

## Interdisciplinary unit planner

<b>Teacher(s)</b>	<b>Joanne Bywood François Chabot Carole Wilmet Régine Poussin</b>	<b>Subject groups</b>	<b>Arts Design Language and Literature (English &amp; French)</b>		
<b>Unit title</b>	<b>Creating a book cover</b>	<b>MYP year</b>	<b>Y1</b>	<b>Unit duration</b>	<b>Design (9 hours) L&amp;L F&amp;E (20 hours) Art (6 hours)</b>

### **Inquiry: establishing the purpose of an interdisciplinary unit**

<b>Purpose of integration</b>	
Communication can be achieved through various media (drawing, text, form). The success of a product is dependent on the harmony between the different media.	
<b>Key concept(s)/(related concepts)</b>	<b>Global context</b>
Communication / Markets and Trends, Setting	Personal and cultural expression
<b>Statement of inquiry</b>	
An adapted and eye-catching communication of a product's settings could propel its success.	

### Inquiry questions

Add your inquiry questions, if you use the same questions, just add the 1<sup>st</sup> letter of your subject in front of the line

#### **Factual**

D: What are the different parts and characteristics of a book cover?

#### **Conceptual**

D: How can we make a book cover eye-catching in a store?

#### **Debatable**

D: Can we change the layout of a book cover as we want?

### Summative assessment—interdisciplinary performance(s) of understanding

Interdisciplinary criteria

Criteria C: Communicating (use appropriate strategies to communicate interdisciplinary understanding effectively)

Task(s):

Students will create the book cover of their novel including title, blurb and cover image(s).

### Approaches to learning (ATL)

A, D, L: Communication : Use a variety of media to communicate with a range of audiences

D: Reflection skills : Focus on the process of creating by imitating the work of others

You have to add the ATL skills you will be teaching in this unit in your class (If you use the same ATL skills, just add L or A in front of the skill)

## Action: Teaching and learning through interdisciplinary inquiry

Disciplinary grounding		
Subject Arts	Subject Design	Subject Language & Literature
MYP objective	MYP objective B - (i) C – (ii) D - (i, iv)	MYP objective <i>Here you put your own subject objectives that you will be assessing in your class</i>
Related concepts	Related concepts Markets and Trends, Setting	Related concepts <i>Here you don't need to use all the related concepts if you don't need to.</i>
Content	Content Inkscape: - add background to a picture - add colors to an inked drawing Publisher : - choose the right settings for the book cover - add content - change layout - change fonts and size	Content <i>Detail the skills you will be teaching (from your curriculum)</i>

<p>Disciplinary learning engagements and teaching strategies</p>	<p>Disciplinary learning engagements and teaching strategies</p> <p>The students will have access to different fantasy and mythological books. They will then use the layout of a book cover (found on Internet) and describe the different criteria of success of a book cover in a word document.</p> <p>The students will use the scan of their character drawn in Art class to add colors and background. They will follow a step by step tutorial to complete this task <b>(find a tutorial!! Or create one...)</b></p> <p>For criteria B: the students will have to evaluate the different criteria of success of a book cover</p> <p>For criteria C: the digital drawing skills of the students will be evaluated during the Gimp lesson</p> <p>For criteria D: the students will have to create a method to evaluate the impact of a book cover on a specific audience (their peers)</p>	<p>Disciplinary learning engagements and teaching strategies</p> <p>Add here the teaching strategies you will be doing except for the blurb</p>
<p><b>Interdisciplinary learning process</b></p>		
<p>Interdisciplinary learning experiences and teaching strategies</p> <p>Add here the teaching strategies for the blurb and the character drawing (the rest must be written above)</p> <p>Art Activity:</p> <p>Design Activity: The students will learn how to create a book cover in Publisher. They will have to add all the media they created in Art class and Language &amp;</p>	<p>Formative assessment (still not clear why it is only formative assessment and not the summative one... I think it's because it's not done in a single test period. I wrote the summative assessment for Design)</p> <p>Art: ink drawing of the character</p> <p>Design: The layout of the book cover will be assessed.</p> <p>Language &amp; Literature: blurb</p>	

<p>Literature Class. They will use their research on the criteria of success of a book cover and apply them to their book cover.</p> <p>Language &amp; Literature Activity:</p>	<p>Differentiation</p> <p>D: Students with specific needs will be given more time to finish their tasks.</p> <p>D: The word document could be written in either French or English</p> <p>D: The students who have language acquisition problems could do an oral presentation of their work and video tape it.</p> <p>You can add here the differentiation you will be doing for the students with specific needs. If you use the same differentiation techniques, you can add the first letter of your subject in front of the line</p>	
<p><b>Resources</b></p>		
<p>D: Computers, Gimp, Publisher, Scanner, Printer, Internet, Word, Gimp Tutorial <a href="#">(add the link of the tutorial...)</a></p>		

**Reflection: considering the planning, process and impact of interdisciplinary inquiry**

Prior to teaching the unit	During teaching	After teaching the unit