

Stage 6 Textiles and Design Unit		
<b>COURSE:</b> Textiles and Design		<b>UNIT:</b> Introduction to Textiles and Design
<b>SCHOOL:</b> Clancy Catholic College <b>YEAR:</b> 11 <b>STAGE:</b> 6		<b>TEACHING PERIOD:</b> 8 weeks <b>TERM:</b> 1
<b>SYLLABUS:</b> NESA Stage 6 Textiles and Design		<b>FOCUS AREA:</b> Design
<b>Unit Description</b>	This unit introduces students to the basic and fundamental concepts of textile design, material properties, and the Australian textiles industry. Students will develop knowledge and skills in textile investigation, experimentation, and design processes while exploring historical and contemporary applications of textiles.	
<b>Unit Outcomes</b>	<p>A student:</p> <p><b>P1.1</b> describes the elements and principles of design and uses them in a variety of applications</p> <p><b>P1.2</b> identifies the functional and aesthetic requirements and features of a range of textile items</p> <p><b>P2.1</b> demonstrates the use of a variety of communication skills, including computer-based technology</p> <p><b>P2.2</b> develops competence in the selection and use of appropriate manufacturing techniques and equipment</p> <p><b>P2.3</b> manages the design and manufacture of textile projects</p> <p>P4.1 identifies and selects textiles for specific end-uses based on analysis of experimentation.</p>	
<b>Assessment</b>	<p>Summative Task</p> <p><b>Assessment #1:</b> Thread to Trend: Textile Innovation Project (30% Weighting)</p> <p>Outcomes:</p> <p>Issue date: 10/02/25    Due date: 11/03/25</p>	<b>Students needs to make adjustments</b>
	<p>Students will design and produce a small textile item (that would be useful in their home e.g. pillow cushion, wall hanging, placemat set, etc) that applies the elements and principles of design and uses sustainable textile properties. Students will also complete a written design portfolio, with practical samples, following their design process, and evaluation of their final product. Portfolio will be created and uploaded as a Google Doc onto Google Classroom, allowing teachers to monitor and track progress. Additionally, the final textile product produced will be handed in the final lesson of Week 8.</p>	<ul style="list-style-type: none"> <li>● EAL/D <ul style="list-style-type: none"> <li>○ 2 students</li> </ul> </li> <li>● INDIGENOUS (also EAL/D) <ul style="list-style-type: none"> <li>○ 1 student</li> </ul> </li> <li>● GIFTED/EXTENSION <ul style="list-style-type: none"> <li>○ 2 students</li> </ul> </li> </ul>

<b>WHS Considerations</b>	<ul style="list-style-type: none"> <li>• Ensure all workspaces are clear for students to complete theory work.</li> <li>• Sewing machines are turned off and in tact</li> <li>• Liquids are stored in safe place away from electricals</li> </ul>	<b>Resource List</b> (all worksheets and activities are posted on Google Classroom for easy student access - some may be printed according to student's needs)	<ul style="list-style-type: none"> <li>• BINGO Card (additional differentiated)</li> <li>• Diagnostic Pre test worksheet</li> <li>• Introduction to Textiles and Design Google Slide</li> <li>• PADLET</li> <li>• Types of design research activity</li> <li>• Sustainability Google Slide</li> <li>• Adjusted Sustainability research scaffold</li> <li>• Informal Task Scrunchie Instructions</li> <li>• Assessment 1 Guidelines/Scaffolded Adjusted task</li> <li>• Drawing sheet with measurements</li> <li>• Fashion Illustrations scaffolded (printed/online)</li> <li>• Visual video aids for CAD drawings</li> </ul>
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## WEEKLY CONTENT ORGANISATION

