

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
<p><i>Students are expected to be able to do the following:</i></p> <p>Applied Design</p> <p><i>Understanding context</i></p> <ul style="list-style-type: none"> Engage in user-centred research to determine design opportunities and barriers <p><i>Defining</i></p> <ul style="list-style-type: none"> Identify potential users or consumers, and impacts of design choices Identify criteria for success and any constraints for a chosen design opportunity <p><i>Ideating</i></p> <ul style="list-style-type: none"> 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 <p><i>Prototyping</i></p> <ul style="list-style-type: none"> 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 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> 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

Learning Standards (continued)

Curricular Competencies	Content
<p>Testing</p> <ul style="list-style-type: none"> • 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 <p>Making</p> <ul style="list-style-type: none"> • 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 <p>Sharing</p> <ul style="list-style-type: none"> • 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 <p>Applied Skills</p> <ul style="list-style-type: none"> • 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 <p>Applied Technologies</p> <ul style="list-style-type: none"> • 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 	

Curricular Competencies – Elaborations

- **user-centred research:** research done directly with potential users to understand how they do things and why, their physical and emotional needs, how they think about the world, and what is meaningful to them
- **constraints:** such as available technology, expense, resources, time, environmental impact
- **Prototyping:** initial trials, including half-scale, samples, mock-ups, toiles, croquis, technical drawings, patterns
- **sources of inspiration:** may include personal experiences, exploration of First Peoples perspectives and knowledge, the natural environment, places, cultural influences, users and experts
- **information:** may include First Nations, Métis, or Inuit community experts; sewists, tailors, weavers; secondary sources; collective pools of knowledge in communities and collaborative atmospheres
- **sources of that feedback:** may include First Nations, Métis, or Inuit community experts; keepers of other traditional cultural knowledge and approaches; peers, users, and other textiles specialists
- **appropriate tests:** for example, durability, washability, fit, usability
- **technologies:** tools that extend human capabilities
- **share:** may include showing to others or use by others, giving away, or marketing and selling
- **impacts:** personal, social, and environment

Content – Elaborations

- **origins:** including original source, raw materials, countries that are major producers of fibres and fabrics
- **altering:** for example, changing sleeve style or length
- **upcycling:** changing the original use of an item or its materials to make a new item of better quality or better environmental value
- **principles:** including balance, proportion, rhythm and movement, harmony, and scale
- **environmental factors:** for example, harvesting of raw materials, sustainable growing methods, dyeing and processing of textiles, disposal of textiles
- **ethical factors:** production of raw materials; workers' rights; cultural appropriation, such as use of a cultural motif, theme, "voice", image, knowledge, or story, shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn