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

**BIG IDEAS**

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| 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**

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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** 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 |

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**Learning Standards (continued)**

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| **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 |  |