

Develop and revisit visual ideas and theories

WHAT ROLE DO DESIGN PRINCIPLES PLAY IN THE THINGS AROUND ME?

ESSENTIAL QUESTION

What is the connection between the oldest chair in my school and good design?

WHAT ARE WE LEARNING?

- To use a set of criteria to assess an outcome
- Objects in everyday use are designed to meet specific needs
- The 10 design principles of Dieter Rams

TRY THIS WITH

- Years 4 - 8
- Students who have an interest in how things are made
- Students who love identifying the design in their everyday surroundings

FIND

- Observe
- Label
- Relate
- Define
- Show
- Interpret

Introduce the 1908 London Underground Map and discuss its purpose. Do students think the design is clear? Easy to use? What would they change?

View the 1931 edited map. What changes were made from the original and why?

How have Apple computers changed over the last 20 years (space, size of screen, materials etc?)

Explore the [Dyson](#) website to illustrate this idea further.

Using the examples of shoes and phones have students investigate the different designs, pre and post their year of birth. Use Overgram to photograph and annotate.

Display the [principles of good design](#) by Dieter Rams.

APPLY

- Use
- Appraise
- Rank
- Test
- Identify
- Examine

Talk with your class about the Dieter Rams principles and what they mean - you may need to change the vocabulary, but probably not too much.

Check for understanding by applying the design principles to a tree.

Using ShowMe ask your students to see if they can identify the 10 principles in three examples of the pre and post examples they found.

Use iTalk to describe the principles that can be found in the design to a friend, using the principles in your description.

Have students choose what they think are the five most important principles in the set.

Have students rank those principles by importance, what would that order look like?

PRODUCE

- Design
- Justify
- Assess
- Select
- Improve
- Explain

Locate the oldest chair in the school and two other chairs.

Put the chairs in order of their age. Ask students which features they used to help them do this.

Identify changes in the design of the chairs and discuss the reasons for these.

Use the five principles of good design, chosen by the class, to assess the design of each chair.

Create a new chair using the best features from each of the three school chairs.

Use Screenr and photographs of the selected features to present the new chair and explain and justify these selections.



SUCCESS CRITERIA

Students can check they have completed the task successfully by:

- Finding a series of three pre and post images
- Identifying principles of good design in these images
- Creating a new school chair based on their design principles

PRINCIPLES	VALUES	KEY COMPETENCIES	LEARNING AREAS	WORD BANK	RESOURCES REQUIRED
Future focus High expectations	Ecological sustainability Innovation, inquiry and curiosity	Relating to others Thinking	The arts Technology	Design Principle Function Innovative	Principles of Good Design Dyson website