



Stage 5 Textiles Technology

Year 10

Unit 10.2: Voyage of discovery	Focus area: Open	Time: 15 weeks
<p>Outcomes:</p> <p>A student:</p> <ul style="list-style-type: none">5.1.1 explains the properties and performance of a range of textile items5.1.2 justifies the selection of textile materials for specific end uses5.2.1 explains the creative process of design used in the work of textile designers5.2.2 generates and develops textile design ideas5.2.3 investigates and applies methods of colouration and decoration for a range of textile items5.3.1 analyses the influence of historical, cultural and contemporary perspectives on textile design, construction and use5.4.1 selects and uses appropriate technology to creatively document, communicate and present design and project work5.5.1 critically selects and creatively manipulates a range of textile materials to produce quality textile items<ul style="list-style-type: none">–selects appropriate techniques and uses equipment safely in the production of quality textile projects–demonstrates competence in the production of textile projects to completion5.6.1 evaluates textile items to determine quality in their design and construction.		
<p>Project work: Design, construct and evaluate an article made from textile materials that could be used or seen on a cruise ship. You must identify the cruise destination. The article must reflect the textile arts of a cultural group you are visiting.</p>		



Outcomes	Students learn about:	Students learn to:	Learning activities	Evidence of learning	Feedback	Resources
5.2.2 5.4.1 5.2.1 5.2.2	Design <ul style="list-style-type: none"> source of inspiration generating and developing ideas communication and presentation of design ideas <ul style="list-style-type: none"> visual and graphical written verbal 	<ul style="list-style-type: none"> identify and creatively document sources of inspiration for a textile project generate and develop design ideas using sketching and rendering techniques use a variety of techniques to communicate and present the development of design ideas including Information and Communication Technologies: (ICTs) 	<ul style="list-style-type: none"> Students are presented with design brief. Teacher led discussion on the design brief. Students analyse the design situation and brief. Teacher uses resource material to stimulate group activity. Students work in small groups to brainstorm <i>cruises</i>. Each group will look at a different aspect, e.g. activities on board, a shore trip, textiles requirements, passengers, interiors, staff, places, destination, on board facilities and decoration. Groups report back to class. Students will keep journal of this project recording results of brainstorming. 	<ul style="list-style-type: none"> Class discussion, brainstorming and group reports will demonstrate class understanding of the design brief and students' ability to identify areas of inspiration. Completed journal will demonstrate students' ability to document and produce a quality textile article from design idea to completion. 	<ul style="list-style-type: none"> Teacher and class members give oral feedback on ideas presented during brainstorm session. Teacher provides oral and written feedback on both the writing of and the completed journal. 	<ul style="list-style-type: none"> Brochures from travel agents. Ads from TV. Segments from travel shows, e.g. <i>Getaway</i>. Newspaper or magazine articles. <i>Design and Make It</i>, pp. 96 and 118.



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			<ul style="list-style-type: none"> Students carry out research using, library, Internet, magazines on cruises, destinations, cultural groups. Students decide on focus area, destination and cultural group. Students develop a <i>mood board</i> to help stimulate design ideas. 	<ul style="list-style-type: none"> Use of Internet will demonstrate students' ability to use ICT. 	<ul style="list-style-type: none"> Teacher provides oral feedback during research stage and of the completed mood board. 	
5.3.1	Cultural perspectives of textiles <ul style="list-style-type: none"> the use of textiles as an expressive and functional medium in different cultures design features characteristic of textile items from different cultural groups 	<ul style="list-style-type: none"> describe how different cultures (including Indigenous Australian) use textiles as an expressive and functional medium recognise the design features of textile items from different cultural groups 	<ul style="list-style-type: none"> Students given assignment on cultural group. Research assignment can be completed in a digital or written form. Teacher models <i>Te Awara</i> Maori cultural group to assist students in completing their own cultural study. Cultural study will have the following areas as an emphasis: <ul style="list-style-type: none"> types of textiles products/arts methods of yarn, fabric, colouration or decoration used design inspirations colour, patterns technology used cultural traditions. 	<ul style="list-style-type: none"> Completed research assignment will demonstrate both an understanding of the use of textiles to express the textiles arts of a culture as well as students' ability to describe the textile arts of a cultural group. The task will demonstrate students' ability to communicate using a variety of medium as well as their skills in using ICTs. 	<ul style="list-style-type: none"> Teacher will provide oral and written feedback on research assignment. 	<ul style="list-style-type: none"> Assignment Handouts and worksheets on <i>Te Awara</i>. Video: <i>Te Awara Maori Arts</i>



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5.5.1 5.5.2	<ul style="list-style-type: none">• end uses of textile items and performance criteria• design features of textiles items <p>Producing</p> <ul style="list-style-type: none">• management of project work• selection of appropriate materials• methods of applying colour and decoration such as<ul style="list-style-type: none">– dyeing– beading– printing– appliqué– quilting– embroidery– hand painting	<ul style="list-style-type: none">• identify the performance criteria of textile items and link to end use• sketch and label design features of the textile items• plan and organise the stages involved in the design and production of a textile to ensure quality completion• identify aesthetic and functional performance criteria for textile materials of a textile item• experiment with textile materials to determine which are most appropriate for a textile item• justify the selection of materials for a textile item	<ul style="list-style-type: none">• Students develop designs and aesthetic and functional requirements of item.• Students give oral presentation of mood board and design ideas.• Students develop production plan and time line for production.• Students experiment with materials to see if they meet end use requirements.	<ul style="list-style-type: none">• Completed sketches, oral presentation and designs will demonstrate an understanding of the design task and ability to incorporate ideas into a design that meets performance criteria.	<ul style="list-style-type: none">• Teacher provides oral feed back on ideas and sketches.	<ul style="list-style-type: none">• <i>Design and Make It</i>, p. 145.



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		<ul style="list-style-type: none"> examine methods of colouration and decoration used by textile designers investigate and describe at least one technique of colouration and decoration experiment with colour and decorating methods for a specific end product 	<ul style="list-style-type: none"> Students construct article using a variety of techniques and fabric colouration methods. Students test and evaluate techniques and materials used in textile item. 	<ul style="list-style-type: none"> Experiments and conclusions along with choice of materials will demonstrate students' ability to apply knowledge of textile properties and end use need to selecting materials that will meet performance criteria. 	<ul style="list-style-type: none"> Teacher provides oral feed back during the experimentation stage. 	
5.6.1	Evaluating <ul style="list-style-type: none"> evaluation of the quality of textile items in relation to <ul style="list-style-type: none"> design functional requirements aesthetic aspects construction fabric selection notions used 	<ul style="list-style-type: none"> establish criteria for evaluation of a textiles item evaluate the textile items during designing and producing using techniques such as self evaluation, peer evaluation use feedback from evaluation to modify project work and ensure a quality result 	<ul style="list-style-type: none"> Students present supporting documentation with completed textile item. Documentation will include: <ul style="list-style-type: none"> inspiration design development production plan, time line production experimentation evaluation of final product. 	<ul style="list-style-type: none"> Completed article and documentation will demonstrate students' ability to design produce and evaluate a textile article. 	<ul style="list-style-type: none"> Teacher and student will provide oral written feed back on completed project. 	<ul style="list-style-type: none"> <i>Design and Make it</i>, p.145.