WEEK	LEARNING OUTCOMES	TOPIC	Learning Goals
1	P1.1, P1.2	Pre test Elements of Principle of Design	<b>Learning Intention:</b> To test students' prior knowledge on textiles and design. <b>Success Criteria:</b> <ul style="list-style-type: none"> <li>Students can describe and apply the elements and principles of design</li> <li>Students will understand how aesthetics and function influence textile products</li> </ul>
2	P2.2, P4.1	Types of Design Sustainability Manufacturing Methods	<b>Learning Intention:</b> To recognise the influence of fabric construction on textile properties <b>Success Criteria:</b> <ul style="list-style-type: none"> <li>Students can identify and explain how fabric construction influences textile properties</li> </ul> <b>Learning Intention:</b> To develop basic manufacturing process skills in order to complete practical projects. <b>Success Criteria:</b> <ul style="list-style-type: none"> <li>Students can operate sewing machine and complete basic stitches</li> <li>Students can independently create a mini textile project</li> </ul>
3	P1.1, P1.2, P2.1	Introducing Assessment Communication Based Technologies Generation and communication of ideas	<b>Learning Intention:</b> To understand what is expected of the assessment To understand how to communicate ideas verbally and written in the course and assessment <b>Success Criteria:</b> <ul style="list-style-type: none"> <li>Students will begin their design thought process</li> <li>Students will know assessment expectations</li> <li>Students will write their own design brief and begin to research for their assessment</li> </ul>
4	P2.1	Practical Lessons INCURSION: Communication Techniques (Graphical) → Orthogonal and Pictorial	<b>Learning Intention:</b> To further develop manufacturing process skills and to interpret patterns <b>Success Criteria:</b> <ul style="list-style-type: none"> <li>Students can interpret, use and modify patterns for specific end-uses</li> <li>Students can select appropriate manufacturing techniques to assemble textile products</li> </ul> <b>Learning Intention:</b> To identify and develop various communication techniques when communicating design ideas <b>Success Criteria:</b> <ul style="list-style-type: none"> <li>Students will develop skills in communicating design ideas using appropriate mediums</li> </ul>

5	P2.1	Communication Techniques (Graphical) → Fashion Drawings and Production Drawings Practical Lesson	<p><b>Learning Intention:</b> To physically produce graphical drawings to communicate design ideas.</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>Students will effectively draw and produce a fashion drawing and production drawings with correct dimensions.</li> <li>Students will communicate their summative task project ideas through graphical drawings.</li> </ul>
6	P2.1, P2.2, P2.3	Practical Lessons (2) Communication Techniques (Graphical) → Orthogonal and Pictorial	<p><b>Learning Intention:</b> To further progress in the development of the practical textile project</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>Students will continue to work on their project safely and effectively</li> </ul> <p><b>Learning Intention:</b> To apply pre-learnt knowledge and practices into developing rendered and completed communicational drawings</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>Students will develop an orthogonal drawing and pictorial representation of their textile project they are producing</li> <li>Student's drawings will be transferred to CAD and ready to submit in portfolio</li> </ul>
7	P2.1, P2.2, P2.3	Communication Techniques (Graphical) → Orthogonal and Pictorial (CAD) Practical Lesson	<p><b>Learning Intention:</b> To apply pre-learnt knowledge and practices into developing rendered and completed communicational drawings</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>Students will develop an orthogonal drawing and pictorial representation of their textile project they are producing</li> <li>Student's drawings will be transferred to CAD and ready to submit in portfolio</li> </ul> <p><b>Learning Intention:</b> To continue to develop a sustainable textile item for the assessment task</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>Students will build upon their skills and produce an aesthetic and functional project</li> </ul>
8	P1.1, P1.2, P2.1, P2.2, P2.3, P4.1	Practical Lessons - to finish of summative task	<p><b>Learning Intention:</b> To apply the design process and content learnt in the Introductory Unit into the final practical project, and evaluate the final product.</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>Students has completed the summative task, including portfolio aspects and a fully produced small textile item</li> <li>Students can evaluate positives and areas of improvement of their design</li> </ul>

