## CONCEPT/FOCUS
- **GADGET**
  - (Science) Fiction deals with the fluidity and disruptive possibilities of time. Words from a range of fictions about the future will provide triggers for scenario making. Inquiry should intersect with the methodology of Science History and Philosophy.
  - Students work as a whole group to investigate futures thinking as represented in key moments of time. "Wicked" problems require non-linear thinking. Most future problems will be "wicked". This unit invites students to use creative thinking strategies to invent future scenarios by projecting past and present experience.
  - Culminating performance, showcase, reflection and evaluation within the local school community.

### PROGRAM OUTLINE
- **DESIGN STUDIO 1:**
  - **TIME-LINES:**
    - Design teams deconstruct selected fictions/texts and improvise design responses; based on perceptions of what the future will bring, using ideation on the implications of these texts for predicting changes in future behaviours and design adaptions. Each team develops an inquiry-based response including: scenarios, prototype objects and sketched designs.

- **DESIGN STUDIO 2:**
  - **FUTURE NOW, WHAT IF...**
    - Students investigate the application of timelines and the construction of futuristic thought for a wearable product or design concept. They project an existing design idea, product or service into a possible future context, whilst considering possible future iterations and evolutions of personal media and digital devices.

### ASSESSMENT SUMMARY
- **DS 1** (4 weeks)
  - Individual design folio:
    - Individual concept mapping
    - 2-3 Futures/Wearable Art Case studies
    - 4-6 prelim. sketches
    - 2-3 final sketches
    - rapid prototype

- **DS 2** (4 weeks)
  - Individual/Collaborative Design Product:
    - Future inspired Wearable Art/Design Product

---

### RESOURCES:
- Access to computers
- Adobe CC2015: Photoshop
- Blooms taxonomy
- Web resources
- Magazines and reference books
- Drawing & Design Materials
- Digital Camera, Scanner, Printer
- Some construction materials

### DESIGN IDEAS + FOCUS
- **Independent Project**
  - The culminating unit of the Design program looks to the future involvement of the student in design as a way of thinking, profession or future area of study.
  - The unit offers a "shell" program, subject to detailed negotiation with teachers, students, mentors and stakeholders.
  - Teachers may vary the program according to the individual needs of students. There are options involving individual design projects and ongoing team/collaborative projects.

### PROCESS
- **DESIGN STUDIO 3:**
  - **Produce & Display**
    - Students are invited to revisit key themes and projects from the program and to further develop a negotiated brief in a specific design field.

- **DESIGN STUDIO 4:**
  - **Independent Design Folio:**
    - (Multimodal — non-presentation — min. 6 slides)
      - Individual concept mapping
      - 2-3 Careers Case studies
      - 4-6 prelim. sketches
      - 2-3 final sketches
      - Rapid prototype

### ASSESSMENT
- **DS 3** (1 week)
  - Individual Design Proposal

- **DS 4** (4 weeks)
  - Independent Design Folio:
    - Presentations (Mini - 6 slides)
    - Individual concept mapping
    - 2-3 Careers Case studies
    - 4-6 preliminary sketches
    - 2-3 final sketches
    - Rapid prototype

---

**Final Product**

---

**Human Centred Design, David Kelley, Slow Design, Dieter Rams, John Seely Brown, Green School, iTech**