Objectives

The objectives of any MYP subject state the specific targets that are set for learning in the subject. They define what the student will be able to accomplish as a result of studying the subject.

The objectives of MYP design encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge.

Each objective is elaborated by a number of **strands**; a strand is an aspect or indicator of the learning expectation.

> Subject groups **must** address **all** strands of **all** four objectives **at least twice** in each year of the MYP.

The objectives for years 1, 3 and 5 of the programme are provided in the guide and their use is mandatory.

These objectives relate directly to the assessment criteria found in the "Assessed curriculum" section of this guide.

Together these objectives reflect the knowledge, skills and attitudes that students need in order to engage with and solve complex, real-life problems in both familiar and unfamiliar contexts; they represent essential aspects of design methodology.

A Inquiring and analysing

Students are presented with a design situation, from which they identify a problem that needs to be solved. They analyse the need for a solution and conduct an inquiry into the nature of the problem.

In order to reach the aims of design, students should be able to:

i. explain and justify the need for a solution to a problem for a specified client/target audience

ii. identify and prioritize the primary and secondary research needed to develop a solution to the problem

iii. analyse a range of existing products that inspire a solution to the problem

iv. develop a detailed design brief which summarizes the analysis of relevant research.

B Developing ideas

Students write a detailed specification, which drives the development of a solution. They present the solution.

In order to reach the aims of design, students should be able to:

i. develop a design specification which clearly states the success criteria for the design of a solution

ii. develop a range of feasible design ideas which can be correctly interpreted by others

iii. present the final chosen design and justify its selection

iv. develop accurate and detailed planning drawings/diagrams and outline the requirements for the creation of the chosen solution.

C Creating the solution

Students plan the creation of the chosen solution and follow the plan to create a prototype sufficient for testing and evaluation.

In order to reach the aims of design, students should be able to:

i. construct a logical plan, which describes the efficient use of time and resources, sufficient for peers to be able to follow to create the solution

ii. demonstrate excellent technical skills when making the solution

iii. follow the plan to create the solution, which functions as intended

iv. fully justify changes made to the chosen design and plan when making the solution

v. present the solution as a whole, either:

   a. in electronic form, or

   b. through photographs of the solution from different angles, showing details.

D Evaluating

Students design tests to evaluate the solution, carry out those tests and objectively evaluate its success. Students identify areas where the solution could be improved and explain how their solution will impact on the client or target audience.

In order to reach the aims of design, students should be able to:

i. design detailed and relevant testing methods, which generate data, to measure the success of the solution

ii. critically evaluate the success of the solution against the design specification

iii. explain how the solution could be improved

iv. explain the impact of the solution on the client/target audience.