Introduction

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| **School**  Shire Christian School | **Sector**  Independent | **Location**  Barden Ridge, Sydney |
| **Year level**  Stage 6 Year 11 | **Teaching area**  Textiles and Design | **Time of year**  Term 2 |
| **Syllabus**  Textiles and Design Stage 6 Syllabus NSW | | |

Unit of Work

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| Unit Title: Creative Threads  Unit Description:  A dynamic unit inviting students to explore the intricate world of textile design while delving deep into the realm of sustainability. Through a series of hands-on activities, discussions, and creative projects, students will unravel the elements and principles of design, gain insights into sustainable textile practices, and master advanced manufacturing techniques. From sketching designs inspired by nature to analysing the environmental impact of textile production, students will embark on a transformative journey, emerging as conscientious designers equipped to weave together creativity and sustainability in the evolving landscape of textile design | **Outcomes**:  P1.1 – describes the elements and principles of design and uses them in a variety of applications  P1.2 identifies the functional and aesthetic requirements and features of a range of textile items  P2.1 demonstrates the use of a variety of communication skills, including computer-based technology  P2.2 develops competence in the selection and use of appropriate manufacturing techniques and equipment  P2.3 manages the design and manufacture of textile projects  P4.1 identifies and selects textiles for specific end-uses based on analysis of experimentation |
| **Preliminary Project 1**: The primary focus of Preliminary Project 1 (PTP1) is on generation and communicating ideas, design modification, manipulative skills, evaluation of ideas and the project, and management of time and resources. Students are to design and manufacture a corset that showcases their understanding of the elements and principles of design that creates a theme which reflects and area of student interest. It must also showcase functional features as well as creating a cohesive aesthetic piece. The corset is to be accompanied by a comprehensive design portfolio which includes sketches, digital renders, written justifications, project management documentation, manufacturing techniques and textile selection. The portfolio should also reflect the theme which is displayed with the garment. | |
| **Length of Unit** – 10 weeks | |

