Year: 2005   **Course: Stage 5 Textiles Technology**

Unit 1: Urban escape   **Duration: 13 weeks**

Unit overview

Focus area: Apparel
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: 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.

Outcomes

A student:
5.1.1   explains the properties and performance of a range of textile items.
5.2.2   generates and develops textile design ideas.
5.2.3   investigates and applies methods of colouration and decoration for a range of textile items.
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.
5.6.1   evaluates textile items to determine quality in their design and construction.

Assessment for learning and student feedback

As students provide evidence of their learning during class activities the teacher will provide oral feedback to students.
The teacher will provide written feedback to students on their excursion research.
The teacher and peers will assess group posters and provide oral feedback.
The teacher will provide written feedback to students on their fabric study.
The teacher will provide written feedback to students on their appropriate selection of materials.
The teacher will provide constant oral feedback to students during the production process.
Students will complete an oral self-evaluation and a written peer-evaluation on the completion of their textile item.
The teacher will provide written feedback to students on the completion of their project work (textile item and student documentation).

Resources

Ridgewell, T., *Textiles and design*
Ireland, P. J., *Figure templates for fashion illustration*
Spooner, C., *Fashion by design*
Stecker, P., *Fashion design manual*
Seppanen, G., *Textiles and sew on*

Board of Studies, *Stage 6 Textiles and Design standards package* (illustrations of focus area items)
Stimulus materials such as magazines, books, book marked web sites
Pic glasses
Fabric swatches (variety of woven fabrics)
Paper squares for weaving structures

Students learn about:	Students learn to:	Integrated teaching learning and assessment
The practice of textile designers – Textiles as a design medium.	– define design in the textile context – explore textile applications across the focus areas	**Introduction to course** Student and teacher discussion of: expectations, course requirements and assessment. Teacher explanation of course terminology: focus areas, areas of study, project work including textile item and documentation. Students brainstorm possible uses of textiles across all focus areas. Students identify aspects of design evident in a selection of textile illustrations (photos, illustrations, *Powerpoint* presentation, MTP). Class discussion: What is good design? Students work in groups to develop a definition of the term design. Students and teacher discuss outline of project work, textile item and documentation. Students and teacher establish criteria for progressive evaluation of completed textile item (self, peer and teacher evaluation). Students create a collage of apparel textile items. Students visit local shopping centre on an excursion to examine current apparel styles related to *Urban escape* theme. Students draw thumbnail sketches, label design features and notions, identify swing tags, logo and cost and list characteristics that indicate quality construction. The teacher will provide written feedback to students on their excursion research.

Project work: 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

Project work: Design, produce and evaluate an apparel item using or modifying a commercial pattern. Student documentation to be completed as a written design folio.Textile items may include: skirts, shorts, pants featuring pockets, panels, pleats, stitching, stripes, strips, trims, loops, tags.

Students learn about:	Students learn to:	Integrated teaching learning and assessment

Contemporary perspectives of textiles
– Factors affecting consumer demand, selection and use of textiles such as:
  – cost
  – design and construction qualities of textile items
  – social trends in society
  – gender
  – age
	– examine a variety of factors that affect consumer demand, selection and use of textiles
	
	– examine how textiles are used to reinforce stereotypical understandings of what it means to be *acceptable*
		Students develop a positive, minus, interesting (PMI) chart based on observations made during excursion, discuss and draw conclusions about factors.
		
		Group work: *think, pair, share activity*.
		Why do we wear clothes? What influences your own personal choices of clothing? What features in clothing designs increase and decrease perception of *acceptability*? How do textiles reinforce or challenge stereotypical values? Are these influenced by gender and age? Explain how. Students create posters illustrating concepts. Teacher and peers assess posters and provide oral feedback.

Designing
– sources of inspiration.
 	
– generating and developing ideas
 	
– communication and presentation of design ideas:
  – visual and graphical
  – written
	– 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)
		Students create a mind map of possible sources of inspiration for designers.
		Students research inspiration ideas for *Urban escape* textile item (collect, analyse and creatively document in design folio).
		
		Students examine techniques used to generate creative ideas (thumbnail sketching, collaging fashion magazine pictures).
		Students develop skills in fashion drawing and rendering with watercolours.
		
