Assignment 2: EDTE 299

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INTRODUCTION:

Name of school:	Davidson High School, Government, Secondary (7-12), Located in major cities	
Classroom context	19 Students – 17 Female 3 Male Students are reasonable well behaved, although there are a few disruptive students that attempt to take control of class.	
Curriculum context for learning program	Stage 5 Elective – Textiles Technology (Design area of study)	
Two focus students (strengths, Needs)	EAL/D	High achievers
	Strengths: -Student works well with tactile resources and develops a deeper understanding when interacting with physical elements -Students thinks innovatively, developing design with depth -Student works well independently and finds individual work the most rewarding **Weaknesses:** -Student finds it difficult to communicate ideas with peers and teacher, and demonstrate their understanding within written work -Students struggles in group work activities. **Needs:** -Ensure students is provided with visual ques and stimuli to ensure understanding -Provide extra time to communicate with student and ensure they understand concepts -Allow students to work in smaller groups/ more individually to reduce pressure and ensure they feel comfortable in the classroom environment	**Strengths:** -Student has a deep understanding of textiles technology techniques -Student thinks creative and in a unique and innovate manner to develop detailed design ideas -Student provides peers with effective and beneficial feedback for their design to encourage them to think differently **Weaknesses:** -Student struggles to work collaboratively as they feel more advanced than peers and think they can excel better individual. **Needs:** -High achiever student need to be provided with accelerated design opportunities -Provide student with more difficult textiles construction techniques to experiment with. -Encourage students to develop more unique and detailed design ideas.

UNIT OF WORK

Course: Stage 5 Textiles Technology, Year 9	**Teaching Period:** Term 1: week 1-4
Subject Area: Design **Unit name: _The extraordinary within the ordinary_**	**Unit Length:** 4 weeks

Unit Overview:

"The Extraordinary within the Ordinary" integrates content from the Design area of study in Textiles Technology. It includes practical textiles techniques and skills while also providing students with the opportunity to design and evaluate an outfit ensemble and matching bag accessory. It focuses on students further developing their knowledge of design development from mandatory technologies, exploring, and being provided the chance to contextualise their imaginative ideas while also effectively adapting and applying design and production solutions.

Students are to find objects from around them that may seem "ordinary" but once further explored can provide an interesting inspiration to a design. They are then encouraged to design an ensemble evaluating its features and elements using this inspiration from their "ordinary" object. Students are then required to construct a bag accessory using a commercial pattern, while also developing a heat transfer motif to add to the bag, drawing inspiration for the ensemble and developing their ICT design skills within adobe illustrator. This unit provides students with a framework of design portfolios as well as experimenting with complex ideas, how they can construct their designs, and effectively documenting their individual design development and process.

Rationale

Allows students to develop an understanding in the design process and contextualising their ideas. It provides students with an introduction into fashion drawings and gathering inspiration from unique, innovate and creative contexts. Students further develop understanding of commercial patterns and textiles construction methods.

Learning Outcomes

› Explains the creative process of design used in the work of textile designers TEX5-3
› Generates and develops textile design ideas TEX5-4
› Selects and uses appropriate technology to creatively document, communicate and present design and project work TEX5-8
› Critically selects and creatively manipulates a range of textile materials to produce quality textile items TEX5-9
› Selects appropriate techniques and uses equipment safely in the production of quality textile projects TEX5-10
› Demonstrates competence in the production of textile projects to completion TEX5-11
› Evaluates textile items to determine quality in their design and construction TEX5-12

Prior learning experiences

Stage 4 Mandatory technology - Material technologies
Stage 4 Mandatory technology - Digital technologies

Student learning strengths Students already have knowledge of the basic design process of textiles as well as an introduction onto textiles construction techniques. Students are also proficient in the basic skills in ICT design software adobe illustrator	**Student learning needs** To further develop the importance of the design process within textiles technology and how it works. Students also need to be supported during the idea's generation and development of designs, and assistance in ensuring they understand the elements and principles of design as well as how inspiration affects design.
Assessment tasks Mini design portfolio of "Extraordinary within the Ordinary" ensemble with matching bag accessory	**Resources** -Design (extraordinary within the ordinary) Content presentation -Adobe illustrator -Handbag sewing pattern (Simplicity Pattern 1338 Bag – Bag A,B or C) -Heat transfer print paper/printer (inkjet or laser printer)
Diverse and Inclusive Teaching and Learning Requirements Ensure students are proficiently supported within a wide range of learning abilities where alterations are made to best meet the needs of a particular learner. This could include: -Simplifying or advancing activities and design requests -Providing positive affirmations to students to promote a inclusive classroom environment -Reviewing student works within formative assessments to ensure they have an adequate understanding of content being taught	**Work Health and Safety Considerations** -OnGuard Textiles Lab Modules

