**Area of Learning: Applied Design, Skills, and Technologies — Textiles Grade 11**

**BIG IDEAS**

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| Design for the life cycle includes consideration of social and **environmental** **impacts**. |  | Personal design interests require the evaluation and refinement of skills. |  | Tools and technologies can be adapted for specific purposes. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*  Applied Design  Understanding context   * Engage in **user-centred research** and **empathetic observation**   Defining   * Identify potential users or consumers for a chosen design opportunity * Identify criteria for success, **constraints**, and possible unintended negative consequences   Ideating   * Identify and apply **sources of inspiration** and **information** * Take creative risks in generating ideas and add to others’ ideas in ways that  enhance them * Screen ideas against criteria and constraints, and prioritize them for prototyping * Critically evaluate the impact of competing social, ethical, economic, and sustainability considerations on the availability of textile items * Work with users throughout the design process   Prototyping   * Choose an appropriate form, scale, and level of detail for prototyping * Analyze the design for the life cycle and evaluate its **impacts** * Experiment with a variety of tools, materials, and processes to create and refine  textile items | *Students are expected to know the following:*   * simple textile designs * physical and chemical properties of fabrics, including technological developments * **strategies** for modifying patterns * techniques for **repurposing** textile items * various factors that affect the selection of textile items, including the elements and principles of design and textile functionality * symbolism and use of symbols in textile prints and designs, including ethics of **cultural appropriation** * economical and ethical **factors and considerations** in textile production and consumption * influence of **marketing and advertising** on textile design, choice, and consumption * **design for the life cycle** |

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**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
| Testing   * Identify and communicate with **sources of feedback** * Develop **appropriate tests** of the prototype * Evaluate design according to critiques and success criteria for continuing iterations  of the prototype or abandoning the design idea   Making   * Identify appropriate tools, technologies, materials, processes, cost implications,  and time needed for production * Create textile items, incorporating feedback from self, others, and prototype tests   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 * Identify and analyze new design possibilities, including how they or others might build  on their concept   Applied Skills   * Apply safety procedures for themselves, co-workers, and users in both physical and digital environments * Identify and assess skills needed for design interests, and develop specific plans to learn  or refine them over time   Applied Technologies   * Explore existing, new, and emerging tools, **technologies**, and systems to evaluate suitability for design interests * Evaluate impacts, including unintended negative consequences, of choices made about technology use * Analyze the role technologies play in societal change * Examine how cultural beliefs, values, and ethical positions affect the development and  use of technologies on a national and global level |  |