

## 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><b>Applied Design</b></p> <p><i>Understanding context</i></p> <ul style="list-style-type: none"> <li>Engage in <b>user-centred research</b> to determine design opportunities and barriers</li> </ul> <p><i>Defining</i></p> <ul style="list-style-type: none"> <li>Identify potential users or consumers, and impacts of design choices</li> <li>Identify criteria for success and any <b>constraints</b> for a chosen design opportunity</li> </ul> <p><i>Ideating</i></p> <ul style="list-style-type: none"> <li>Take creative risks in generating ideas and add to others' ideas in ways that enhance them</li> <li>Critically analyze the impacts of competing social, ethical, economic, and sustainability considerations on the availability of textile items</li> <li>Maintain an open mind about potentially viable ideas</li> </ul> <p><i>Prototyping</i></p> <ul style="list-style-type: none"> <li>Identify and use <b>sources of inspiration</b> and <b>information</b></li> <li>Choose an appropriate form, scale, and level of detail for prototyping</li> <li>Evaluate a variety of materials for effective use and potential for reuse, recycling, and biodegradability</li> <li>Experiment with a variety of tools, materials, and processes to create and refine textile items</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>design opportunities</li> <li><b>origins</b>, characteristics, and care of natural and manufactured textiles</li> <li>hand and machine construction techniques for producing and/or repairing textile items</li> <li>First Peoples traditional and current textile knowledge and practices</li> <li>strategies for <b>altering</b> patterns and <b>upcycling</b></li> <li><b>principles</b> of design used in the design of textile items</li> <li><b>environmental factors</b> and <b>ethical factors</b> that influence textile choices and the impact of those choices on local and global communities</li> </ul>

Learning Standards (continued)

Curricular Competencies	Content
<p><b>Testing</b></p> <ul style="list-style-type: none"> <li>• Identify feedback most needed and possible <b>sources of that feedback</b></li> <li>• Develop <b>appropriate tests</b> of the prototype</li> <li>• Gather feedback from users to evaluate the design and make changes to product or processes</li> </ul> <p><b>Making</b></p> <ul style="list-style-type: none"> <li>• Identify and use appropriate tools, <b>technologies</b>, materials, processes, cost implications, and time needed for production</li> <li>• Create textile items, incorporating feedback from self and others, and testing prototypes</li> <li>• Evaluate skills and knowledge needed</li> </ul> <p><b>Sharing</b></p> <ul style="list-style-type: none"> <li>• Decide on how and with whom to <b>share</b> textile items</li> <li>• Share progress while making to gather and apply feedback</li> <li>• Critically reflect on their design thinking and processes, and identify new design goals</li> <li>• Assess their ability to work effectively both individually and collaboratively, including their ability to share and maintain an efficient co-operative workspace</li> </ul> <p><b>Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Demonstrate an awareness of precautionary and emergency safety procedures for self and others in both physical and digital environments</li> <li>• Identify skills needed in relation to project or design interests, and develop and refine them</li> </ul> <p><b>Applied Technologies</b></p> <ul style="list-style-type: none"> <li>• Choose, adapt, and if necessary learn more about appropriate tools and technologies to use for tasks</li> <li>• Evaluate <b>impacts</b>, including unintended negative consequences, of choices made about technology use</li> <li>• Evaluate the influences of land, natural resources, and culture on the development and use of tools and technologies</li> </ul>	