Weekly Content Organisation

Week	Learning Outcomes	Topic Focus & Brief Description
1	› Evaluates textile items to determine quality in their design and construction TEX5-12	First, students will be provided with safety regulations and instructions when in the textile's classroom and complete On Gard training modules. Within the first week of the unit, Students will explore the focus areas of textiles. They will understand and evaluate the elements and principles of design and how they are prevalent in textiles designing. They develop and understanding of functional and aesthetic factors that affect textiles design.
2	› Explains the creative process of design used in the work of textile designers TEX5-3 › Generates and develops textile design ideas TEX5-4	Students will investigate how designers find sources of inspiration and how they impact creative and innovative design approaches. Students identify and creatively documents sources of inspiration for all types of textiles projects and Students research and communicate creative processes. They begin to gather inspiration for their own ensemble while generating and developing design ideas through drawing and ICT software. Students will begin to interpret, identify, and modify commercial sewing patterns according to their design ensemble. This includes beginning to cut pattern pieces for bag accessory.
3	› Generates and develops textile design ideas TEX5-4	Students will be provided an introduction/refresher into fashion sketches and how to effectively convey ideas. Students will begin to develop initial designs for their ensemble using their inspiration mood boards. Theu will effectively evaluate their work individually and with peers to broaden their concept sketches. Students will use ICT software (Adobe illustrator) to design heat transfer print motifs. They will safety plan and use textiles equipment and begin to construct their bag accessory. *Students will have a progress check in for their design report (Formative assessment)
4	› Selects and uses appropriate technology to creatively document, communicate and present design and project work TEX5-8 › Critically selects and creatively manipulates a range of textile materials to produce quality textile items TEX5-9 › Selects appropriate techniques and uses equipment safely in the production of quality textile projects TEX5-10 › Demonstrates competence in the production of textile projects to completion TEX5-11	Students will continue to construct their ensemble accessory. They will effectively follow a process diary of their design and evaluate their choice of design though tools such as PMI tables. Students will justify their design and self-evaluate their work.

Weekly Breakdown

1	Features of design			
	Students learn about:	**Students learn to:**	**Integrated Teaching and Learning Activities**	**Assessment**

• identify the features evident in the design and construction of textile items across the focus areas, Apparel, Furnishings, Costume, Textile Arts and Non-apparel ⚙🖥
 	
• identify examples of creative and innovative design ⚙🖨
 	
• investigate the elements of design, for example: ⚙🖥
  – line, direction, shape, size, colour, value and texture
 	
• explain factors affecting the design of one item of a designer's work, for example: 🖨
  – function
  – aesthetics
 	
• identify aesthetic
	Students can accurately identify a variety of textiles items and what focus area they belong in.
	
	Students have an understanding of the elements and principles of design and they are prevalent in an assortment of textiles designs
	
	Students have a strong understand of the importance of functional and aesthetic factors effecting design and consider them during ideas generation
		Introduction and WHS
		- Students are too complete ONGARD modules relating to Textiles Technology unit and Teacher is to provide students with safely procedures within the classroom.
		
		Features of design:
		
		Content taught on slides:
		- Investigate the Textiles focus areas and how they all play significant parts in life.
		- Investigate the elements and principles of design.
		- Investigate creative and innovate designs.
		- What is functional and Aesthetic design.
		- Providing students with a design brief for their ensemble
		- Students are introduced to their assessment task and provided a design brief
		
		Activity 1: Students brainstorm potential dangers within the textile's classroom. They share and discuss their ideas with the class. Using the board (either whit board or using Jam board) as a class create a mind map of some safety procedures they should consider within the classroom. Watch "safely within the sewing room". Ask students to add procedures that they found within the video.
		
		Activity 2: Students are too complete ONGARD safely modules. If they find more safely procedures they haven't yet been discussed, they add them to the class collaborative mind map from "Activity 1"
		
		Activity 3: Split class into small groups and look at met gala outfits or popular textiles items (in relation to the age group) and ask students to point out what focus area it is in and what elements of design they may see. They share their results with the class and encourage peers to add if they see things that may be missed.
		
		Activity 4: Put class in pairs. One is the drawer, the other one is the describer. The describer describes a textiles item highlighting its elements of design, and the other draws what they think the design will look like. They then evaluate how accurate the drawing is and how they could of explained it clearer.
		
		Activity 5: Use jam board for students to point out elements of designs featured in Textiles designs that are presented on the screen. They are then to consider how they could add these similar features into their design ensemble.
		
		Activity 6: Provide students with physical textiles items and in small groups as them to pick out what they find functional and aesthetic about them > share findings with class.
		
		Activity 7: Ask students to brainstorm what functional and aesthetic factors must play a part in their final bag accessory.
			<u>Formative assessment:</u>
			
			-Exit ticket after last lesson of week- 321
			3 you want to learn
			2 things you learnt
			1 thing you don't understand.
			
			-Assess students understand of the elements of design though responses of classroom discussion and brainstorms.
			
