

# Textile Arts and Design 7

*Curriculum Guide*

## Website References

Website references contained within this document are provided solely as a convenience and do not constitute an endorsement by the Department of Education of the content, policies, or products of the referenced website. The department does not control the referenced websites and subsequent links, and is not responsible for the accuracy, legality, or content of those websites. Referenced website content may change without notice.

Regional Education Centres and educators are required under the Department's Public School Programs Network Access and Use Policy to preview and evaluate sites before recommending them for student use. If an outdated or inappropriate site is found, please report it to <[curriculum@novascotia.ca](mailto:curriculum@novascotia.ca)>.

© Crown copyright, Province of Nova Scotia, 2020, 2022

Prepared by the Department of Education and Early Childhood Development

This is the most recent version of the current curriculum materials as used by teachers in Nova Scotia.

The contents of this publication may be reproduced in part provided the intended use is for non-commercial purposes and full acknowledgment is given to the Nova Scotia Department of Education.

## Table of Contents

Learning through the lens of Competencies and Skills	2
What are competencies?	2
Course Delivery	3
How to Use this Guide	5
Learners will create textile articles through multiple sewing applications	9
Learners will evaluate the suitability of fabric properties for end use	15
Learners will analyse factors that influence clothing choice	20

## Learning through the lens of Competencies and Skills

In 2015 the Council of Atlantic Ministers of Education and Training (CAMET) released their findings to a review of the Atlantic Canada Essential Graduation Learnings which had been developed in 1995 as a framework for curriculum development. The review questioned whether the existing model responded to the changing demands of work and life in the 21st century. This review resulted in an updated document, the Essential Graduation Competencies, placed emphasis on the importance of articulating clear statements of what learners are expected to know, be able to do, and reflect on by the time they graduate from high school. These competencies describe expectations, not in terms of individual curricular areas but in terms of attitudes, skills, and knowledge developed throughout the curricula.



### What are competencies?

Competencies are an interrelated set of attitudes, skills and knowledge that is drawn upon and applied in a particular context for learning and living. Competencies are developed over time through engagement in learning experiences and a supportive learning environment.

#### **Citizenship (CZ)**

Learners are expected to contribute to the quality and sustainability of their environment, communities, and society. They analyse cultural, economic, environmental, and social issues, make decisions, judgment, solve problems, and act as stewards in a local, national, and global context.

#### **Personal-Career Development (PCD)**

Learners are expected to become self-aware and self-directed individuals who set and pursue goals. They understand and appreciate how culture contributes to work and personal life roles. They make thoughtful decisions regarding health and wellness, and career pathways.

## **Communication (COM)**

Learners are expected to interpret and express themselves effectively through a variety of media. They participate in critical dialogue, listen, read, view, and create for information, enrichment, and enjoyment.

## **Creativity and Innovation (CI)**

Learners are expected to demonstrate openness to new experiences, engage in creative processes, to make unexpected connections, and to generate new and dynamic ideas, techniques, and products. They value aesthetic expression and appreciate the creative and innovative work of others.

## **Critical Thinking (CT)**

Learners are expected to analyse and evaluate evidence, arguments, and ideas using various types of reasoning and systems thinking to inquire, make decisions, and solve problems. They reflect critically on thinking processes.

## **Technological Fluency (TF)**

Learners are expected to use and apply technology to collaborate, communicate, create, innovate, and solve problems. They use technology in a legal, safe, and ethically responsible manner to support and enhance learning.

The renewed curriculum outcomes are comprised of skills, concepts, and opportunities for engagement with the competencies. Each outcome has suggested indicators to assist in developing those concepts and skills to demonstrate achievement. The design reflects an opportunity for a natural cross curricular approach.

- Indicators have been identified for each outcome; the indicators are aligned with competencies and are suggested ways to scaffold skill development through conceptual exploration in order to provide a depth of understanding in relation to the outcome.
- Concepts are the key ideas, information, and theories that learners come to know through the aligned skill. Guiding questions are offered as possible ways to approach learning associated with the skill and concept.

Competencies are listed at the end of each indicator. These are closely aligned with the combination of skill and concept that are found in the indicator. The competencies can be used by teachers to frame learning experiences. This framing provides opportunities for learners to engage with and develop the related competency.

## **Course Delivery**

Learning will be enhanced through an inquiry-based approach. Inquiry-based learning requires learners to meaningfully engage in the experience/activity while reflecting upon the learning and the competencies and skills they are developing.

