Contents

1 Introduction ................................................................................................................................. 4
2 Information Specific to the Units of Work .............................................................................. 4
3 Programmed Units of Work ..................................................................................................... 5
   3.1 Preliminary Course: Design ............................................................................................. 5
   3.2 Preliminary Course: Properties and Performance of Textiles ...................................... 12
   3.3 HSC Course: Australian Textile, Clothing, Footwear and Allied Industries ................ 19
4 Preliminary Assessment Scheme ............................................................................................. 24
   4.1 Example ............................................................................................................................ 24
   4.2 Preliminary Task Outlines ............................................................................................... 25
5 HSC Assessment Scheme ........................................................................................................ 26
   5.1 Example ............................................................................................................................ 26
   5.2 HSC Task Outlines ......................................................................................................... 27
6 The Major Textiles Project ...................................................................................................... 28
   6.1 Ideas for Integration across the Areas of Study ............................................................... 28
   6.2 Guidelines for the Supporting Documentation .............................................................. 30
1 Introduction

This support document is designed to assist teachers as they plan for the implementation of the Textiles and Design Stage 6 Syllabus.

This support document provides programming and assessment ideas for selected syllabus content. Each unit of work relates to an area of study; however, teachers may elect to teach the areas of study in an integrated manner.

Resources related to each unit of work are included. However, it should be noted that a more extensive list of subject-specific resources is provided on the Board of Studies website http://www.boardofstudies.nsw.edu.au

2 Information Specific to the Units of Work

Resources
Each unit of work has a variety of resources listed; however, not all resources are referred to in that unit. The intention is that teachers may select from the list provided to assist in the delivery of the unit. While every care has been taken to ensure that the websites listed in each unit address the content, there may be other websites that are also appropriate. It is also recognised that websites change and others become available over time.

Resource Referencing
Each resource has been numbered in a list at the beginning of the unit. Resources are referred to by number within the unit and in some cases page numbers have been included.

Unit Length and Sample Teaching Program
A suggested unit length has been provided; however, teachers may elect to alter this. In some cases, certain aspects of a unit can be integrated or combined. Teachers may also find it appropriate to delete suggested activities, depending on the focus of the unit for a particular situation, or to expand certain activities.
3 Programmed Units of Work

3.1 Preliminary Course: Design

Suggested Time Allowed: 16 weeks (48 hours)

Rationale

Students will develop knowledge and understanding of functional and aesthetic aspects of design by participation in practical design investigations, experiments and manufacturing activities. Students will also develop skills in the manufacture and production of quality textile items from their chosen focus area by undertaking a range of practical experiences.

The documentation of Preliminary Textile Project 1 introduces and familiarises students with the type of supporting documentation required for the HSC Major Textile Project.

Resources

Books


Journals and Magazines

9. Textile Fibre Forum magazine, Australian Forum for Textile Arts, Gordon and Gotch, St Lucia, Qld

Videos

10. Faber Castell, Creative Techniques Art and Graphic. (video, 48 min), 1992
11. Video Education Australia, Stringybark on Screen, (video, 20 min), 1998
12. Video Education Australia, Mambo – Wearing the Image, (video, 22 min), 1995
13. Video Education Australia, Cutting Their Own Cloth, (video, 21 min), 1999
Websites

Assessment
Design activities, Preliminary Textile Project 1, oral presentation.
<table>
<thead>
<tr>
<th>Preliminary Outcomes</th>
<th>Students learn about:</th>
<th>Students learn to:</th>
<th>Strategies, activities and related resources</th>
</tr>
</thead>
</table>
| A student: P1.1       | **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 | **experiment with and apply the elements and principles of design in a range of textile applications** | Teacher introduces Preliminary Textile Project 1 (PTP 1), which will be integrated throughout this unit. Students will present an item/s for assessment as well as supporting documentation based on the criteria outlined in the syllabus, p 9 and p 14. These criteria are also referred to in italics throughout this unit to provide a focus for classroom activities. Students:  
  - experiment with and discuss the elements and principles of design (utilising a range of activities from resources 1 p 97, 2 p 41, 3 p 26 and 4 p 77)  
  - experiment with machine embroidery techniques to illustrate the elements and principles of design  
  - view resource 14 and complete an activity sheet | (PTP 1: teacher introduces focus areas and PTP 1 to students: design, or modify an existing design, and construct a textile item from one of the focus areas that reflects an area of student interest) |
### Preliminary Outcomes

**A student:** Students learn about:

- describe and analyse elements and principles of design for one item in each focus area:
  - apparel
  - furnishings
  - costume
  - textile arts
  - non-apparel

**Students learn to:**

- identify a textile item from each of the focus areas and analyse it in relation to the elements and principles of design. Items could include:
  - swimwear (apparel)
  - doona cover (furnishings)
  - Sari (costume)
  - wall hanging (textile arts)
  - car cover (non-apparel)