			<u>Summative assessment:</u>
			
			N/A

and functional performance criteria of textile items, for example: (ACTDEP051) ⚙⁂ 🌐☚

– yellow and blue colours to depict sand and the ocean on a wall hanging
– 100% cotton, pile weave towel for increased absorbency
– zipper in an apparel item to enable ease of putting the item on and taking the item off

Suggested resources:

- 2023 met gala outfits: students can collectively pick of element of design present in the contemporary garments https://youtu.be/h4s5XCbhPPs?si=nTn5dCWTr8VQg_NS
- Acronym of elements of design ELEMENTS OF DESIGN intro sheet.docx
- Principles of design https://rentechdigital.com/swipecart/blog/n/what-are-the-principles-of-design
- https://jamboard.google.com/
- Safety in the sewing room: https://youtu.be/Ht5ksn5qHfk?si=PD5nFcrL5IvM-HGY

	Differentiation	ELA/D
		-Provide appropriate subtitles during videos so they have an additional method of understanding videos if they are to fast to keep up with.
		-Encourage student to be involved in group discussion by providing them with prompts
		-Ensure student is provided with visual aid and instructions if explanation is difficult to understand
		HIGH ACHIEVER
		-Pair student with peer with matching of similar ability to them so they feel academically challenged
		-Give student more difficult textile design items to evaluate, to encourage them to critically think and assess new design solutions

2	Factors affecting design inspiration			
	Students learn about:	**Students learn to:**	**Integrated Teaching and Learning Activities**	**Assessment**

		Factors effecting design inspiration:	Formative assessment:

• research and communicate information about the creative processes used to design textile items, for example: (ACTDEP052) ⚙💻
 	
  – researching through electronic communication /internet
  – record observations in an online diary/journal/blog
  – brainstorm and collaborate using apps
  – create a pictorial timeline using ICT
 	
• identify and creatively document sources of inspiration for a textile project, for example: ⚙🌐💻 📹
  – online graphics or CAD collage
	Students learn to collectively share and document their ideas through a variety of mixed media. This includes Canva, assortment of Microsoft software and illustrator.
	
	Students investigate different design ideas through classroom discussion.
	
	Students can understand the importance of evaluation inspiration and identify how they can portray elements and principles of design.
	
	Students are able to make
		Content taught on slides:
		- What is design inspiration?
		- Factors effecting inspiration.
		- Basics/refreshers of sewing patterns
		
		Activity 8: Class discussion or jam board -> what are some sources of inspiration and where can we find them?
		
		Activity 9: Give each student a "source of inspiration" and ask them to design a motif that could be used a heat transfer print, pair, and share designs.
		
		Activity 10: Investigate dresses made from "ordinary" things around your home >https://pin.it/3RofGC0. Discuss, how can we use something like this to inspire our own ensemble? Encourage students to think or something creative to draw inspiration from for their ensemble. Using a fashion templet, students are to use the pins as inspiration to create their own ensemble using an ordinary object. Students are to consider the elements, and principles of design in their ensemble.
		
		Activity 11: Students are to create a mood board using Canva software to develop inspiration page for their ensemble. The also use their design ensemble from activity 10 to further develop their ideas.
		
		Suggested resources
		
		  - Lady gaga meat dress https://www.vogue.co.uk/article/lady-gaga-meat-dress-explanation
		  - Crazy fashion and their inspiration https://cheezburger.com/12443141/fashion-fail-of-the-week-mens-weird-and-flamboyant-catwalk-looks
		  - https://jamboard.google.com/
		  - For understanding sewing patterns (for beginners) -can skip tracing section https://youtu.be/tBudnRKg_r8?si=-mcqranxm_pgXd3a
		  - From 1:22- 1:50 (tangible inspiration) https://youtu.be/5Y6_-6kq9CY?si=FMQQVGiy3WhV-mOK
		  -
		
		Practical task:
		- Students begin to cut out pattern pieces for bag accessory.
		
		Design and production folio progress:
		-Created a Mood board for ensemble, consider element and principles of design
			-reflect on students responses on jamboard
			
			-Assess their initial designs (Have they effectively considered functional and aesthetics of design)
			
			-Have discussions with students once they reflect on their designs. Attempt in encouraging them to broaden their perspectives of using unique sources of inspiration for their final designs
			
			Summative assessment:
			
			N/A

11

creators – online collaboration tools – mixed media collage • interpret, modify and use commercial patterns and/or produce simple patterns for a textile item, including notions, fabric requirements, instruction sheet, pattern markings and layout, for example: ⚙ 📦 ▯ ✱ – transferring pattern instructions – choosing the correct pattern size • select and safely use textile equipment to construct a quality textile item, for example: (ACTDEP050) ⚙	executive design decisions when selecting their bag commercial patterns. Students learn to read and execute the cutting pattern pieces process of constructing a textiles item	-Begin order of construction	

	♯ ♠ ✹ – plan and produce a safety procedure for project work – threading and operating the sewing machine safely – safe use of cutting equipment, eg dressmaker scissors, rotary cutters			