By delivering the curriculum through an integrated approach, higher level thinking and active participation are encouraged. This approach supports learners in a deeper understanding of content and offers expanded opportunities for achievement of outcomes in a meaningful way.

## **Inquiry Based Learning**

Inquiry-based learning is an approach that promotes inquiry, the creation of ideas, and observation. The process typically involves investigations, aimed at answering a big question or solving a problem. These investigations require that students learn how to develop questions, look for information, and to identify possible solutions or conclusions.

## **Project Based Learning**

Using "big ideas" as a starting point, students learn through practical projects that require them to acquire a thorough understanding of the subject that they can apply in the real world. This approach engages students in formulating questions, investigating for answers, building new understandings, communicating their learning to others, while developing critical thinking skills, collaboration, communication, reasoning, synthesis skills, and resilience. Project Based Learning typically is concluded with a final product that is presented to a school and/or a community-based audience.

How inquiry based learning benefits learners:

- Makes learning relatable and relevant for learners
- Provides motivation through contextual learning
- Helps learners integrate and practice concepts and theories learned in the classroom
- Creates opportunities for development of skills and success in learning

## **What could it look like in the classroom?**

Learners will:

- Seek and pursue opportunities for innovation
- Introduce and test ideas
- Assess opportunities
- Set goals and action plans
- Demonstrate self-awareness
- Engage in ongoing reflection
- Take risks

## **How do I know it's working?**

Learners are developing as:

- Flexible collaborators
- Reflective leaders
- Calculated risk takers
- Adaptive and resilient problem solvers
- Effective communicators
- Self-aware learner

## How to Use This Guide

**Outcome: Learners will analyse particle theory in relation to environmental health**

Curriculum outcomes are statements of what a learner is expected to know and is able to do. Outcomes provide context for skill development in relation to the learning of concepts.

**Environmental Action**

**Rationale**

Particle theory is essential to understanding how substances in the environment behave, as well as how we can separate pollutants from natural systems. Exploration of solubility and concentration will help learners analyse ways to determine environmental health. Inquiry into particle theory provides the foundation for future studies in chemistry. In grade 8, concepts related to particle theory will be further refined as students explore heat and the kinetic molecular theory through the theme of climate change.

The rationale provides a context for learning in relation to the concepts and skills learners will explore in this outcome.

**Competencies**

- Citizenship (CZ)
- Communication (COM)
- Creativity and Innovation (CI)
- Critical Thinking (CT)
- Personal Career Development (PCD)
- Technological Fluency (TF)

These are the competencies that relate to this outcome.

**Indicators**

- Investigate pure substances and mixtures in relation to particle theory (COM/CI/CT)
- Investigate methods of separation in solutions and mixtures (COM/CI/CT)
- Analyse the factors that affect solubility and concentration (COM/CT/TF)
- Measure the indicators of health of a local waterway with probes and sensors (CZ/COM/CI/CT)
- Analyse the health of a local waterway (CZ/COM/CI/CT)
- Investigate methods of water purification and pollution cleanup (COM/CI/CT)

The indicators support the development of skills and concepts, and provide evidence of student learning. Teachers have flexibility in how the indicators are selected, used and, combined in order to respond to their learners.

The competencies noted at the end of indicator statements identify the types of learning experiences that best support the outcome.

**Concepts (and Guiding Questions)**

**Particle Theory**

- How does the Particle Theory of Matter relate to mixtures and solutions?
- How does the particle theory of matter relate to the dissolution of solids?

**Pure substances vs. Mixtures**

- How do pure substances and mixtures compare?
- How do various mixtures and solutions compare?

**Separation of Mixtures**

- How can various mixtures be separated?
- How can pollutants be separated from our drinking water?

The concepts provide the context for skill development. Concepts may progress across grade levels as the degree of complexity increases and may be developed across curriculum areas.

**Solubility and Concentration**

- How do solubility and concentration impact the effect of pollutants in the environment?
- How do different variables affect solubility and concentration?

The guiding questions can provide starting points for inquiry and guide the development of skills and competencies.

## Determining Environmental Health

- How can the health of an environment be determined?
- How can water be kept clean for drinking and as a habitat?
- How does pollution enter the environment?

## Skills

### Analyse

Gather and select appropriate information; determine accuracy, validity, and relevance of the information; identify perspectives; communicate findings.

The first skill defined is the outcome skill and the others are the skills found in the indicators.

