



**B O A R D O F S T U D I E S**  
NEW SOUTH WALES

# **Textiles and Design**

**Stage 6**

**Support Document**

**1999**

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## **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

1. Ridgewell, T, *Textiles and Design in Action*, Longman, South Melbourne, 1998, ISBN 0 7339 0498 X
2. Strecker, P, *The Fashion Design Manual*, Macmillan Education, South Melbourne, 1996, ISBN 0 7329 0716 0
3. Spooner, C, *Fashion by Design*, Longman Cheshire, Melbourne, 1993, ISBN 0 5828 7688 5
4. Vulker, J and Cooper, H, *Textiles, Fabric and Design*, Macmillan Education, South Melbourne, 1985, ISBN 0 3333 8116 5
5. Galea, G, *A Study Guide to Textiles and Design*, Longman, Melbourne, 1996, ISBN 0 5828 7142 5
6. Keep, E, *Textiles at Work: an introduction to fibre, fabric, function and form*, Oxford University Press, Melbourne, 1992, ISBN 0 1955 3267 8
7. Barnett, A, *Examining Textiles Technology*, Heinemann, Oxford, 1997, ISBN 0 4354 2104 2
8. Boundy, A and Hass, I, *Graphics 2000 - Book 2*, McGraw Hill, 1996, ISBN 0 0747 0297 1

##### 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
14. Classroom Video, *Visual Design*, (video, 20 min), 1989
15. *Computers in Fashion*, Open Training and Education Network, Printnet, 1992.

### **Websites**

16. Fashion Windows <http://www.fashionwindows.com>
17. Fashion Net <http://www.fashion.net/>
18. Thread Studio <http://www.icenet.com.au/~threads/index.htm>

### **Assessment**

Design activities, Preliminary Textile Project 1, oral presentation.

<b>Preliminary Outcomes A student:</b>	<b>Students learn about:</b>	<b>Students learn to:</b>	<b>Strategies, activities and related resources</b>
<p>P1.1 describes the elements and principles of design and uses them in a variety of applications</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><b>Principles of design</b>, 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>	<ul style="list-style-type: none"> <li>• experiment with and apply the elements and principles of design in a range of textile applications</li> </ul>	<p><i>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.</i></p> <p>Students:</p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• experiment with machine embroidery techniques to illustrate the elements and principles of design</li> <li>• view resource 14 and complete an activity sheet</li> </ul> <p><i>(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)</i></p>

Preliminary Outcomes A student:	Students learn about:	Students learn to:	Strategies, activities and related resources
		<ul style="list-style-type: none"> <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>Students:</p> <ul style="list-style-type: none"> <li>• 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:                             <ul style="list-style-type: none"> <li>– swimwear (apparel)</li> <li>– doona cover (furnishings)</li> <li>– Sari (costume)</li> <li>– wall hanging (textile arts)</li> <li>– car cover (non-apparel)</li> </ul> </li> </ul>
<p>P1.2 identifies the functional and aesthetic requirements and features of a range of textile items</p> <p>P4.1 identifies and selects textiles for specific end-uses based on analysis of experimentation</p>	<p><b>Types of design</b></p> <ul style="list-style-type: none"> <li>• functional                             <ul style="list-style-type: none"> <li>– items designed for a specific purpose which may include examples from the following focus areas: apparel, furnishings, costume, textile arts and non-apparel</li> </ul> </li> <li>• aesthetic                             <ul style="list-style-type: none"> <li>– surface decoration or design that enhances the appearance of textile related items</li> </ul> </li> <li>• factors determining appropriate design, eg economics, environment, manufacturing techniques sustainability, decoration</li> </ul>	<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> </ul>	<p><i>(PTP 1: link to selection of item/s and intended use)</i></p> <p>Students:</p> <ul style="list-style-type: none"> <li>• analyse and evaluate the function of a textile item in relation to its intended use, eg backpack, anorak</li> <li>• discuss, define and record a definition of functional and aesthetic design</li> <li>• observe textile items from each focus area, and analyse the functional and aesthetic features</li> <li>• identify an item/s to design and construct from a selected focus area</li> <li>• investigate, through experimentation, the most appropriate fabric for PTP 1</li> <li>• refer to references to assist them in the above activities (resource 1 p 107, 7 p 131 and 8 p 55)</li> <li>• view resource 11 and complete a question sheet based on the video</li> </ul>

