

COURSE OUTLINE – DESIGN YEAR 4 – TEXTILES 9



Course Overview & Expectations:

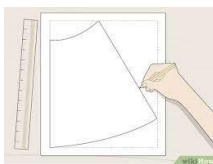
Textile Arts 9 is a semester course that meets both provincial learning outcomes and IB MYP Technology aims and objectives. The aim of Textile Arts 9 is to build on the concepts introduced in Home Economics 8. The course explores multiple units of work and will cover a wide variety of skills, knowledge, 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...

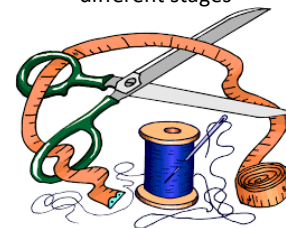
Social, ethical, and sustainability considerations impact design



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 <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 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

Assessment Rubrics:

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 • states the findings of research.
3-4	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • demonstrates approaching technical skills when making the solution • presented in an incomplete form.
3-4	The student: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • describes 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"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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.

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>