

Textile Arts and Design 7

Curriculum At A Glance

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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

- Critical Thinking (CT)
- Creativity and Innovation (CI)
- Personal and 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.

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

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

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.

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

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

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.