



The 2023 TEA Textile Art Piece (TAP) Challenge

The 2023 TEA Textile Art Piece (TAP) Challenge sponsored by S&S will again offer two design briefs. This will allow teachers of textiles the opportunity to incorporate this highly successful design project into both Stage 5 and Stage 4 programs and into extra-curricular activities which may be offered, such as 'Sewing Club'.

The theme for 2023 is..... *COUNTRY* - identity, purpose, belonging

General guidelines

- may be a hanging art quilt, decorative mat, a sculpture, an ornament, a cushion cover, etc.
- should be no larger than a volume equivalent to 40cm x 40cm x 5cm
- include a minimum of 75% textile materials
- incorporate at least 3 decorative techniques and demonstrate creativity in design and construction
- able to be easily displayed on a wall or table
- respect Indigenous and cultural protocols
- each school may enter a maximum of two (2) entries for each of Stage 4 and Stage 5

Learning across the curriculum

Learning across the curriculum content assists students to achieve the broad learning outcomes defined in the *NESA K-10 Curriculum Framework and Statement of Equity Principles*, and in the *Melbourne Declaration on Educational Goals for Young Australians*.

Cross-curriculum priorities enable students to develop understanding about and address the contemporary issues they face. A cross-curriculum priority identified by NESA is

Aboriginal and Torres Strait Islander histories and cultures

Theme-specific opportunities

The NSW Aboriginal Education Consultative Group (AECG)

<https://aecgservices.com.au/>

- The NSW AECG began in 1977 as a committee of Aboriginal people invited by the Department of Education **to advise it on Aboriginal Education**.
- The AECG, through its local and regional network **promotes respect, empowerment and self-determination** and believes the process of collaborative consultation is integral to equal partnerships and is fundamental to the achievement of equality.
- The AECG offers Professional Learning such as 'Connecting to Country', an Aboriginal community cultural awareness teaching programme. This programme connects the NSW teaching fraternity with Aboriginal peoples and communities. Teachers are offered a unique opportunity to engage directly with Aboriginal Australians at the local community level.

Stage 4 Requirements

Stage 4 Design Brief

For a textile project you are involved in, use a culturally sensitive interpretation of the theme **'country'** to design and apply an appropriate decorative element. Your completed piece will reflect some *awareness of the cultural geography of your local school precinct and the meaning of 'country' from an Aboriginal cultural standpoint*. Your textile project will also demonstrate some understanding of the characteristics and properties of the materials that you have chosen to use. A minimum of 75% of the selected materials must be textiles.

Stage 4 - Syllabus Links

Delivery of this project as a unit could address the following **cross curriculum and general capabilities**:

CC - Aboriginal and Torres Strait Islander histories and cultures

CC - Sustainability

GC - Critical and creative thinking

GC - Intercultural understanding

Stage 4 - Syllabus Outcomes

Delivery of this project as a unit could address the following **syllabus outcomes**:

TE4-1DP designs, communicates and evaluates innovative ideas and creative solutions
to authentic problems or opportunities

TE4-2DP plans and manages the production of designed solutions

TE4-3DP selects and safely applies a broad range of tools, materials and processes in the
production of quality projects

TE4-9MA investigates how the characteristics and properties of tools, materials and processes
affect their use in designed solutions

Stage 5 Requirements

Stage 5 Design Brief:

Design and produce a textile art piece that brings the viewer to *an experience of 'country'*. The completed textile art piece will reflect your *awareness of the cultural geography of your local school precinct, and the concept and meaning of 'country' from an Aboriginal cultural standpoint*. Your design will demonstrate your creativity and competence in textile construction and surface decoration through a variety of fabric manipulation, colouration, embellishment and/or construction techniques. A minimum of 75% of the selected materials must be textiles.

