COURSE OUTLINE – DESIGN YEAR 4 – TEXTILES 9

Course Overview & Expectations:

Textile Arts 9 is a semester course that meets both provincial learning outcomes and IB MYP Technology aims and objectives The aim of Textile Arts 9 is to build on the concepts introduced in Home Economics 8. 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. In this course students will continue to utilize the Design Cycle and Design Folders to address design challenges. Designs will allow student 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:
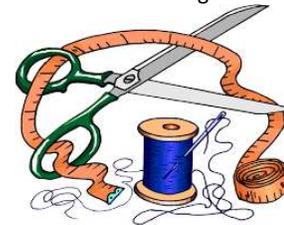## Through engaging with this course, students should UNDERSTAND…

Social, ethical, and sustainability considerations impact design	Complex tasks require the sequencing of skills	Complex tasks require different technologies at different stages

Through engaging with this course, students will KNOW…

Statement of Inquiry	Concepts	Unit Title/Topic
Systems that make use of sustainable processes and recycled resources can create unique textile products	**Key: Systems** **Related: Resources, Sustainability**	Upcycling

Through engaging with this course, students will DO…

CURRICULAR COMPETENCIES CATEGORIES	EXAMPLES
Understanding context	- Engage in a period of research and empathetic observation in order to understand design opportunities
Defining	- Choose a design opportunity
Ideating	- Choose an idea to pursue, keeping other potentially viable ideas open
Prototyping	- Evaluate a variety of materials for effective use and potential for reuse, recycling and biodegradability
Testing	- Develop an appropriate test of the prototype
Making	- Identify and use appropriate tools, technologies, materials, and processes for production. - Use materials to minimize waste.
Sharing	- Demonstrate their product to potential users, providing a rationale for the selected solution, modifications, and procedures, using appropriate terminology.

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 *as* learning, or assessment *for* learning. **Formative assessments could include;**	Summative assessment is assessment *of* 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 Patchwork Pillow Cover
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 Patchwork Pillow Cover
C: Creating Solutions	Use various sewing techniques to create textile product	Recycled Fabric Patchwork Pillow Cover
D: Evaluating	Student self-reflection of work	Recycled Fabric Patchwork Pillow Cover

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 9

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: • **states** the need for a solution to a problem • **states** the findings of research.
3-4	• **outlines** the need for a solution to a problem • **states some** points of research needed to **develop** a solution, **with some guidance** • **states** the main features of an existing product that inspires a solution to the problem • **outlines some of** the main findings of research.
5-6	• **explains** the need for a solution to a problem • **states** and **prioritizes** the main points of research needed to **develop** a solution to the problem, **with some guidance** • **outlines** the main features of an existing product that inspires a solution to the problem • **outlines** the main findings of relevant research.
7-8	• **explains** and **justifies** the need for a solution to a problem • **states** and **prioritizes** the main points of research needed to **develop** a solution to the problem, **with minimal guidance** • **describes** the main features of an existing product that inspires a solution to the problem • **presents** the main findings 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: • **states one** basic success criterion for a solution • **presents one** design idea, which can be interpreted by others • **creates** an incomplete planning drawing/diagram.
3-4	• **states a few** success criteria for the solution • **presents more than one** design idea, using an appropriate medium(s) or labels key features, which can be interpreted by others • **states** the key features of the chosen design • **creates** a planning drawing/diagram or **lists** requirements for the creation of the chosen solution.
5-6	• **develops a few** success criteria for the solution • **presents a few** feasible design ideas, using an appropriate medium(s) and labels key features, which can be interpreted by others • **presents** the chosen design **stating** the key features • **creates** a planning drawing/diagram and **lists** the main details for the creation of the chosen solution.
7-8	• **develops a list of** success criteria for the solution • **presents** feasible design ideas, using an appropriate medium(s) and outlines the key features, which can be correctly interpreted by others • **presents** the chosen design **describing** the key features • **creates** a planning drawing/diagram, which **outlines** the main details for making 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: • **demonstrates approaching** technical skills when making the solution • **presented in an incomplete form**.
3-4	The student: • **lists** the main steps in a plan that contains the details to follow the plan to create the solution • **demonstrates good** technical skills when making the solution • **creates** the solution, which **partially** functions and is **adequately** presented. • **states more than one change** made to the chosen design **or** plan when making the solution.
5-6	The student: • **lists** the steps in a plan, which **considers** time and resources, resulting in peers being able to follow the plan to create the solution • **demonstrates competent** technical skills when making the solution • **creates** the solution, which functions **as intended** and is presented **appropriately** • **states one change** made to the chosen design **and** plan when making the solution.
7-8	The student: • **outlines** a plan, which **considers** the use of resources and time, 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** • **explains 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: • **describes** a testing method, which is used to measure the success of the solution • **states** the success of the solution.
3-4	The student: • **defines** a **relevant** testing **method**, which generates data, to measure the success of the solution • **states** the success of the solution against the design specification based on the results of **one relevant** test • **states one way** in which the solution could be improved • **states one way** in which the solution can impact the client/target audience.
5-6	The student: • **defines relevant** testing **methods**, which generate data, to measure the success of the solution • **states** the success of the solution against the design specification based on **relevant** product testing • **outlines one way** in which the solution could be improved • **outlines** the impact of the solution on the client/target audience, **with guidance**.
7-8	The student: • **outlines** testing methods used, which demonstrate the success of the solution • **outlines** the success of the solution against the design specification based on **authentic** product testing • **describes** how the solution could be improved • **outlines** the impact of the solution on the client/target audience.