



Stage 5 Textiles Technology

Rationale

Six units have been written for this Stage 5 200-hour course. Each unit allows students to build on skills, knowledge and understanding by working through project work and areas of study.

Five different focus areas have been selected. This allows students to have a wide range of experiences and skills. Towards the end of the 200-hour course students will complete an open design brief — the students negotiating their own focus area.

Whilst there is only one specific apparel unit, if students want to further develop skills in garment making other focus areas, such as the textile arts unit and the costume design unit allow the student to design and construct articles of apparel.

The first unit on nightwear constructed from a knit fabric has been developed, as students at this school do not make an article of apparel in Design and Technology. This unit is developed to allow students to develop basic skills in the use of commercial patterns and to introduce them to knit fabric techniques. It is skills oriented. Knitwear was chosen as it is easy to manipulate and nightwear as it is simple and will be worn to bed even if the results are not up to the standards the student expected.

Project work has been included in each unit, with areas of study being developed from the project work. In each unit students will need to document some aspect of the project work. The final projects in year 10 will be fully documented.

Students will evaluate all aspects of their projects and a variety of evaluation methods will be used in each unit including self, peer and teacher evaluation. Emphasis is placed on designing, constructing and evaluating project work, although in earlier units only some aspects of these will be evaluated to allow more extensive skill development.

There is a large emphasis on fabric colouration and decoration to help develop student's creativity and to more accurately reflect the current consumer interest in crafts, patchwork, interior design etc, rather than apparel making.

A costume design unit has been included as the school has a history of producing dramas and musicals. There is a large drama department. Students will be encouraged to use recycled clothing and fabrics. Excursions to *Reverse Garbage* and second hand shops will help defray the cost of clothing that may not be worn by students. Students will have an option of dressing a doll if so desired.

In Unit 2: *Toy Story Too* students will be encouraged to give a toy to a group of students with special needs. Students at this school have a strong social awareness and usually donate generously to fund raising activities.



Course plan overview

Weeks	Year 9	Weeks	Year 10
10 weeks	Unit 9.1: <i>Sweet dreams are made of these</i> Focus area: Apparel Outcomes: 5.1.1; 5.1.2; 5.2.2; 5.3.2; 5.4.1; 5.5.1; 5.5.2; 5.5.3	15 weeks	Unit10.1: <i>In The Spotlight</i> Focus area: Costume Design Outcomes: 5.1.1; 5.1.2; 5.2.1; 5.2.2; 5.2.3; 5.3.1; 5.4.1; 5.5.1; 5.5.2; 5.5.3; 5.6.1
15 weeks	Unit 9.2: <i>Toy Story Too</i> Focus area: Non apparel Outcomes: 5.1.1; 5.2.1; 5.2.2; 5.3.2; 5.4.1; 5.5.1; 5.5.2; 5.5.3; 5.6.1	15 weeks	Unit 10.2: <i>Voyage of Discovery</i> Focus area: Open Outcomes: 5.1.1; 5.1.2; 5.2.1; 5.2.2; 5.2.3; 5.3.1; 5.4.1; 5.5.1; 5.5.2; 5.5.3; 5.6.1
15 weeks	Unit 9.3: <i>Pattern for Peace</i> Focus area: Textile arts Outcomes: 5.1.2; 5.2.1; 5.2.2; 5.2.3; 5.3.1; 5.4.1; 5.5.1; 5.5.2; 5.5.3, 5.6.1	10 weeks	Unit10.3: <i>Me, Myself and I</i> Focus area: Furnishings Outcomes: 5.1.1; 5.1.2; 5.2.1; 5.2.2; 5.2.3; 5.3.1; 5.4.1; 5.5.1; 5.5.2; 5.5.3



