**Area of Learning: Applied Design, Skills, and Technologies — Textiles Grade 10**

**BIG IDEAS**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| User needs and interests drive the design process. |  | Social, ethical, and sustainability considerations impact design. |  | Complex tasks require different technologies and tools at different stages. |

**Learning Standards**

|  |  |
| --- | --- |
| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*Applied DesignUnderstanding context* Engage in **user-centred research** to determine design opportunities and barriers

Defining* Identify potential users or consumers, and impacts of design choices
* Identify criteria for success and any **constraints** for a chosen design opportunity

Ideating* Take creative risks in generating ideas and add to others’ ideas in ways that enhance them
* Critically analyze the impacts of competing social, ethical, economic, and sustainability considerations on the availability of textile items
* Maintain an open mind about potentially viable ideas

Prototyping* Identify and use **sources of inspiration** and **information**
* Choose an appropriate form, scale, and level of detail for prototyping
* Evaluate a variety of materials for effective use and potential for reuse, recycling, and biodegradability
* Experiment with a variety of tools, materials, and processes to create and refine textile items
 | *Students are expected to know the following:** design opportunities
* **origins**, characteristics, and care of natural and manufactured textiles
* hand and machine construction techniques for producing and/or repairing textile items
* First Peoples traditional and current textile knowledge and practices
* strategies for **altering** patterns and **upcycling**
* **principles** of design used in the design of textile items
* **environmental factors** and **ethical factors** that influence textile choices and the impact of those choices on local and global communities
 |

**Area of Learning: Applied Design, Skills, and Technologies — Textiles Grade 10**

**Learning Standards (continued)**

|  |  |
| --- | --- |
| **Curricular Competencies** | **Content** |
| Testing* Identify feedback most needed and possible **sources of that feedback**
* Develop **appropriate tests** of the prototype
* Gather feedback from users to evaluate the design and make changes to product or processes

 Making* Identify and use appropriate tools, **technologies**, materials, processes, cost implications, and time needed for production
* Create textile items, incorporating feedback from self and others, and testing prototypes
* Evaluate skills and knowledge needed

Sharing* Decide on how and with whom to **share** textile items
* Share progress while making to gather and apply feedback
* Critically reflect on their design thinking and processes, and identify new design goals
* Assess their ability to work effectively both individually and collaboratively, including their ability to share and maintain an efficient co-operative workspace

Applied Skills* Demonstrate an awareness of precautionary and emergency safety procedures for self and others in both physical and digital environments
* Identify skills needed in relation to project or design interests, and develop and refine them

 Applied Technologies* Choose, adapt, and if necessary learn more about appropriate tools and technologies to use for tasks
* Evaluate **impacts**, including unintended negative consequences, of choices made about technology use
* Evaluate the influences of land, natural resources, and culture on the development and use of tools and technologies
 |  |