful for your own book and explain how you could use them.

3) Create a design brief.

5/8  A: Inquiring and analysing

N/A  B: Developing ideas

N/A  C: Creating the solution

N/A  D: Evaluating

SEP

### Pop Up Book - Inquiring and analysing

24

Summative

Task

Monday at 7:00 AM

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3) Create a design brief.

4/8



A: Inquiring and analysing

N/A



B: Developing ideas

N/A



C: Creating the solution

N/A



D: Evaluating

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NOV

**Pop Up Book - Developing ideas**

8

Summative

Task

🕒 Thursday at 7:00 AM

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N/A  A: Inquiring and analysing

5/8  B: Developing ideas

N/A  C: Creating the solution

N/A  D: Evaluating

NOV

25

### Pop Up Book - Developing ideas

Summative

Task

🕒 Sunday at 7:00 AM

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N/A

A: Inquiring and analysing

5/8

B: Developing ideas

N/A

C: Creating the solution

N/A

D: Evaluating

**JAN**  
**6** **Pop Up Book - Creating the Solution**  
Summative Task Sunday at 7:00 AM

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N/A  A: Inquiring and analysing

N/A  B: Developing ideas

4/8  C: Creating the solution

N/A  D: Evaluating

**JAN**  
**13** **Pop Up Book - Creating the Solution**  
Summative Task Sunday at 7:00 AM

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- 2) Manufacture your chosen solution using your plan as a guide.
- 3) Annotate any changes to your proposed plan. Explain why they occurred and what you did differently.

N/A  A: Inquiring and analysing

N/A  B: Developing ideas

5/8  C: Creating the solution

N/A  D: Evaluating

**JAN** Pop Up Book - Evaluating

13 Summative Task Sunday at 7:00 AM

***This is a Google Classroom Task: All worksheets are available in the Google Classroom environment and will be assessed there.***

Find you what your target audience (children and parents) think of your design in terms of:

- Aesthetics
- Quality
- User
- Function

Explain, using notes and sketches, how your solution can be improved, taking into your consideration your feedback from your clients.

N/A  A: Inquiring and analysing

N/A  B: Developing ideas

N/A  C: Creating the solution

5/8  D: Evaluating

**JAN** Pop Up Book - Evaluating

16 Summative Task Wednesday at 7:00 AM

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- Aesthetics
- Quality
- User
- Function

Explain, using notes and sketches, how your solution can be improved, taking into your consideration your feedback from your clients.

N/A  A: Inquiring and analysing

N/A  B: Developing ideas

N/A  C: Creating the solution

5/8  D: Evaluating

**FEB** Pop Up Book - Inquiring and analysing

24 Summative Task Sunday at 7:00 AM

1)Using the results from the student questionnaire, write a design situation (a summary of your problem)

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Explain all comments that you write down.

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3) Create a design brief.

N/A  A: Inquiring and analysing

N/A  B: Developing ideas

N/A  C: Creating the solution

N/A  D: Evaluating

**FEB** Pop Up Book - Inquiring and analysing

27 Summative Task Wednesday at 7:00 AM

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5/8  A: Inquiring and analysing

N/A  B: Developing ideas

N/A  C: Creating the solution

N/A  D: Evaluating

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MAR

**Pop Up Book - Developing ideas**

21

Summative Task Thursday at 7:00 AM

1) Write at least 15 -20 specifications for the project including justifications. Make sure you focus on the CAFEQUES:

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- Environment

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4) Mock up a rough version of your pages, including all pop ups. Take photos, place in your PowerPoint and annotate what you need to improve (use each other for pointers on this)

N/A  A: Inquiring and analysing

4/8  B: Developing ideas

N/A  C: Creating the solution

N/A  D: Evaluating

APR

**Pop Up Book - Creating the Solution**

28

Summative Task Sunday at 7:00 AM

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3) Annotate any changes to your proposed plan. Explain why they occurred and what you did differently.

