Teacher(s)	Oscar Jauregui	Subject group and discipline	Animation I		
Unit title	Understanding and Applying the Principles of Design in Animation	MYP year	5	Unit duration (hrs)	20

INQUIRY: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context
Development	Innovation	Scientific and Technical Innovation, Digital life, Virtual environments and the information age.

Statement of inquiry
Fashion products can be influenced by developments in technology, which enhance their form and function while still meeting ergonomic requirements.

Inquiry questions
Factual – What are some animation programs? What are some of the symbols used in technology? Conceptual – Animation computer software programs make life enjoyable and allow innovation & development of creativity. Debatable – 1. To what extent are graphic design programs used to create multimedia project? 2. To what extent can developed and innovative programs be used in the business, educational, social areas of our community.

MYP Objectives	Summative assessment	
A. Inquiring and analysing Identify and prioritize primary and secondary research needed to develop a solution to the problem. B. Developing Ideas. Develop accurate and detailed planning drawings/diagrams and outline the requirements for the chosen solution. C. Creating the Solution Demonstrate excellent technical skills when making the solution. D. Evaluating Design detailed and relevant testing methods, which generate data, to measure the success of the solution.	**Outline of summative assessment task(s) including assessment criteria:** Criterion A, C, C, D **G** (Goal) – The student uses an appropriate design process to create and modify solutions to problems. The student creates animation projects. The student understands and applies animation principles, elements, and techniques. **R** (Role) – You are an intern at a Graphics Design company. **A** (Audience) – The audience is the classroom students. **S** (Situation) – Students will use their prior knowledge of animation to create solutions to a variety of problems and then apply the principles of design to demonstrate their learning. **P** (Product) & (Performance) - students will create a multi-media presentation, presenting that work to classmates, and then working in groups using postproduction processes to improve the unit. **S** (Standards for Success) Criterion A, B, C, D	**Relationship between summative assessment task(s) and statement of inquiry:**

Approaches to learning (ATL)
In order for the learner to develop an Adobe Animate animation project the student will Criterion A. iv. Develops design brief, which explains the analysis of relevant research, Criterion B iv. Creates planning drawing/diagrams or lists requirements for the creation of the chosen solution, Criterion C ii. demonstrate competent technical skills when making the solution, Criterion D. i. states the success of the solution. **Communication** In order for the learner to Communicate the learner must Collaborate with peers and experts using a variety of digital environments, Interpret and use effectively modes of non-verbal communication, organize and depict information logically.

Social

In order for the learner to working effectively with others the student will take responsibility for one's action, give and receive meaningful feedback

Self Management

In order for the learner to demonstrate organization skills the learner will plan short-term and long-term assignments; meet deadlines.
In order for the learner to demonstrate organization skills the learner will set goals that are challenging and realistic.

Research

In order for the learner to demonstrate information literacy the learner will make connections between various sources of information.
In order for the learner to demonstrate information literacy the learner will process data and report results.

Thinking

In order for the learner to think critically the learner will gather and organize relevant information to formulate an argument
In order for the learner to think critically the learner will Draw reasonable conclusions and generalizations.
 (ATL skill indicator).

The Strategy or strategies that will be explicitly taught and practiced are KWL, Gallery Walks, Thumb-Up/Thumbs-Down, Quiz, Pair-Share
Exit Ticket, Group Work, online animation videos, Parking Lot

Learning Experience
Gradual Release of Responsibility Model

ACTION: Teaching and learning through inquiry

Content	Learning process
1. **TEKS**	**Learning experiences and teaching strategies -** The Strategy or strategies that will be explicitly taught and practiced are KWL, Gallery Walks, Thumb-Up/Thumbs-Down, Quiz, Pair-Share, Frayer Model, Depth of Knowledge (DOK) Exit Ticket, Group Work, online animation videos
2. **Scope & Sequence**	**Formative assessment – 4 & 9 Week Assessment;**
3. **Online Curriculum**	**Differentiation** 1. **Content** – Special Ed, 504, LEP, how am I differentiating on the student levels 2. **Process** – modifications, special accommodations 3. **Product** – how can I can give students the different levels of assignments.

Resources

REFLECTION: Considering the planning, process and impact of the inquiry

Prior to teaching the unit	During teaching	After teaching the unit
Why do we think that the unit or the selection of topics will be interesting? What do students already know, and what can they do? What have students encountered in this discipline before? What does my experience tell me about what to expect in this unit? What attributes of the learning profile does this unit offer students opportunities to develop? What potential interdisciplinary connections can we identify? What do we know about my students' preferences and patterns of interaction? Are there any possible opportunities for meaningful service learning? What in the unit might be inspiring for community or personal projects? Could we develop authentic opportunities for service learning? How can we use my students' multilingualism as a resource for learning?	What difficulties did we encounter while completing the unit or the summative assessment task(s)? What resources are proving useful, and what other resources do we need? What student inquiries are emerging? What can we adjust or change? What skills need more practice? What is the level of student engagement? How can we scaffold learning for students who need more guidance? What is happening in the world right now with which we could connect teaching and learning in this unit? How well are the learning experiences aligned with the unit's objectives? What opportunities am I hearing to help students explore the interpretative nature of knowledge, including personal biases that might be retained, revised or rejected? (DP Theory of knowledge skills development)	What were the learning outcomes of this unit? How well did the summative assessment task serve to distinguish levels of achievement? Was the task sufficiently complex to allow students to reach the highest levels? What evidence of learning can we identify? What artefacts of learning should we document? Which teaching strategies were effective? Why? What was surprising? What student-initiated action did we notice? What will we do differently next time? How will we build on our experience to plan the next unit? How effectively did we differentiate learning in this unit? What can students carry forward from this unit to the unit? to the next year/ level of study? Which subject groups could we work with next time? What did we learn from standardizing the assessment?