<b>Preliminary Outcomes A student:</b>	<b>Students learn about:</b>	<b>Students learn to:</b>	<b>Strategies, activities and related resources</b>
<p>P2.1 demonstrates the use of a variety of communication skills, including computer-based technology</p>	<p><b>Preliminary Textile Project 1</b></p> <ul style="list-style-type: none"> <li>• documentation                             <ul style="list-style-type: none"> <li>– generation and communication of ideas</li> <li>– modification of designs</li> <li>– evaluation of ideas and project</li> <li>– management of time and resources</li> </ul> </li> </ul> <p><b>Communication techniques</b></p> <ul style="list-style-type: none"> <li>• graphical examples should include:                             <ul style="list-style-type: none"> <li>– object drawing: views of items from different perspectives including orthogonal (2D) and pictorial (3D) representations</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• apply the elements and principles of design to the analysis and development of the project</li> <li>• select, analyse and record design idea development for a textile project</li> <li>• outline and justify the steps involved in the development and management of a textile project</li> <li>• use computer software to assist in the design development of the project</li>   <li>• develop competence in graphically communicating design ideas</li> </ul>	<p><i>(PTP 1: reference made to requirements for the supporting documentation and criteria</i>  ⇒ <i>generation and communication of ideas</i>  ⇒ <i>design modification</i>  ⇒ <i>evaluation of ideas and project)</i></p> <p>Students:</p> <ul style="list-style-type: none"> <li>• view resource 14 and answer questions from handbook</li> <li>• observe a demonstration given by a guest teacher (Industrial Arts, Art, Computing) on object drawing, colouring and rendering</li> <li>• participate in a drawing workshop</li> <li>• record a definition for rendering (resource 8 pp 2–3)</li> </ul>

<b>Preliminary Outcomes A student:</b>	<b>Students learn about:</b>	<b>Students learn to:</b>	<b>Strategies, activities and related resources</b>
	<ul style="list-style-type: none"> <li>– fashion drawing: figure sketching, rendering using a range of appropriate media</li> <li>– industry production drawing specifications: correct dimensions and proportions, accurate details on drawings and pattern pieces</li> <li>– computer-aided drawing: appropriate software to assist in design development</li> <li>• verbal               <ul style="list-style-type: none"> <li>– criteria for effective communication: audience purpose, context, language</li> </ul> </li> <li>• written               <ul style="list-style-type: none"> <li>– criteria for effective communication: appropriate text type and font, use of space, audience, purpose, context</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• use a variety of appropriate mediums, including computer-based technologies, for a range of communication purposes</li>   <li>• develop skills in communicating ideas using a variety of verbal and written methods for appropriate applications, including computer-based technologies</li> </ul>	<p>Students:</p> <ul style="list-style-type: none"> <li>• sketch, colour and render a simple 2-dimensional and 3-dimensional drawing</li> <li>• develop competencies in fashion drawing and figure sketching, with teacher guidance (using resources 2 p 109 and 3 p 42)</li> <li>• read notes and observe illustrations of production drawing (taken from resource 3 p 54)</li> <li>• view video resource 15</li> <li>• complete a series of production drawings using available technologies</li> <li>• discuss and list the features of a good communicator</li> <li>• give an oral presentation as part of Preliminary Textile Project 1</li> <li>• observe a range of written material and identify and list the criteria for effective written communication</li> <li>• apply the principles of effective written communication to the development of the supporting documentation for Preliminary Textiles Project 1</li> </ul>