### Investigate

Ask and revise questions; locate several relevant and dependable details to support an answer; organize and compare details; identify relationships, recognize represented perspectives, and communicate findings.

### Measure

## Background Knowledge

The following chart provides an alignment of related concepts between grade levels:

Grade 4	Grade 5	Grade 7	Grade 8
Learners will have investigated a variety of local natural habitats. Concepts included habitat components and characteristics, survival needs of organisms, how habitats can change over seasons and with time.	Learners will have tested how physical and chemical changes affect the properties of matter. Concepts included physical and chemical properties of matter, physical and chemical changes as well as conservation of mass.	Learners will analyse particle theory in relation to substances in environments. Learners will explore the following concepts: particle theory, pure substances vs. mixtures, separation of mixtures, solubility and concentration, determining environmental health.	Learners will investigate heat in relation to particle theory.

Some courses include a table that describes the scope and sequence of the skills and concepts for this outcome.

Pollution provides the context for learning about particle theory in this outcome. Learners will analyse the impact of various concentrations of substances in the environment. The concept of pollution and an understanding of particle theory will support scientific knowledge that underpins the concept of pollution. An understanding of particle theory allows learners make decisions about what is safe or harmful for the environment. Data logging sensors (probeware) can be used to collect data from local environments. This provides opportunities to connect with the mathematics curriculum as well as careers in environmental management. Using probeware allows for the collection of a lot of data in a short period of time so the effort can be placed in designing controlled experiments and analyzing the data for real-life implications. Learners have had probeware available to them as early as grade 4.

The background knowledge provides an overview of the learners' experiences in relation to the skills and concepts of the outcome.



## Learning Experiences

The suggested indicators are organized in a way to scaffold learning. The exploration of skills and concepts for this outcome can be done in any order based on the progression of learning. The experience described below is one of the other indicators that support the outcome, however, in practice multiple indicators can be addressed simultaneously. For example, learners may *analyse the factors that affect solubility and concentration* when *measuring the indicators of health of a local waterway*.

For each outcome you will find one sample learning experience relating to the skills, concepts, and competencies for a specific indicator.

Guiding questions and learning experiences can be used to launch inquiry into the concept.

## Indicators

- Investigate pure substances and mixtures in relation to particle theory (COM/PCD/CI/TF)
- Investigate methods of separation in solutions and mixtures (COM/CI/CT)
- **Analyse the factors that affect solubility and concentration (COM/CT/TF)**
- Measure the indicators of health of a local waterway with probeware (CZ/CI/TF)
- Analyse the health of a local waterway (CZ/COM/CI/CT)
- Investigate methods of water purification and pollution cleanup (CZ/COM/PCD/CI/CT)

## Overview

The teacher presents learners with the task of designing an experiment to investigate solubility and/or concentration. Depending on where learners are in the unit, the teacher may provide questions in the form of a design challenge: How do you dissolve the most sugar in 200 mL of water? What is the fastest method to dissolve a sugar cube?

This provides a quick description of the learning experience outlined in detail below.

## Evidence of Learning for the indicator:

*Analyse the factors that affect solubility and concentration*

Evidence of learning can be gathered as learners design and conduct an experiment to collect information about factors that affect solubility and concentration. Further evidence can be gathered through conversations about the validity and reliability of the data learned.

This section provides an overview of how assessment is embedded within the learning experience. The evidence of learning corresponds to the acquisition of skills and the understanding of concepts related to the outcome.

*The evidence found through the learning experience for this indicator are suggestions of what teachers can look for in relation to skills and concepts. Regardless of the methods used, it is necessary for teachers to be intentional about collecting evidence of student learning to inform next steps for teaching.*

## Description of learning experience for the indicator:

*Analyse the factors that affect solubility and concentration*

This section details the steps for the sample learning experience and identifies the indicator in focus.

## Potential Guiding Questions

- How do different variables affect solubility and concentration?

Guiding questions that relate to the concepts of the sample learning experience are listed here to help launch student inquiry.

*The learning experience below is **one possibility** to engage learners with **this indicator**. It will be necessary to modify this experience to engage learners in a culturally and linguistically responsive way.*

## Gather and select appropriate information

Learners can carry out their experiments and gather data. This may be done in small groups or pairs. Alternatively, learners may be placed into groups to discuss the various experimental designs and one design can be chosen to be conducted. Another option is to refine the experimental designs as a group to include elements from several members of the group into one design. This refined design can then be carried out. A discussion or mini lesson on how to effectively record data might help learners organize the experimental information that they will be gathering.