		Students experiment with visual and graphical presentation of design ideas (scanning and manipulating images, creating digital collages, adding borders and text).

Students learn about:	Students learn to:	Integrated teaching learning and assessment
Fabric study – common fabric structures – woven – common fabric names, e.g. denim, organza	– identify fabric structure(s) using appropriate technology – recognise and name fabric(s) used in textile items	Students use pic glasses to examine a range of woven fabrics, identify similarities and differences. Students create paper weaving structures of plain, twill and satin weave, and then classify variety of fabric samples according to type of weave. Label using common names, e.g. homespun, poplin, seersucker, denim, drill, gaberdine, satin, sateen, corduroy, organza, chiffon, crepe, jacquard. The teacher will provide written feedback to students on their fabric study.
Designing – selection of appropriate materials	• identify aesthetic and functional performance criteria for textile materials of a textile item • justify the selection of materials for a textile item	Students as a class brainstorm aesthetic and functional performance criteria for a range of illustrated apparel items related to project work. Students then work in groups to identify textile fabrics suitable for each item, attach swatches and justify choices according to aesthetic and functional performance criteria. The teacher will provide written feedback to students on the appropriate selection of materials.
Properties of fabrics – functional properties, e.g. absorbency, durability, resilience – aesthetic aspects, e.g. drape, handle	• describe how fabric, yarn and fibre properties contribute to the performance of textile items	Students carry out experiments to research functional properties and aesthetic aspects for the woven fabric/s selected for textile item. Students complete a summary table for student documentation.

Students learn about:	Students learn to:	Integrated teaching learning and assessment

Producing
− safe use of a variety of textile equipment
 	
− techniques such as
  − joining materials
  − edge finishes
  − closures
  − hems
 	
• using commercial patterns
  − fabric requirements
  − notion requirements
  − instruction sheet
  − pattern markings and layout
  − modification of patterns
	− select and safely use textile equipment to construct a quality textile item
	
	− experiment with, select and use techniques to ensure quality textile items
	
	− interpret, modify and use commercial patterns and/or produce simple patterns for a textile item
		Students review safety rules and procedures for using textile related equipment (sewing machine, overlocker, iron, press).
		Students construct samples of techniques including seams, seam finishes and hems that are appropriate for their woven fabric and apparel textile item. Compare and analyse results. Students document experiments using the sub headings: aim, method, result and conclusion.
		Students examine and select appropriate closures as required for textile item.
		
		Class discussion, worksheets and demonstration:
		− how to use information on commercial pattern envelope
		− pattern markings
		− pattern modifications
		− laying out patterns
		− transferring pattern information onto fabric
		− how to use information on instruction sheet.
		The teacher will provide constant oral feedback to students during the production process.
		
		Students write a glossary of textile terms.

Colour and decoration • methods of applying colour and decoration, e.g. machine embroidery • management of project work	• experiment with colour and decorating methods for a specific end product • plan and organise the stages involved in the design and production of a textile item to ensure quality item	Students experiment with machine embroidery using topstitching and/or rayon threads and select appropriate stitching as required for textile item. Students write a diary describing work carried out each week during manufacture of textile item, correctly outlining techniques undertaken and self-evaluating progress.

Students learn about:	Students learn to:	Integrated teaching learning and assessment

Performance of textile items
− techniques of manufacture
 	
− design features of textile items
 	
Labelling requirements
− swing tag
  − logo
  − price
 	
Evaluating
− evaluation of the quality of textile items in relation to
  − design
  − functional requirements
  − aesthetic aspects
  − construction
  − fabric selection
  − notions used.
	− identify techniques of manufacture of textile items
	
	− sketch and label design features of the textile items
	
	− design and produce a swing tag for textile items produced in project work
	
	− 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
		Students create quality fashion drawing of textile item, labelling design features for inclusion in student documentation.
		
		Students design and create a computer generated swing tag suitable for textile item.
		
		Students will complete an oral self-evaluation and peer-evaluation on the completion of their textile item.
		
		The teacher will provide written feedback to students on the completion of their project work (textile item and student documentation).