



## Stage 5 Textiles Technology

### Year 9

Unit 9.2: Toy Story Too	Focus area: Non apparel	Time: 15 weeks
<b>Outcomes</b> A student: 5.1.1 explains the properties and performance of a range of textile items 5.2.1 explains the creative process of design used in the work of textile designers 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 use equipment safely in the production of quality textile projects 5.5.3 demonstrates competence in the production of textile projects to completion 5.6.1 evaluates textiles items to determine quality in their design and construction.		
<b>Project work:</b> Design, construct and evaluate a toy for a child. The toy must fulfill a special need or be suitable for a child with a special need.		



Outcomes	Students learn about:	Students learn to:	Learning activities	Evidence of learning	Feedback	Resources
5.2.1 5.2.2 5.1.1	<ul style="list-style-type: none"> <li>source of inspiration</li> <li>generating and developing ideas</li> </ul>	<ul style="list-style-type: none"> <li>identify and creatively document sources of inspiration for a textile project</li> </ul>	<ul style="list-style-type: none"> <li>Students presented with design brief.</li> <li>Students brainstorm in small group.</li> <li>Mind map <i>Toys</i>.</li> <li>Class discussion on following: <ul style="list-style-type: none"> <li>function of toys</li> <li>types of toys</li> <li>materials toys made from.</li> </ul> </li> <li>Students list function of toys.</li> <li>Teacher led discussion on term <i>special needs</i>.</li> <li>Class list special needs of children, e.g. vision impaired, learning delayed, physical disability.</li> <li>Students research the term <i>special needs</i> on the Internet.</li> <li>Students visit local day care to observe children at, talk to carers about activities, toys, and special needs.</li> </ul>	<ul style="list-style-type: none"> <li>Brainstorming and discussion will demonstrate the students understanding of the concept of toys for special needs or purpose.</li> <li>Students research documentation will demonstrate deep understanding of concepts and ability to identify sources of inspiration.</li> <li>Students interaction with children and carers will demonstrate understanding of functional requirements of toy.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher gives oral feedback during discussion and mindmapping exercise.</li> <li>Oral and written feedback on research report.</li> <li>Oral feedback and discussion during visit.</li> </ul>	<ul style="list-style-type: none"> <li>Video: <i>Designing Toys</i>, Classroom Video.</li> <li>Internet.</li> <li>Excursion to Day Care or visiting speaker.</li> </ul>



Outcomes	Students learn about:	Students learn to:	Learning activities	Evidence of learning	Feedback	Resources
5.1.1 5.2.1 5.2.2 5.4.1	<ul style="list-style-type: none"> <li>end uses of textile items and performance criteria</li> <li>design features of textile items</li> <li>methods of applying colour and decoration: <ul style="list-style-type: none"> <li>– dyeing</li> <li>– printing</li> <li>– appliqué</li> <li>– quilting</li> <li>– embroidery</li> <li>– hand painting</li> </ul> </li> <li>elements of design <ul style="list-style-type: none"> <li>– line</li> <li>– direction</li> <li>– shape</li> <li>– size</li> <li>– colour</li> <li>– value</li> <li>– texture</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>generate and develop design ideas using sketching and rendering techniques</li> <li>identify the performance criteria of textile items and link to end use</li> <li>sketch and label design features of the textile items</li> <li>examine methods of colouration and decoration used by textile designers</li> <li>investigate and describe at least one technique of colouration and decoration</li> <li>experiment with colour and decorating methods for specific end product</li> <li>identify aesthetic and functional performance criteria for textile materials of a textile item</li> <li>experiment with textile materials to determine which are most appropriate for a textile item</li> </ul>	<ul style="list-style-type: none"> <li>Students develop design ideas.</li> <li>Identify need, age group of child.</li> <li>List performance criteria.</li> <li>List materials.</li> <li>Sketch ideas, designs.</li> <li>Students experiment with methods of construction: <ul style="list-style-type: none"> <li>– patchwork</li> <li>– appliqué</li> <li>– fabric painting.</li> </ul> </li> <li>Teacher led discussion on elements of design.</li> <li>Students carry out design tasks based on elements of design using paper, pen, pencils.</li> <li>Students develop list of functional and aesthetic criteria for toy especially related to child's special need.</li> <li>Students develop final design.</li> </ul>	<ul style="list-style-type: none"> <li>Students' sketches and list of performance criteria will demonstrate understanding of performance criteria and ability to generate and develop design ideas.</li> <li>Practical experiments and results will demonstrate ability to use a variety of colouration techniques as well as an understanding of the elements of design.</li> </ul>	<ul style="list-style-type: none"> <li>Class will provide oral peer evaluation of ideas in terms of Plus Minus Interesting.</li> <li>Teacher provides written feedback on experiments</li> <li>Design exercises</li> </ul>	<ul style="list-style-type: none"> <li>Text books: Roberts, D., <i>Aspects of Textiles</i> Giles, Rosemary, <i>Textiles and Design</i></li> </ul>