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| WEEK 1 | | | |
| Outcomes | Students learn about… | Students learn to… | Strategies, activities and related resources |
| P1.1  P1.2 | **Preliminary Project 1**  **Elements of design**, including:   * Line and direction * Shape and size * Texture * Colour and value   **Principles of design**, including:   * Proportion * Balance * Rhythm * Emphasis * Contrast and harmony * Unity   **Types of design**   * Functional   + Items designed for a specific purpose that may include examples from the following focus areas: apparel, furnishings, costume, textile arts and non-apparel * Aesthetic   + Surface decoration or design that enhances the appearance of textile related items | * Experiment with and apply the elements and principles of design across a range of textile applications * Describe and analyse elements and principles of design for one item in each focus area:   + Apparel   + Furnishings   + Costume   + Textile arts   + Non-apparel * Describe and illustrate the difference between functional and aesthetic design in a range of textile environments * Analyse the role of design in meeting the functional and aesthetic requirements of textile products | *Handout of PTP1 – Physical and Digital copies*   * Discuss each section, outcomes, requirements. Emphasise important components. Answer Ss questions about task. * *Diagnostic quiz (kahoot)* – general questions about elements & principles of design, functional & aesthetic design, sustainability, textile focus areas.   *Elements & Principles (PowerPoint)*   * Brief overview of elements and principles of design. Discuss importance in creating aesthetically pleasing and functional textile designs. * Set up stations with a variety of materials and samples. Ss explore each sample in relation to the elements and principles. T to encourage students to touch, feel and observe the samples closely to understand their qualities. *Instructions displayed on PowerPoint slide and modified instructions at each station for Ss to refer to.* * Provide Ss with magazines and catalogues with textile-related images. Ss create a cover page for their classwork portfolio by cutting out images that represent the elements and principles of design. Ss to glue the images down to make a collage. * Students are to sketch a design from any focus area that incorporates the elements and principles of design. T to encourage students the create unique designs. |
| WEEK 2 | | | |
| Outcomes | Students learn about… | Students learn to… | Strategies, activities and related resources |
| P1.1  P1.2 | * Factors determining appropriate design, including environmental sustainability and manufacturing techniques   **Communication techniques**   * Graphical, examples should include:   + Object drawing: views of items from different perspectives, including orthogonal (2D) and pictorial (3D) representations   + Industry production drawing and specifications: correct dimensions and proportions, accurate details on drawings and pattern pieces   + Communication-based technologies   + Fashion drawing: figure sketching, rendering using appropriate media | * Evaluate a range of textiles items to determine appropriate design feature * Develop competence in graphically communicating design ideas * Use a variety of appropriate mediums, including communication-based technologies, for a range of communication processes | *Presentation: Sustainable textile design and manufacturing techniques*.  Explain importance of sustainability in design.   * Class discussion (*Miro board link on google classroom for Ss to join and add ideas to)* - current state of textile industry and environmental challenges. * Explain the life cycle of textiles from raw material production to disposal. Highlight examples of sustainable textile items and their features.   *Group activity: Textile Item Analysis.*   * Divide Ss into groups and provide each with evaluation criteria worksheets. Distribute both sustainable and non-sustainable textile items and instruct students to analyse the items considering design features, materials and manufacturing techniques. Each group create a poster that presents their findings and discuss with the class the sustainability of each item and the reasonings behind their evaluations. |
| WEEK 3 | | | |
| Outcomes | Students learn about… | Students learn to… | Strategies, activities and related resources |
| P2.1 | * Documentation   + Generation and communication of ideas   + Modification of designs   **Communication techniques**   * Verbals   + Criteria for effective communication: audience, purpose, context, language * Written   + Criteria for effective communication: appropriate text type and font, use of space, audience, purpose, context | * Apply the elements and principles of design to the analysis and development of the project * Select, analyse and record design ideas development for a textile project * Develop skills in communicating ideas using a variety of verbal and written methods for appropriate applications, including computer-based technologies | *Sourcing inspiration & sketching design ideas for PTP1*   * Ss use internet and magazines to research design inspiration for PTP1. Ss begin sketching design ideas, create 3-5.   Offering a variety of sources for inspiration allows students to choose resources that interest them and match their learning preferences.  *Modification of designs – select, analyse and record design idea development for PTP1*   * Ss create 3 development sketches, evaluating each with a PMI table. Sketches to be fully rendered.   *Written & verbal communication*   * Class discussion - importance of communication, skills needed for good communication, stages of PTP1 where communication is crucial. * Discuss criteria for effective verbal communication: audience, purpose, context, language * Discuss criteria for effective written communication: appropriate font, text size, space, audience, purpose, context. * Use skills to begin developing folio documentation. *Folio template available on google classroom.* |
| WEEK 4 | | | |
| Outcomes | Students learn about… | Students learn to… | Strategies, activities and related resources |
| P2.2 | **Manufacturing methods**   * Production techniques and machinery skills, including:   + Those appropriate to pattern modification   + Interpreting, using and modifying patterns   + 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 | * Interpret, use and modify patterns for specific end uses * Select and use appropriate manufacturing techniques to assemble textile products | *Modifying patterns*   * Overview – importance of pattern modification in industry. Explain how understanding production techniques and machinery skills enhance designer’s ability to create custom fitted designs for various purposes. * *Demonstration* – lengthen & shorten pattern, adjust waistline, adding & removing darts. Emphasise correct measuring techniques & transfer modifications on pattern paper.   Provide varied instructional material such as written instructions, videos, interactive online resources, as well as practical demonstration.   * PROVIDE PAPER PATTERNS. Ss choose modification technique and practice on paper pattern using rulers & measuring tools. * Ss practice sewing a modified pattern using scrap fabric. *STUDENTS HAVE COMPLETED ONGUARD WHS TRAINING PRIOR TO COMMENCING UNIT.* * *Class discussion* – experience, challenges & tips to overcome them, reflect how modification skills contribute to overall design and production process.   *Manufacturing techniques*   * Ss create samples to complete techniques booklet. Straight seam, French seam, flat felled seam, pleating, gathering, standard hem, rolled hem, invisible hem, invisible zip, press studs, eyelets.   IF SAMPLES ARE NOT COMPLETED IN CLASS SS TO COMPLETE IN OWN TIME BY END OF WEEK 5 (VIDEO TUTORIALS FOR EACH SAMPLE ON GOOGLE CLASSROOM). PTP1 CANNOT BE STARTED UNTIL SAMPLES ARE COMPLETE.  *Select appropriate techniques for PTP1*   * Ss choose techniques they will use for PTP1. Samples inserted into class workbook. Justify choices.   *If Ss are struggling to get started with justification, possible questions for them to answer – Why did you choose this specific technique? How does it contribute to the functionality of the garment? How does it enhance aesthetic appeal? Alternative manufacturing techniques and why they weren’t chosen? How to they align with requirements of the project? Challenges or limitations of certain techniques? Experimentation of different variations of technique? Did considering environmental sustainability influence choices of certain techniques? QUESTIONS AVAILABLE ON GOOGLE CLASSROOM* |
| WEEK 5 | | | |
| Outcomes | Students learn about… | Students learn to… | Strategies, activities and related resources |
| P4.1  P2.3 | **Preliminary Project 1**   * Project construction utilising appropriate methods, techniques and equipment (manipulative skills) * Documentation   + Management of time and resources | * select, analyse and record design idea development for a textile project * outline and justify the steps involved in the development and management of a textile project | *Testing*   * Ss test chosen manufacturing techniques with material/equipment options suitable for project development. Ss keep samples for folio documentation. * Evaluate and justify why each material/equipment is selected. * Ss fill in project management plan template on google classroom, each step written as a checklist so can be ticked off once completed. Upload to be approved by T.   **SUBMISSION OF MANUFACTURING TECHNIQUE SAMPLES DUE FINAL LESSON OF WEEK 5** |
| WEEK 6-9 | | | |
| Outcome | Students learn about… | Students learn to… | Strategies, activities and related resources |
| P1.2  P2.1  P2.2  P2.3  P4.1 | **Preliminary Project 1**   * Documentation   + Generation and communication of ideas   + Modification of designs   + Evaluation of ideas and project * Project construction utilising appropriate methods, techniques and equipment (manipulative skills) | * apply the elements and principles of design to the analysis and development of the project * select, analyse and record design idea development for a textile project * outline and justify the steps involved in the development and management of a textile project * use computer software to assist in the design development of the project | *Practical lessons developing PTP 1 and documentation*   * Ss work independently to complete PTP 1 & documentation * T to assist where necessary. |
| WEEK 10 | | | |
| Outcome | Students learn about… | Students learn to… | Strategies, activities and related resources |
|  | **Preliminary Project 1**   * Documentation   + Generation and communication of ideas   + evaluation of ideas and project | * use computer software to assist in the design development of the project * outline and justify the steps involved in the development and management of a textile project | *Digital Development*   * Ss develop a digital render of final design using adobe illustrator.   *Outline Construction Method*   * Ss write steps of construction for PTP1   *Evaluation*   * manufacturing techniques, elements and principles, ideas, theme, overall project. *EVALUATION TEMPLATE PROVIDED ON GOOGLE CLASSROOM*   **SUBMISSION OF PRELIMINARY PROJECT 1 DUE IN FINAL LESSON OF WEEK 10** |