Differentiation	**ELA/D** -Provide student with a "buddy" pair to help them feel supported when developing their design ideas, a during classroom discussion. -Ensure to provide extra time for student if they need a simpler or alternative explanation of activity -Provide student with visual aids during activities so they can have a visual representation of the task being described to them. **HIGH ACHIEVER** -Encourage student to construct the hard bag design within the pattern to test their textiles abilities -During activity 10, prompt student to think innovatively when picking an object of their design task, e.g something unusual with unique shapes	

3 Design techniques

Students learn about:	Students learn to:	Integrated Teaching and Learning Activities	Assessment
• generate and develop design ideas using drawing and rendering techniques, for example: (ACTDEP049) ⚙ ⚖💻 – scaled pencil sketches – tonal colouring techniques using watercolour media – graphics or	Students learn to develop their ideas using a variety of media. Students learn to evaluate personal design and alter them accordingly to meet a design brief.	**Designing techniques:** **Content taught on slides:** - Different methods of developing designs - Beginner "how to" for fashion drawing. **Activity 12:** Students are to watch a video on the basic Adobe illustrator tools. They are provided with 20 mins "fiddle time" where they can become familiar with the Adobe illustrator layout and tools. They are then required to follow an easy apple motif tutorial. Using same inspiration for ensemble draw design for heat print transfer to add to bag. (ANNOTATIONS NEEDED)	Formative assessment: -Progress check on design portfolios Summative assessment: N/A

	CAD drawing programs
	
	• use a variety of techniques to communicate and present the development of design ideas, for example: ⚙️🖥️👕👔
	  – visual and graphical
	  – text based, eg word processing
	  – multimedia
	  – oral presentation
	
	• examine methods of colouration and decoration used by textile designers, for example: (ACTDEK046) ⚙️🖥️✳️
	  – dyeing
	  – beading, embroidery, appliqué
	  – fabric manipulation
	  – digital textile
		Students learn about fabric decorative process of digital printing and investigate it on a small scale through heat transfer printing.
		
		Students learn to safely operate sewing machines and textile tools during the construction of their bag accessory
			Activity 13: Students are to watch a video on what fingernail sketches are, and discuss how they are beneficial for the design process. They then watch "random things" video and are given 30 seconds to draw quick fingernail sketches for the images.
			
			Activity 14: Using the same principle for the fingernail sketches in activity 13, using their mood boards and design ensemble figure, they are given 5 mins to draw quick fingernail sketches of ideas for their heat transfer motif. They then pick features from these designs and create 3 "Initial designs" for their heat transfer motif. Students share their designs, evaluate, and share with a partner. They then design a potential final digital print motif.
			
			Activity 15: Students complete a peer review survey of their potential final design – 3 things they likes 2 things they didn't like, 1 idea suggestion. Using these results they alter their design is make a final motif drawing
			
			Activity 16: Using skills and refresher activity, students are to transfer their final motif design into Adobe Illustrator.
			
			Suggested resources
			- Illustrator refresher- apple motif https://youtu.be/_ExONL2sANE?si=27sioaTAUkTp1Kzq
			- For students that want a harder refresher task https://youtu.be/KZP6RQu_F6U?si=kjVpgEUmfBBfHFK4
			
			Practical task:
			-Students begin to construct bag accessory.
			
			* Remind students of safety within the classroom*
			
			Design and production folio:
			-Continuing order of construction
			-Final design and PMI evaluation
			
			-Begin Costing Table
			
			                 TEACHER REVIEWS STUDENTS PROGRESS ON PORTFOLIO
			
			- Have they effectively self-reflected and adapted their designs so far.
			- Have the stayed organised and understood the importance of design elements and principles		

printing		

Differentiation	ELA/D	
	-Use visual cues during activities to ensure student know instructions of task	
	-Provide extra time for student during thumbnail sketches activity	
	-review students work carefully to ensure they have a clear understanding of what the activity is achieving	
	HIGH ACHIEVER	
	-Encourage and allow permission for students to move ahead within project work, but prompt them to interpret pattern individually before asking instructions from teacher	
	-If student excels and completes project work ahead of students, encourage them to assist other peers in the class that may be struggling. (protégé effect)	
	-Encourage student to complete more difficult illustrator refresher activity	
	-Ensure extension illustrator activities are available if student feel they want to be accelerated	