N/A  A: Inquiring and analysing

N/A  B: Developing ideas

N/A  C: Creating the solution

N/A  D: Evaluating



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7 Des POP UP book

**JUN** **Pop Up Book - Creating the Solution**

9

Summative Task Sunday at 7:00 AM

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- 3) Annotate any changes to your proposed plan. Explain why they occurred and what you did differently.

N/A  A: Inquiring and analysing

N/A  B: Developing ideas

5/8  C: Creating the solution

N/A  D: Evaluating

**JUN** **Pop Up Book - Evaluating**

16

Summative Task Sunday at 7:00 AM

Find out what your target audience (children and parents) think of your design in terms of: - Aesthetics - Quality - User - Function Explain, using notes and sketches, how your solution can be improved, taking into your consideration your feedback from your clients.

N/A  A: Inquiring and analysing

N/A  B: Developing ideas

N/A  C: Creating the solution

5/8  D: Evaluating

**JUN** **Pop Up Book - Evaluating**  
23 **Summative** **Task** ⌚ Sunday at 7:00 AM

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- Aesthetics
- Quality
- User
- Function

Explain, using notes and sketches, how your solution can be improved, taking into your consideration your feedback from your clients.

- N/A  A: Inquiring and analysing
- N/A  B: Developing ideas
- N/A  C: Creating the solution
- N/A  D: Evaluating

### Summative assessment

Students will produce a pop up book to tell a travel story to PYP students based on their own country.

### MYP Assessment criteria

#### Design

- 5/8  A: Inquiring and analysing
- 5/8  C: Creating the solution
- 4/8  B: Developing ideas
- 5/8  D: Evaluating

\* - Class mean of Assessed Criteria

 LEARNING EXPERIENCES

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**Learning experiences**

**7U1.1 Pop Up Book - Inquiring and Analyzing A3-4**

Assessment type(s): **MYP Criterion A: Inquiring and analysing**

- 1) Using the results from the student questionnaire, write a design situation (a summary of your problem)
- 2) Have a look at children's story books and analyse them based on the following CAFEQUES:
  - Aesthetics
  - Ergonomics
  - Function
  - Social/Moral Issues

Explain all comments that you write down.

2) Look at various ways of creating pop up and variable visuals for use in pop up books. Trial making the ones you may find useful for your own book and explain how you could use them.

3) Create a design brief.

**7U1.2 Pop Up Book - Developing ideas B2-3**

Assessment type(s): **MYP Criterion B: Developing ideas**

1) Write at least 15 -20 specifications for the project including justifications. Make sure you focus on the CAFEQUES:

- Aesthetics
- Function
- Ergonomics
- Environment

2) Write either 2 different stories or write 1 story with 2 different themes. After this:

- Plan the parts of the story for each page using storyboards including images
- Decide on where pop ups can be used and which ones will be used

3) Evaluate your 3 designs based on your specifications. Use your client/customer to get feedback on your designs. Justify which one you are using and why.

4) Mock up a rough version of your pages, including all pop ups. Take photos, place in your PowerPoint and annotate what you need to improve (use each other for pointers on this)

**7U1.3 Pop Up Book - Creating the Solution C1,3-4**

Assessment type(s): **MYP Criterion C: Creating the solution**

1) Make a list of tasks and resources you need to manufacture each page of your solution as well as the cover. Put this list into a Flow Chart to create a plan that one of your classmates could use to manufacture each page of your design.

2) Manufacture your chosen solution using your plan as a guide.

3) Annotate any changes to your proposed plan. Explain why they occurred and what you did differently.

**7U1.4 Pop Up Book - Evaluating D2-3**

Assessment type(s): **MYP Criterion D: Evaluating**

Find out what your target audience (children and parents) think of your design in terms of:

- Aesthetics
- Quality
- User
- Function

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Explain, using notes and sketches, how your solution can be improved, taking into your consideration your feedback from your clients.

### **Differentiation**

The tasks are designed to be a personal presentation. This means all levels of ability have an opportunity to work at their own pace and level.

