

COURSE OUTLINE – Design Year 5 -Textiles 10



Course Overview & Expectations:

Textiles 10 is a semester course that meets both provincial learning outcomes and IB MYP Technology aims and objectives. The aim of Textile Arts 10 is to build on the concepts introduced in Textiles 9. The course explores multiple units of work and will cover a wide variety of skills, knowledge, and creative processes. These will include several of the following: sewing basics, use of commercial patterns, sewing instruction techniques, and textile art projects. Students will plan and choose the projects they want to create.

In this course, students will continue to utilize the IB Technology Design Cycle and their Design Folders in order to address design challenges in Textile Arts. These designs will allow students to explore concepts ideas and issues that have both a local and global significance.

Note: students are responsible for purchasing all fabric, notions, patterns, wool, needles, and other supplies required for major projects.

Learning:

Through engaging with this course, students should UNDERSTAND...

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.



Through engaging with this course, students will KNOW...

Statement of Inquiry	Concepts	Unit Title/Topic
Sustainable designs can be developed through analyzing what is marketable ad trendy	Key: Development Related: Markets and trends, Sustainability	Repurposing fabric

Through engaging with this course, students will DO...

CURRICULAR COMPETENCIES	EXAMPLES
Understanding Context	Engage in user-centered research to determine design opportunities and barriers
Defining	Identify potential users or consumers, and impacts of design choices.
Ideating	Take creative risks in generating ideas and add to others' ideas in ways that enhance them.
Prototyping	Experiment with a variety of tools, materials, and processes to create and refine textile items.
Testing	Gather feedback from users to evaluate the design and make changes to product or processes
Making	Create textile items, incorporating feedback from self and others, and testing prototypes.
Sharing	Critically reflect on their design thinking and processes, and identify new design goals.

Through this course, students will develop the following Approaches to Learning skills...

Below are some examples of how we develop ATL skills in this course:

Category Skill indicator	Examples
Thinking skills	Use equipment safely and effectively in the textiles classroom.
Social skills	Practice giving feedback on the design of experimental methods
Communication skills	Use appropriate visuals to show and demonstrate design process and planning
Self-management skills	Manage time and resources effectively in order to complete successful products in the time given.
Research skills	Use reliable resources to aid in the investigation, design and creation of projects.

Assessment:

Throughout this course, students will demonstrate their learning...

This course will focus on developing skills related to the following areas.	Formative assessment is assessment <i>as</i> learning, or assessment <i>for</i> learning. Formative assessments could include;	Summative assessment is assessment <i>of</i> learning. Summative assessments could include;
A: Inquiring and Analyzing	-Analyzing the needs of a particular target audience. -Analyze similar products to inspire a solution to the problem	Recycled fabric drawstring bag
B: Developing Ideas	-Design multiple feasible designs and plan a product that fits a specific criteria, meeting the needs of the chosen target audience.	Recycled fabric drawstring bag
C: Creating Solutions	-Use various sewing techniques to create textile product	Recycled fabric drawstring bag
D: Evaluating	-Student self-reflection of work	Recycled fabric drawstring bag

Academic Honesty and Personal Integrity

The faculty at Carson Graham expects our students to complete academic and nonacademic work that is authentic and respectful of intellectual property. All students are expected to adhere to the school's Policy for Academic Integrity. Ignorance of the standards related to academic honesty and student integrity is not an excuse for dishonesty, plagiarism and malpractice. You are expected to familiarize yourself with the policy.

<https://www.sd44.ca/school/carson/About/schoolpolicies/Documents/Carson%20Graham%20Academic%20Honesty%20Policy%20reviewed%20December%202018.pdf>

Grade Descriptors:

Grade 7

Produces high-quality, frequently innovative design solutions through the application of the design cycle. Communicates comprehensive, nuanced understanding of design concepts and contexts through independent and detailed work. Consistently demonstrates sophisticated critical and creative thinking to inform research methods and to refine selected solutions. Frequently transfers knowledge and applies skills, with independence and expertise, to complex real-world issues.

Grade 6

Produces high-quality, occasionally innovative design solutions through the application of the design cycle. Communicates extensive understanding of design concepts and contexts through independent and detailed work. Demonstrates critical and creative thinking to inform research methods and to refine selected solutions, frequently with sophistication. Transfers knowledge and applies skills, often with independence, to real-world issues.

Grade 5

Produces generally high-quality design solutions through the application of the design cycle. Communicates good understanding of design concepts and contexts. Demonstrates critical and creative thinking to inform research methods and to refine selected solutions, sometimes with sophistication. Usually transfers knowledge and applies skills, with some independence, to real-world issues.

Grade 4

Produces good-quality design solutions through the application of the design cycle. Communicates basic understanding of design concepts and contexts, with few misunderstandings and minor gaps. Often demonstrates critical and creative thinking to inform research methods and to refine selected solutions. Transfers some knowledge and applies some skills in familiar situations, but requires support in unfamiliar situations.