**Strategies, activities and related resources**

### Types of design

- **functional**
  - items designed for a specific purpose which 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

- factors determining appropriate design, eg economics, environment, manufacturing techniques, sustainability, decoration

- **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**

- **evaluate a range of textile items to determine appropriate design features**

### Examples

**Students:**

- analyse and evaluate the function of a textile item in relation to its intended use, eg backpack, anorak
- discuss, define and record a definition of functional and aesthetic design
- observe textile items from each focus area, and analyse the functional and aesthetic features
- identify an item/s to design and construct from a selected focus area
- investigate, through experimentation, the most appropriate fabric for PTP 1
- refer to references to assist them in the above activities (resource 1 p 107, 7 p 131 and 8 p 55)
- view resource 11 and complete a question sheet based on the video
<table>
<thead>
<tr>
<th>Preliminary Outcomes</th>
<th>Students learn about:</th>
<th>Students learn to:</th>
<th>Strategies, activities and related resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A student:</strong></td>
<td></td>
<td></td>
<td><em>(PTP 1: reference made to requirements for the supporting documentation and criteria)</em></td>
</tr>
<tr>
<td><strong>Preliminary Textile Project 1</strong></td>
<td>• documentation – generation and communication of ideas – modification of designs – evaluation of ideas and project – management of time and resources</td>
<td>• 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</td>
<td>⇒ <em>generation and communication of ideas</em> ⇒ <em>design modification</em> ⇒ <em>evaluation of ideas and project</em></td>
</tr>
<tr>
<td><strong>Communication techniques</strong></td>
<td>• graphical examples should include: – object drawing: views of items from different perspectives including orthogonal (2D) and pictorial (3D) representations</td>
<td>• develop competence in graphically communicating design ideas</td>
<td>Students: • view resource 14 and answer questions from handbook • observe a demonstration given by a guest teacher (Industrial Arts, Art, Computing) on object drawing, colouring and rendering • participate in a drawing workshop • record a definition for rendering (resource 8 pp 2–3)</td>
</tr>
</tbody>
</table>

P2.1 demonstrates the use of a variety of communication skills, including computer-based technology.
<table>
<thead>
<tr>
<th>Preliminary Outcomes</th>
<th>Students learn about:</th>
<th>Students learn to:</th>
<th>Strategies, activities and related resources</th>
</tr>
</thead>
</table>
| A student:           | - fashion drawing: figure sketching, rendering using a range of appropriate media  
                      - industry production drawing specifications: correct dimensions and proportions, accurate details on drawings and pattern pieces  
                      - computer-aided drawing: appropriate software to assist in design development | - use a variety of appropriate mediums, including computer-based technologies, for a range of communication purposes | Students:  
- sketch, colour and render a simple 2-dimensional and 3-dimensional drawing  
- develop competencies in fashion drawing and figure sketching, with teacher guidance (using resources 2 p 109 and 3 p 42)  
- read notes and observe illustrations of production drawing (taken from resource 3 p 54)  
- view video resource 15  
- complete a series of production drawings using available technologies  
- discuss and list the features of a good communicator  
- give an oral presentation as part of Preliminary Textile Project 1  
- observe a range of written material and identify and list the criteria for effective written communication  
- apply the principles of effective written communication to the development of the supporting documentation for Preliminary Textiles Project 1 |
|                      | - verbal  
          - criteria for effective communication: audience purpose, context, language | - develop skills in communicating ideas using a variety of verbal and written methods for appropriate applications, including computer-based technologies | |
<table>
<thead>
<tr>
<th>Preliminary Outcomes</th>
<th>Students learn about:</th>
<th>Students learn to:</th>
<th>Strategies, activities and related resources</th>
</tr>
</thead>
</table>
| P2.3 manages the design and manufacture of textile projects | **Manufacturing methods**<br>• pattern modification  
  – interpreting, using and modifying patterns<br>• machinery skills relating to:<br>  – seams, seam finishes, opening and closure treatments and other appropriate manufacturing techniques<br>  – fabrics, using woven, non-woven and knit materials with light, medium and heavy weight fabrics | **interpret, use and modify patterns for specific end-uses**<br>**select and use appropriate manufacturing techniques to assemble textile products** | Students:<br>• modify the design and size of commercial patterns to suit individual requirements (resource 1 p 114)<br>(**PTP 1: manipulative skills**) Students:<br>• complete an appropriate seam, seam finish and an opening and closure technique for a range of fabric types<br>• experiment with a range of machinery skills for PTP1<br>• select the most appropriate manufacturing techniques for the construction of PTP1 |
| P2.2 develops competence in the selection and use of appropriate manufacturing techniques and equipment | **Preliminary Textile Project 1**<br>• project construction utilising appropriate methods, techniques and equipment (manipulative skills) | **outline and justify the steps involved in the development and management of a textile project**<br>**use computer software to assist in the design development of the project** | (**PTP 1: supporting documentation**) |
3.2 Preliminary Course: Properties and Performance of Textiles

Suggested Time Allowed: 20 weeks (60 hours)

Rationale

This unit of work assists students to make informed consumer choices in the selection of fabrics for specific end-uses. Students practical skills are developed and enhanced through Preliminary Textile Project 2 and the use of textile related technologies, including those which are computer based.

