

Subject group and discipline:	Design (design, digital design, product design)	Unit duration:	about 20 hours
Unit title:	Identity in a developing global society		

Global context and specific exploration:	Personal and cultural expression: artistry, craft, creation, beauty
Key concept:	Communication
Related concept:	Function
Statement of inquiry:	Functions of design can help to develop and improve personal and cultural expression.
Inquiry questions such as these should be developed by teachers and students:	
Factual:	What is a custom? What is a tradition? What is a culture? Which artefacts, customs and traditions demonstrate cultural heritage? How do we preserve our cultural heritage?
Conceptual:	How does design improve communication of personal / cultural heritage? What is the function of design in personal / cultural heritage?
Debatable:	Should we be concerned about losing our cultural identity as we become global citizens? Is the right to personal expression more important than cultural sensitivity?

Summative assessment
<p>The student produces an ePortfolio which follows the design cycle to create a solution (or range of solutions) which helps others to preserve or appreciate aspects of cultural heritage.</p> <p>Students must select one, or more, of the following target audiences/clients:</p> <ul style="list-style-type: none"> • Infants, children and teenagers • People from a different culture • Visitors, tourists and exchange students <p>Final solutions may be, but are not limited to, the following ideas:</p> <ul style="list-style-type: none"> • A culinary experience which introduces techniques and produce specific to a culture • An application that allows others to access aspects of a culture • An interactive storybook which details the evolution of a culture • A multi-media solution which preserves memories

<ul style="list-style-type: none"> • A textile based solution that encapsulates myths or legends • A toy or game that informs the audience of an aspect of the culture 	
Objectives:	All strands of all objectives (A, B, C and D)
Summative assessment tasks, including assessment criteria:	Relationship between summative assessment tasks and statement of inquiry:
<p>Criterion A – students will explain and justify possible problems, identify clients, identify and prioritise pertinent research and analyse and develop this information to appreciate the need for a final product.</p>	<p>Within Criterion A the student will identify a target audience/client and will analyse and inquire into:</p> <ul style="list-style-type: none"> • The need for a solution • The identification of primary and secondary research • A culture or cultures • Existing products, (which may include games, toys, applications, personal artefacts from a range of cultures). • Customs or traditions in, for example, stories / folklore / heritage / storytelling <p>Students will create a design brief which reflects the analysis of the research.</p>
<p>Criterion B – students will develop specifications based on prior research which will inspire and develop a range of design ideas, incrementally improved to present a final design which is justified fully and critically against the specification. The final design accurately details and outlines the requirements for creation.</p>	<p>Within Criterion B it would be expected that students provide evidence of:</p> <ul style="list-style-type: none"> • A detailed design specification for the final design • A range of ideas or designs that consider the specifications • A presentation of the final design with justifications • Examples of planning these solutions, which may include detailed sketches, storyboards, accurate drawings or aesthetic considerations.
<p>Criterion C – students will construct a detailed and logical plan. Appropriate technical skills are demonstrated and progression and improvement to the design and plan are evident and justified. The final design should consider the perspective of the culture identified.</p>	<p>Within Criterion C it would be expected that students produce a plan which incorporates evidence of time limitations, resources and details of the necessary skills required to create the solution.</p> <p>Students will demonstrate sufficient technical skills by following the plan to create, refine and present a final product. Evidence of student progression may include, but is not limited to:</p>

	<ul style="list-style-type: none"> • Photographic • Audio/Video • Written
<p>Criterion D – students will create detailed, relevant and authentic tests which will evaluate the product’s success against the design specification. The evaluation should explain improvements to the solution and how they impact the identified client/target audience.</p>	<p>Within Criterion D students will present data from authentic tests conducted against:</p> <ul style="list-style-type: none"> • The design specification • The client/target audience <p>Using the data students will explain how they could improve the product, and the impact the product has made on the client/target audience.</p>

Resources

The following resources are suggestions only. They may be used during the teaching of the unit.

- Beyond Foods, Festivals and Flags
(www.ascd.org/ASCD/pdf/journals/ed_lead/el200210_skelton.pdf)
- What is Cultural Heritage? (Khan Academy)
(<https://www.khanacademy.org/humanities/art-history-basics/beginners-art-history/a/what-is-cultural-heritage>)
- History of Information
(<http://www.historyofinformation.com/index.php>)
- Google Cultural Institute
(<https://www.google.com/culturalinstitute/u/0/home>)

- UNESCO World Heritage List
(<http://whc.unesco.org/en/list/>)
- International Time Capsule Society
(<http://crypt.oglethorpe.edu/international-time-capsule-society/>)
- Quilt of Quilts - Share your quilt's story with the world
(<http://www.vam.ac.uk/>)
- Bayeux Tapestry
(http://www.bayeuxmuseum.com/en/accueil_en.html)
- From the World to the Museum. Product Design, Cultural Heritage.
(<http://www.museudeldisseny.cat/en/exhibition/world-museum-product-design-cultural-heritage>)
- Indian designers reinterpret traditional textile art
(<http://www.bbc.co.uk/news/world-asia-india-32282069>)
- World Cities Culture Forum - Themes
(<http://www.worldcitiescultureforum.com/>)
- A History of the World in 100 Objects.
(<http://www.bbc.co.uk/ahistoryoftheworld/about/british-museum-objects/>)
- UNESCO What is Intangible Cultural Heritage?
(www.unesco.org/culture/ich/doc/src/01851-EN.pdf)
- Why we need to protect our cultural heritage sites
(<https://www.globalcitizen.org/en/content/why-we-need-to-protect-our-cultural-heritage-sites/>)
- Cultural Preservation through Digital Storytelling
(<https://www.youtube.com/watch?v=AGMzDyFckpo>)

These materials are produced to exemplify marking standards and are for in-school use only.