

<b>TEACHER:</b>		<b>CLASS:</b>		<b>TERM:</b>		<b>YEAR:</b>	
<b>SUBJECT: TEXTILE TECHNOLOGY</b>			<b>STAGE: 5</b>		<b>YEAR:</b>		<b>DURATION: 10 weeks</b>
<b>TITLE: UNDER THE SEA</b>							
<b>AREA OF STUDY:</b>		<b>DESIGN</b>		<b>PROPERTIES AND PERFORMANCE</b>			
<b>FOCUS AREA/S:</b>		<b>TEXTILE ARTS</b>					
<b>PROJECT WORK:</b>		<b>Design, produce and evaluate a textile art piece inspired by the theme: UNDER THE SEA ( TEA Textiles Art Piece Challenge.)</b>					
<b>OVERVIEW:</b>							
Textile Arts focus area will give students the opportunity to produce a highly decorative and aesthetically pleasing textile item. Students will experiment with a variety of fabric decoration and manipulation techniques. A portfolio with creative documentation on the development of the textile art will be competed							
<b>OUTCOMES:</b>							
<b>PROJECT WORK</b>				<b>DESIGN</b>			
5.4.1 selects and uses appropriate technology to creatively document, communicate and present design and project work		5.4.2 generates and develops textile design ideas		5.2.2 generates and develops textile design ideas			
5.5.1 critically selects and creatively manipulates a range of textile materials to produce quality textile items		5.5.2 selects appropriate techniques and uses equipment safely in the production of quality textile projects		5.2.3 investigates and applies methods of colouration and decoration for a range of textile items			
5.5.3 demonstrates competence in the production of textile projects to completion		5.6.1 evaluates textile items to determine quality in their design and construction					
<b>CROSS CURRICULUM CONTENT</b>							
<b>Information and Communication Technologies (ICT)</b>		ICT skills include: Internet research, word processing, DTP, graphics to communicate design inspiration, ideas and processes (eg. photo shop)					
<b>Work, Employment &amp; Enterprise (School to Work)</b>		Students gain an understanding of specific career opportunities related to crating textiles used in the marine environment.					
<b>Aboriginal &amp; Indigenous</b>		Students investigate how Aboriginal & Indigenous groups know and understand the under the sea environment; and how this is communicated.					
<b>Civics &amp; Citizenship</b>		Peer evaluation of individual project work will promote a sense of worth and understanding..					
<b>Difference &amp; Diversity</b>		Students explore the contributions of others and an acceptance of a variety of views and opinions in regards the marine environment eg climate change, pollution, boat strikes and habitat destruction; by questioning, observing and communication to share their observations and ideas					
<b>Environment</b>		Students demonstrate a willingness to engage responsibly with local, national and global issues relevant to their lives to shaping sustainable futures.					
<b>Gender</b>		All textile technology students develop confidence, proficiency, accountability and value while creating their project work.					
<b>Literacy</b>		Students communicate their ideas and solutions to problems in oral, written and graphical forms developing literacy skills, especially in the improvement of technical literacy, <b>including report writing highlighting a deep understanding and metalanguage used at a targeted audience.</b>					
<b>Numeracy</b>		Students will plan, calculate and amend project work from a specific focus area considering constraints eg: costing, measurement and time, developing competence in using mathematical skills.					
<b>RESOURCES:</b>							
Textiles Technology Textbook ~ C Castle, L Peters Quilting Arts/Fibre Forum/ATASDA/ Paper, Hands, Scissors magazines				Local textile artist, guest speakers. Sample projects. Power point on ideas <b>TEA Newsletter - Textiles Arts Piece Challenge entry form</b>			
<b>Quality Teaching</b>							
<i>Intellectual quality</i>		<i>Quality Learning Environment</i>			<i>Significance</i>		
<b>Element</b>		<b>Element</b>			<b>Element</b>		
Deep knowledge		Explicit quality criteria			Background knowledge		
Deep understanding		Engagement			Cultural Knowledge		
Problematic knowledge		High expectations			Knowledge Integration		
Higher-order thinking		Social support			Inclusivity		
Metalanguage		Students' self-regulation			Connectedness		
Substantive communication		Student direction			Narrative		
<b>ASSESSMENT FOR LEARNING:</b>							
Project Work – Textile Art Piece Portfolio- Inspiration Page, Notions Required, Sequence of Construction Final Idea				Designer Study – Rowena Charlton Designer statement- Reflection of design inspiration			

