



Learning Outcome:

C2. Develop a digital model or range of sketches of the proposal that meet the design brief:

- Bubble diagrams are used to identify and develop spaces
- The key spaces/rooms/ zones are explained and justified
- Final drawings/ renders of the building envelope/ façade are complete

Student Activity	Teacher Guidance
<p>Students should develop a building design that meets the brief. Check you've met the criteria:</p> <ul style="list-style-type: none"> • The house must have three bedrooms • It must be on a plot of land that is 16m x 35m • It must include a suitable drive • It must include a garden • How could technology improve people's lives? 	<p>The students could start with a Bubble Diagram of the key spaces/ zones of the building. Once they have established this, they can start to form initial floor plans with careful consideration of size. Variations of the building design should be considered and compared to ensure the spaces flow and space is maximised.</p>

 KEY CONCEPT, <i>Related Concepts</i> & <u>Global Context</u>	 Resources
<ul style="list-style-type: none"> <input type="checkbox"/> COMMUNICATION <input type="checkbox"/> <i>Form</i> <input type="checkbox"/> <i>Function</i> <input type="checkbox"/> <u>Orientations in space and time</u> 	<ul style="list-style-type: none"> <input type="checkbox"/> Pencil <input type="checkbox"/> Squared Paper <input type="checkbox"/> Plain Paper <input type="checkbox"/> Pens <input type="checkbox"/> IT Optional: Revit/ Bentley/ SketchUp

IB MYP DESIGN Year 3 AC Strand

Criterion A: Inquiring and analysing

Aiii. analyse a group of similar products that inspire a solution to the problem.

Criterion B: Developing Ideas

Bii. present a range of feasible design ideas, which can be correctly interpreted by others.