Design Thinking & Campus Beautification

Curricular areas unit is applicable to (MS/HS)  Unit Standards and Benchmarks

NCAS: Visual Arts

**Unit Standards and Benchmarks**

**NCAS: Grade 8**

**Creating**

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

Enduring Understanding: Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.

Essential Question(s): How does knowing the contexts histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?

- VA:Cr1.2.8a: Collaboratively shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.

**Connecting**

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

Enduring Understanding: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

Essential Question(s): How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

- VA:Cn10.1.8a: Make art collaboratively to reflect on and reinforce positive aspects of group identity.

**K-12 Subject Area Enduring Understandings**

The students will understand that they can use the Design Thinking process to solve problems and improve the school community.

**Essential Questions**

- Why is empathy essential to creating strong designs?
- How can using the Design Thinking method help us to come up with creative solutions that fit a client's needs?
- How do artists determine what resources and criteria are needed to formulate artistic investigations?
- How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?
Unit Objectives / Targets

Knowledge Objectives
- Students will be able to define Design Thinking and explain how it is used to solve problems.
- Students will be able to identify a need in our school community
- Students will be able to explain how Takaharu Tezuka designed a school specifically for kindergarten students

Skill Objectives
- Students will be able to use the Design Thinking method to redesign a space in the school in order to promote a sense of community and ownership by creating a 3D model.
- Students will be able to develop a set of interview questions in order to develop empathy and understanding of their clients (Design Thinking Step 1: Empathy)
- Students will be able to make observations about the place they are redesigning in order to investigate everyday life at SMIC (Design Thinking Step 1: Empathy)
- Students will be able to construct a point of view that is based on user (student and teacher) needs and insights. (Design Thinking Step 2: Define)
- Students will be able to collaboratively brainstorm multiple solutions to their design problem. (Design Thinking Step 3: Ideate)
- Students will be able to build a prototype. (Design Thinking Step 4: Prototype)
- Students will present their work to other students for feedback. (Design Thinking Step 5: Test)

Summative Assessments
Rubric and Assignment Sheet
Summative: Project: Visual Arts

Learning Activities
- Identify the problem: rate our school campus on a scale from one to ten and write about what you would change.
- Learn about how Takaharu Tezuka created a kindergarten based on his research of kindergartner's by watching his TED talk.
- Investigate: Develop a set of interview questions in order to learn more about what students need and want. Make observations about what you see, hear, feel, in the space they will redesign.
- Define: Construct a point of view that is based on user needs and insights. Use this point of view to brainstorm and come up with creative solutions. Students will demonstrate brainstorming through sketches.
- Prototype: Students will be a representation of their ideas through the creation of a 3D model of their place.
- Show initial designs to their classmates for feedback.
- Refine and redesign their 3D models.
- Present work to the campus beautification committee.

Resources Used/Needed
Include textbooks, software, hardware, websites, manuals, equipment, etc.

- http://www.ted.com/talks/takaharu_tezuka_the_best_kindergarten_you_ve_ever_seen
- https://www.youtube.com/watch?v=a7sEoEvT8i8

Key/Essential Vocabulary Words Used

Design Thinking Introduction
Expected School Wide Learning Results
Check all that apply

Teacher Reflection
Upon completion of unit, include questions which can be addressed include: Were the students engaged throughout the unit? How do I know that the objectives were met and students learned what was intended? Were my lessons effective? How can I improve this unit in the future to better benefit my students? What can I do differently? What activities worked well and should be used the next time that this unit is taught? What activities did not work too well and need to be redesigned before the next time that this unit is taught? If you could change anything in this unit, what would you change? What additional support facilities could have been used to improve this unit?

Students were very engaged throughout this unit. Knowing that the campus beautification committee would review their designs was a huge motivator. This project was a great way for students to learn how to build 3D objects. Next year, maybe focus on one kind of furniture or space?