Preliminary Outcomes A student:	Students learn about:	Students learn to:	Strategies, activities and related resources
<p>P2.3 manages the design and manufacture of textile projects</p> <p>P2.2 develops competence in the selection and use of appropriate manufacturing techniques and equipment</p>	<p><b>Manufacturing methods</b></p> <ul style="list-style-type: none"> <li>• pattern modification                             <ul style="list-style-type: none"> <li>– interpreting, using and modifying patterns</li> </ul> </li> <li>• machinery skills relating to:                             <ul style="list-style-type: none"> <li>– seams, seam finishes, opening and closure treatments and other appropriate manufacturing techniques</li> <li>– fabrics, using woven, non-woven and knit materials with light, medium and heavy weight fabrics</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• interpret, use and modify patterns for specific end-uses</li> <li>• select and use appropriate manufacturing techniques to assemble textile products</li> </ul>	<p>Students:</p> <ul style="list-style-type: none"> <li>• modify the design and size of commercial patterns to suit individual requirements (resource 1 p 114)</li> </ul> <p><i>(PTP 1: manipulative skills)</i></p> <p>Students:</p> <ul style="list-style-type: none"> <li>• complete an appropriate seam, seam finish and an opening and closure technique for a range of fabric types</li> <li>• experiment with a range of machinery skills for PTP1</li> <li>• select the most appropriate manufacturing techniques for the construction of PTP1</li> </ul>
	<p><b>Preliminary Textile Project 1</b></p> <ul style="list-style-type: none"> <li>• project construction utilising appropriate methods, techniques and equipment (manipulative skills)</li> </ul>	<ul style="list-style-type: none"> <li>• outline and justify the steps involved in the development and management of a textile project</li> <li>• use computer software to assist in the design development of the project</li> </ul>	<p><i>(PTP 1: supporting documentation)</i></p>

## 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

1. Ridgewell, T, *Textiles and Design in Action*, Longman, South Melbourne, 1998, ISBN 0 7339 0498 X
2. Gohl, E P and Vilensky, G D, *Investigating Textiles*, Longman Cheshire, Melbourne, 1977, ISBN 0 5826 8664 4
3. Hollen, N et al, *Textiles*, Macmillan, 1993, ISBN 0 0236 1601 6
4. Taylor, M A, *Technology of Textile Properties*, Forbes Publications, London, 1977, ISBN 0 9017 6282 2
5. Spooner, C, *Fashion by Design*, Longman Cheshire, Melbourne, 1993, ISBN 0 5828 7688 5
6. Strecker, P, *The Fashion Design Manual*, Macmillan Education, South Melbourne, 1996, ISBN 0 7329 0716 0
7. Holland, S K, *All About Fabrics – An Introduction to Needlecraft*, Oxford, 1987, ISBN 0 1983 2755 2
8. Galea, G, *A Study Guide to Textiles and Design*, Longman, Melbourne, 1996, ISBN 0 5828 7142 5
9. Vulker, J and Cooper, H, *Textiles, Fabric and Design*, Macmillan, South Melbourne, 1985, ISBN 0 3333 8116 5

#### Journals and Magazines

10. *Vogue, Elle, Womans Day, Womens Weekly, New Idea*

#### Websites

11. Fashion Windows <http://www.fashionwindows.com>
12. Fashion Net <http://www.fashion.net/>
13. Thread Studio <http://www.icenet.com.au/~threads/index.htm>

### **Kits**

- EdTex, *Non-Woven Textiles, Industrial & Non-Apparel Textiles, Medical Textiles Resource Kits*, EdTex, 1990, ISBN 0 6460 0789 0
- Fabric Kits, *Calico Kits*, PO Box 854, Castle Hill, NSW, 2154

### **Assessment**

Preliminary Textile Project 2, written report, experimental work.

Preliminary Outcomes A student:	Students learn about:	Students learn to:	Strategies, activities and related resources
<p>P3.1 identifies properties of a variety of fabrics, yarns and fibres</p>	<p><b>Preliminary Textile Project 2</b></p> <ul style="list-style-type: none"> <li>• documentation                             <ul style="list-style-type: none"> <li>– experimental procedures</li> <li>– analysis and evaluation of fabric, yarn and fibre properties</li> <li>– product design and fabric choice</li> <li>– communicating and recording information</li> <li>– management skills</li> </ul> </li> <li>• project construction for a textile item or textile fabric and item                             <ul style="list-style-type: none"> <li>– manufacturing techniques (manipulative skills)</li> </ul> </li> </ul> <p><b>Fabric structure</b></p> <ul style="list-style-type: none"> <li>• woven                             <ul style="list-style-type: none"> <li>– warp, weft, selvedge</li> </ul> </li> <li>• knitted                             <ul style="list-style-type: none"> <li>– course, wale</li> </ul> </li> <li>• non-woven</li> </ul>	<p><b>Students learn to:</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• use computer software to assist in the development of the project documentation</li> <li>• use and apply appropriate fabric terminology when analysing specific end-uses</li> </ul>	<p><i>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.</i></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• develop a glossary of textile terminology (using resource 5)</li> <li>• observe and handle a range of fabric structures and record the differences in appearance</li> <li>• use reference notes (from resource 5) to draw and describe the structure of various fabric types</li> </ul>

Preliminary Outcomes A student:	Students learn about:	Students learn to:	Strategies, activities and related resources
			<i>(PTP 2: ⇒ product design and fabric choice: students investigating item/s to design and make, identifying fabric choices in relation to end-use)</i>
P3.2 justifies the selection of fabrics, yarns and fibres for end-uses	<b>Fabric types and classification</b> <ul style="list-style-type: none"> <li>• woven, including plain, twill, sateen and satin, Jacquard, crepe and pile weaves</li> <li>• knitted, including single knit, double knit, tricot, rachel, pile knit, lace and net</li> <li>• non-wovens, including felts, staple and filament webs and films</li> </ul>	<ul style="list-style-type: none"> <li>• identify a variety of fabric structures</li> <li>• describe fabric properties affected by fabric structure</li> <li>• explore current trends in fashion fabrics</li> </ul>	Students: <ul style="list-style-type: none"> <li>• handle and examine a range of textile items from the focus areas (ensuring a variety of fabric construction types are represented)</li> <li>• discuss the characteristics of the fabrics and end-use suitability</li> <li>• identify and classify a range of fabric types via teacher prepared worksheets and mind maps (resource 5 p 61)</li> </ul>
P4.1 identifies and selects textiles for specific end-uses based on analysis of experimentation	<b>Fabric and fibre properties and testing</b> <ul style="list-style-type: none"> <li>• using a range of functional and aesthetic tests, record and evaluate results               <ul style="list-style-type: none"> <li>– aesthetic, including lustre, drape</li> <li>– durability, including abrasion resistance, strength</li> <li>– comfort, including absorbency, elongation, thermal properties</li> </ul> </li> <li>• appearance, including resiliency, dimensional stability, elasticity</li> </ul>	<ul style="list-style-type: none"> <li>• select fabrics for specific end-uses</li> <li>• evaluate fabric properties using classroom testing procedures</li> </ul>	Students: <ul style="list-style-type: none"> <li>• visit retailers to observe current trends in fashion fabrics</li> <li>• access current fashion magazines and websites to identify current trends in fabrics (resources 10, 11 and 12) and end-uses</li> <li>• 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)</li> <li>• are provided with a range of fabric samples and carry out functional and aesthetic tests to establish fabric properties and suitable end-uses</li> <li>• justify choices of fabrics for particular end-uses</li> </ul>

Preliminary Outcomes A student:	Students learn about:	Students learn to:	Strategies, activities and related resources
<p>P2.3 manages the design and manufacture of textile projects</p> <p>P3.2 justifies the selection of fabrics, yarns and fibres for end-uses</p>	<ul style="list-style-type: none"> <li>– care, including the effect of chemicals, sun resistance, colour fastness, shrink resistance</li> </ul>		<ul style="list-style-type: none"> <li>• record and evaluate results (resource 9 p 42)</li> </ul> <p><i>(PTP 2:</i>  ⇒ <i>experimental procedures</i>  ⇒ <i>analysis and evaluation of fabric properties</i>  ⇒ <i>product design and fabric choice</i>  ⇒ <i>communicating and recording information</i>  ⇒ <i>management skills</i>  <i>based on project direction, students identify fabric property testing that they need to carry out in relation to the intended end-use)</i></p>
<p>P2.1 demonstrates the use of a variety of communication skills, including computer-based technology</p> <p>P2.3 manages the design and manufacture of textile projects</p>	<p><b>Yarn structure and characteristics</b></p> <ul style="list-style-type: none"> <li>• spun staple <ul style="list-style-type: none"> <li>– including carded and combed, woollen and worsted yarns</li> </ul> </li> <li>• filament <ul style="list-style-type: none"> <li>– including smooth and textured yarns</li> </ul> </li> <li>• twist level <ul style="list-style-type: none"> <li>– including low and high twist levels</li> </ul> </li> <li>• novelty yarns <ul style="list-style-type: none"> <li>– including slub, bouclé and core spun yarns</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• use and apply appropriate yarn terminology when analysing specific end-uses</li> <li>• identify the characteristics of yarn structure which affect fabric properties</li> </ul>	<p>Students:</p> <ul style="list-style-type: none"> <li>• summarise the basic principles of the spinning process (using resource 1 p 49)</li> <li>• identify the various yarn types produced by the spinning process</li> <li>• observe a variety of yarn structures and describe and record the characteristics of each</li> </ul>



Preliminary Outcomes A student:	Students learn about:	Students learn to:	Strategies, activities and related resources
	<b>Fibre types and classification</b> <ul style="list-style-type: none"> <li>• natural fibres including: <ul style="list-style-type: none"> <li>– cellulosic: cotton</li> <li>– protein: wool</li> </ul> </li> <li>• regenerated including: <ul style="list-style-type: none"> <li>– viscose rayon</li> </ul> </li> <li>• synthetic including: <ul style="list-style-type: none"> <li>– polyester</li> <li>– nylon</li> </ul> </li> <li>• fibre blends including: <ul style="list-style-type: none"> <li>– cotton/polyester</li> <li>– nylon/elastomeric</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• describe the properties of at least TWO natural, ONE regenerated, TWO synthetic fibres and TWO fibre blends</li> <li>• identify and classify fibres using the microscope and burning tests</li> </ul>	<p>Students:</p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• carry out burning tests on the five fibres listed and table results (resource 2)</li> <li>• observe microscopic views of the fibres and sketch and label the details</li> <li>• examine two items and justify the use of the fibre blends: school shirt and gym wear (resource 1 p 58)</li> </ul> <p><i>(PTP 2: students determine fibre properties and the effect on fabric properties)</i></p>
<p>P2.1 demonstrates the use of a variety of communication skills, including computer-based technology</p> <p>P2.2 develops competence in the selection and use of appropriate manufacturing techniques and equipment</p> <p>P2.3 manages the design and manufacture of textile projects</p>			<p><i>(PTP 2: at this stage, students should have completed the following</i></p> <ul style="list-style-type: none"> <li>• documentation <ul style="list-style-type: none"> <li>– experimental procedures</li> <li>– analysis and evaluation of fabric, yarn and fibre properties</li> <li>– product design and fabric choice</li> </ul> </li> </ul> <p><i>following on from this, students should continue working on</i></p> <ul style="list-style-type: none"> <li>– communicating and recording information</li> <li>– management skills</li> <li>• project construction for a textile item or textile fabric and item <ul style="list-style-type: none"> <li>– <i>manufacturing techniques (manipulative skills)</i></li> </ul> </li> </ul>

### 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

1. Pestana, Barry (ed), *Textiles and Apparel of Australia*, Morescope Publishing in association with the Council of Textile and Fashion Industries of Australia Ltd, 1996, ISBN 0 6462 3125 1
2. Ridgewell, T, *Textiles and Design in Action*, Longman, South Melbourne, 1998, ISBN 0 7339 0498 X
3. Strecker, P, *The Fashion Design Manual*, Macmillan Education, South Melbourne, 1996, ISBN 0 7329 0716 0
4. Spooner, C, *Fashion By Design*, Longman Cheshire, Melbourne, 1993, ISBN 0 5828 7688 5

##### Videos

5. Video Education Australia, *Stringybark On Screen*, (video, 20 min), 1998
6. Video Education Australia, *A Global Market Impact – A Textile Company*, (video, 20min), 1998
7. Video Classroom, *Unravelling Australia's Denim Wool*, (video, 20 min), 1997

##### Websites

8. NSW Cancer Council <http://www.nswcc.org.au>
9. Green Clothing Industry <http://www.themenu.com/hemp/intro.html>
10. Rural Industries Research and Development Corporation [http://www.rirdc.gov.au/pub/media\\_releases/21mar97.html](http://www.rirdc.gov.au/pub/media_releases/21mar97.html)
11. Wool Industry <http://www.wool.com.au>
12. Blundstone Footwear <http://www.blundstone.com.au>
13. Sportscraft Australia <http://www.sportsgirl.com.au>
14. Yakka <http://www.yakka.com.au>
15. Clarks <http://www.clarks.com>
16. CSIRO <http://www.csiro.au/>

##### Journals and Magazines

17. *Geo*, Volume 7, No. 2, May, 1994

18. *Wool and the Environment N6*, the Woolmark Company, Wool House, 369 Royal Parade, Parkville, Victoria 3052 or GPO Box 4867, Melbourne 30001 (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
21. The Woolmark Company, Wool House, 369 Royal Parade, Parkville, Victoria 3052 or GPO Box 4867, Melbourne 3001 (tel: 61 39 341 9111, fax: 61 39 341 9273)

### **Assessment**

Class test, oral presentation, research assignment, Trial HSC.

<b>HSC Outcomes A student:</b>	<b>Students learn about:</b>	<b>Students learn to:</b>	<b>Strategies, activities and related resources</b>
<p>H6.1 analyses the influence of historical, cultural and contemporary developments of textiles</p>	<p><b>Appropriate textile technology and environmental sustainability</b></p> <ul style="list-style-type: none"> <li>• selection of appropriate technology in the industry <ul style="list-style-type: none"> <li>– resources, alternatives and limitations</li> </ul> </li> <li>• appropriate and sustainable textile resources <ul style="list-style-type: none"> <li>– recycling</li> <li>– pollution</li> </ul> </li> </ul> <p>– government legislation</p>	<ul style="list-style-type: none"> <li>• discuss how the selection of resources and processes will impact upon the environment</li> <li>• identify the problems of pollution and recycling of materials associated with the industry</li> <li>• evaluate the impact of government legislation on the industry</li> </ul>	<p>Students:</p> <ul style="list-style-type: none"> <li>• view video (resource 5) and discuss the impact of technology on the environment</li> <li>• define terms including environment, recyclability, sustainability, resources, pollution (resource 18)</li> <li>• 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)</li> <li>• read notes and answer questions on the impact of government legislation on the industry (resource 1 p 146)</li> <li>• view and discuss resources 6 and 7</li> <li>• develop a glossary of terms</li> </ul>

HSC Outcomes A student:	Students learn about:	Students learn to:	Strategies, activities and related resources
	<p><b>Current issues</b></p> <ul style="list-style-type: none"> <li>• current issues that affect the industry, including:                             <ul style="list-style-type: none"> <li>– globalisation of design, manufacture, distribution and marketing</li> <li>– restructuring of the industry: imports/exports, level of protection, increased skill level of workers</li> <li>– changing consumer demands and lifestyle: sun protection factor clothing, clothing made from organic sources (eg clothing made from organic cotton)</li> <li>– manufacturing strategies: niche and mass produced goods</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• investigate and debate a range of issues that impact upon the Australian Textile, Clothing, Footwear and Allied Industries</li> </ul>	<p>Students</p> <ul style="list-style-type: none"> <li>• investigate and debate the advantages and disadvantages of restructuring the Australian Textile Industry (resource 1 p 145)</li> <li>• 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)</li> <li>• explain and record the difference between niche and mass produced goods (resource 1 p 33)</li> </ul>

<b>HSC Outcomes A Student:</b>	<b>Students learn about:</b>	<b>Students learn to:</b>	<b>Strategies, activities and related resources</b>
H5.1 investigates and describes aspects of marketing in the textile industry	<b>Marketplace</b> <ul style="list-style-type: none"> <li>• aspects of marketing of textile products, including: <ul style="list-style-type: none"> <li>– product planning</li> <li>– place and distribution channels</li> <li>– price structure</li> <li>– promotion strategies</li> </ul> </li> <li>• product life cycle</li> <li>• target markets</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul>	Students: <ul style="list-style-type: none"> <li>• mind map the marketing strategies of two products for one focus area and compare the strategies used</li> <li>• 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)</li> </ul>
H2.3 to effectively manage the design and manufacture of a Major Textile Project to completion	<b>Major Textiles Project</b>  <b>Manufacturing specification</b> <ul style="list-style-type: none"> <li>• product label <ul style="list-style-type: none"> <li>– legal requirements, including care instructions, fibre content, size, where it is made, brand name</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• design and produce a label/s suitable for the Major Textiles Project item/s</li> </ul>	<ul style="list-style-type: none"> <li>• the teacher provides students with notes on the legal requirements of labels (resource 2 p 84 and resource 3 pp 231–221)</li> <li>• students view a variety of labels and compare and discuss styles, appeal and end-use suitability</li> </ul> Students: <ul style="list-style-type: none"> <li>• produce label/s for childrens flannelette pyjamas</li> <li>• design and produce a label/s for their Major Textile Project item/s including: <ul style="list-style-type: none"> <li>– care instructions</li> <li>– fibre content</li> <li>– size</li> <li>– where it's made</li> <li>– brand name</li> </ul> </li> </ul>

## 4 Preliminary Assessment Scheme

### 4.1 Example

Course Outcomes	Syllabus Content Areas & Assessment Components	Syllabus Weightings	Task 1 Preliminary Textile Project 1	Task 2 Preliminary Textile Project 2	Task 3 Experimental Activities based on PTP1 and 2	Task 4 Research Task	Task 5 Yearly Exam
			Due Date T1 W10	Due Date T2 W8	Due Date T3 W3	Due Date T3 W6	Due Date T3 W8
P1.1 P1.2 P2.1 P2.2 P2.3 P4.1	<b>Design</b> <ul style="list-style-type: none"> <li>• Knowledge of design</li> <li>• Skills in: <ul style="list-style-type: none"> <li>– investigating &amp; researching</li> <li>– experimenting</li> <li>– designing</li> <li>– manipulating</li> <li>– analysing &amp; evaluating</li> <li>– managing</li> <li>– communicating</li> </ul> </li> </ul>	40%	15		15		10
P2.1 P2.2 P2.3 P3.1 P3.2 P4.1	<b>Properties and Performance of Textiles</b> <ul style="list-style-type: none"> <li>• Knowledge of properties and performance of textiles</li> <li>• Skills in : <ul style="list-style-type: none"> <li>– investigating &amp; researching</li> <li>– experimenting</li> <li>– manipulating</li> <li>– analysing and evaluating</li> <li>– decision-making</li> </ul> </li> </ul>	50%		20	15		15
P5.1 P5.2 P6.1	<b>Australian Textile, Clothing, Footwear and Allied Industries</b> <ul style="list-style-type: none"> <li>• Knowledge of the Australian Textile Clothing, Footwear and Allied Industries</li> <li>• Skills in: <ul style="list-style-type: none"> <li>– investigating and researching</li> <li>– communicating</li> <li>– analysing and evaluating</li> </ul> </li> </ul>	10%				5	5
	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.

Component	Criteria	Mark
Supporting Documentation	– Experimental procedures (machine and construction techniques)	6
	– Analysis and evaluation of fabric, yarn and fibre properties (appropriate choices in relation to end-use)	3
	– Product design and fabric choice (drawings and sketches)	3
	– Communicating and recording information (computer skills)	3
	– Management skills	5
Item/s	– 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	20
		Total: 40

\* 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.