WEEK 1 (2 lessons) OUTCOMES: P1.1, P1.2		TEACHING & LEARNING STRATEGIES/PEDAGOGICAL APPROACH	ASSESSMENT	ADJUSTMENTS
<p><b>Students learn about:</b></p> <p><b>Elements of design,</b> including:</p> <ul style="list-style-type: none"> <li>● line and direction</li> <li>● shape and size</li> <li>● Texture</li> <li>● colour and value</li> </ul> <p>Principles of design, including:</p> <ul style="list-style-type: none"> <li>● Proportion</li> <li>● Balance</li> <li>● Rhythm</li> <li>● Emphasis</li> <li>● contrast and harmony</li> <li>● unity</li> </ul>	<p><b>Students learn to:</b></p> <ul style="list-style-type: none"> <li>● experiment with and apply the elements and principles of design across a range of textile applications</li> <li>● describe and analyse elements and principles of design for one item in each focus area: <ul style="list-style-type: none"> <li>– apparel</li> <li>– furnishings</li> <li>– costume</li> <li>– textile arts</li> <li>– non-apparel</li> </ul> </li> </ul>	<p><b>Ice Breaker - BINGO CARD:</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>● receive a BINGO CARD and find someone in the class that correlates with each square of the card (created using GenAI)</li> </ul> <p><b>Pre-test:</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>● given 5 minutes to turn to the person next to them and discuss what they already know about textiles and design</li> <li>● reveal partner discussions to the class and teacher makes a mind map for students to follow and write themselves</li> <li>● complete a pre-test worksheet for the teacher to know their prior knowledge</li> </ul> <ul style="list-style-type: none"> <li>- <b><u>ELEMENTS AND PRINCIPLES OF DESIGN</u></b></li> <li>- <b><u>TYPES OF DESIGN</u></b></li> </ul> <p><b>Explicit Introductory Instructions:</b></p> <p>Teacher displays a Google Slide on an 'Introductory to Textiles and Design' (explaining the course, Preliminary syllabus, expectations, basics of Textiles and Design and introducing the unit).</p> <p>Students:</p> <ul style="list-style-type: none"> <li>● create a moodboard on CANVA, applying elements and principles of design for each focus area of textile</li> <li>● participate in class discussions</li> <li>● Contribute to PADLET and class brainstorming functional and aesthetic factors</li> <li>● complete research activity scaffold to evaluate textile items and design features</li> </ul>	<p><b>Diagnostic:</b></p> <ul style="list-style-type: none"> <li>● Pre-test → prior knowledge of students</li> <li>● Turn and talk discussions</li> <li>● Class discussions/ mindmap gauging student understanding</li> </ul>	<p><b>Structured Differentiation -</b></p> <p><b>EAL/D Students:</b></p> <p>BINGO cards have less boxes/characteristics to fill.</p> <p>To write down partner/class discussion points on a scaffolded note taking page.</p> <p>Pre-test questions are broken down into simpler sentences/dot points.</p> <p>Provided scaffolds with questions and instructions are in dot point form for easy reading.</p> <p><b>Indigenous Students:</b></p> <p>*EAL/D adjustments are also relevant*</p> <p>Ensure “storytelling” can be portrayed through discussions and use various visuals in documents.</p> <p><b>Extension:</b></p> <p>Create a media mode of choosing to research an Indigenous designer and how they incorporate elements and principles of design on a range of textile focus areas.</p>

