**Area of Learning: Applied Design, Skills, and Technologies — Textiles Grade 12**

**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 DesignUnderstanding context* Engage in **user-centred research** and **empathetic observation** to determine design opportunities and barriers

Defining* Identify and analyze potential users or consumers for a chosen design opportunity
* Identify criteria for success, **constraints**, and possible unintended negative consequences

Ideating* Identify, critique, and use a variety of **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 impacts of competing social, ethical, economic, and environmental considerations on the availability of textile items locally, nationally, and globally
* 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**
* Demonstrate appropriate use of a variety of tools, materials, and processes to create and refine textile items
 | *Students are expected to know the following:** complex textile designs
* relationship between fibre content, fabric type, and textile use
* **methods** for designing patterns
* textile manipulation **techniques**
* **regulations** and agencies that influence production, labelling, and distribution of textile items
* historical uses of textile items and their influence on modern textile use
* First Peoples historical and current textile knowledge and practices
* **ethical** andenvironmental issues in the production and marketing of textile items, including **cultural appropriation**
* forecasting **practices** and how they are used in the development and creation of textile items
* **design for the life cycle**
* future career options in textile design, production, and distribution
* **interpersonal and consultation skills**, including ways to interact with clients
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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
* Use materials in ways that minimize waste
* Use **project management processes** when working individually or collaboratively to coordinate production
* **Share** progress while creating to increase feedback, collaboration, and, if applicable, marketing exposure

Sharing* Decide on how and with whom to share or promote product, creativity, and, if applicable, **intellectual property**
* Critically reflect on their design thinking and processes, and identify new design goals
* Assess ability to work effectively, both individually and collaboratively, while implementing project management processes
* 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 critically evaluate skills needed for design and production interests, and develop specific plans to learn or refine them over time
* Develop competency and proficiency in task-specific skills involving manual dexterity in creating textile items

Applied Technologies* Explore existing, new, and emerging tools, **technologies**, and systems to evaluate suitability for design and production 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
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