

Year: 2005

Course: Stage 5 Textiles Technology

Unit 3: Sea and sand

Duration: 13 weeks

Unit overview

Focus area: Textile art

Project work: Design, produce and evaluate a textile art, non apparel item.

Textile items may include: book covers, bags ...

Student documentation: is based on a digital folio or multimedia presentation.

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
- 5.2.1 explains the creative process of design used in the work of textile designers
- 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
- 5.3.1 analyses the influence of historical, cultural and contemporary perspectives on textile design, construction and use
- 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 textile art designer worksheets.

The teacher will provide written feedback to students on their deconstruction activity.

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

Students will complete an oral self-evaluation and peer-evaluation on the completion of their textile item.

The panel (textile designer, parent and teacher) will provide written feedback to students on the completion of their project work.

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

The teacher will provide written feedback to students on their excursion research.

Resources

Beaney, J., *The Art Of The Needle*

Braddock, S.E. and O'Mahony, M., *Techno textiles*

Dibbs, K., *The Fine Art Of Machine Embroidery*

Fisher, J., *Exploring Felting Kit*

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

Pinnell, J., *Take Silk*

Seppanen, G., *Textiles And Sew On*

TAFTA., *Fibre Forum Journal*

Kits:

Jacobson, M., *Non Woven Textiles Kit*

Jacobson, M., *Industrial and Non-Apparel Textiles*

Video:

How Green Are Your Jeans? (VEA)

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

Fabric swatches: non-woven fabrics, manufactured, blended fibres.

Students learn about:	Students learn to:	Integrated teaching, learning and assessment
Introduction The practice of textile designers <ul style="list-style-type: none"> textile designers across the focus areas elements of design <ul style="list-style-type: none"> line direction shape size colour value texture the creative process when designing with textiles <ul style="list-style-type: none"> researching observation brainstorming sharing of ideas visualizing, generating and developing ideas historical, cultural and contemporary sources of inspiration used by textile designers factors affecting design <ul style="list-style-type: none"> functional requirements aesthetic aspects features of design in the construction of textile items 	<ul style="list-style-type: none"> explore textile applications across the focus areas identify textile designers in selected focus areas outline the elements of design in a textile designer's work describe how the elements of design have been used by a designer to create a desired effect identify examples of creative and innovative textile design use ICTs to explore the creative approaches used by a variety of textile designers use creative processes to design textile items recognise historical, cultural and contemporary sources of inspiration used by textile designers and evident in a variety of textile items explain the factors affecting the design of one item of a designer's work identify features of design evident in construction across 	<p>Teacher introduces unit of work with a focus area of textile arts.</p> <p>Teacher presents multimedia display of textile art designers:</p> <ul style="list-style-type: none"> Discussion of various designers and their textile applications. Revision of elements of design. Description of elements of design evident in designer's work. Profiling creative processes used by designer. Identification of historical, cultural and/or contemporary sources of inspiration used by designers. Explanation of factors affecting the design of one item. Identification of features of design evident in construction. <p>Students complete OHT questions related to multimedia display. The teacher will provide written feedback to students on their textile art designer activity.</p>

Students learn about:	Students learn to:	Integrated teaching, learning and assessment
<p>Project work: Sea and sand</p> <p>Inspiration: rivers, oceans, streams, shells, ebbing, rolling, foaming, eroding, crystal clear, cool, living, marine ...</p> <p>Project work: Design, produce and evaluate a textile art, non apparel item. Student documentation is based on a digital folio or multimedia presentation.</p> <p>Textile items may include: book covers, bags ...</p> <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"> – dyeing – beading – embroidery – hand painting – felting <p>Performance of textile items</p> <ul style="list-style-type: none"> • end uses of textile items and performance criteria • design features of textile items • the component parts of a 	<p>the focus areas</p> <ul style="list-style-type: none"> • 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 • experiment with, select and use techniques to ensure quality textile items • identify the performance criteria of textile items and link to end use • sketch and label design features of the textile item • deconstruct a textile item to its 	<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 digital collage of textile art, non-apparel items.</p> <p>Students will collect digital data through their own creative process when designing with textiles, including:</p> <ul style="list-style-type: none"> – Researching, observing, brainstorming ideas from historical, cultural and/or contemporary sources of inspiration. – visualising, generating and developing ideas through sketching and experimentation. <p>Students will edit and present digital folio / multimedia presentation to panel (textile designer, parent and teacher) and class.</p> <p>Students create a mind map of possible textile art items, design features, methods of colouration and decoration.</p> <p>Students carry out experiments for various dyeing, printing, beading, hand/machine embroidery, felting methods. Document using digital camera and word processing applications, compare and analyse results.</p> <p>Students work in pairs to deconstruct a variety of bags. Examine, suggest performance criteria, sketch textile item, disassemble, sketch/label pattern pieces, list possible construction steps, identify fibres, fabrics and notions used, assess textile item according to performance criteria, suggest improvements in design/ materials for end use.</p> <p>Student pairs present research to class, evaluate deconstruction process.</p>