Along with the steps for the learning experience, competencies have been identified that best align with the steps as described.



### Essential Graduation Competencies

#### Technological Fluency

This provides learners the opportunity to use technology in a relevant and meaningful way.

A description of the competency that could be developed through this learning experience.

The teacher should provide feedback with respect to lab safety, throughout the experiment.



### Evidence of Learning (Observations)

While students are collecting experimental data, the teacher can provide feedback on the **gathering information** for analysis.

Evidence of learning is gathered throughout the learning experience. Suggested opportunities are found in these boxes.

## Determining importance of information and Communicate Findings

Learners can share their findings by exploring the following questions:

- How do the results of different experiments compare?
- What do the results mean in relation to pollutants in the environment?
- How is the factor that you inquired about important for pollution management?



### Essential Graduation Competencies

#### Communication

This provides learners the opportunity to listen and interact purposefully and respectfully in formal and informal contexts.



### Evidence of Learning (Conversations)

Learners **communicate** and discuss the **importance of the findings**.



### Evidence of Learning (Products)

Learners **communicate their findings** on the factors that affect solubility and concentration.

## Moving Forward

How are the variables you investigated relevant to substances in the environment?

The next steps are scaffolded towards learner independence and application of the skill as it relates to the outcome

**Outcome: Learners will create textile articles through multiple sewing applications**

## **Rationale**

It is important for learners to develop practical skills in sewing which they can apply to real life situations. These skills can be transferred to potential careers, entrepreneurial opportunities, and personal creative expression.

## **Competencies**

- Creativity and Innovation (CI)
- Critical Thinking (CT)
- Personal Career Development (PCD)
- Technological Fluency (TF)

## **Indicators**

- Apply proper safety procedures in the sewing lab (PCD/TF)
- Investigate hand sewing applications (CI/CT/TF)
- Apply hand sewing applications on a fabric sample (CI/TF)
- Investigate machine sewing applications (CI/CT/TF)
- Implement proper layout, pinning, and cutting procedures on multiple textiles (CI/CT/TF)

## **Concepts (and Guiding Questions)**

### **Safety procedures**

- How do you work safely in the sewing lab?
- How do you use various pieces of sewing equipment and technology safely?

### **Hand sewing**

- How do you sew by hand?
- Where do you use hand stitching vs. machine stitching?

### **Embellishments**

- What is an embellishment?
- How can we use embellishments on personal projects?

### **Textile production**

- How is fabric produced?
- What types of careers exist in textile production?

### **Pattern layout, pinning, cutting**

- How do you use a pattern to make a textile article?
- How do you read a sewing pattern?

## Skills

### Create

Develop an idea; communicate a representation for a process and/or a product; produce a product; modify as necessary; evaluate results and/or modifications.

### Apply

Carry out, use or complete a procedure/ technique

### Investigate

Ask and revise questions; locate several relevant and dependable details to support an answer; organize and compare details; identify relationships, recognize represented perspectives, and communicate findings.

### Implement

Select - Locate several relevant and dependable details to support an answer

Plan – Formulate: Identify a topic of interest; brainstorm ideas; choose, prioritize, and refine ideas; evaluate choices. Devise a process to solve the problem. Execute the steps, modifying as necessary.

Evaluate - Review processes and results from an inquiry; consider and communicate varying perspectives and alternative solutions; identify potential new problems and/or issues; justify decisions and/or findings.

Apply - Carry out, use or complete a procedure/ technique.

## Background Knowledge

Sewing and Textiles 7 may be the first time that learners have an opportunity to use basic sewing tools and technology. Taking the time to discover what knowledge and experiences learners have coming into the course, will help plan for instruction. One common misconception learners may hold is a gender stereotype surrounding sewing. It is important to dispel any misconceptions and show learners that sewing, fashion and clothing choice, is for all genders. Sewing skill development is a life skill which can be used for repairs, construction and career development. Learners should be provided opportunities to use a variety of methods for creating projects such as machine sewing, hand sewing, knitting, weaving and felting.

## Learning Experiences

The suggested indicators are organized in a way to scaffold learning in support of the outcome. The exploration of skills and concepts for this outcome can be done in any order, concurrently, or selectively based on the progression of learning. The experience described below is presented independently from the other indicators that support the outcome, however, in practice multiple indicators can be addressed simultaneously. For example, learners will need to *apply property safety procedures* as they *investigate hand sewing applications*.