Preliminary Textile Project 2 allows students the opportunity to draw on one of the focus areas – Apparel, Furnishing, Costumes, Textile Arts and Non-apparel.

The documentation of Preliminary Textile Project 2 introduces and familiarises students with the type of supporting documentation required for the HSC Major Textile Project.

Resources

Books

Journals and Magazines

Websites
Kits

- Fabric Kits, *Calico Kits*, PO Box 854, Castle Hill, NSW, 2154

Assessment

Preliminary Textile Project 2, written report, experimental work.
## Preliminary Outcomes

<table>
<thead>
<tr>
<th>A student:</th>
<th>Students learn about:</th>
<th>Students learn to:</th>
<th>Strategies, activities and related resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preliminary Textile Project 2</td>
<td>documentation - experimental procedures - analysis and evaluation of fabric, yarn and fibre properties - product design and fabric choice - communicating and recording information - management skills</td>
<td>make decisions about fabric choice to construct a textile item employing a range of manufacturing techniques appropriate to the fabric selected and the end-use <strong>OR</strong> make decisions about fabrics, yarns and fibres for the construction of a textile fabric and item employing a range of manufacturing techniques appropriate to the fabric selected and the end-use</td>
<td>Teacher introduces Preliminary Textile Project 2 (PTP 2) which should be selected from a different focus area from the Preliminary Textile Project 1. The project will be integrated throughout this unit. Decisions will need to be made regarding specific project requirements. For example, is there a focus on particular manufacturing techniques? Students will present an item or items for assessment, as well as supporting documentation based on the criteria outlined in the ‘Students learn about’ column. These criteria are also referred to in italics throughout this unit to provide a focus for classroom activities. Teachers will provide specific lessons related to the content (ie ‘Students learn about’ and ‘Students learn to’ columns). Students are then required to use this content in developing their projects. Note: due to the need for final fabric selection, teachers will need to integrate lessons on yarns and fibres to assist students in determining end-use appropriateness.</td>
</tr>
<tr>
<td>Fabric structure</td>
<td>woven - warp, weft, selvedge - knitted - course, wale</td>
<td>use and apply appropriate fabric terminology when analysing specific end-uses</td>
<td></td>
</tr>
<tr>
<td>non-woven</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

P3.1 identifies properties of a variety of fabrics, yarns and fibres

Students:
- develop a glossary of textile terminology (using resource 5)
- observe and handle a range of fabric structures and record the differences in appearance
- use reference notes (from resource 5) to draw and describe the structure of various fabric types
<table>
<thead>
<tr>
<th>Preliminary Outcomes</th>
<th>Students learn about:</th>
<th>Students learn to:</th>
<th>Strategies, activities and related resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>A student:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Preliminary Outcomes</strong></td>
<td><strong>Students learn about:</strong></td>
<td><strong>Students learn to:</strong></td>
<td><strong>Strategies, activities and related resources</strong></td>
</tr>
</tbody>
</table>
| **P3.2** justifies the selection of fabrics, yarns and fibres for end-uses | **Fabric types and classification**  
- woven, including plain, twill, sateen and satin, Jacquard, crepe and pile weaves  
- knitted, including single knit, double knit, tricot, rachel, pile knit, lace and net  
- non-wovens, including felts, staple and filament webs and films | • identify a variety of fabric structures  
• describe fabric properties affected by fabric structure  
• explore current trends in fashion fabrics | Students:  
• handle and examine a range of textile items from the focus areas (ensuring a variety of fabric construction types are represented)  
• discuss the characteristics of the fabrics and end-use suitability  
• identify and classify a range of fabric types via teacher prepared worksheets and mind maps (resource 5 p 61) |
| **P4.1** identifies and selects textiles for specific end-uses based on analysis of experimentation | **Fabric and fibre properties and testing**  
- using a range of functional and aesthetic tests, record and evaluate results  
  - aesthetic, including lustre, drape  
  - durability, including abrasion resistance, strength  
  - comfort, including absorbency, elongation, thermal properties  
- appearance, including resiliency, dimensional stability, elasticity | • select fabrics for specific end-uses  
• evaluate fabric properties using classroom testing procedures | Students:  
• visit retailers to observe current trends in fashion fabrics  
• access current fashion magazines and websites to identify current trends in fabrics (resources 10, 11 and 12) and end-uses  
• discuss the functional and aesthetic properties of a range of fabrics (or items) and identify an appropriate end-use (teacher to provide items from focus areas)  
• are provided with a range of fabric samples and carry out functional and aesthetic tests to establish fabric properties and suitable end-uses  
• justify choices of fabrics for particular end-uses |
### Preliminary Outcomes

<table>
<thead>
<tr>
<th>A student:</th>
<th>Students learn about:</th>
<th>Students learn to:</th>
<th>Strategies, activities and related resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>P2.3 manages the design and manufacture of textile projects</td>
<td>- care, including the effect of chemicals, sun resistance, colour fastness, shrink resistance</td>
<td></td>
<td>• record and evaluate results (resource 9 p 42)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(PTP 2: ⇒ experimental procedures ⇒ analysis and evaluation of fabric properties ⇒ product design and fabric choice ⇒ communicating and recording information ⇒ management skills based on project direction, students identify fabric property testing that they need to carry out in relation to the intended end-use)</td>
</tr>
<tr>
<td>P3.2 justifies the selection of fabrics, yarns and fibres for end-uses</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| P2.1 demonstrates the use of a variety of communication skills, including computer-based technology | **Yarn structure and characteristics**  
- spun staple  
  - including carded and combed, woollen and worsted yarns  
- filament  
  - including smooth and textured yarns  
- twist level  
  - including low and high twist levels  
- novelty yarns  
  - including slub, bouclé and core spun yarns | • use and apply appropriate yarn terminology when analysing specific end-uses  
• identify the characteristics of yarn structure which affect fabric properties | Students:  
• summarise the basic principles of the spinning process (using resource 1 p 49)  
• identify the various yarn types produced by the spinning process  
• observe a variety of yarn structures and describe and record the characteristics of each |
<p>| P2.3 manages the design and manufacture of textile projects | | | |</p>
<table>
<thead>
<tr>
<th>Preliminary Outcomes</th>
<th>Students learn about:</th>
<th>Students learn to:</th>
<th>Strategies, activities and related resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A student:</strong></td>
<td><strong>Yarn properties</strong></td>
<td>• describe yarn properties and their effect on fabric performance</td>
<td></td>
</tr>
<tr>
<td>P2.2</td>
<td>• aesthetic</td>
<td>• demonstrate an understanding of yarn properties when selecting fabric for specific end-uses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• durability</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• strength</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• comfort</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• care</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P2.3</td>
<td><strong>Fibre structure</strong></td>
<td>• identify how molecular and morphological structure contribute to the properties of fibres</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• molecular, including amorphous, crystalline, monomer, polymer</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• morphological, including surface characteristics and cross sectional appearance, staple fibre, filament, multifilament</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• observe and analyse fabrics that incorporate different yarn structures and identify the fabric properties and end-uses for each sample</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• develop a set of notes on yarn structure, properties and yarn characteristics based on teacher references and classroom experiences</td>
<td></td>
</tr>
<tr>
<td>P3.2</td>
<td></td>
<td>(PTP 2: at this stage, students should be finalising the direction and design of their project</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>⇒ experimental procedures</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>⇒ analysis and evaluation of fabric, yarn and fibre properties</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>⇒ product design and fabric choice</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>⇒ communicating and recording information</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>⇒ management skills with teacher guidance students identify and select appropriate manufacturing techniques and equipment</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• define terminology in relation to fibre structure via teacher prepared diagrams, models and notes</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• brainstorm for ideas on how fibre structure determines fibre properties</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• record notes on how fibre structure contributes to fibre properties</td>
<td></td>
</tr>
</tbody>
</table>

(PTP 2: at this stage, students should be finalising the direction and design of their project)
<table>
<thead>
<tr>
<th>Preliminary Outcomes A student:</th>
<th>Students learn about:</th>
<th>Students learn to:</th>
<th>Strategies, activities and related resources</th>
</tr>
</thead>
</table>
| Fibre types and classification | • natural fibres including:  
  – cellulosic: cotton  
  – protein: wool  
  • regenerated including:  
  – viscose rayon  
  • synthetic including:  
  – polyester  
  – nylon  
  • fibre blends including:  
  – cotton/polyester  
  – nylon/elastomeric | • describe the properties of at least TWO natural, ONE regenerated, TWO synthetic fibres and TWO fibre blends  
  • identify and classify fibres using the microscope and burning tests | Students:  
  • work in groups to prepare an oral presentation on a given fibre (presentation should include fibre samples and class notes; fibres include wool, cotton, viscose rayon, polyester and nylon)  
  • carry out burning tests on the five fibres listed and table results (resource 2)  
  • observe microscopic views of the fibres and sketch and label the details  
  • examine two items and justify the use of the fibre blends: school shirt and gym wear (resource 1 p 58)  
  (PTP 2: students determine fibre properties and the effect on fabric properties) |
| P2.1 demonstrates the use of a variety of communication skills, including computer-based technology | | (PTP 2: at this stage, students should have completed the following  
  • documentation  
    – experimental procedures  
    – analysis and evaluation of fabric, yarn and fibre properties  
    – product design and fabric choice  
  following on from this, students should continue working on  
    – communicating and recording information  
    – management skills  
  • project construction for a textile item or textile fabric and item  
    – manufacturing techniques (manipulative skills)) |
3.3 HSC Course: Australian Textile, Clothing, Footwear and Allied Industries

Suggested Time Allowed: 4 weeks (12 hours)

Rationale

Studies in this area will enable students to make decisions about factors affecting the consumer, producer, manufacturer and retailer. Students will gain an understanding of advances in textile technology, current issues facing the industry and employment opportunities.

The product label as part of the Major Textile Project is included in this unit.

Resources

Books

Videos
5. Video Education Australia, Stringybark On Screen, (video, 20 min), 1998

Websites
8. NSW Cancer Council http://www.nswcc.org.au
15. Clarks http://www.clarks.com

Journals and Magazines
17. Geo, Volume 7, No. 2, May, 1994
(tel: 61 39 341 9111, fax: 61 39 341 9273)

**Organisations**

19. The Cotton Store, Level 2, Harbourside Shopping Centre, Shop 412, Darling Harbour, tel 02 92112888
20. Environmental Protection Authority, 799 Pacific Highway, Chatswood, 2067, tel 9795 5000

**Assessment**

Class test, oral presentation, research assignment, Trial HSC.
<table>
<thead>
<tr>
<th>HSC Outcomes</th>
<th>Students learn about:</th>
<th>Students learn to:</th>
<th>Strategies, activities and related resources</th>
</tr>
</thead>
</table>
| H6.1        | Appropriate textile technology and environmental sustainability  
- selection of appropriate technology in the industry  
  - resources, alternatives and limitations  
- appropriate and sustainable textile resources  
  - recycling  
  - pollution  
  - government legislation |
|             |                       | discuss how the selection of resources and processes will impact upon the environment |
|             |                       | identify the problems of pollution and recycling of materials associated with the industry |
|             |                       | evaluate the impact of government legislation on the industry |
| Students:  |                       | Students:  
- view video (resource 5) and discuss the impact of technology on the environment  
- define terms including environment, recyclability, sustainability, resources, pollution (resource 18)  
- identify the environmental sustainability of a textile industry eg cotton Industry (resource 18), and present it as a case study (resource 2 p 21, resources 3, 11 and 18)  
- read notes and answer questions on the impact of government legislation on the industry (resource 1 p 146)  
- view and discuss resources 6 and 7  
- develop a glossary of terms |
<table>
<thead>
<tr>
<th>HSC Outcomes</th>
<th>Students learn about:</th>
<th>Students learn to:</th>
<th>Strategies, activities and related resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>A student:</td>
<td><strong>Current issues</strong></td>
<td>• investigate and debate a range of issues that impact upon the Australian Textile, Clothing, Footwear and Allied Industries</td>
<td>Students</td>
</tr>
<tr>
<td></td>
<td>• current issues that affect the industry, including:</td>
<td></td>
<td>• investigate and debate the advantages and disadvantages of restructuring the Australian Textile Industry (resource 1 p 145)</td>
</tr>
<tr>
<td></td>
<td>- globalisation of design, manufacture, distribution and marketing</td>
<td></td>
<td>• discuss factors influencing consumer selection of textiles including textiles such as sun safe clothes, hemp/green clothes (resources 1 p 132, 8, 9 and 11)</td>
</tr>
<tr>
<td></td>
<td>- restructuring of the industry: imports/exports, level of protection, increased skill level of workers</td>
<td></td>
<td>• explain and record the difference between niche and mass produced goods (resource 1 p 33)</td>
</tr>
<tr>
<td></td>
<td>- changing consumer demands and lifestyle: sun protection factor clothing, clothing made from organic sources (eg clothing made from organic cotton)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HSC Outcomes</td>
<td>Students learn about:</td>
<td>Students learn to:</td>
<td>Strategies, activities and related resources</td>
</tr>
<tr>
<td>--------------</td>
<td>-----------------------</td>
<td>--------------------</td>
<td>---------------------------------------------</td>
</tr>
</tbody>
</table>
| **H5.1** investigate and describes aspects of marketing in the textile industry | **Marketplace** - aspects of marketing of textile products, including:  
- product planning  
- place and distribution channels  
- price structure  
- promotion strategies  
- product life cycle  
- target markets | compare TWO different product marketing strategies for ONE focus area (apparel, furnishings, costume, textile arts, non-apparel) and explain why they are appropriate for a specific textile product | Students:  
- mind map the marketing strategies of two products for one focus area and compare the strategies used  
- discuss and explain the effectiveness and appropriateness of these strategies (resource 1 pp 7, 125, 127, 129 and 135, resources 12, 13, 14 and 15) |
| **H2.3** to effectively manage the design and manufacture of a Major Textile Project to completion | **Major Textiles Project**  
**Manufacturing specification** - legal requirements, including care instructions, fibre content, size, where it is made, brand name | design and produce a label/s suitable for the Major Textiles Project item/s | the teacher provides students with notes on the legal requirements of labels (resource 2 p 84 and resource 3 pp 231–221)  
- students view a variety of labels and compare and discuss styles, appeal and end-use suitability  
Students:  
- produce label/s for childrens flannelette pyjamas  
- design and produce a label/s for their Major Textile Project item/s including:  
  - care instructions  
  - fibre content  
  - size  
  - where it’s made  
  - brand name |
## 4 Preliminary Assessment Scheme

### 4.1 Example

<table>
<thead>
<tr>
<th>Course Outcomes</th>
<th>Syllabus Content Areas &amp; Assessment Components</th>
<th>Syllabus Weightings</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
<th>Task 5</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Preliminary Textile Project 1</td>
<td>Preliminary Textile Project 2</td>
<td>Experimental Activities based on PTP1 and 2</td>
<td>Research Task</td>
<td>Yearly Exam</td>
<td></td>
</tr>
<tr>
<td>P1.1 P1.2 P2.1</td>
<td>Design</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Due Date T1 W10</td>
</tr>
<tr>
<td>P2.2 P2.3 P4.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Due Date T2 W8</td>
</tr>
<tr>
<td>P2.1 P2.2 P2.3</td>
<td>Properties and Performance of Textiles</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Due Date T3 W3</td>
</tr>
<tr>
<td>P3.1 P3.2 P4.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Due Date T3 W6</td>
</tr>
<tr>
<td>P5.1 P5.2 P6.1</td>
<td>Australian Textile, Clothing, Footwear and Allied Industries</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Due Date T3 W8</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P1.1 P1.2 P2.1</td>
<td>Knowledge of design</td>
<td>40%</td>
<td>15</td>
<td>15</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P2.1 P2.2 P2.3</td>
<td>Skills in:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- investigating &amp; researching</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- experimenting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- designing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- manipulating</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- analysing &amp; evaluating</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- managing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- communicating</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P2.1 P2.2 P2.3</td>
<td>Knowledge of properties and performance of textiles</td>
<td>50%</td>
<td>20</td>
<td>15</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P3.1 P3.2 P4.1</td>
<td>Skills in:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- investigating &amp; researching</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- experimenting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- manipulating</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- analysing and evaluating</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- decision-making</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P5.1 P5.2 P6.1</td>
<td>Knowledge of the Australian Textile Clothing, Footwear and Allied Industries</td>
<td>10%</td>
<td>5</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Skills in:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- investigating and researching</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- communicating</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- analysing and evaluating</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Marks 100 15 * 20 * 30 5 30

* To illustrate that the weightings can vary from the suggested syllabus weighting of 15%, preliminary textile project one has been given a weighting of 15% and preliminary textile project two a weighting of 20%.
4.2 Preliminary Task Outlines

- **Task 1 – Preliminary Textile Project 1**: students design (or modify an existing design) and construct a textile item from one of the focus areas that reflects an area of student interest.

- **Task 2 – Preliminary Textile Project 2**: design and construct a textile item/s, based on one of the focus areas, that reflects an aspect of your lifestyle.

The table below explains what is required to be handed in for the assessment of Preliminary Textile Project 2, the criteria that are to be assessed (refer to unit of work on Properties and Performance and p 9 syllabus) and a suggested mark allocation.

<table>
<thead>
<tr>
<th>Component</th>
<th>Criteria</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supporting Documentation</td>
<td>- Experimental procedures (machine and construction techniques)</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>- Analysis and evaluation of fabric, yarn and fibre properties (appropriate choices in relation to end-use)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>- Product design and fabric choice (drawings and sketches)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>- Communicating and recording information (computer skills)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>- Management skills</td>
<td>5</td>
</tr>
<tr>
<td>Item/s</td>
<td>- Manufacturing techniques (manipulative skills). This includes degree of proficiency and appropriate construction techniques and may include seams, seam finishes, openings and closures, hems, draping, decoration, facings, interfacing, stitch tension, thread selection</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong>: 40</td>
<td></td>
</tr>
</tbody>
</table>

*Note that the total mark should be halved to correspond with the assessment scheme*

- **Task 3 – Experimental Activities**: select two contrasting methods of experimentation (one from PTP1 and one from PTP2). Justify and explain your selection of experiments using written and visual (eg samples, graphics) documentation.

- **Task 4 – Research Task**: students investigate the range of career and training opportunities available in the Australian Textile, Clothing, Footwear and Allied Industries.