Stage 5 - Syllabus Links

Delivery of this project as a unit could address the following **cross curriculum and general capabilities**:

- CC - Aboriginal and Torres Strait Islander histories and cultures
- CC - Sustainability
- GC - Critical and creative thinking
- GC - Intercultural understanding

Stage 5 - Syllabus Outcomes

Delivery of this project as a unit could address the following **syllabus outcomes**:

- TEX 5-5** investigates and applies methods of colouration and decoration for a range of textile items
 - TEX 5-6** analyses the influence of historical, cultural and contemporary perspectives on textile design, construction and use
 - TEX 5-9** critically selects and creatively manipulates a range of textile materials to produce quality textile items
 - TEX 5-10** selects appropriate techniques and uses equipment safely in the production of quality textile projects
 - TEX 5-11** demonstrates competence in the production of textile projects to completion
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How to Enter

Only **online entry forms** will be accepted for the TAP competition. Please follow the link below, or find the link on the TEA website and social media (Facebook and Instagram pages).

Link to online entry form: [Entry Form](#)

Complete an online entry form for **each student** selected to enter the challenge (a maximum of 2 entries per school for each of Stages 4 and Stage 5).

All entries must have an **ID tag** securely attached to the Textile Art Piece by stitching or a safety pin.

Link to ID tag: [ID Tag](#)

TAP2023 entries should be posted to arrive by Friday 22nd September 2023 (term 3, week 10) at the following address -

**2023 Textile Art Piece Challenge
c/o TEANSW
PO Box 699
Lidcombe NSW 1825**

The Portfolio

In order to assist students in their design development, the design and production process *could* be documented at a school level with the production of a folio.

It is not necessary to include this documentation when submitting the selected TAP projects for judging. **The TAP Challenge is based on the Textile Art Piece only.**

Judging and Process

Judging / Marking Criteria for the Textile Art Piece

- clearly appropriate for the intended purpose, effectively meeting size and display criteria
 - reflects the design brief, demonstrating creativity and with a direct link to the purpose
 - demonstrates expertise in selecting and manipulating appropriate materials, techniques and equipment
 - produces a high-quality textile item
 - efficient time management is reflected by complete and appropriate finishing details
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After the school process

Once you have completed your school process and selected 2 students each from Stage 4 and Stage 5:

Complete and submit an [online entry form](#) for each student.

Link to online entry form: [Entry Form](#)

For each entry, complete an [ID tag](#), and attach securely to the Textile Art Piece.

Link to ID tag: [ID Tag](#)

post the entries to arrive by **Friday 22nd September 2023 (term 3, week 10)**.

Email correspondence

Email correspondence will be sent at the following stages of the process:

- receipt of online entry form
 - receipt of TAP entries (after the due date)
 - student notification of result, including certificate
 - teacher letter of appreciation, including certificate
 - notification of return of projects
 - for prizewinners, an invitation to display at the Textstyle Exhibition and to attend the Textstyle Presentation evening
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Marking criteria

The following marking criteria has been provided to assist with the selection of students' work for the TAP Challenge, and will also be used in the judging process.

5 Marks	4 Marks	3 Marks	2 marks	1 Mark
Design is clearly appropriate for the intended purpose, effectively meeting size and display criteria	Design is related to intended purpose, meets size and display criteria	Relates to some of the design features required for the purpose, meets size and/or display criteria	Little relevance of design related to overall purpose, does not meet size or display criteria	Does not indicate relevance to the overall purpose, does not meet criteria of design brief
Design clearly reflects the design brief, demonstrating creativity and establishing a direct link to the purpose	Reflects inspiration/design brief showing creativity and/or innovation and links to the purpose	Reflects some aspect of the inspiration/design brief showing some creativity and a limited link to the purpose	Shows limited link between the inspiration/design brief and the purpose Some creative design aspects are evident	Little or no link established between the inspiration/design brief and the purpose
Demonstrates creativity and expertise when choosing and manipulating appropriate materials, techniques and equipment.	Demonstrate competent skill when choosing and manipulating appropriate materials, techniques and equipment.	Demonstrates basic skill when choosing and manipulating appropriate materials, techniques and/or equipment.	Demonstrates limited skills by selecting inappropriate materials, techniques and/or equipment.	Demonstrates few skills by selecting inappropriate materials, techniques and/or equipment.
Produces a high-quality textile item.	Produces a quality textile item.	Produces a completed textile item.	Produces a poor-quality textile item.	Incomplete textile item.
Complete and appropriate finishing details reflect efficient time management	Finishing details reflect good time management.	Mostly complete, textile item requires more attention to finishing details.	Item shows incomplete section and appears rushed with little evidence of time management.	Item is incomplete, with little or no evidence of time management.
TOTAL				/ 25