4				
	Students learn about:	**Students learn to:**	**Integrated Teaching and Learning Activities**	**Assessment**
	• experiment with, select and apply techniques to ensure quality textile items, for example: (ACTDEK046, ACTDEK047) ⚙ – joining fabrics and edge finishes – closures – colouration and decoration – hanging methods for a wall hanging • evaluate the designing and producing of a textile item using a variety of techniques including self-evaluation and peer evaluation, for example: (ACTDEP051) ⚙ 👕👚 – a self-	Students learn to understand the importance of evaluating designs and analyse if they are considers "good or bad" designs according to functions and aesthetics, as well as elements and principles. Students learn finishing procedures when constructing textiles items. Students learn to critically evaluate their work using	**Production and evaluation:** **Content on slide:** -How to effectively evaluate designs. -Textiles construction finishes. **Activity 17:** Fashion drawing exercise- Teacher models how to draw step by step of drawing simple garments and the rules of fashion drawing. Encourage students to ask questions and use a variety of drawing mediums) **Activity 18:** Provide students with an assortment of textiles designs (Good and Bad- elements and principles of design, functional and aesthetic) and allow them to evaluate the designs. Ensure there is at least another matching design with that class and pair them together. Students are to share their findings. **Activity 19:** Allow student to evaluate each other's designs to collect reflective information for their PMI tables. **Activity 23:** Relook at the functional and aesthetic of design, then encourage students to reflect on their own designs and if they accurately accommodated for these **Activity 24:** Provide students time to complete design portfolios, with assistance with teacher if required. **Suggested resources:** **Practical task:** -Students continue to construct bag accessory. -Applying heat transfer print designs to bags. **Design and production folio** -Almost finished or finished all elements of the design portfolio.	Formative assessment: Students complete a Kahoot about design elements. Summative assessment: Final mini design portfolio, with physical bag accessory component.

reflection record, journal or blog • use feedback from evaluation to modify project work and ensure a quality result, for example: (ACTDEP051) ✤ ⊞‡✻ – use project management evaluation tools, eg PMI • plan and organise the stages involved in the design and production of a textile item to ensure quality completion, for example: (ACTDEK047, ACTDEP052) ✤ ▣⊞✻ – progress journal – student blog – graphic organiser, eg Gantt chart, flow chart	PMI tables and collaborative sharing and evaluating. Students learn to effectively process their design process and document it accordingly.

WHAT IS NEEDED ON FINAL DESIGN PORTFOLIO

Design inspiration:
-Mood board
-Evaluation or inspiration mood board approx. 200 words (What were they inspired by and how, How have they implemented the elements and principles of design)

Visual design development:
Design 1 (of ensemble with bag included)
-Front and back drawing (ANNOTATED)
-Functional
-Aesthetic

Final Design (Of ensemble with bag included)
-Front and back drawing (ANNOTATED)
-Functional
-Aesthetic
-Final evaluation (Elements and principles of design implemented in design ensemble AND bag accessory)
-PMI table

Manufacturing specifications:
-Pattern pieces
-Order of construction
-Costing table
-Evaluation of materials (FOR BAG ACCESSORY ONLY)

	Differentiation	ELA/D
		-Provide assignment consideration/alteration for student
		HIGH ACHIEVER:
		-Provide student with more difficult textiles finishing alternatives to consider adding to their design
		-Encourage student to evaluate their designs ore deeply, especially assessing elements and principles of design.
		-Provide student with more difficult fashion drawing examples to test
		-Encourage student to use a variety of mixed modal design construction techniques.

Weekly Resource List

Week	Workbook/Templates and Teaching Resources	Software	Online Media (Videos)	Text	Excursion
1	Design "Extraordinary within the Ordinary" slides	Microsoft slides	- 2023 met gala outfits: students can collectively pick of element of design present in the contemporary garments https://youtu.be/h4s5XCbhPPs?si=nTn5dCWTr8VQg_NS - Safety in the sewing room: https://youtu.be/Ht5ksn5qHfk?si=PD5nFcrL5IvM-HGY		N/A
2	Design "Extraordinary within the Ordinary" slides	Microsoft slides, Adobe Illustrator	- Lady gaga meat dress https://www.vogue.co.uk/article/lady-gaga-meat-dress-explanation - Crazy fashion and their inspiration https://cheezburger.com/12443141/fashion-fail-of-the-week-mens-weird-and-flamboyant-catwalk-looks - https://jamboard.google.com/ - For understanding sewing patterns (for beginners) -can skip tracing section		N/A

			https://youtu.be/tBudnRKg_r8?si=-mcqranxm_pgXd3a - From 1:22- 1:50 (tangible inspiration) https://youtu.be/5Y6_-6kq9CY?si=FMQQVGiy3WhV-mOK - https://pin.it/2MV9pPM -		
3	Design "Extraordinary within the Ordinary" slides	Microsoft slides	- Digital printing video: https://youtu.be/E2c2yRieg3M?si=ghMP8sQI9Y8vsnHI - Adobe illustrator basics tool instruction video: https://youtu.be/3NBKRywEbNs?si=0hLvkoBk8Fq-fEaQ -Thumbnail sketches video: https://youtu.be/przxI6Y71_U?si=QMMMYWmAFjGL1xgq -Illustrator refresher- apple motif https://youtu.be/_ExONL2sANE?si=27sioaTAUkTp1Kzq - For students that want a harder refresher task https://youtu.be/KZP6RQu_F6U?si=kjVpgEUmfBBfHFK4		N/A
4	Design "Extraordinary within the Ordinary" slides	Microsoft slides			N/A

LESSON PLANS:

Lesson plan 1

Class/Grade/Stage: **Year 9**	Date: 9th February 2024	Time: Start: 11:30 Finish: 12:30
Key Learning Area(s): **Textiles Technology (Stage 5)**	**Lesson Topic:** **Reading patterns and cutting pattern pieces- Practical**	
NESA Australian Professional Standards for Teachers	**Standard:** -2.2 Content selection and organisation -3.1 Establish challenging learning goals -3.2 Plan, structure, and sequence learning programs -3.4 Select and use resources -4.2 Manage classroom activities -4.4 Maintain student safety -5.1 Assess student learning	

Recent Prior Experience*:*
-Knowledge of the safety procedures with textiles classroom.
-The importance of elements and principles for a design project and how identify them within a variety of textiles products

Previous lesson on: Developing mood boards for their design ensemble and heat transfer print.

| Syllabus/Syllabi Outcome(s):
 Please note the syllabus reference number AND write out in full.
› selects appropriate techniques and uses equipment safely in the | Indicators of Learning for this lesson- learning intentions and success criteria:

Students has effectively laid out their pattern pieces correctly and asked confirming questions to ensure they understand content. They have contributed to classroom discussion and provided an | Assessment:
Formative assessment:
-Student has participated in classroom discussion |

production of quality textile projects TEX5-10 › demonstrates competence in the production of textile projects to completion TEX5-11 › evaluates textile items to determine quality in their design and construction TEX5-12	*example of something they have learned during the closure of the lesson.*	-Student has provided an example of something they have learnt within the lesson on the board

Any safety issues to be considered (APST 4.4.1): Potential dangers when dealing with fabric cutting equipment. E.g. scissors and rotary cutters	**Resources:** -" Extortionary within the ordinary" information slides -Fabric cutting/ marking equipment -Sewing pattern pieces activity worksheet -Kahoot -White/smart board	

Lesson Content / Indicators of Learning/ Teaching Strategies (*What* is Taught):	**Timing** *(mins)*	**Learning Experiences:** (***How*** **it is taught)** *Write detailed steps showing what the teacher (T) will do and what students (Ss) will do. Include differentiation if applicable.* *- teaching strategies*	**Resources and Organisation:**
INTRODUCTION			
• interpret, modify and use commercial patterns and/or produce simple patterns for a textile item, including notions, fabric requirements, instruction sheet, pattern markings and layout, for example: ❖ 🥢 ▯ ✳ – transferring pattern instructions – choosing the correct pattern size	15 mins	-Students complete "extortionary within the ordinary" work slides on commercial patterns, what the symbols are/mean. -The then complete a worksheet where they are provided an image of a pattern are label/ describe the symbols that are shown. -They then complete a Kahoot on sewing patterns.	-" Extortionary within the ordinary" information slides -Kahoot - Sewing pattern pieces activity worksheet
DEVELOPMENT			
• select and safely use textile equipment to construct a quality textile item, for example: (ACTDEP050) ❖ ⚏ 🐾 ✳	40mins	-Students are reminded of the safety procedures while using scissors and rotary cutter within the textiles room. -Students begin laying out their fabric and pattern pieces. -Once checked with teacher, students being to cut pieces	- Fabric cutting/ marking equipment

– plan and produce a safety procedure for project work – threading and operating the sewing machine safely – safe use of cutting equipment, eg dressmaker scissors, rotary cutters			
CLOSURE			
	5 mins	-Before students leave, they are to write on the board something they learn today about sewing patterns	White/smart board

Lesson plan 2

Class/Grade/Stage: **Year 9**	Date: 13th February 2024	Time: Start: 8:30 Finish: 9:30
Key Learning Area(s): **Textiles Technology (Stage 5)**	**Lesson Topic:** **Developing sketches for heat transfer print – Theory**	
NESA Australian Professional Standards for Teachers *Identify the standard(s) and focus areas that align with this lesson:*	**Standard:** -2.2 Content selection and organisation -2.6 Information and Communication Technology (ICT) -3.1 Establish challenging learning goals -3.2 Plan, structure, and sequence learning programs -3.4 Select and use resources -4.2 Manage classroom activities	
Previous lesson on: **Reading patterns and cutting pattern pieces- Practical.**		

Syllabus/Syllabi Outcome(s):	Indicators of Learning for this lesson- learning intentions and success criteria:	Assessment:
› selects and uses appropriate technology to creatively document, communicate and present design and project work TEX5-8 › evaluates textile items to determine quality in their design and construction TEX5-12 › generates and develops textile design ideas TEX5-4 › investigates and applies methods of colouration and decoration for a	*-Students can accurately identify digital printing as a decorative technique and how it works* *-Students understand the design process through examples of their 'thumbnail' sketches* *-Students have reflected with their peers and provided at least 1 design solution*	*Formative assessment:* *-Has completed a '321' peer review survey correctly and effectively* *-Have demonstrated an understanding of digital orienting through discussion within classroom* *-Have completed at least 2 "initial" design sketches for their heat transfer motif*

range of textile items TEX5-5		

Any safety issues to be considered (APST 4.4.1): **N/A**	**Resources:** -" Extortionary within the ordinary" information slides Digital printing video: https://youtu.be/E2c2yRieg3M?si=ghMP8sQI9Y8vsnHI Thumbnail sketches video: https://youtu.be/przxI6Y71_U?si=QMMMYWmAFjGL1xgq . -Thumbnail sketches template -Assortment of drawing and colouring equipment "321" survey worksheet