- **Task 5 – Yearly Exam**: written paper.
## 5 HSC Assessment Scheme

### 5.1 Example

<table>
<thead>
<tr>
<th>Course Outcomes</th>
<th>Syllabus Content Areas &amp; Assessment Components</th>
<th>Syllabus Weightings</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
<th>Task 5</th>
<th>Due Date</th>
<th>Due Date</th>
<th>Due Date</th>
<th>Due Date</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Due Date</td>
<td>Due Date</td>
<td>Due Date</td>
<td>Due Date</td>
<td>Due Date</td>
<td>T1 W4</td>
<td>T4 W8</td>
<td>T2 W7</td>
<td>T3 W10</td>
<td>T3 W7</td>
</tr>
<tr>
<td>H1.1</td>
<td>Major Textiles Project</td>
<td>50%</td>
<td></td>
<td>25</td>
<td>10</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>H1.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>H2.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>H2.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>H2.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>H4.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>H4.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>H1.1</td>
<td>Design</td>
<td>20%</td>
<td></td>
<td>10</td>
<td></td>
<td></td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>H1.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>H1.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>H2.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>H2.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>H2.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>H6.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>H3.1</td>
<td>Properties and Performance of Textiles</td>
<td>20%</td>
<td></td>
<td>10</td>
<td></td>
<td></td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>H3.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>H4.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>H4.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>H5.1</td>
<td>Australian Textile, Clothing, Footwear and Allied Industries</td>
<td>10%</td>
<td></td>
<td>5</td>
<td></td>
<td></td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>H5.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>H6.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Marks           | 100  | 15   | 25   | 20   | 15   | 25   |

**Marks 100 15 25 20 15 25**
5.2 HSC Task Outlines

- Task 1 – Investigation of a designer; students select a designer from any one of the focus areas and prepare a report covering areas such as inspiration for design, mediums commonly used and target markets for designs. Students could relate this investigation to impact that the designer has on the Australian Textile, Clothing, Footwear and Allied Industries.

- Task 2 – Oral Presentation; as part of the lead up work on the Major Textiles Project, students are required to present their initial ideas and concepts in relation to the possible direction that their project will take.

- Task 3 – Experimentation; students are provided with a range of fabric swatches. Students are required to carry out experiments which demonstrate which fabrics are most suited to a particular end-use.

- Task 4 – Diary; an ongoing student diary of the Major Textiles Project which relates to time and resource management leading to successful completion of the Major Textiles Project.

- Task 5 – Trial HSC; written paper.
6 The Major Textiles Project

6.1 Ideas for Integration across the Areas of Study

The ideas listed below are suggestions for how the Major Textiles Project could be integrated into the HSC course areas of study. Note that there are other teaching and learning activities that could be used when teaching aspects of the areas of study, not only the Major Textiles Project.

### Relationship to Year 11 Areas of Study

<table>
<thead>
<tr>
<th>Areas of Study</th>
<th>Integration of Major Textiles Project (MTP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSC Design</td>
<td>Prior to commencement of this area of study, students are issued and familiarised with the MTP requirements (refer to pp 27, 28, 36 and 37 of the syllabus). Discussion and mind mapping activity where students identify possible projects that they could develop based on the focus areas. Links made back to Preliminary course work to assist students in idea development. Note that this is a suggested integration only, and it is possible that the order of integration could vary depending on the approach taken and individual student learning styles.</td>
</tr>
</tbody>
</table>

Students:
- participate in activities relating to historical design development of a selected focus area
- investigate the influence of culture on design
- investigate influences on current trends in design

*based on the above activities, students nominate the selected focus area and explain the relationship between this and the MTP*  

**Design inspiration**

Students:
- experiment with methods of fabric decoration

*students trial and evaluate a range of methods and, based on the direction of MTP, they may decide to take these initial investigations further with the aim of incorporating a method into the MTP*

Students:
- develop initial ideas via drawings/sketches
- develop and record inspiration for idea development
- consider functional and aesthetic design

*students are provided with opportunities to pursue their idea development for the project which will lead to the presentation of the*  

**Visual design concept development**
| **HSC Properties and Performance of Textiles** | Teachers may elect to integrate aspects of this area of study into Design to ensure continuity and flow of the development of the MTP. For example, the manufacturing specifications section (which is under Design) will need to be integrated.

The following ‘students learn about’ must include activities that make reference to the MTP:

**Investigation, experimentation and evaluation**
- materials, equipment and manufacturing processes
- selection of appropriate fabric, yarn and fibre

Teachers may then elect to continue and complete the Design area of study followed by completion of the Properties and Performance of Textiles area of study. |
| **HSC Australian Textiles, Clothing, Footwear and Allied Industries** | The following ‘students learn about’ refers directly to the development of the label for the MTP:

**Manufacturing specification**
- product label
  - legal requirements, including care instructions, fibre content, size, where it is made, brand name

students provided with investigative activities around product labels which require them to establish what the standard labelling requirements are for that type of item/s

The teacher may elect to continue on and complete the area of study, depending on how the integration occurred. |
6.2 The Major Textiles Project – Guidelines for the Supporting Documentation

The notes below provide additional information to the specific requirements of the supporting documentation for the Major Textiles Project (refer to pages 36 and 37 of the Textiles and Design Stage 6 Syllabus).