Detailed course plan

Weeks	Unit 9.1: Sweet dreams are made of these Focus area: Apparel	Outcomes: 51.1, 5.1.2, 5.2.2, 5.3.2, 5.4.1, 5.5.1, 5.5.2, 5.5.3
10	Project work: includes the construction and evaluation of nightwear from a knit fabric using a commercial pattern.	
	Textile item may include: tops, boxer shorts, nightshirt, pyjamas, nighties with sleeves. Collars, facings, rib, casings.	
	Student documentation will include experiments with materials and techniques, sources of inspiration, thumbnail sketches, swing tags and care labels, costing of material, evaluation of project, cotton fibre and knit fabric study.	
	This first unit will focus on skills needed to complete an article of apparel. Students will use knit fabrics and use a commercial pattern. They will develop confidence in using the tools and equipment involved in making this garment. Students will deconstruct a commercially made garment. Looking at construction techniques used, fabric and fibre. An investigation will be made into end use properties and students will look at cotton fibre and knit fabric structure to see how these can meet end use needs. Students will also study fabric labelling, especially related to nightwear. Students will look at the Australian fashion sleepwear market, designers and manufacturers of sleepwear.	
Weeks	Unit 9.2: Toy Story Too Focus area: Non apparel	Outcomes: 51.1, 5.2.1, 5.2.2, 5.3.2, 5.4.1, 5.5.1, 5.5.2, 5.5.3, 5.6.1
15	Project work: design a toy for a child with a special need from textile materials. Students to construct and evaluate their toy.	
	Inspiration: Children with special needs either physical or a learning	
	Projects may include books, balls, playmates, activity centres, dolls, puppets, felt boards, choice is unlimited.	
	Student documentation should include research on children with special needs, report on excursion, experiments on elements of design, functional and aesthetic features of toys, time plan for project, production sketch of toy, care label, instructions for use of toy, fibre and fabric study, evaluation of toy.	
	Toys have many functions including entertainment and education for the user. In this unit students will use designing skills with a specific purpose in mind. Students will have to identify age and need of the child. They will have to consider all end use properties, aesthetic and functional features. Consideration of consumer safety will be required. Students will look at non woven textile structures and wool fibres. The unit will include a study of the elements and principles of design, a commercial pattern will be adapted and the use of applied decorative textile techniques will be explored. A care and swing tag label must be produced. Students will look at gender stereotyping in the marketing of toys.	



Weeks	Unit 9.3: Pattern for Peace Focus area: Textile arts	Outcomes: 5.1.2, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.4.1, 5.5.1, 5.5.2, 5.5.3, 5.6.1
15	<p>Project work: design, construct and evaluate a textile art using the words of a popular song as an inspiration. The lyrics should address an important issue of the period. The art form may be wearable or static.</p> <p>Inspiration: Popular songs that express views on social or environmental issues of an era.</p> <p>Project may include 3 dimensional sculpture, wall hangings, static display, wearable art.</p> <p>Documentation includes storyboard, mood board, thumbnail sketches of ideas, experiments on coloration, final sketches fully labeled, self-evaluation, peer evaluation, textile designer study.</p> <p>Textiles are often used to express creativity and cultural issues. Songs also express people's ideas and views. In this unit students will choose lyrics from a popular song of the late 20th century or the 21st century and use these words to inspire the design of a textile art piece. The unit will extend design skills and fabric decoration skills. Students will need to experiment with a range of decorative techniques. Students will also study the clothing worn in that period and a costume designer from that period who used social issues for their design inspiration, e.g. a Beatles song lyric and Mary Quant; <i>Black and white</i> by Michael Jackson; Joni Mitchell's Big Yellow Taxi. Students extend their use of the elements and principles of design. A study will be undertaken on the changing nature of the Australian textile industry.</p>	

