**Area of Learning: Applied Design, Skills, and Technologies — Fashion Industry 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 fashion 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 fashion 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:** **factors** involved in fashion design and fashion collections development, including **elements** and **principles** of design
* the many **uses** of fashion in society
* history of fashion and historical influences on current styles
* social and cultural **influences** on clothing design and choices
* **properties** of fibres and fabrics employed in clothing and accessory design and construction
* **design for the life cycle**
* global and local fashion **supply chain**
* **marketing and merchandising strategies** and processes for clothing and accessories, including brand development and **trendsetting strategies**
* **legal considerations** related to the fashion industry
* **ethical** and **environmental** considerations in the production and marketing of fashion, including **cultural appropriation**
* future career options in the fashion industry
* **interpersonal and consultation skills**, including ways to interact with clients
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**Area of Learning: Applied Design, Skills, and Technologies — Fashion Industry Grade 12**

**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 design, 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 as individuals 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

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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|  **APPLIED DESIGN, SKILLS, AND TECHNOLOGIES – Fashion IndustryBig Ideas – Elaborations Grade 12** |
| * **environmental impacts:** including manufacturing process, packaging, disposal, and recycling considerations
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|  **APPLIED DESIGN, SKILLS, AND TECHNOLOGIES – Fashion IndustryCurricular Competencies – Elaborations Grade 12** |
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| * **user-centred research:** research done directly with potential users to understand how they do things and why, their physical and emotional needs, how they think about the world, and what is meaningful to them
* **empathetic observation:** aimed at understanding the values and beliefs of other cultures and the diverse motivations and needs of different people; may be informed by experiences of people involved; traditional cultural knowledge and approaches; First Peoples worldviews, perspectives, knowledge, and practices; places, including the land and its natural resources and analogous settings; experts and thought leaders
* **constraints:** limiting factors, such as available technology, expense, resources, space, materials, time, environmental impact
* **sources of inspiration:** may include personal experiences, exploration of First Peoples perspectives and knowledge, the natural environment, places, cultural influences, social media, professionals
* **information:** for example, professionals; First Nations, Métis, or Inuit community experts; secondary sources; collective pools of knowledge in communities and collaborative atmospheres
* ***Prototyping*:** for example, croquis, half-scale, pictorial drawings, mock-ups, technical drawings
* **impacts:** including social and environmental impacts of extraction and transportation of raw materials; manufacturing, packaging, and transportation to markets; servicing or providing replacement parts; expected usable lifetime; and reuse or recycling of component materials
* **sources of feedback:** may include peers; users; First Nations, Métis, or Inuit community experts; other experts and professionals both online and offline
* **appropriate tests:** for example, durability, washability, fit, usability
* **project management processes:** setting goals, planning, organizing, constructing, monitoring, and leading during execution
* **Share:** may include showing to others or use by others, giving away, or marketing and selling
* **intellectual property:** creations of the intellect such as works of art, inventions, discoveries, or design ideas to which one has legal rights of ownership
* **technologies:** tools that extend human capabilities
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|  **APPLIED DESIGN, SKILLS, AND TECHNOLOGIES – Fashion IndustryContent – Elaborations Grade 12** |
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| * **factors:** for example, fashion illustration, technical flats, cohesion, fabric selection, sample creation
* **elements:** including point, line, shape, form, space, colour, texture
* **principles:** including balance, proportion, perspective, emphasis, movement, pattern, repetition, rhythm, variety, harmony, unity

**uses:** for example:* + self, social group, or cultural expression
	+ practical and functional, such as active wear or for warmth

contextual, such as for haute couture or musical theatre**influences:** for example:* + reciprocal influences on social norms and representations, such as gender, size, and age
	+ social media

cultural traditions* **properties:** including origins, production, care, technological developments, manipulation, identification
* **design for the life cycle:** taking into account economic costs, and social and environmental impacts of the product, from the extraction of raw materials to eventual reuse or recycling of component materials
* **supply chain:** may include garment factories, wholesalers, fashion buyers, fashion showrooms, retailers
* **marketing and merchandising strategies:** market research and targeting of consumer groups; may include fashion shows, displays, advertising, social media, celebrity endorsements

**trendsetting strategies:** for example:* + trend analysis
	+ identification of fashion cycles
	+ forecasting services such as coolhunting
	+ colour forecasting
	+ social media

sources of inspiration* **legal considerations:** for example, intellectual property, counterfeiting, branding reputation and protection
* **ethical:** for example, labour practices, fast fashion, body image, ethical consumerism
* **environmental:** for example, agricultural practices, water use, pollution created in production and disposal of clothing and accessories
* **cultural appropriation:** using or sharing a cultural motif, theme, “voice,” image, knowledge, story, or practice without permission, without appropriate context, or in a way that may misrepresent the real experience of the people from whose culture it is drawn
* **interpersonal and consultation skills:** for example, professional communications, collaboration, follow-ups,courtesies, record keeping
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