WEEK 2 (3 lessons) OUTCOMES: P2.2, P4.1	TEACHING & LEARNING STRATEGIES/PEDAGOGICAL APPROACH	ASSESSMENT	Differentiation/ Adjustments
<p>Students learn about:</p> <p><b>Types of design</b></p> <ul style="list-style-type: none"> <li>• Functional</li> <li>• Aesthetic</li> <li>• factors determining appropriate design, including environmental sustainability and manufacturing techniques</li> </ul> <p><b>Manufacturing methods</b></p> <ul style="list-style-type: none"> <li>• Production techniques and machinery skills, including: those appropriate to fabrics, using woven, non-woven and knit materials with light, medium and heavy weight fabrics</li> </ul>	<p>Students learn to:</p> <ul style="list-style-type: none"> <li>• describe and illustrate the difference between functional and aesthetic design in a range of textile environments</li> <li>• analyse the role of design in meeting the functional and aesthetic requirements of textile products</li> <li>• evaluate a range of textile items to determine appropriate design features</li> <li>• select and use appropriate manufacturing techniques to assemble textile products</li> </ul>	<p>- <b><u>TYPES OF DESIGN - SUSTAINABILITY</u></b></p> <p>Teacher displays a Google Slide on Sustainability in Textiles and explains and analyses a range of textile items utilising environmental sustainability and manufacturing techniques.</p> <p><b>Informal Task Activity:</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>• Research various types of sustainable textiles and their functional and aesthetic purposes <ul style="list-style-type: none"> <li>○ Apparel</li> <li>○ Furnishings</li> <li>○ Costume</li> <li>○ Textile arts</li> <li>○ Non-apparel</li> </ul> </li> <li>• Research an Indigenous sustainable textile and evaluate its use of the elements and principles of design, as well as its functional and aesthetic features</li> <li>• Present findings in an engaging infographic/poster</li> </ul> <p><b><u>PRAC LESSON</u></b></p> <p>- <b><u>MANUFACTURING METHODS</u></b></p> <p>Practicing manufacturing methods/processes such as:</p> <ul style="list-style-type: none"> <li>• Using a sewing machine and basic stitches</li> <li>• INFORMAL TASK (extension option) <ul style="list-style-type: none"> <li>○ Using CHATGPT, students are to develop an instruction/scaffold sheet to create a simple scrunchie and pouch drawstring bag to practice sewing techniques</li> <li>○ Students can then produce project</li> </ul> </li> </ul>	<p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>• Informal task submissions</li> <li>• HOMEWORK: OnGuard WHS</li> </ul> <p><b>Diagnostic:</b></p> <ul style="list-style-type: none"> <li>• Monitoring student development and findings through teacher led demonstrations and discussions</li> <li>• Students compare and contrast activity</li> </ul> <p><b>Structured Differentiation -</b></p> <p><b>EAL/D Students:</b></p> <p>Scaffold will be broken down into smaller sections with guided questions for students to answer.</p> <p>Students can record findings in dot point form, depending on their progress through the task</p> <p><b>Indigenous Students:</b></p> <p>*EAL/D adjustments are also relevant*</p> <p>Ensure “storytelling” can be portrayed through discussions and use various visuals in documents.</p> <p><b>Extension:</b></p> <p>If finished early/progressing through the task well, students can independently begin extension tasks.</p>

WEEK 3 (2 lessons) OUTCOMES: P1.1, P1.2, P2.1		TEACHING & LEARNING STRATEGIES/PEDAGOGICAL APPROACH	ASSESSMENT	Differentiation/ Adjustments
<p><b>Students learn about:</b></p> <p><b>Preliminary Textile Project 1</b> documentation – generation and communication of ideas – modification of designs – evaluation of ideas and project – management of time and resources project construction utilising appropriate methods, techniques and equipment (manipulative skills)</p> <p><b>Communication techniques</b> verbal – criteria for effective communication: audience, purpose, context, language written – criteria for effective communication: appropriate text type and font, use of space, audience, purpose, context</p>	<p><b>Students learn to:</b></p> <p>develop skills in communicating ideas using a variety of verbal and written methods for appropriate applications, including computer-based technologies</p>	<p>- <b><u>PRELIMINARY TEXTILE PROJECT 1</u></b></p> <p><b>Introducing Assessment:</b></p> <ul style="list-style-type: none"> <li>Introducing Assessment 1 (Summative Assessment) <ul style="list-style-type: none"> <li>Teacher will step by step explain requirements of task to the students</li> <li>Portfolio: Documenting design process, experimenting and research</li> <li>Project: produce a small textile item that applies the elements and principles of design and uses sustainable textile properties</li> <li><b>Students will need to source sustainable fabrics to utilise</b></li> </ul> </li> </ul> <p><b>COMMUNICATION BASED TECHNOLOGIES (VERBAL AND WRITTEN)</b></p> <ul style="list-style-type: none"> <li>Explaining and developing skills in communicating design ideas using verbal and written methods for appropriate applications <ul style="list-style-type: none"> <li>Verbal: peer evaluations, class discussions, teacher feedback</li> <li>Written: developing design brief, research, design process, etc</li> </ul> </li> </ul> <p><b>Generation and communication of ideas</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>Will brainstorm as a class what will need to be included in the design brief and what the task is asking</li> <li>Will begin to write their own design brief based on the design statement provided to understand the task</li> <li>Are to start researching sustainable textile properties that they can utilise in their project for their assessment</li> </ul>	<p><b>Introducing SUMMATIVE assessment</b> → opportunities for students to ask questions and clarify task; allows teacher to be aware of gaps in knowledge and student concerns</p> <p><b>Diagnostic:</b></p> <ul style="list-style-type: none"> <li>Brainstorming design brief to check student understanding</li> </ul>	<p><b>Structured Differentiation -</b></p> <p><b>EAL/D Students:</b> A scaffolded assessment task will be provided to students for assistance with explicit instruction</p> <p>Specifically provided with sustainable textiles to choose from (fabrics, projects to emulate)</p> <p><b>Indigenous Students:</b> Brainstorms and verbal modes of communication assist students in visualising ideas.</p> <p>Opportunities to explore Indigenous textiles and design inspiration for their project.</p> <p><b>Extension:</b> Extended Assessment Option: verbal podcast elaborating on design ideas, sustainability and project. → can begin planning if initial class activities are finished early</p>