## Indicators

- Apply proper safety procedures in the sewing lab (PCD/TF)
- **Investigate hand sewing applications (CI/CT/TF)**
- Apply hand sewing applications on a fabric sample (CI/TF)
- Investigate machine sewing applications (CI/CT/TF)
- Implement proper layout, pinning, and cutting procedures on multiple textiles (CI/CT/TF)

## Overview

The purpose of this experience is for learners to become familiar with the techniques, methodologies, and purposes of hand sewing. Introducing learners to sewing can be done in a way you feel your learners will best learn. Starting with hand sewing, then moving on to machine use and stitches will allow learners to develop some skills needed to make a project. The learning experience below outlines how developing both their hand sewing and investigation skills will scaffold learners towards the creation of a textile article.

## Evidence of Learning for the indicator:

### *Investigate hand sewing applications*

Evidence of learning can be gathered as learners ask questions about sewing techniques in order to organize and compare the applications of different types of stitches.

*The evidence found through the learning experience for this indicator are suggestions of what teachers can look for in relation to skills and concepts. Regardless of the methods used, it is necessary for teachers to be intentional about collecting evidence of student learning to inform next steps for instruction.*

## Description of learning experience for the indicator

### *Investigate hand sewing applications*

## Potential Guiding Questions

- How do you sew by hand?

*The learning experience below is **one possibility** to engage learners with **this indicator**. It will be necessary to modify this experience to engage learners in a culturally and linguistically responsive way.*

## Introduction

To start, teachers can inquire about prior knowledge, home experience, and life experiences with sewing. Based on learners' responses, the teacher may then ask questions about the tools for the trade to help determine the types of opportunities that can be offered to aid learners in their investigations. For example, these questions could be:

- What is the difference between a needle and pin?



- How do you use scissors correctly?
- How can you tie a knot?

To answer these questions learners may provide examples or scenarios in which they have explored these tools.

To further engage learners' voices in the learning experience, the teacher can ask what they would like to learn about hand sewing. If learners' questions are about creating articles or a project, it will be important that the teacher guide learners in breaking that down into smaller questions and steps.

An introductory activity will be to get learners to sew a button onto a piece of fabric. They may be using a needle and thread for the first time or be able to demonstrate their current level of sewing ability. This will provide teachers an opportunity to discuss the proper safety procedures in the sewing lab.

The class can engage in a discussion to explore the use of stitches in various contexts. This can include the following:

- Is this method always going to work?
- How could you test your stitches?
- What if you want to make a specific item like a hat, glove, or fix a tear? Will you sew in the exact same way?
- What would you like your stitching to be able to do?



## Essential Graduation Competencies

### Critical Thinking:

This provides learners an opportunity to ask critical and purposeful questions.



## Evidence of Learning (Conversations)

Learners **ask and revise** questions about the applications of simple stitches.

From this line of questioning learners will come to know that there are different methods (stitches) for different purposes. The teacher can model some stitches as a starting point, then have the learners research other stitches that might be useful in the context of their project. The teacher should guide the learners to dependable resources, such as magazines, preselected websites and teacher created samples. If learners would like to research more independently, the teacher should teach them how to determine if a resource is dependable.



## Essential Graduation Competencies

### Creativity and Innovation

This is an opportunity to gather information through all senses to imagine, create, and innovate



## Evidence of Learning (Observations)

Learners **locate** different types of hand stitches using a variety of resources.

Looking at the different stitches they have discovered, learners will determine why one might use that stitch compared to another. They should compare the types of stitches for a specific type of fabric and/or purpose (embellishments, structural, etc.). To support this, teachers may provide or co-construct a graphic organizer for comparison. They can also explore the aesthetic purposes for different stitches. In comparing, learners should not be looking only at the differences between stitches but also characteristics that make stitches similar in function or technique.



## Essential Graduation Competencies

### Critical Thinking:

This provides learners an opportunity to develop curiosity, inquisitiveness and creativity, flexibility, and persistence, open and fair mindedness.



## Evidence of Learning (Observations/Products)

Learners **identify the similarities and differences** of various types of hand stitches.

Having compared and explored multiple hand sewing techniques, learners should now select a stitch that they would like to learn and begin practicing that stitch. It is important for learners to identify a purpose for choosing their stitch. They may have an intended project or activity they would like to complete with the selected stitch and be able to describe their selection criteria. Learners who choose the same stitches, may collaborate to provide peer assistance and improve their technique.