Outcomes	Students learn about:	Students learn to:	Learning activities	Evidence of learning	Feedback	Resources
	<ul style="list-style-type: none"> <li>• factors affecting design <ul style="list-style-type: none"> <li>– functional requirements</li> <li>– aesthetic aspects</li> </ul> </li> <li>• selection of appropriate materials</li> </ul>	<ul style="list-style-type: none"> <li>• justify the selection of materials for a textile item</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment with materials suitable for constructing toy.</li> </ul>	<ul style="list-style-type: none"> <li>• Experiments and results demonstrate an understanding of the need to select suitable materials.</li> <li>• Students' conclusions demonstrate the ability to select materials and justify their selection.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher provides oral feedback on experiment results and conclusion.</li> </ul>	<ul style="list-style-type: none"> <li>• Equipment and materials to conduct experiment.</li> </ul>
5.51 5.52 5.53	<ul style="list-style-type: none"> <li>• management of project work</li> <li>• using commercial patterns or simple pattern production <ul style="list-style-type: none"> <li>– notion requirements</li> <li>– fabric requirements</li> <li>– instruction sheet</li> <li>– pattern markings and layout</li> <li>– modification of patterns</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• plan and organise the stages involved in the design and production of a textile item to ensure quality completion</li> <li>• interpret, modify and use commercial patterns and/or produce simple patterns for a textile item</li> <li>• calculate quantity and cost of requirements for a textile item</li> </ul>	<ul style="list-style-type: none"> <li>• Students construct toy using commercial pattern or develop own simple pattern for toy.</li> <li>• Student documents work.</li> <li>• Criteria for toy.</li> <li>• Design development.</li> <li>• Pattern alteration.</li> <li>• Time plan.</li> <li>• Sketch label for toy including care instructions.</li> </ul>	<ul style="list-style-type: none"> <li>• Students' practical experience in constructing toy demonstrates ability to plan, organise and construct quality products and to select correct tools and use them safely.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher provides oral feedback on students' progress as they carry out project.</li> <li>• Teacher provides written response to project and support documentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Textile tools and equipment.</li> <li>• Computer.</li> <li>• Desktop application.</li> </ul>

Outcomes	Students learn about:	Students learn to:	Learning activities	Evidence of learning	Feedback	Resources
5.1.1	<ul style="list-style-type: none"> <li>common fabric structures including               <ul style="list-style-type: none"> <li>knitted</li> <li>woven</li> <li>non-woven</li> </ul> </li> <li><b>Fibre</b></li> <li>types of fibres               <ul style="list-style-type: none"> <li>natural</li> <li>manufactured</li> <li>fibre blends.</li> </ul> </li> <li><b>Properties of fabrics and fibres</b></li> <li>functional properties, e.g. absorbency, durability, resilience, flammability</li> <li>aesthetic aspects, e.g. drape, lustre, handle</li> </ul>	<ul style="list-style-type: none"> <li>recognise and name fabric(s) used in textile items</li> <li>examine and/or test textile materials to identify the fibre(s) use in textile items</li> <li>describe how fabric, yarn and fibre properties contribute to the performance of textile items</li> </ul>	<ul style="list-style-type: none"> <li>Students research using texts:               <ul style="list-style-type: none"> <li>wool fibre</li> <li>acrylic fibre</li> <li>focus on fibre properties, case</li> <li>felting</li> <li>woven fabrics</li> <li>focus on fabric structure and construction properties</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Students research activity and experiments will demonstrate an understanding of the relationship between fibre, yarn and fabric properties and performance of textiles and the ability to apply this knowledge to a specific end use.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher provides oral feedback while students complete research activity.</li> </ul>	<ul style="list-style-type: none"> <li>Textbooks: Roberts, D., <i>Aspects of Textiles</i> Giles, Rosemary, Textiles and Design</li> <li>Video: <i>Textile fibres</i></li> </ul>

Outcomes	Students learn about:	Students learn to:	Learning activities	Evidence of learning	Feedback	Resources
5.3.2	<ul style="list-style-type: none"> <li>factors affecting consumer demand, selection and use of textiles such as               <ul style="list-style-type: none"> <li>social trends in society</li> <li>marketing strategies</li> <li>gender</li> <li>age</li> <li>cost</li> <li>design and construction qualities of textile items</li> <li>ethical and environmental considerations</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>examine a variety of factors that affect consumer demand, selection and use of textiles</li> <li>evaluate marketing strategies (including Internet) used by at least two different textile based companies</li> <li>examine how textiles are used to reinforce stereotypical understandings of what it means to be 'acceptable'</li> </ul>	<ul style="list-style-type: none"> <li>Students use Internet, advertising in magazine, dept store brochures, TV to observe the ways in which toys are marketed.</li> <li>Focus on target groups, consumer demand.</li> <li>Safety issues, examine the way in which toys are used to reinforce stereotypical gender roles.</li> </ul>	<ul style="list-style-type: none"> <li>Students' use of Internet demonstrates their skill in ICTs.</li> <li>Students demonstrate understanding of marketing strategies when they carry out and interpret observation and survey.</li> <li>Class discussion will demonstrate understanding of gender issues in marketing of textile products.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher provides oral feedback on student survey and conclusions as well as class discussion on gender issues.</li> </ul>	<ul style="list-style-type: none"> <li>Magazines.</li> <li>Advertising literature.</li> </ul>
5.6.1	<b>Evaluating</b> <ul style="list-style-type: none"> <li>evaluation of the quality of textile items in relation to               <ul style="list-style-type: none"> <li>design</li> <li>functional requirements</li> <li>aesthetic aspects</li> <li>fabric selection</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>establish criteria for evaluation of a textiles item</li> <li>evaluate the textile items during designing and producing using techniques such as self evaluation, peer evaluation</li> <li>use feedback from evaluation to modify project work and ensure a quality result</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation.</li> <li>Students use listed functional/ aesthetic criteria to evaluate toy.</li> <li>Where possible students use children from target group to help in evaluation process.</li> </ul>	<ul style="list-style-type: none"> <li>Documentation will demonstrate an understanding of the use of criteria to evaluate product.</li> <li>Practical testing of toy by child will demonstrate the ability to construct a toy that is safe, and meets design criteria.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher provides oral and written feedback on product and support documentation.</li> <li>Student will observe child using toy and so have visual feedback as to success of toy.</li> </ul>	