WEEK 4 (3 lessons) OUTCOMES: P2.1, P2.2, P2.3		TEACHING & LEARNING STRATEGIES/PEDAGOGICAL APPROACH	ASSESSMENT	Differentiation/ Adjustments
<p><b>Manufacturing methods</b> production techniques and machinery skills, including: – seams, seam finishes, opening and closure treatments and other appropriate manufacturing techniques – those appropriate to fabrics, using woven, non-woven and knit materials with light, medium and heavy weight fabrics – those appropriate to pattern modification – interpreting, using and modifying patterns</p> <p><b>Communication techniques</b> graphical examples should include: – object drawing: views of items from different perspectives, including orthogonal (2D) and pictorial (3D) representations</p>	<p>select and use appropriate manufacturing techniques to assemble textile products</p> <p>interpret, use and modify patterns for specific end-uses</p> <p>develop competence in graphically communicating design ideas</p> <p>use a variety of appropriate mediums, including communication-based technologies, for a range of communication purposes</p>	<p><b>PRAC LESSONS</b></p> <p>- <b><u>MANUFACTURING METHODS</u></b> Practicing manufacturing methods/processes such as:</p> <ul style="list-style-type: none"> <li>• Production techniques and machinery skills: <ul style="list-style-type: none"> <li>○ Seams, finishes, and alternative treatments</li> <li>○ Interpreting and modifying patterns</li> <li>○ What is appropriate for certain fabrics</li> </ul> </li> </ul> <p>- <b><u>COMMUNICATION TECHNIQUES (GRAPHICAL)</u></b> <b>ORTHOGONAL AND PICTORIAL REPRESENTATIONS</b></p> <p><b>Incursion:</b> An ACU tutor will come to the Year 11 Textiles and Design class and demonstrate a drawing workshop for the class to participate in one day.</p> <p><b>Informal task:</b> Students:</p> <ul style="list-style-type: none"> <li>• Will complete drawings demonstrated and practised in drawing workshop and return to teacher by the end of the workshop to monitor and track progress</li> </ul>	<p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>• Informal task to monitor students progress</li> </ul> <p><b>Diagnostic:</b></p> <ul style="list-style-type: none"> <li>• Verbal feedback from university professional</li> <li>• In class activities for additional practice</li> <li>• Teacher continuously monitoring progress over the week</li> </ul>	<p><b>Structured Differentiation -</b></p> <p><b>EAL/D Students:</b> Only expected to produce one completed drawing for each view.</p> <p>Scaffolded sheet where measurements are outlined on the border.</p> <p><b>Extension:</b> Produce multiple design ideas (2-3) for their assessment using orthogonal and pictorial drawing views</p>