## Essential Graduation Competencies

### Creativity and Innovation:

This provides learners an opportunity to gather information through all senses to imagine, create, and innovate; and learn from trial and error.



## Evidence of Learning (Conversations)

Teachers can have informal conversations with learners as they **identify the relationship** between the purpose of their selected stitch and technique with their intended purpose.



## Evidence of Learning (Products)

Learners may also self assess parts of their stitch that they feel will meet their purpose, and sections may be prone to degradation or tearing.

Having practiced the stitch extensively, learners will now take on a leadership role and demonstrate their technique to classmates. This should not be done as a class wide presentation, but rather in small group settings. A carousel style activity can be facilitated where learners move around the class demonstrating and/or trying different techniques and describing how the specific stitch would support their intended project would support the communication of learning.



## Essential Graduation Competencies

### Technological Fluency:

This provides learners an opportunity to use technology in a responsible manner to create and represent new knowledge



## Evidence of Learning (Observations)

Learners will **communicate** the application and technique of the stitch they investigated.

## Moving Forward

Learners can collect the stitches they learned independently and from other learners in a sewing journal that they can use as a reference as they create their textile article.



**Outcome: Learners will evaluate the suitability of fabric properties for end use**

## Rationale

In order for learners to become informed textile consumers, they need to understand the different characteristics and properties of fabrics. Also, learning the proper care for different textile items will equip them with this important life skill.

## Competencies

- Citizenship (CZ)
- Communication (COM)
- Critical Thinking (CT)

## Indicators

- Compare fibre types of multiple fabrics (COM/CT)
- Analyse appropriate fabric construction for intended purpose (CZ/COM/CT)
- Investigate the clothing care requirements for various fabrics (COM/CT)

## Concepts (and Guiding Questions)

### Fabrics and fiber types

- What are fibers?
- How are fibers used in fabric construction?
- How do manufactured fibers and natural fibers differ?

### Fabric construction

- How are different fabrics constructed?
- What are the various uses and purposes of fabrics?
- Is fabric construction an environmentally friendly industry?
- Why are most fabrics constructed in developing nations?

### Clothing care

- How do I care for my clothing?
- Why are some fabrics washable and others are not?
- How do I read a clothing care label?
- Why does clothing have a care label?

## Skills

### Evaluate

Review processes and results from an inquiry; consider and communicate varying perspectives and alternative solutions; identify potential new problems and/or issues; justify decisions and/or findings.

### Compare

Make observations; identify similarities and differences; identify relationships and offer an interpretation; communicate the findings.

## Analyse

Gather and select appropriate information; determine accuracy, validity, and relevance of the information; identify perspectives; communicate findings.

## Investigate

Ask and revise questions; locate several relevant and dependable details to support an answer; organize and compare details; identify relationships, recognize represented perspectives, and communicate findings.

## Background Knowledge

Learning about fibers, yarns and fabrics may be a first time experience for many grade 7 learners. Learners may have some knowledge of clothing care, particularly as it relates to washing and drying garments. There will be many new vocabulary words for learners to gain a working knowledge of during this learning block. It is important for learners to have an understanding of where fabric comes from, and how the type of fiber and processing dictates how fabric will be cared for. Learning how to care for their own garments, read labels and do laundry is a valuable life skill.

## Learning Experiences

The suggested indicators are organized in a way to scaffold learning in support of the outcome. The exploration of skills and concepts for this outcome can be done in any order, concurrently, or selectively based on the progression of learning. The experience described below is presented independently from the other indicators that support the outcome, however, in practice multiple indicators can be addressed simultaneously. For example, learners can *compare fibre types of multiple fabrics* as they *investigate the clothing care requirements for various fabrics*.

## Indicators

- Compare fibre types of multiple fabrics (COM/CT)
- Analyse appropriate fabric construction for intended purpose (CZ/COM/CT)
- **Investigate the clothing care requirements for various fabrics (COM/CT)**

## Overview

Learners are engaging with clothing care requirements, by reviewing labels and instructions relating to clothing items of interest.

## Evidence of Learning for the indicator:

### ***Investigate the clothing care requirements for various fabrics***

Evidence of learning can be gathered as learners ask questions and locate details, organize and compare details relating to care instructions. Further evidence can be gathered as they identify relationships and recognize perspectives.

