

Interdisciplinary unit planner

Teacher(s)	Régine Poussin Carole Wilmet	Subject groups	Design Visual Arts	
Unit title	Heraldry Cushion	MYP year	1	Unit duration 4 weeks

Inquiry: establishing the purpose of an interdisciplinary unit

Purpose of integration
Follow-up: the students will follow the process of conception of a product from idea to realisation.
Key concept(s)/(related concepts)
Identity Related concepts: form, composition, style
Statement of inquiry
Creating unique objects helps the expression of our individuality and personality in a mass-production world.
Inquiry questions
<p>Factual</p> <p>D: How is a cushion produced in a factory? Can you describe the steps? D: What are the steps to sew a cushion? D: What did your grand-grand parents do when they needed a new cushion? A: How do patterns differ from one culture to another?</p> <p>Conceptual</p> <p>A: How do you perceive your name? How would you describe it in shapes, colours...? A: A repeated pattern is a very rigid form of creation. How can you express something personal through this process?</p>

Debatable

D: Can we create any piece of furniture ourselves?

A: Are the technical constraints problematic when it comes to artistic self-expression?

Summative assessment—interdisciplinary performance(s) of understanding**Interdisciplinary criteria**

Disciplinary grounding (demonstrate relevant disciplinary factual, conceptual and/or procedural knowledge)

Approaches to learning (ATL)

Reflection skills: Keep a journal to record reflections

Organization skills: Bring necessary equipment and supplies to class

Transfer skills: Make connections between subject groups and disciplines

Action: Teaching and learning through interdisciplinary inquiry

Disciplinary grounding	
Subject Design	Subject: Visual Arts
MYP objective C : Creating the solution (strands ii & iii) D : Evaluating (strands ii, iv)	MYP objective A: Knowing and understanding (ii & iii) B: Developing skills (i & ii) C: Thinking Creatively (i)
Related concepts Form	Related concepts Composition Style
Content Production process - Describe the steps of a cushion production process and compare it with the steps of a handmade cushion. Sewing techniques – create a pattern, draw the pattern on fabric, cut the fabric, sew straight lines Evaluation techniques – compile a questionnaire in order to evaluate what the product reveals about the student's personality	Content History of heraldry – when and why it started and how it is still used today. Working with symbols – Heraldry uses symbols to convey values and ideas. They are used to represent the values of a family, a sports team, a business, a school... Research - in their process journals, mind-map of ideas, tests. Composing a unique pattern with the help of what they learnt in class and their reflections: carving blocks to create stamps and print a recycled fabric with water-based textile inks.

<p>Disciplinary learning engagements and teaching strategies</p> <ul style="list-style-type: none"> - After a first period of personal research on Internet, the different steps of the creation of a product will be presented to the students. - Students will have a one-to-one presentation of the sewing machine where they will learn safety rules and how to manipulate the machine - In order to create a sewing template from a drawing, a presentation of the realisation of a cloud cushion pattern will be done - Debate: can we create any product ourselves? This debate will help the students go over their first impression that they must buy a product instead of creating one when they need it. - Students will present their product to 2-3 persons and evaluate what their product really shows about them. 	<p>Disciplinary learning engagements and teaching strategies</p> <ul style="list-style-type: none"> - Presentation in class of the history of heraldry. - Quick study of common heraldry symbols. Examples will be shown and explained to the students. - Conceptual stage: students will be asked to research on symbols and their meanings. Through mind-maps and brainstormings, they will need to find the symbols that can adapt to their vision of themselves. Working in parallel with Design class, they will be asked to approach the project as a whole and think of their finish product from the earlier stages of conception. - Presentation on engraving techniques, stamps and printmaking. - Students will be asked to bring a piece of fabric of their own to print on. This, and the use of water-based inks aim to raise awareness among them to environmental issues due to mass-production. As future consumers, they need to understand that each purchase is a political act and that they have to choose the products they wish to buy very carefully. - Printing stage: printing the cotton sheet with the pattern, ready for sewing.
<p>Interdisciplinary learning process</p>	
<p>Interdisciplinary learning experiences and teaching strategies</p> <p>Students will be working on their concept and on the realisation at the same time, in both Arts class and Design class. Through their process journal and eportfolio, they will be able to write down reflections on the different approach of both disciplines to a unique finished product. They will have to adapt their point of view, once an artist's one, once a designer's. Teachers will be available for questions, help and assistance.</p>	<p>Formative assessment</p> <p>The process journal will be used as a formative assessment to evaluate the research journey of the students.</p> <p>In Visual Arts class, students will be asked to develop and create an original pattern that will embody the vision they have of themselves and their name and personality in terms of symbols, colours, shapes, design...</p> <p>Peer-assessment : Students will present their product to 2-3 persons and evaluate what their product really shows about them.</p> <p>The sewing skills will be evaluated while making the cushion.</p>

Differentiation

Assisting students with special needs, especially those who meet difficulties with thinking more abstractly. Assisting them and helping them through the process of producing something personal in a less conventional way.

Pairing up students to assist one another (brainstormings, critical feedback...).

Ensure appropriate challenge and opportunities to everyone (verbal feedbacks and brainstormings, visual research...).

No particular problems with any students in Visual Arts class (dyslexia, etc.).

In Design class, the inquiry questions are provided in French for students that are not comfortable yet with English.

The students have a written support, an oral presentation to help them in their inquiry.

A sample of the work they are asked for is also provided.

Resources

Bowie Style. *Print & Pattern*. Laurence King Publishing, 2010. Print.

Bowie Style. *Print & Pattern Geometric*. Laurence King Publishing, 2015. Print.

Albrechtsen, Nicky. *The Printed Square*. Thames & Hudson, 2012. Print.

Jackson, Lesley. *20th Century Pattern Design*. Princeton Architectural Press, 2002. Print.

Pattern Box. Princeton Architectural Press, 2013. Printed cards.

Baldelli, Bernadette. *Couture, Techniques et Projets*. Le Temps Apprivoisé, 2010. Print.

Ebben, Katie. *Ambiance Couture*. Octopus, 2004. Print.

Internet, Art Supplies, School Library, Public Library

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

Prior to teaching the unit	During teaching	After teaching the unit
<p>Visual Arts:</p> <p>Students so far have always been asked to draw or paint realistically and it might be a challenge for them to think in a more abstract way.</p> <p>They will have to be accompanied and guided through this process very carefully and thoughtfully.</p> <p>Design:</p> <p>The students will have to learn how to use an unusual machine. They will need to be self-confident and use new skills.</p> <p>Interdisciplinary :</p> <p>They will have to bring their material in both art and design class. And not use the lack or absence of material to not do the work.</p> <p>This unit is a good opportunity to experience the relation between two subjects (Arts and Design) that are often strongly interrelated in the professional world.</p>	<p>Design :</p> <p>The fact that all students don't have their fabric delays the lessons. Having spare fabric for those who didn't bring their material could be a solution but it will not help them learn to think creatively. Maybe use the first lesson to ask them which fabric could be used and show samples (shirt, bed clothes, linen, table clothes...).</p> <p>Show on the powerpoint the proportional equation to draw a pattern.</p>	