Stage 5 Textiles Technology

Year 9

Unit 9.1: Sweet dreams are made of these	**Focus area:** Apparel	**Time:** 10 weeks

Outcomes

A student:

5.1.1   explains the properties and performance of a range of textile items

5.1.2   justifies the selection of textile materials for specific end uses

5.2.2   generates and develops textile design ideas

5.3.2   evaluates the impact of textiles production and use on the individual consumer and society

5.4.1   selects and uses appropriate technology to creatively document, communicate and present design and project work

5.5.1   critically selects and creatively manipulates a range of textile materials to produce quality textile items

5.5.2   selects appropriate techniques and uses equipment safely in the production of quality textile projects

5.5.3   demonstrates competence in the production of textile projects to completion.

Project work: Construction and evaluation of nightwear from a knit fabric using a commercial pattern, special criteria of rib application will be included.

Outcome	Students learn about:	Students learn to:	Learning activities	Evidence of learning	Feedback	Resources

5.5.2	• safe use of a variety of textile equipment	• select and safely use textile equipment to construct a quality textile item	• Students brainstorm to develop a set of safety guidelines to use in textile rooms.
			• Students revise parts and threading of sewing machine, using worksheets.
				• Set of safety guidelines will demonstrate students understanding of safety.	• Teacher provides oral feedback during brainstorming and when guidelines are formulated.	• Sewing machines
						• Textile equipment
						• Worksheets
						  − Threading guideline
						  − Parts of machine

5.1.1	**Performance of textile items** • end uses of textile items and performance criteria • selection of appropriate materials	• identify the performance criteria of textile items and link to end use • experiment with textile materials to determine which are most appropriate for a textile item • justify the selection of materials for a textile item	• Teacher introduces project work and design brief. • Students divide into small groups, each group is given a target market group: children, teenagers, men, women or babies. • Students brainstorm the nightwear needs of each group and present findings to class. • Teacher led discussion on how end use needs relate to teenage nightwear needs. • Students list specific end use properties. Students list names of designers, manufacturers of nightwear. • Students examine and test a variety of materials: woven, knitted, non-woven to discover which best meets the identified end use properties.	• Students written list of nightwear needs demonstrates their understanding of performance criteria. • Students written summary of experiments and conclusions will show ability to select and justify	• Teacher provides oral feedback during brainstorming of nightwear needs. • Teacher provides written evaluation of experiment results and conclusions.	• Variety of magazines pamphlets, catalogues to develop ideas • TV ads • Text books: Barnett, A. *Examining Textile Technology* McArthur et al, *Design and make it* Ridgewell, T. *Textiles and design in action* • Fabric samples • Testing equipment

				use of materials.		

Outcome	Students learn about:	Students learn to:	Learning activities	Evidence of learning	Feedback	Resources
5.3.1	• textile designers across the focus areas	• identify textile designers in selected focus areas • explore textile applications across the focus areas	**Research assignment** • Students complete a study of nightwear available in Australia, focusing on designers, label and styles available • Complete story board of ideas from research.	• Written research assignment demonstrates ability to identify designers and textile application.	• Teacher provides oral feedback during research stage and a written evaluation on completed task.	• Internet web sites • Magazines • Advertising pamphlets

5.5.1
5.5.2
5.5.3
	Producing
	• management of project work
	• using commercial patterns:
	  − notion requirements
	  − fabric requirements
	  − instruction sheet
	  − pattern markings and layout
	• techniques such as:
	  − joining materials
	  − edge finishes
	  − closures
	  − hems.
	• design features of textile items
	• the component parts of a variety of textile items from a range of focus areas
		• interpret, modify and use commercial patterns and/or produce simple patterns for a textile item
		• experiment with, select and use techniques to ensure quality textile items
		• deconstruct a textile item to its component parts
			• Students examine a variety of commercial patterns and complete worksheets on commercial patterns
			• Students identify:
			  − pattern marking
			  − fabric requirements
			  − notions
			  − instructions
			• Class de-constructs a commercially produced set of pyjamas, considering:
			  − style features
			  − fabric structure
			  − construction techniques
			• Teacher led discussion on features that must be included in project work.
			• Class lists these features.
				• Students complete worksheets demonstrating an understanding of markings and terminology used in commercial patterns
				
				• Students use a commercial pattern in practical application demonstrating ability to use patterns and construction techniques suitable for fabric and specific end use
					• Teacher provides oral feedback during all stages of experimentation and construction of nightwear.	• Commercial pattern
						• Worksheets
						• Textbooks: Carter/Crabtree, *Home Economics in action*. Roberts, D. *Aspects of Textiles*
						• Set of commercially manufactured knit pyjamas
						• Worksheets

Outcome	Students learn about:	Students learn to:	Learning activities	Evidence of learning	Feedback	Resources

5.1.2	• common fabric structures including knitted
	• types of fibres
	  − cotton
		• recognise and name fabrics used in textile items	Teacher led discussion on
			• knit fabrics with a focus on:
			  − structure
			  − types of knit fabrics
			  − properties.
			• cotton fibre
			  − structure
			  − properties
			  − care.
			• Students will research and complete a work packet developed by the teacher using text books.
				• Student written notes and completed worksheets will demonstrate understanding of fabric structures and fibres.
				• Practical experiences will demonstrate ability to recognise fabric structures.
					• Teacher provides oral feedback whilst students complete work packets and carry out fibre/fabric study.	• Knit fabrics
						• Cotton fibre
						• Text books: Roberts, D. *Aspects of Textiles* Ridgewell, T. *Textiles and design in action*
						• Care labels
						• Swing tags

5.4.1	• labelling requirements of textile items including
	  − fibre content
	  − size
	  − country of origin
	  − brand name
	  − care instructions.
	• swing tag
	  − logo
	  − price.
	• communication and presentation of design ideas
	  − visual and graphical
	  − written
	  − verbal.
		• identify the labelling requirements of a range of textile items
		• design and produce a product label and swing tag for textile items produced in project work
		• use a variety of techniques to communicate and present the development of design ideas including ICTs
			Students: • examine the swing tags on a variety of textile articles in their homes, collect swing tags and bring to class.
			• in groups make a chart of information on labels and tags.
			• use text books to research meaning of symbols.
			• record notes in books on labelling, swing tag requirements
			• complete support documentation which includes:
			  − labelled sketch of design
			  − costing of materials
			  − material samples
			  − end use properties
			  − experiments which were undertaken
			  − swing tag/care labels computer generated.
			• Teacher led discussion on special requirements for children's nightwear.
				• Student examination of swing tags and labels and group work in creating list will demonstrate ability to identify labelling requirements.
				
				• Support documentation will demonstrate ability to use a variety of techniques to present design ideas.
				• Computer generated swing tag will demonstrate ability to use variety of communication techniques.
					• Teacher provides written and oral feedback on group work related to identifying swing tags.
					
					• Teacher provides written feedback on support documentation.
						• Text books: McArthur et al, *Design and make it*
						• Computer desktop publishing application

Outcome	Students learn about:	Students learn to:	Learning activities	Evidence of learning	Feedback	Resources
5.6.1	**Evaluating** • evaluation of the quality of textiles items in relation to: − construction − fabric selection.	• establish criteria for evaluation of a textiles item	• Self evaluation of end product. • Teacher evaluates final product. • Students will have the opportunity to use computers to complete many of these activities. • Teacher demonstrating sketching and labelling of designs, students will practise designing a variety of nightwear.	• Students completed check list will demonstrate ability to evaluate products in relation to established criteria.	• Teacher provides written and oral report on completed project and support documentation.	• Magazine • Internet