*The evidence found through the learning experience for this indicator are suggestions of what teachers can look for in relation to skills and concepts. Regardless of the methods used, it is necessary for teachers to be intentional about collecting evidence of student learning to inform next steps for instruction.*

## Description of learning experience for the indicator

*Investigate the clothing care requirements for various fabrics*

### Potential Guiding Questions

- How do I care for my clothing?
- Why are some fabrics washable and others are not?
- How do I read a clothing care label?
- Why does clothing have a care label?

*The learning experience below is **one possibility** to engage learners with **this indicator**. It will be necessary to modify this experience to engage learners in a culturally and linguistically responsive way.*

The teacher can facilitate a discussion with learners in relation to the guiding questions:

- How do I care for my clothing?
- Why are some fabrics washable and others are not?
- Why does clothing have a care label?



**Essential  
Graduation  
Competencies**

#### **Communication:**

This provides learners an opportunity to engage in constructive and critical dialogue



### **Evidence of Learning (Observations/Conversations/Products)**

Evidence of learning can be gathered as learners **locate details** relating to care instructions.

Have learners do a sorting activity based on a clothing item of their choice. Learners can be randomly or purposely grouped in small groups of 4 -6 and challenged to sort their choice for laundry. Learners will then explain their sorting methods and reasoning to class.

Learners will gather into small groups to share and organize the details they have gathered. They can compare their details in many ways relating to:

- Fiber content
- Care instructions
- Colour
- Symbols used
- Sorting method
- etc.



**Essential  
Graduation  
Competencies**

#### **Critical Thinking:**

This provides learners an opportunity to work individually, cooperatively, and collaboratively in problem solving

They will want to identify similarities and differences in instructions and materials within their groups.



### Evidence of Learning (Observations/Conversations/Products)

Evidence of learning can be gathered as learners **organize and compare their details** relating to clothing care requirements.

Learners will then work to identify relationships in order to communicate any patterns or trends between the following things:

- Fiber content and care instructions
- Colour and care instructions
- Clothing and sorting method
- Symbols used
- Garment specific instructions
- etc

Learners can engage within their groups to discuss and provide a rationale for the relationships they find.



### Essential Graduation Competencies

#### Critical Thinking:

This provides learners an opportunity to formulate decisions based on evidence



### Evidence of Learning (Observations/Conversations)

Evidence of learning can be gathered as learners **identify relationships** relating to clothing care instructions.

In small groups or as a class, learners will now have an opportunity to discuss perspectives in response to the following questions:

- How are care instructions useful for clothing longevity?
- How could care instructions be a barrier?
- Why would a manufacturer put a care label on clothing?
- How would care instructions influence your buying habits?
- How might laundry detergent manufacturers use care labels to create products?



### Essential Graduation Competencies

#### Communication:

This provides learners an opportunity to engage in constructive and critical dialogue

This is also the time to look back at and address the initial learner generated inquiry questions.



### **Evidence of Learning (Observations/Conversations)**

Evidence of learning can be gathered as learners **recognize represented perspectives** and **communicate their findings**.

**Outcome: Learners will analyse factors that influence clothing choice**

## Rationale

It is important for learners to recognize cultural, workplace, and individual influences on clothing choice. Exposure to a variety of influencers will allow learners to express themselves as individuals through their clothing selections. It also gives learners an opportunity to explore the cultural components of clothing

## Competencies

- Citizenship (CZ)
- Communication (COM)
- Creativity and Innovation (CI)
- Critical Thinking (CT)
- Personal Career Development (PCD)

## Indicators

- Analyse factors that influence individual clothing choice (COM/PCD/CT)
- Analyse factors that influence clothing trends and patterns (COM/CI/CT)
- Investigate factors that influence cultural clothing (CZ/CT)
- Investigate the use of the elements of design in clothing (COM/CI)

## Concepts (and Guiding Questions)

### Clothing choice

- Why do people choose to wear what they wear?
- Does culture impact our clothing choices?
- Does environmental stewardship have an impact on fashion?

### Clothing trends

- Where do fashion trends originate?
- What influences fashion trends?
- How does technology influence clothing?

### Elements of design

- What are the elements of design?
- How are the elements of design used in designing clothing?
- What type of careers are associated with clothing design?

## Skills

### Analyse

Gather and select appropriate information; determine accuracy, validity, and relevance of the information; identify perspectives; communicate findings.

## Investigate

Ask and revise questions; locate several relevant and dependable details to support an answer; organize and compare details; identify relationships, recognize represented perspectives, and communicate findings.

