

BIG IDEAS

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

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Applied Design <i>Understanding context</i></p> <ul style="list-style-type: none"> Engage in user-centred research and empathetic observation to determine design opportunities and barriers <p><i>Defining</i></p> <ul style="list-style-type: none"> Identify and analyze potential users or consumers for a chosen fashion design opportunity Identify criteria for success, constraints, and possible unintended negative consequences <p><i>Ideating</i></p> <ul style="list-style-type: none"> 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 <p><i>Prototyping</i></p> <ul style="list-style-type: none"> 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 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> 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

Learning Standards (continued)

Curricular Competencies	Content
<p>Testing</p> <ul style="list-style-type: none"> • 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 <p>Making</p> <ul style="list-style-type: none"> • 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 <p>Sharing</p> <ul style="list-style-type: none"> • 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 <p>Applied Skills</p> <ul style="list-style-type: none"> • 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 <p>Applied Technologies</p> <ul style="list-style-type: none"> • 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 	

Big Ideas – Elaborations

- **environmental impacts:** including manufacturing process, packaging, disposal, and recycling considerations

Curricular Competencies – Elaborations

- **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

Content – Elaborations

- **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