WEEK 5 (2 lessons) OUTCOMES: P2.1		TEACHING & LEARNING STRATEGIES/PEDAGOGICAL APPROACH	ASSESSMENT	Differentiation/ Adjustments
<p><b>Communication techniques</b> fashion drawing: figure sketching, rendering using a range of appropriate media</p>	<p>develop competence in graphically communicating design ideas</p> <p>use a variety of appropriate mediums, including communication-based technologies, for a range of communication purposes</p>	<p><b>FASHION DRAWING and PRODUCTION DRAWINGS</b></p> <p><b>Teacher led activity:</b> Communication techniques Google Slide presented to the class and teacher provides real life examples, as well as proportioning and correct dimensions on drawings and pattern pieces. Students:</p> <ul style="list-style-type: none"> <li>Continue developing graphical skills by 'I DO, WE DO, YOU DO' as teacher demonstrates how to complete a fashion drawing/sketch and students watch</li> <li>Follow along with a step by step demonstration from teacher</li> <li>construct their own fashion illustration (sketched and rendered)</li> <li>Construct their own production drawing of their chosen item for the summative project</li> </ul> <p>- <b><u>PRELIMINARY TEXTILE PROJECT 1</u></b></p> <p><b>PRACTICAL LESSON</b> Students:</p> <ul style="list-style-type: none"> <li>Will begin (if not already) constructing their small textile project for their summative task</li> <li>Teacher will assist students and monitor progress</li> <li>Ensure WHS is met</li> <li>Work at their own pace independently</li> </ul>	<p><b>Diagnostic:</b> 'I DO, YOU DO, WE DO' teaching strategies to gauge student knowledge and progress</p>	<p><b>Structured Differentiation -</b></p> <p><b>EAL/D Students:</b> Fashion illustration body is already scaffolded on a printed worksheet so students can begin to design and render an outfit.</p> <p><b>Extension:</b> Opportunity to produce 2-4 fashion illustrations reflecting their chosen sustainable innovative textile being produced for their project.</p> <p>Students can transfer their hand drawn fashion illustrations and production drawings <b>digitally</b>.</p>
<p><b>Manufacturing methods</b> production techniques and machinery skills, including: – seams, seam finishes, opening and closure treatments and other appropriate manufacturing techniques – those appropriate to fabrics, using woven, non-woven and knit materials with light, medium and heavy weight fabrics</p>	<p>select and use appropriate manufacturing techniques to assemble textile products</p>			

WEEK 6 (3 lessons) OUTCOMES: P2.1, P2.2, P2.3		TEACHING & LEARNING STRATEGIES/PEDAGOGICAL APPROACH	ASSESSMENT	Differentiation/ Adjustments
<p><b>Manufacturing methods</b> production techniques and machinery skills, including: – seams, seam finishes, opening and closure treatments and other appropriate manufacturing techniques – those appropriate to fabrics, using woven, non-woven and knit materials with light, medium and heavy weight fabrics</p> <p><b>Communication techniques</b> graphical examples should include: – object drawing: views of items from different perspectives, including orthogonal (2D) and pictorial (3D) representations</p>	<p>select and use appropriate manufacturing techniques to assemble textile products</p> <p>develop competence in graphically communicating design ideas</p> <p>use a variety of appropriate mediums, including communication-based technologies, for a range of communication purposes</p>	<p><b>TWO PRAC LESSONS:</b> Students:</p> <ul style="list-style-type: none"> <li>continue to work on constructing their textile item in class</li> <li>Teacher will assist students and monitor progress</li> <li>Ensure WHS is met</li> <li>Work at their own pace independently</li> </ul> <p>- <b><u>COMMUNICATION TECHNIQUES (GRAPHICAL)</u></b> <b>ORTHOGONAL AND PICTORIAL REPRESENTATIONS</b> (REVIST FOR ASSESSMENT TASK - EXIT TICKET) <b>In class activity:</b> Students:</p> <ul style="list-style-type: none"> <li>watch teacher-led demonstrations on orthogonal and pictorial representation drawings (on paper AND digitally - CAD)</li> <li>Will complete their own drawings according to their textile project they are producing <ul style="list-style-type: none"> <li>On paper and transfer to a digital drawing representation (CAD)</li> </ul> </li> <li>colour and render their drawings appropriately</li> </ul>	<p><b>Formative:</b> Exit ticket drawing activity contributing to summative task</p> <p><b>Diagnostic:</b> Monitoring student's progress with practical project</p>	<p><b>Structured Differentiation -</b> <b>EAL/D Students:</b></p> <ul style="list-style-type: none"> <li>Difficulty setting up: Set up sewing machines prior to lesson</li> <li>Visual video available (to all students) to use as assistance to create CAD drawings</li> </ul> <p><b>Extension:</b> Continue to work on practical task</p> <p>Transfer fashion drawings and production drawings to CAD drawings</p>

