



Year: 2005

Course: Stage 5 Textiles Technology

Unit 2: Like a kaleidoscope

Duration: 14 weeks

Unit overview

Focus area: Furnishings

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.

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
- 5.4.1 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 descriptions of the elements of design.

The teacher will provide written feedback to students on their communication and presentation skills.

The teacher will provide constant oral feedback to students during the production process.

The teacher will provide written feedback to students on their fibre study.

The teacher will provide written feedback to students on the experimentation of functional performance properties.

The teacher will provide written feedback to students on their storyboard.

Students will complete an oral self-evaluation upon the completion of their textile item.

The teacher will provide written feedback to students on the completion of their project work.

Resources

Beaney, J., *The art of the needle*

Fritz, A., *The Fibre Of Clothing*

McArthur, A., Etchells, C. and Shepard, C., *Design and make it: Textiles technology*

Readers Digest., *Readers Digest Complete Guide To Sewing*

Ridgewell, T., *Textiles and design*

Seppanen, G., *Textiles And Sew On*

Stimulus materials such as magazines, books, book marked web sites

Fabric swatches: variety of natural and manufactured fibres

Students learn about:	Students learn to:	Integrated teaching, learning and assessment
<p>Introduction</p> <p>The practice of textile designers</p> <ul style="list-style-type: none"> elements of design <ul style="list-style-type: none"> line direction shape size colour value texture features of design in the construction of textile items <p>Colour and decoration</p> <ul style="list-style-type: none"> methods of applying colour and decoration such as <ul style="list-style-type: none"> appliqué quilting embroidery 	<ul style="list-style-type: none"> describe how the elements of design have been used by a designer to create a desired effect identify features of design evident in construction across the focus areas 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 	<p>Teacher introduces unit of work with a focus area of furnishings. Communication activity: two students sit back to back, each has a furnishing product to describe, whilst the other sketches, swap roles. Class discussion and analysis of activity: student use of terminology associated with elements of design.</p> <p>Teacher models the use of a literacy scaffold to describe furnishing products according to the elements of design. Students select appropriate illustrations from magazines/catalogues/Internet for each element of design and complete descriptions. The teacher will provide written feedback to students on their descriptions of the elements of design.</p> <p>Teacher provides a visual display of textile products and illustrations that are discussed to identify the features of design, methods of colouration and decoration. Students evaluate the effectiveness of the design.</p> <p>Students create a mind map of possible design features, methods of colouration and decoration.</p> <p>Students carry out experiments for various appliqué, quilting and machine embroidery methods. Students document, compare and analyse results.</p>

Students learn about:	Students learn to:	Integrated teaching, learning and assessment
<p>Like a kaleidoscope Inspiration: diamonds, triangles, squares, spots, bright, bold, contrasting, harmonizing, symmetrical, reflections, rotations, tessellations ...</p> <p>Project work: Design, produce and evaluate a furnishing item for a specified space in the home. Student documentation is based on the presentation and explanation of a storyboard.</p> <p>Textile items may include: cushions, bean bags, curtains, quilt covers, lampshades, chair covers, table runners, placemats, coasters, wall hangings.</p> <p>Designing</p> <ul style="list-style-type: none"> • sources 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) 	<p>Students and teacher discuss outline of project work – textile item and documentation and criteria for student and teacher evaluation.</p> <p>Students create a collage of furnishing textile items.</p> <p>Students research inspiration ideas for <i>Like a kaleidoscope</i> textile item. Students collect, analyse and creatively document for a storyboard.</p> <p>Students examine techniques used to generate creative ideas, e.g. thumbnail sketching, coloured papers, paint colour strips.</p> <p>Students develop skills in object drawing, rendering with pencil or CAD, rendering with shading.</p> <p>Students present an oral report and storyboard to the class, explaining the design, production and performance of their textile item.</p> <p>The teacher will provide written feedback to students on their communication and presentation skills.</p>



Students learn about:	Students learn to:	Integrated teaching, learning and assessment
Producing <ul style="list-style-type: none">• using commercial patterns or simple pattern production<ul style="list-style-type: none">– notion requirements– fabric requirements– instruction sheet– pattern markings and layout– modification of patterns• calculating textile requirements considering spatial concepts• sequencing of construction for a textile item• safe use of a variety of textile equipment• techniques such as<ul style="list-style-type: none">– colouration and decoration– joining materials– edge finishes– closures– hems	<ul style="list-style-type: none">• interpret, modify and use commercial patterns and/or produce simple patterns for a textile item• calculate quantity and cost of requirements for a textile item• plan and document a procedure for the construction of a textile item using a word-processing application• select and safely use textile equipment to construct a quality textile item• experiment with, select and use techniques to ensure quality textile items	<p>Students create patterns for textile item from object drawing. Students label and add pattern markings.</p> <p>Students estimate fabric requirements and notions, purchase materials and itemise total cost.</p> <p>Students use a word processing application to plan and document the procedure for the construction of their textile item.</p> <p>Students review safety rules and procedures for using textile related equipment, e.g. sewing machine, overlocker, iron or press, specialised equipment required for applying colour and decoration.</p> <p>Students construct samples of techniques including: seams, seam finishes and hems that are appropriate for their furnishing textile item. Students compare and analyse results.</p> <p>Students examine and select appropriate colouration and decoration techniques and closures as required for textile item.</p> <p>The teacher will provide constant oral feedback to students during the production process.</p>

Students learn about:	Students learn to:	Integrated teaching, learning and assessment
<p>Performance of textile items</p> <ul style="list-style-type: none"> types of fibres <ul style="list-style-type: none"> natural functional properties, e.g. absorbency, durability, resilience, flammability design features of textile items techniques of manufacture pattern shapes and markings <p>Labelling requirements</p> <ul style="list-style-type: none"> labelling requirements of textile items including <ul style="list-style-type: none"> fibre content size country of origin brand name care instructions 	<ul style="list-style-type: none"> examine and/or test textile materials to identify the fibre(s) use in textile items describe how fabric, yarn and fibre properties contribute to the performance of textile items sketch and label design features of the textile items identify techniques of manufacture of textile items draw the pattern shapes used to construct items and label pattern markings identify the labelling requirements of a range of textile items design and produce a product label for textile items produced in project work 	<p>Students brainstorm list of fibres, suggest meaning of terms natural fibres and manufactured fibres, classify fibres accordingly. Students experiment with cotton, linen, wool and/or silk to identify fibre properties. Students complete webquest (Internet research) related to fibres. The teacher will provide written feedback to students on their fibre study.</p> <p>Students create a mind map of possible functional performance properties required for their textile item, then carry out experiments to research three relevant functional properties. Data presented with storyboard. The teacher will provide written feedback to students on the experimentation of functional performance properties.</p> <p>Students create manufacturing specifications for story board including: a labelled production drawing, pattern shapes, list of manufacturing techniques, labelled fabric swatch/s, itemised cost. The teacher will provide written feedback to students on their storyboard.</p> <p>Students examine and compare information provided on furnishing product labels. Class discussion.</p> <p>Students create a summary of properties, from research and experimentation that relate to the care of the textile item. Students design and create a computer generated product label suitable for textile item.</p>



Students learn about:	Students learn to:	Integrated teaching, learning and assessment
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• use feedback from evaluation to modify project work and ensure a quality result	<p>Students will complete an oral self-evaluation upon the completion of their textile item.</p> <p>The teacher will provide written feedback to students on the completion of their project work.</p> <p>Students record employment related skills (ERS) in ERS Logbook.</p>