

BIG IDEAS

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

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Applied Design <i>Understanding context</i></p> <ul style="list-style-type: none"> Engage in user-centred research and empathetic observation <p><i>Defining</i></p> <ul style="list-style-type: none"> Identify potential users or consumers for a chosen design opportunity Identify criteria for success, constraints, and possible unintended negative consequences <p><i>Ideating</i></p> <ul style="list-style-type: none"> 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 <p><i>Prototyping</i></p> <ul style="list-style-type: none"> 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 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> 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

Learning Standards (continued)

Curricular Competencies	Content
<p>Testing</p> <ul style="list-style-type: none"> • 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 <p>Making</p> <ul style="list-style-type: none"> • Identify appropriate tools, technologies, materials, processes, cost implications, and time needed for production • Create textile items, incorporating feedback from self, others, and prototype tests <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 • Identify and analyze new design possibilities, including how they or others might build on their concept <p>Applied Skills</p> <ul style="list-style-type: none"> • 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 <p>Applied Technologies</p> <ul style="list-style-type: none"> • 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 	