Lesson Content / Indicators of Learning/ Teaching Strategies (*What* is Taught):	**Timing** *(mins)*	**Learning Experiences:** (*How* it is taught) *Write detailed steps showing what the teacher (T) will do and what students (Ss) will do. Include differentiation if applicable.* *- teaching strategies*	**Resources and Organisation:**
INTRODUCTION			

• examine methods of colouration and decoration used by textile designers, for example: (ACTDEK046) ✿ ▣ ✳
  – dyeing
  – beading, embroidery, appliqué
  – fabric manipulation
  – digital textile printing
	10 mins	-Complete "extraordinary within the Ordinary" slides on decorative textiles techniques
		
		-Watch a watch a video about Digital printing and discuss what they watched and explore how they will be doing this on a small scale with their heat transfer prints.
		
		-Students discuss with the teacher what Thumbnail sketches are and the importance of them during the design process.
		Watch attached video about thumbnail sketches
			-" Extortionary within the ordinary" information slides
			
			Digital printing video:
			https://youtu.be/E2c2yRieg3M?si=ghMP8sQI9Y8vsnHI
			
			Thumbnail sketches video:
			https://youtu.be/przxI6Y71_U?si=QMMMYWmAFjGL1xgq

DEVELOPMENT			

• generate and develop design ideas using drawing and rendering techniques, for example: (ACTDEP049) ⚙️⚖️🖥️
  – scaled pencil sketches
  – tonal colouring techniques using watercolour media
  – graphics or CAD drawing programs
 	
• use a variety of techniques to communicate and present the development of design ideas, for example: ⚙️🖥️👥
  – visual and graphical
  – text based, eg word processing
  – multimedia
  – oral presentation
	40 mins	-Students then watch are then required to draw thumbnail sketches. They are given a timer of 30 seconds for each 'random' image that is shown on the board and quickly draw 3 thumbnail sketches.
		
		-Using this same principle, students have 5 mins to draw a variety of thumbnail sketches for their heat transfer print design, drawing inspiration from their mood board and design ensemble that they completed in the prior lesson. They then pick features from these thumbnail sketches are given 10 mins to draw 3 first initial designs for their print. These must be annotated and coloured accordingly.
			-Thumbnail sketches template
			
			-Assortment of drawing and colouring equipment

CLOSURE			
	10 mins	-Students complete a 321-survey report of their peers' designs. (3 things they like, 2 thinks they don't like, and 1 suggestion on how it could better meet the design brief)	"321" survey worksheet

Lesson plan 3

Class/Grade/Stage: **Year 9**	Date: 15th February 2024	Time: Start: 11:30
		Finish: 12:30

Key Learning Area(s): **Textiles Technology (Stage 5)**	Lesson Topic: **Developing ICT CAD skills on Adobe Illustrator and creating Heat transfer motifs – Practical/Theory**
NESA Australian Professional Standards for Teachers *Identify the standard(s) and focus areas that align with this lesson:*	**Standard:** -2.2 Content selection and organisation -2.6 Information and Communication Technology (ICT) -3.2 Plan, structure, and sequence learning programs -3.4 Select and use resources -4.2 Manage classroom activities

Previous lesson on: **Developing sketches for heat transfer print – Theory**

Syllabus/Syllabi Outcome(s):	Indicators of Learning for this lesson- learning intentions and success criteria:	Assessment:
› generates and develops textile design ideas TEX5-4 › investigates and applies methods of colouration and decoration for a range of textile items TEX5-5	*-Students can evaluate their designs and interpret classroom surveys and actively attempt to alter their design for the better* *-Students demonstrate competency on adobe illustrator by following design motif tutorials*	*-Students complete/ almost complete adobe design tutorials* *-Students alter their designs effectively considering design principles and innovate solutions* *-Student completes final design for motif*

Any safety issues to be considered (APST 4.4.1): **N/A**	**Resources:** -"321" survey worksheet (completed last lesson) -Adobe illustrator basics tool instruction video: https://youtu.be/3NBKRywEbNs?si=0hLvkoBk8Fq-fEaQ -Drawing and colouring equipment -Adobe illustrator -Illustrator refresher- apple motif https://youtu.be/_ExONL2sANE?si=27sioaTAUkTp1Kzq - For students that want a harder refresher task https://youtu.be/KZP6RQu_F6U?si=kjVpgEUmfBBfHFK4