<b>Area of Study</b>	<b>Students learn about:</b>	<b>Students learn to</b>	<b>Outcome</b>	<b>Suggested Learning Experience and Assessment</b>	<b>Evidence of Learning</b>	<b>Feedback</b>	<b>REGISTER</b>
<b>DESIGN</b>  <b>The practice of textile designers</b>	textiles as a design medium	define design in the textile context	5.2.1	<b>What is Design?</b> Class brainstorming Mind map of design. Revise terms aesthetic and functional Power point for discussion on textiles as a design medium Text Textile Technology pg.136 137			
<b>DESIGN</b>  <b>The practice of textile designers</b>	textile designers across the focus areas	identify textile designers in selected focus areas  explore textile applications across the focus areas	5.2.1	Identify focus areas  In groups research using ICT and briefly present a textile designer from each focus area Discuss any features common to them all  Revise elements of design when viewing designers products Tex. Textile Technology pg. 138-155			
<b>DESIGN</b>  <b>The practice of textile designers</b>	the creative process when designing with textiles  <ul style="list-style-type: none"> <li>• researching</li> <li>• observation</li> <li>• brainstorming</li> <li>• sharing of ideas</li> <li>• visualising, generating and developing ideas</li> </ul> historical, cultural and contemporary sources of inspiration used by textile designers  features of design in the construction of textile items	identify examples of creative and innovative textile design  use ICTs to explore creative approaches used by a variety of textile designers  recognise historical, cultural and contemporary sources of inspiration used by textile designers and evident in a variety of textile items  identify features of design evident in construction across the focus areas	5.2.2	Group presentation of the creative process of their selected designer;  Examples and discussion on the following;  Researching. Observation Brainstorming Sharing Ideas Visualising, generating and developing ideas  Guest Local Textile Artist; Show and Tell  Sources of Inspiration; Power point. Students view a variety of textile items and suggest/recognise possible inspiration Design activities using historical, cultural and contemporary sources to develop designs Observe a variety of projects and identify design features/construction Students complete worksheet on Textile Art Designer <u>~ Rowena Charlton</u> Text Textiles Technology Castle & Peters pg. 150			



## CONTENT:

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PROJECT WORK Designing	sources of inspiration	identify and creatively document sources of inspiration for a textile project	5.4.1	PROJECT TASK Textile Art Piece Challenge Handout out task. TEA entry form Brainstorm the inspiration Students design an <u>Inspiration collage page</u> on A3 paper.			
PROJECT WORK Designing	generating and developing ideas	generate and develop design ideas using sketching and rendering techniques	5.4.1 5.2.2	Demonstrate planned design and free formed design Visual design development of ideas. Label design features, inspiration and colour. Identify likes and dislikes of each sketch			
	communication and presentation of design ideas - visual and graphical - written - verbal	use a variety of techniques to communicate and present the development of design ideas including Information and Communication Technologies (ICTs)	5.4.1	Final rendered drawing. Front and back view. Label design features and inspiration Written description of reflection of design inspiration			
PROJECT WORK Producing	sequencing of construction for a textile item	plan and document a procedure for the construction of a textile item using a word-processing application	5.5.3	<b>Producing</b> - students discuss <b>Managing Project Work</b> (page 89) and complete <u>Activity 5.3 ~ Time &amp; Action Plan</u> in their workbook.			
PROJECT WORK Producing	management of project work	plan and organise the stages involved in the design and production of a textile item to ensure quality completion	5.5.1	'Planned design stages listed \. Factors needed to be considered eg size, techniques displaying finishing etc <b>Pattern development</b> drawing of pattern pieces and instructions seam allowance.			
PROJECT WORK Designing	selection of appropriate materials	experiment with textile materials to determine which are most appropriate for a textile item	5.5.1	<b>Fabric experiments to determine suitability</b> Backing fabric, wadding, top layer of quilt Aesthetic properties eg lustre			
		justify the selection of materials for a textile item	5.5.1	Various techniques are experimented with exploring aesthetic aspects. Students experiment with finishing fabric edges' of art quilt: <ul style="list-style-type: none"> <li>• Bound edge</li> <li>• Bias binding</li> <li>• Pinking shears etc</li> <li>• How will the textile art be displayed</li> </ul>			

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<b>DESIGN</b>	<p>methods of applying colour and decoration such as</p> <ul style="list-style-type: none"> <li>• dyeing</li> <li>• beading</li> <li>• printing</li> <li>• appliqué</li> <li>• quilting</li> <li>• embroidery</li> <li>• hand painting</li> </ul>	<p>examine methods of colouration and decoration used by textile designers</p> <p>investigate and describe at least one technique of colouration and decoration</p> <p>experiment with colour and decorating methods for a specific end product</p>	5.2.3	<p>Work stations set up around room for students to experiment with a variety of decorative techniques. Instructions and samples at each work station</p> <ul style="list-style-type: none"> <li>• Printing /stencilling/dyeing</li> <li>• Quilting/patchwork</li> <li>• Suffolk puff</li> <li>• Applique</li> <li>• Couching/braiding</li> <li>• Felting</li> <li>• Heat manipulation</li> <li>• Fabric layering,,soluble fabric eg.solvy</li> </ul> <p>Decorative stitching; hand and machine embroidery</p> <p>Students produce samples of many techniques and are able to use these in the construction of their textile art piece</p>			

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<b>PROJECT WORK</b> <b>Evaluating</b>	<p>evaluation of the quality of textile items in relation to</p> <ul style="list-style-type: none"> <li>- design</li> <li>- functional requirements</li> <li>- aesthetic aspects</li> <li>- construction</li> <li>- fabric selection</li> <li>- notions used</li> </ul>	<p>establish criteria for evaluation of a textiles item</p> <p>use feedback from evaluation to modify project work and ensure a quality result</p>	5.5.3	<p>Class determine evaluation criteria using TEA guidelines</p> <p>Folio submitted with required information</p> <p>Self reflection of item</p> <p>Teacher assessment of folio and textile item</p> <p>Class judging of textile art pieces for selection in competition/ library display</p>			