WEEK 7 (2 lessons) OUTCOMES: P2.1, P2.2, P2.3		TEACHING & LEARNING STRATEGIES/PEDAGOGICAL APPROACH	ASSESSMENT	Differentiation/ Adjustments
<p><b>Communication techniques</b></p> <p>graphical examples should include: – object drawing: views of items from different perspectives, including orthogonal (2D) and pictorial (3D) representations</p>	<p>develop competence in graphically communicating design ideas</p> <p>use a variety of appropriate mediums, including communication-based technologies, for a range of communication purposes</p>	<p>- <b><u>COMMUNICATION TECHNIQUES (GRAPHICAL)</u></b></p> <p><b>ORTHOGONAL AND PICTORIAL REPRESENTATIONS</b> (Continuing from previous lesson - allowing time)</p> <p><b>In class activity:</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>Will complete their own drawings according to their textile project they are producing <ul style="list-style-type: none"> <li>On paper and transfer to a digital drawing representation (CAD)</li> </ul> </li> <li>colour and render their drawings appropriately</li> <li>Will complete for homework if not complete to teacher to check progress</li> </ul> <p><b>PRAC LESSONS:</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>continue to work on constructing their textile item in class</li> <li>Teacher will assist students and monitor progress</li> <li>Ensure WHS is met</li> <li>Work at their own pace independently</li> </ul>	<p><b>Formative:</b> CAD drawings to assess ICT use and development</p> <p><b>Diagnostic:</b> Monitoring student's progress with practical project</p>	<p><b>Structured Differentiation -</b></p> <p><b>EAL/D Students:</b></p> <ul style="list-style-type: none"> <li>Difficulty setting up: Set up sewing machines prior to lesson</li> <li>Visual video available (to all students) to use as assistance to create CAD drawings</li> </ul> <p><b>Extension:</b></p> <p>Design and produce an extension/accessory that corresponds with the produced textile item for the assessment task</p> <p>Transfer fashion drawings and production drawings to CAD drawings</p>

WEEK 8 (3 lessons) OUTCOMES: P1.1, P1.2, P2.1, P2.2, P2.3, P4.1		TEACHING & LEARNING STRATEGIES/PEDAGOGICAL APPROACH	ASSESSMENT	Differentiation/ Adjustments
<b>Manufacturing methods</b> production techniques and machinery skills, including: – seams, seam finishes, opening and closure treatments and other appropriate manufacturing techniques – those appropriate to fabrics, using woven, non-woven and knit materials with light, medium and heavy weight fabrics those appropriate to pattern modification – interpreting, using and modifying patterns	select and use appropriate manufacturing techniques to assemble textile products  interpret, use and modify patterns for specific end-uses	<b>PRAC LESSONS:</b> Students: <ul style="list-style-type: none"> <li>continue to work on constructing their textile item and finish by the last lesson of the week</li> <li>will complete a verbal peer review and transfer to reflection document</li> <li>Will fill out Google Form that will contribute to their final evaluation of their project.</li> </ul> Teachers will assist students practically and verbally contributing to the student's submission by the end of the week.  <b>*If portfolio and tasks are not completed in task, they will need to be completed at home and completed by assessment due date.*</b>	<b>Diagnostic:</b> Monitoring student's progress with practical project  <b>Summative:</b> Submission of Assessment Task 1	<b>Structured Differentiation -</b>  <b>EAL/D Students:</b> <ul style="list-style-type: none"> <li>Difficulty setting up: Set up sewing machines prior to lesson</li> <li>Scaffolded evaluation document</li> </ul> <b>Extension:</b> Design and produce an extension/accessory that corresponds with the produced textile item for the assessment task

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