Students learn about:	Students learn to:	Integrated teaching, learning and assessment
<p>variety of textile items from a range of focus areas</p> <ul style="list-style-type: none"> notions required for the textile item sequence of construction pattern shapes and markings <p>Producing</p> <ul style="list-style-type: none"> safe use of a variety of textile equipment techniques such as <ul style="list-style-type: none"> weaving feltting knitting colouration and decoration joining materials edge finishes closures hems <p>Fabric study</p> <ul style="list-style-type: none"> common fabric structures including <ul style="list-style-type: none"> non-woven common fabric names, e.g. felt, interfacing <p>Fibre study</p> <ul style="list-style-type: none"> types of fibres <ul style="list-style-type: none"> manufactured fibre blends functional properties, e.g. absorbency, durability, 	<p>component parts</p> <ul style="list-style-type: none"> examine textile items and identify the notions used outline the sequence of construction of textile items draw the pattern shapes used to construct items and label pattern markings <ul style="list-style-type: none"> select and safely use textile equipment to construct a quality textile item experiment with, select and use techniques to ensure quality textile items <ul style="list-style-type: none"> identify fabric structure(s) using appropriate technology recognise and name fabric(s) used in textile items <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 	<p>The teacher will provide written feedback to students on their deconstruction activity.</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 textile arts, applying colour and decoration.</p> <p>Students construct samples of techniques that are appropriate for their textile item. Document using digital camera and word processing applications.</p> <p>The teacher will provide constant oral feedback to students during the production process.</p> <p>Students examine a variety of non-woven fabrics, brainstorming possible end uses.</p> <p>Students complete research activity related to non-woven fabrics.</p> <p>The teacher will provide written feedback to students on their fabric study.</p> <p>Students review terminology: natural fibres / manufactured fibres.</p> <p>Students work in pairs to produce fact sheets for a variety of manufactured fibres.</p>

Students learn about:	Students learn to:	Integrated teaching, learning and assessment
<p>resilience, flammability</p> <ul style="list-style-type: none"> aesthetic aspects, e.g. drape, lustre, handle <p>Contemporary perspectives of textiles</p> <ul style="list-style-type: none"> environmental aspects of textile production such as <ul style="list-style-type: none"> pollution recycling conservation of resources <p>Evaluating</p> <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 	<p>fibre properties contribute to the performance of textile items</p> <ul style="list-style-type: none"> evaluate the potential impact of the production of textile items on the environment 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 	<p>Students and teacher carry out absorbency, flammability, resiliency and care experiments to identify differences between textile materials made from different fibres.</p> <p>Students visit retail outlets to examine various non-apparel textile items made from manufactured fibres/fibre blends, e.g. Rebel, Barbeques Galore, Toys R Us and Freedom. Students interview staff to identify variety of fibre properties related to end purposes and complete research activity.</p> <p>The teacher will provide written feedback to students on their excursion research.</p> <p>Students view video <i>How Green Are Your Jeans?</i> (VEA). Class discussion of issues. Students work in groups to complete graphic outline for environmental aspects of cotton production. Extension activity: Students research and compare the environmental aspects apparent in the production of cotton, hemp and <i>Tencel</i>.</p> <p>Students complete a lifecycle analysis of their textile item followed by an explanation of how to improve the environmental aspects.</p> <p>Students will complete an oral self-evaluation and peer-evaluation on the completion of their textile item.</p> <p>The panel (textile designer, parent and teacher) will provide written feedback to students on the completion of their project work: textile item and student documentation.</p>