**Reflection**

Reflecting on the preparation of the unit of work, I find it essential to understand the cognitive processes and actions involved in designing a pedagogically sound unit plan for teaching textiles and design. I strived to create learning objectives that harmonised theoretical comprehension with hands on skill enhancement, covering essential topics like design principles, sustainability, and manufacturing techniques. This adherence to curriculum standards served as a blueprint for organising the unit outline and directed the ways in which the content was to be taught. Pedagogical choices were guided by several considerations, which included student requirements, learning preferences, and academic abilities. I favoured a learner-centric strategy accentuating practical involvement, collaborative group work, and self-directed investigation. Through facilitating active participation with materials, ideas, and peers, the unit sought to cultivate profound comprehension and advanced cognitive abilities. To cater to the varied strengths and needs of students, the unit plan incorporated differentiation strategies. I implemented modifications and adaptations to assist students operating at different proficiency levels. For instance, the provision of diverse instructional materials, structured templates, and alternative assessment methods catered to various learning preferences and capabilities, guaranteeing equitable access to and involvement in the curriculum for all students.

References

Board of Studies NSW. (2013, August). *Textiles and Design Stage 6 Syllabus*. NESA. <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/tas/textiles-and-design-syllabus>

NESA. (n.d.) *Assessment in stage 6.* <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/assessment>