## Background Knowledge

Every garment is uniquely designed keeping the wearer in mind. There are fundamentals that set specific directions when it comes to designing. Designers have to visualise how to apply the elements of design to enhance the look of a garment. The beauty of garments comes from applying the elements to create the garment in a creative manner. Consumers chose to wear particular garments for a variety of reasons. Understanding why an individual chooses their clothing can involve discussions which involve paying respectful attention to socio-economic factors and religious and cultural expressions. This particular learning block has many opportunities for career exploration in the areas of fashion, design, production and environmental sustainability.

## Learning Experiences

The suggested indicators are organized in a way to scaffold learning in support of the outcome. The exploration of skills and concepts for this outcome can be done in any order, concurrently, or selectively based on the progression of learning. The experience described below is presented independently from the other indicators that support the outcome, however, in practice multiple indicators can be addressed simultaneously. For example, learners may *investigate the use of elements of design in clothing* as they *analyse factors that influence clothing trends and patterns*.

## Indicators

- Analyse factors that influence individual clothing choice (COM/PCD/CT)
- Analyse factors that influence clothing trends and patterns (COM/CI/CT)
- Investigate factors that influence cultural clothing (CZ/CT)
- **Investigate the use of the elements of design in clothing (COM/CI)**

## Overview

Investigating the elements of design in clothing provides learners with an opportunity to inquire into what has been a foundation for the development and creation of all textiles and clothing products throughout history. The elements of design can change the way a garment looks, altering the aesthetics of that item. Learners will have an opportunity to identify and use the elements of designs in multiple ways, showcasing their own preferences and influences.

### **Possible cross curricular link:**

This learning experience provides opportunities to link to concepts and guiding questions from Visual Arts and Technology Education relating to the elements of design.

## Evidence of Learning for the indicator:

### *Investigate the use of the elements of design in clothing*

Evidence of learning can be gathered as learners ask questions and locate details of the use of elements of design in clothing. Further evidence can be gathered as learners identify relationships that they are finding.

*The evidence found through the learning experience for this indicator are suggestions of what teachers can look for in relation to skills and concepts. Regardless of the methods used, it is necessary for teachers to be intentional about collecting evidence of student learning to inform next steps for instruction.*

## Description of learning experience for the indicator

### *Investigate the use of the elements of design in clothing*

### Potential Guiding Questions

- How are the elements of design used in designing clothing?

*The learning experience below is **one possibility** to engage learners with **this indicator**. It will be necessary to modify this experience to engage learners in a culturally and linguistically responsive way.*

### Introduction

The teacher can facilitate a discussion relating to learners' experiences relating to the elements of design. Based on this information, the learning experience can be adjusted to best support learner interests and familiarity with the concept. However, this may also be the first time learners have been introduced to the elements of design.

Learners can be invited to brainstorm questions they may have about what the elements of design in relation to the guiding question:

- How are the elements of design used in designing clothing?



### Essential Graduation Competencies

#### Communication

This provides learners an opportunity to listen and interact purposefully and respectfully in formal and informal contexts



### Evidence of Learning (Conversations)

Evidence of learning can be gathered as learners **ask questions** about the Elements of Design.



Learners will have an opportunity to explore each of the elements of design. Using a collection of magazines, catalogues, various fabric samples, learners can sort and locate images of clothing and textiles and organize them according to which element of design they represent.



## Essential Graduation Competencies

### Critical Thinking:

This provides learners an opportunity to reflect on creative and innovative works and processes



### Evidence of Learning (Observations/Conversations/Products)

Evidence of learning can be gathered as learners **locate details** from examples of the elements of design in media print and/or fabric samples. Further evidence can be gathered as learners **organize their details** based on elements of design.

Learners can form pairs or small groups in order to use their organized findings to identify relationships relating to the chosen samples and the representations of the elements of design. They may want to consider:

- How were the elements of design used in various ways?
- How can I identify an element of design used in clothing/textiles?
- How are the elements of design combined to produce a result?



## Essential Graduation Competencies

### Communication:

This provides learners an opportunity to engage in constructive and critical dialogue



### Evidence of Learning (Observations/Conversations/Products)

Evidence of learning can be gathered as learners **identify relationships** within their collections.

## Moving Forward

Learners can move on to analyse factors that influence clothing trends and patterns using the elements of design as a lens of inquiry. They could also use their findings as they create textile articles.