Lesson Content / Indicators of Learning/ Teaching Strategies (*What* is Taught):	Timing *(mins)*	Learning Experiences: (*How* it is taught) *Write detailed steps showing what the teacher (T) will do and what students (Ss) will do. Include differentiation if applicable.* - *teaching strategies*	Resources and Organisation:
INTRODUCTION			
• use feedback from evaluation to modify project work and ensure a quality result, for example: (ACTDEP051) ✿ ⊞ ‡ ✸ – use project management evaluation tools, eg PMI	10 mins	-Students are to review their peer surveys of their first 3 initial motif designs. They are to consider possible changes they can make to their design taking into consideration their survey results. -Students watch a short video of the basic tools, names and how they work on Adobe illustrator.	"321" survey worksheet (completed last lesson) Adobe illustrator basics tool instruction video: https://youtu.be/3NBKRywEbNs?si=0hLvkoBk8Fq-fEaQ
DEVELOPMENT			
• generate and develop design ideas using drawing and rendering techniques, for example: (ACTDEP049) ✿ ⬚ ▥ – scaled pencil sketches – tonal colouring techniques using watercolour media – graphics or CAD drawing programs	45 mins	-Students are to then draw their "first design prototype", annotated and coloured accordingly. These designs are confirmed with the teacher. -Students are then given 10 mins for a "fiddle file" on Adobe Illustrator. They are to test tools they learnt in the refresher video and families themselves of the what the tools are and where they are located. -Students then follow an Illustrator motif design tutorial" YouTube video". This will be completed with teacher modelling but are encouraged to move ahead of they feel proficient.	-Drawing and colouring equipment -Adobe illustrator -Illustrator refresher- apple motif https://youtu.be/_ExONL2sANE?si=27sioaTAUkTp1Kzq - For students that want a harder refresher task https://youtu.be/KZP6RQu_F6U?si=kjVpgEUmfBBfHFK4
CLOSURE			
	5mins	-Students are to consider what tools they might need to create heat transfer design on illustrator.	

REFLECTION:

My unit of work is sequenced in a way to effectively follow a design process, introducing content about factors that affect design and taking this knowledge to provides students with a design journey to follows along with. It allows them to subsequently slowly adapt and develop their skills, while re introducing ideas and techniques that they may have explored within mandatory technology. The unit allows students to follow a uniform design development and solution timeline, where, as they learn techniques, they can implement them into their design solutions. The unit provides a framework for design portfolios, encouraging students to build familiarity and understanding of what is required when designing and constructing textiles products.

The unit uses a variety of teaching pedagogical practices to address a wide range of diverse learning styles and groups. My attempts to integrate discussion and evaluation into most activity to encourage student to critically evaluate not only their design but also their peers around them. Considering feedback from both the teacher and classmates allows the unit to integrate problem-based learning strategies to encourage students to effectively alter their designs to meet design briefs and work around problems that may appear during the design process. Through demonstration within the unit, modelling techniques are present in my unit to provide students with a visual representation of verbal instructs given, allow them to follow along and feel supported when trying new techniques. Working in small groups and collaborating with others is prevalent within my unit as it allows students to bounce design ideas upon each other without feeling the pressure that may occur when sharing with larger groups. During my activities within my unit, I ensure to implement Blooms higher order of thinking into tasks. Throughout the unit, student create a variety of items such as mood boards, thumbnail sketches, design ideas, physical textiles bag accessories, etc. This provides them with not only a visual representation of the knowledge they have obtained during the unit but allows me as a teacher to observe if students have understood the content that is being provided. Students are constantly evaluating and assortment of textiles items, as well as both individual and peer designs. This encourages them to explore and analyse if they portray elements and principles of design and displays and understanding of the content being taught.

The assessment features a large amount of both formative and summative assessments to provide the teacher with an accurate understanding of what their students are learning and if the teacher is effectively teaching the content. Through the unit, the teacher reflects on students though exit tickets and observation of classroom discussion, work sheets and completion of activities to assess if they are meeting learning outcomes. This is paired and confirmed through the summative assessment of the mini design portfolio and physical bag component to provide educators with an outline if a student's understanding within the classroom. Throughout the unit, I have provided unit adjustments that can be made to ensure diverse learning groups excel within the textile's technology area. Ensure I have choices of simplified as well as accelerated alternatives within activities was important to ensure all students needs are met. An example for this Is within the Adobe Illustrator activity. I have basic design tutorial and an extension if students need to be pushed further. I also ensure I use an assortment of resources to provide students with an interesting and engaging lesson.

Throughout the unit, students become familiar with a wide range of resources and develop their skills within design and documentation. These resources cover literacy, numeracy and Information and communication technology capability across the curriculum and allow students to explore a variety of skills through the textiles technology syllabus. As technology can be a practical subject, ensuring that the teacher is organised and have a large choice of activities and resources available on hand is key in ensuring students stay engaged and concentrated while learning content. My unit has a large selection of activities and resources to provide teachers with alternatives if classroom becomes disruptive or lesson is not beneficial the specific learning group.

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