General Notes
− Overall, the supporting documentation should generate interest, it should flow, be harmonious and exciting.
− Quality presentation is important in terms of the overall communication of the supporting documentation (quality presentation is specifically assessed in the visual design concept development section). Students should be provided with visual examples of layout to assist them in their preparation and presentation of the supporting documentation.

• The supporting documentation does not have to be presented in a specific order as presented in the syllabus on page 36. As long as all criteria are documented and communicated clearly, the order of presentation is flexible.

• The sketches shown on the following pages represent a selection from different focus areas.

Design Inspiration (4 x A4 or 2 x A3 pages, p 36 of the syllabus)
− This section is explained in the Examination, Assessment and Reporting Supplement.

Visual design concept development (6 x A4 or 3 x A3 pages, p 36 of the syllabus)
− Using resources and technologies available, sketches and drawings of designs can be presented in one of two formats and do not have to be to an industry standard. The formats are either graphic or free.

• The sketches in this section are intended to be illustrations which indicate mood, feel and emotion of the design from any of the focus areas, but they still provide specific information about the design features:
  − appropriate rendering (colouring) of sketches related to the fabric is required. For example, use a soft pencil to convey a chiffon fabric and a heavy pencil to convey a leather fabric
  − all features of an item must be clearly communicated via a selected view/s, for example, a front and back view of a garment would be appropriate; a front view only for a wall hanging may be appropriate
  − a number of components need to be clearly communicated including the design detail, the silhouette of a garment, proportion, an appreciation and interpretation of the fabric, relative scale of print to figure/item and an indication of colour scheme
  − labelling may occur directly to a specific feature or it may be a series of notes around the sketch. In either case, communication of the main features is important
The following illustrations are examples of graphic illustration:

- shapes are confined showing a start and finish to the lines
- note that labelling occurs directly to a specific feature to communicate the main features
- these are examples of high quality sketches/drawings.

These images are supplied courtesy of The Whitehouse School of Design (Fashion/Interiors Sydney) which gratefully acknowledges the students’ design and drawing work.
The following illustration is an example of free design:

- interpret to own style and personality, shows drape and feel
- note that labelling occurs as a series of notes around the sketch to communicate the main features
- this is an example of a high quality sketch/drawing.

This image is supplied courtesy of The Whitehouse School of Design (Fashion/Interiors Sydney) which gratefully acknowledges the students' design and drawing work.
• The following are examples of graphic illustrations of a garment:
  – the front and back views are shown to illustrate all design features
  – the three sets of illustrations communicate the difference between high, medium and poor quality sketches/drawings

HIGH QUALITY

MEDIUM QUALITY

POOR QUALITY

These images are supplied courtesy of The Whitehouse School of Design (Fashion/Interiors Sydney) which gratefully acknowledges the students’ design and drawing work.
**Manufacturing specification** (6 x A4 or 3 x A3, p 36 syllabus)

- Pattern shapes need to include all pattern markings.
- Production drawings are the mechanical drawings of an item and must:
  - be completed to scale and in proportion
  - be fully dimensioned (including seam size, cuff size, border dimensions, yoke size, the number of seams, hanging dimensions etc.)
- The most appropriate view/s of an item should be shown so that all relevant measurements are clearly communicated.
- Examples of professional (high), elementary (medium) and limited (low) sketches and drawings are shown below.

**PROFESSIONAL STANDARD – Upholstered Lounge (high)**

(This is an example of graphic design)

*This image is supplied courtesy of The Whitehouse School of Design (Fashion/Interiors Sydney) which gratefully acknowledges the students’ design and drawing work.*

- This perspective view adequately shows all necessary dimensions.
- A different style of lounge may require more than one view to communicate all dimensions.
ELEMENTARY STANDARD – Drawstring Bag (medium)

- A base view should also be included so that all dimensions are communicated.
- A back view may also be required.

ELEMENTARY STANDARD – Skirt (medium)

- A back view may also be required.
LIMITED STANDARD – Wall Hanging (low)

• A wall hanging may only require a front view.

• A side view may be necessary (depending on the design) to communicate all features and dimensions.

(This is an attempt at graphic design)
Investigation, experimentation and evaluation (8 x A4 or 4 x A3, p 36 syllabus)

- Experimentation must be specific to the Major Textiles Project.
- Investigation of materials, equipment and manufacturing processes in terms of current trends in the focus areas can assist in the justification of final decisions.