Grade 3

Produces design solutions of an acceptable quality that generally follow the design cycle. Communicates basic understanding of design concepts and contexts in the work with occasional significant misunderstandings or gaps. Begins to demonstrate some critical and creative thinking to inform research methods and to refine selected solutions. Begins to transfer knowledge and apply skills, requiring support even in familiar situations.

Grade 2

Produces work of limited quality. Communicates limited understanding of some design concepts and contexts. Demonstrates limited evidence of critical or creative thinking. Limited evidence of transfer of knowledge or application of skills.

Grade 1

Produces work of a very limited quality. Conveys many significant misunderstandings or lacks understanding of most design concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely shows evidence of knowledge or skills.

Assessment Rubrics:

Grade 10

Criterion A: Inquiring and analysing

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ul style="list-style-type: none"> • states the need for a solution to a problem for a specified client/target audience • develops a basic design brief, which states the findings of relevant research.
3-4	<ul style="list-style-type: none"> • outlines the need for a solution to a problem for a specified client/target audience • outlines a research plan, which identifies primary and secondary research needed to develop a solution to the problem, with some guidance • analyses one existing product that inspires a solution to the problem • develops a design brief, which outlines the analysis of relevant research.
5-6	<ul style="list-style-type: none"> • explains the need for a solution to a problem for a specified client/target audience • constructs a research plan, which identifies and prioritizes primary and secondary research needed to develop a solution to the problem, with some guidance • analyses a range of existing products that inspire a solution to the problem • develops a design brief, which explains the analysis of relevant research.
7-8	<ul style="list-style-type: none"> • explains and justifies the need for a solution to a problem for a client/ target audience • constructs a detailed research plan, which identifies and prioritizes the primary and secondary research needed to develop a solution to the problem independently • analyses a range of existing products that inspire a solution to the problem in detail • develops a detailed design brief, which summarizes the analysis of relevant research.

Criterion B: Developing ideas

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ul style="list-style-type: none"> • lists some basic design specifications for the design of a solution • presents one design, which can be interpreted by others • creates incomplete planning drawings/diagrams.
3-4	<ul style="list-style-type: none"> • lists some design specifications, which relate to the success criteria for the design of a solution • presents a few feasible designs, using an appropriate medium(s) or annotation, which can be interpreted by others • justifies the selection of the chosen design with reference to the design specification • creates planning drawings/diagrams or lists requirements for the creation of the chosen solution.
5-6	<ul style="list-style-type: none"> • develops design specifications, which outline the success criteria for the design of a solution • develops a range of feasible design ideas, using an appropriate medium(s) and annotation, which can be interpreted by others • presents the chosen design and justifies its selection with reference to the design specification • develops accurate planning drawings/diagrams and lists requirements for the creation of the chosen solution.
7-8	<ul style="list-style-type: none"> • develops detailed design specifications, which explain the success criteria for the design of a solution based on the analysis of the research • develops a range of feasible design ideas, using an appropriate medium(s) and detailed annotation, which can be correctly interpreted by others • presents the chosen design and justifies fully and critically its selection with detailed reference to the design specification • develops accurate and detailed planning drawings/diagrams and outlines requirements for the creation of the chosen solution.

Criterion C: Creating the solution

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ul style="list-style-type: none"> • demonstrates minimal technical skills when making the solution • Creates the solution, which functions poorly and is presented in an incomplete form.
3-4	The student: <ul style="list-style-type: none"> • constructs a plan that contains some production details, resulting in peers having difficulty following the plan • demonstrates satisfactory technical skills when making the solution • creates the solution, which partially functions and is adequately presented • outlines changes made to the chosen design and plan when making the solution.
5-6	The student: <ul style="list-style-type: none"> • constructs a logical plan, which considers time and resources, sufficient for peers to be able to follow to create the solution • demonstrates competent technical skills when making the solution • creates the solution, which functions as intended and is presented appropriately • describes changes made to the chosen design and plan when making the solution.
7-8	The student: <ul style="list-style-type: none"> • constructs a detailed and logical plan, which describes the efficient use of time and resources, sufficient for peers to be able to follow to create the solution • demonstrates excellent technical skills when making the solution. • follows the plan to create the solution, which functions as intended and is presented appropriately • fully justifies changes made to the chosen design and plan when making the solution.

Criterion D: Evaluating

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ul style="list-style-type: none"> • designs a testing method, which is used to measure the success of the solution • states the success of the solution.
3-4	The student: <ul style="list-style-type: none"> • designs a relevant testing method, which generates data, to measure the success of the solution • outlines the success of the solution against the design specification based on relevant product testing • outlines how the solution could be improved • outlines the impact of the solution on the client/target audience.
5-6	The student: <ul style="list-style-type: none"> • designs relevant testing methods, which generate data, to measure the success of the solution • explains the success of the solution against the design specification based on relevant product testing • describes how the solution could be improved • explains the impact of the solution on the client/target audience, with guidance.
7-8	The student: <ul style="list-style-type: none"> • designs detailed and relevant testing methods, which generate data, to measure the success of the solution • critically evaluates the success of the solution against the design specification based on authentic product testing • explains how the solution could be improved • explains the impact of the product on the client/target audience.