



Stage 5 Textiles Technology

Terrigal High School

Rationale

- Six units have been designed for the Stage 5 course. This pattern allows students to progressively develop knowledge, understandings and skills in project work and the areas of study. It also correlates well with the assessment and reporting procedures in the school.
- Three different focus areas have been selected for study during the first 100 hours. This provides students with a range of experiences before being able to select a student-negotiated project towards the end of the 200 hour course.
- Methods of applying colour and decoration have been integrated throughout each unit of work to encourage creativity and to develop technical skills.
- Project work and the areas of study have also been integrated throughout the units of work to enhance the themes developed in each unit.
- Whilst all project work incorporates the concepts of *design*, *produce* and *evaluate* the emphasis upon each of these processes will vary focusing upon different aspects of syllabus content.

Year 9

Terrigal High School

Unit 1: Urban escape

No. of weeks	Focus area: Apparel Urban escape inspiration: city life, civilisation, buildings, windows, roads, pathways, bridges, steel, stone, slate, ivory, metal, dust, rock, pebbles, reflections, angles, escaping to or from	Outcomes: 5.1.1, 5.2.2, 5.2.3, 5.3.2, 5.4.1, 5.5.1, 5.5.2, 5.5.3, 5.6.1
13	Project work: Design, produce and evaluate an apparel item using or modifying a commercial pattern.	
	Textile items may include: skirts, shorts, pants featuring pockets, panels, pleats, stitching, stripes, strips, trims, loops, tags.	
	Student documentation is based on a design folio that includes sources of inspiration, thumbnail sketches, evidence of experimentation, labelled fashion drawing, swing tag, diary of project progress and self evaluation of completed project.	
	An investigation of factors that affect consumer demand introduces students to an analysis of apparel available for adolescents in the marketplace. This is followed by the development of skills in designing and communicating (identifying sources of inspiration, generating ideas through sketching and drawing and presenting ideas using ICTs). A study of woven fabrics and their properties will enable students to choose appropriate materials to meet both the aesthetic and functional performance criteria of their textile item. Whilst experimentation with a variety of construction techniques and machine embroidery will develop skills and confidence in production.	

Unit 2: Like a kaleidoscope

No. of weeks	Focus area: Furnishing Like a kaleidoscope inspiration: diamonds, triangles, squares, spots, bright, bold, contrasting, harmonizing, symmetrical, reflections, rotations, tessellations...	Outcomes: 5.1.1, 5.2.2, 5.2.3, 5.4.1, 5.5.1, 5.5.2, 5.5.3, 5.6.1
14	Project work: Design, produce and evaluate a furnishing item for a specified space in the home.	
	Textile items may include: cushions, bean bags, curtains, quilt covers, lampshades, chair covers, table runners, placemats, coasters, wall hangings.	
	Student documentation is based on the presentation and explanation of a storyboard.	
	In this unit of work students will learn about the elements of design as applied to interior design, displaying graphical and verbal communication skills in a class presentation. Textile items will be designed and simple patterns produced and labelled. Techniques to be explored through experimentation will include closures, appliqué and quilting. By identifying natural fibres, students will be able to create an appropriate product label.	

Unit 3: Sea and sand

No. of weeks	Focus area: Textile art or Non apparel Sea and sand inspiration: rivers, oceans, streams, shells, ebbing, rolling, foaming, eroding, crystal clear, cool, living, marine	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
13	Project work: Design, produce and evaluate a non apparel item.	
	Textile items may include: book covers, bags...	
	Student documentation is based on a digital folio or multimedia presentation.	
	Creative processes selected by a designer will provide a model for student's project work, whilst a study of manufactured fibres and non woven fabrics will support the development of understanding required for decorative techniques including felting, dyeing, beading and freehand machine embroidery. The deconstruction of a non apparel textile item will assist in identifying notions, manufacturing techniques and sequence of construction as well as defining performance criteria. Students will examine the potential environmental impact of their completed textile item during their product evaluation.	

Year 10

Unit 1: Stargazing

No. of weeks	Focus area: Apparel Stargazing inspiration: sparkling, twinkling, dazzling, shimmering, shooting, burnished, glazed, glittery, dark, silent, slinky, stars, suns, moons, silver, sapphire, azure, lavender, blossom, peach	Outcomes: 5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2, 5.4.1, 5.5.1, 5.5.2, 5.5.3, 5.6.1
14	Project work: Design, produce and evaluate an apparel item suitable for nightwear. Textile items may include: nightwear, pyjamas, lingerie, underwear Student documentation is based on design specifications and a marketing strategy suitable for e-commerce. Examination of lingerie and sleepwear from a historical perspective will introduce students to the impact of technological and social events upon textiles. Whilst the changing nature of work in the industry and an evaluation of marketing strategies provides a link to the second designer study. A study of the properties of knitted fabrics and yarns will enable students to design a variety of textile items and to accurately identify, sketch and label design features. A commercial pattern and knitted fabric will be selected for the project work, with a variety of printing and hand painting methods investigated as the means of decoration.	

Unit 2: Shabby chic

No. of weeks	Focus area: Free choice Shabby chic inspiration: old and new, vintage and current, antique and modern, complementary, charming, enchanting, fresh, recycled, timeless, treasures, collections, messages	Outcomes: 5.1.2, 5.2.2, 5.2.3, 5.3.1, 5.3.2, 5.4.1, 5.5.1, 5.5.2, 5.5.3, 5.6.1
17	Project work: Design, produce and evaluate a textile item of own choice. Textile items may include: student choice Student documentation could be based on a design folio that includes sources of inspiration, creative design processes, thumbnail sketches, labelled drawings, evidence of experimentation, swing tag, product label, diary of construction sequence and self evaluation of completed project. A study of industry sectors, careers and innovations will encourage students to evaluate current and future directions, for the industry, as well as ethical and environmental considerations. This introduction to the unit will provide motivation for students as they negotiate their own project work in a focus area of interest. Evidence of the creative design process and effective communication will underpin the student documentation with the criteria for assessment developed by the student group in the initial planning stages.	

Unit 3: East meets west

No. of weeks	Focus area: Non apparel or costume East meets west inspiration: gold, silver, red, brocades, dragons, bamboo, folklores, kimono, obi, sari, cheungsam, shibori, batik, tie dyeing, embroidery	Outcomes: 5.1.1, 5.1.2, 5.2.2, 5.2.3, 5.3.1, 5.4.1, 5.5.1, 5.5.2, 5.5.3, 5.6.1
9	Project work: Design, produce and evaluate a non apparel souvenir. Textile items may include: jewel boxes, incense sachets, tiny purses, picture frames ... Student documentation is based on a display of the souvenirs and a range of costumes for the dance performance. Textiles, as a means of expression for different cultural groups, provides the inspiration for the project work of this unit. Drawing on their knowledge of the properties and performance of fibres, yarns and fabrics, students will design and evaluate a range of costumes for a dance performance representative of a selected culture. Hand embroidery, beading and simple patterns will feature in the production of textile items that would be suitable promotional souvenirs for the performance.	