We will be using a range of different teaching methods and strategies throughout this unit that will allow the wide range of students we teach to access the curriculum. We will use classroom support where necessary and through the use of a very visual curriculum model we will enable our students to succeed regardless of ability or otherwise.

 CONNECTIONS

## Approaches to Learning

Linked objectives

### Design

- **A: Inquiring and analysing**
  - iii. analyse a group of similar products that inspire a solution to the problem
  - iv. develop a design brief, which presents the analysis of relevant research
- **B: Developing ideas**
  - iii. present the chosen design and outline the reasons for its selection
  - iv. develop accurate planning drawings/diagrams and outline requirements for the creation of the chosen solution.
- **C: Creating the solution**
  - ii. demonstrate excellent technical skills when making the solution
  - iv. explain changes made to the chosen design and plan when making the solution.
- **D: Evaluating**
  - iv. describe the impact of the solution on the client/target audience.

### Communication

#### I. Communication skills

*Exchanging thoughts, messages and information effectively through interaction*

- 6. Interpret and use effectively modes of non-verbal communication

*Reading, writing and using language to gather and communicate information*

- 13. Make inferences and draw conclusions

#### I. Communication skills

**C: Creating the solution: v. present the solution as a whole.**

6. Interpret and use effectively modes of non-verbal communication

- Links directly with the Inquiry Question, students will develop popup images to communicate ideas visually
- Links directly with the Factual Questions, students will develop popup images to communicate ideas visually

**B: Developing ideas iii. present the chosen design and outline the reasons for its selection.**

**AND**

**C: Creating the solution: iv. explain changes made to the chosen design and plan when making the solution.**

13. Make inferences and draw conclusions

- Inquiring and Analysing iv. students will develop a design brief, which presents the analysis of their survey research
- Evaluating iv. students will describe the impact of their solution on the target audience.

### Self-management

#### III. Organization skills

*Managing time and tasks effectively*

#### III. Organization skills

- 7. Keep an organized and logical system of information files/notebooks
- 10. Select and use technology effectively and productively

**B: Developing ideas: iv. develop accurate planning drawings/diagrams and outline requirements for the creation of the chosen solution. C: Creating the solution: iv. explain changes made to the chosen design and plan when making the solution.**

7. Keep an organized and logical system of information files/notebooks

- Students will develop paper mechanic ideas keeping records in their google classroom
- Students will create a functioning popup book and keep records in their google classroom

**C: Creating the solution: ii. demonstrate excellent technical skills when making the solution.**

10. Select and use technology effectively and productively

- Students will demonstrate excellent technical skills when making the pop up book

## Research

### VI. Information literacy skills

*Finding, interpreting, judging and creating information*

- 1. Collect, record and verify data
  - a) I define the need for information
  - b) I use pre-search strategies to activate prior knowledge and generate sub-questions: brainstorming, mind-mapping, list making, note taking, information sharing, broad reading, re-writing question.
  - e) I identify further questions/issues the research may have raised.

VI. Information literacy skills

A: Inquiring and analysing iii. analyse a group of similar products that inspire a solution to the problem

1. Collect, record and verify data. a) I define the need for information b) I use pre-search strategies to activate prior knowledge and generate sub-questions: note taking, information sharing, broad reading, re-writing question. e) I identify further questions/issues the research may have raised.

- Students will analyse a group of similar products that inspire a solution to the problem of making a popup book

### IB Learner Profile

- Inquirers: Criterion A: Inquiring and analyzing Questionnaire Analyzing existing books Exploring new ways of making
- Knowledgeable: Criterion B: Developing ideas Developing specifications Evaluating designs Justifying choices
- Communicators: Criterion D: Evaluating Find you what the target audience (children and parents) think of their design Explain, using notes and sketches, how your solution can be improved
- Reflective: Criterion C: Creating the solution Annotate any changes to your proposed plan. Explain why they occurred and what you did differently. Criterion D: Evaluating Explain, using notes and sketches, how your solution can be improved