**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 DesignUnderstanding 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
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