Weeks	Unit 10.1: In The Spotlight Focus area: Costume design	Outcomes: 5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.4.1, 5.5.1, 5.5.2, 5.5.3, 5.6.1
15	<p>Project work: design, construct and evaluate an outfit for the fantasy section of your school fashion parade.</p> <p>Inspiration: Australian films, TV shows, video clips or special events.</p> <p>Textile project may include dresses, tops, shirts, shorts, skirts, pants, cloaks, accessories.</p> <p>Documentation will include storyboard sources of inspiration, selecting appropriate materials and techniques, commercial pattern alteration, functional and aesthetic properties, fibre, yarn and fabric study, movie costume designer study.</p> <p>Clothing is not only used as body covering but as a form of decoration. Costume design is an important part of a theatrical experiences such as film, video, pageants or stage productions. The design work provides the opportunity to be creative with textiles and to further construction techniques as outfit must have specific features, e.g. closure, sleeves or collar, shaping technique and use a variety materials in construction. Students will need to identify their inspiration, look at specific end use, properties and functional and aesthetic features relevant to costume design. A fibre and fabric study will be carried out with a focus on manufactured fibres and new fabric construction techniques. Students will study the costumes of a specific film concentrating on inspirations, developments, features, colours and fabrics used, e.g. <i>Priscilla Queen of the Desert</i>, <i>Star Wars</i> (Queen Amidala), <i>The Lord of the Rings</i>, <i>Moulin Rouge</i>; or a specific costume designer, e.g. Edith Head, Ngila Dickson for <i>The Lord of the Rings</i>, Catherine Martin for <i>Moulin Rouge</i>; or a history of costumes for a specific performance type, e.g. ballet or opera. Students may dress a doll or use recycled clothing or fabric to reduce cost.</p>	



Weeks	Unit 10.2: Voyage of Discovery Focus area: Open	Outcomes: 5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.4.1, 5.5.1, 5.5.2, 5.5.3, 5.6.1
15	<p>Project work: construct and evaluate an article that could be use on a cruise ship. You must identify the cruise destination, the article must reflect the textiles arts of the cultural groups you will be visiting.</p> <p>Inspiration: cruise ships, cruise destinations, cultural groups visited on a cruise.</p> <p>This is a free focus area design brief, students may make an article from any focus area which could be used by passengers or staff on a cruise or it may be part of the ship's environment.</p> <p>Student documentation will be based on selecting appropriate material, visual inspiration, production plan and specification, quality techniques and evaluation, cultural group study. Documentation will be fully or partly in a digitised form using a multimedia format.</p> <p>Most people dream of taking a cruise for a holiday. Cruises take you to many exciting locations. In this unit students can make an article associated with a cruise. Examples of project work include: <i>apparel</i> for any on board activity; <i>non apparel</i> souvenirs for the gift shop; <i>furnishings</i> for the cabins; <i>costume design</i> for onboard shows or fancy dress parties; <i>textile arts</i> to decorate ships interior. Students will extend designing skills as well as construction skills. Students will need to undertake a study of the textile arts of a specific cultural group including inspirations used and construction by the specific cultural group.</p>	
Weeks	Unit 10.3: Me, Myself and I Focus area: Furnishings	Outcomes: 5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.4.1, 5.5.1, 5.5.2, 5.5.3
10	<p>Project work: design and construct an article of furnishing for your bedroom. The furnishing should be inspired by your life story and interests. It must have a variety of decorative techniques, two of which you must not have used before.</p> <p>Inspiration: Students own life history and interests used to develop patches.</p> <p>Projects may include quilts, doona covers, cushions, curtains, or other furnishings for bedroom or family room</p> <p>Documentation will include: sources of inspiration, experiments with techniques, final production drawings, and evaluation of final product, study of environmental issues related to textile industry.</p> <p>Most people decorate their bedroom to express their individual personality, in this unit students will design and construct a furnishing for their bedroom. Their inspiration will be their own life story and interests. Techniques used will be patchwork, quilting patchwork, digitising images and machine embroidery. Students will be encouraged to use techniques not previously employed. Students need to look at specific needs and end-use properties and carry out experiments to choose materials that fulfil these needs. A study of environmental issues related to the textile industry and a study on marketing and consumer use of textiles will be undertaken.</p>	