

## Textiles Technology Years 7–10 Life Skills unit: Creating with fabrics

### Unit title: Creating with fabrics

**Description:** This unit involves students creating with fabrics to produce decorated fabric items. Students may design a decorated fabric item, personalise a design or embellish an existing fabric item with appropriate decorations. Safe and responsible use of materials, tools and techniques by students is essential in the Textiles Technology course. Teachers should consider this when delivering this unit of work. *Learning activities address selected ‘learn about’ and ‘learn to’ statements within the Life Skills content of the syllabus and may be prioritised and selected to suit the needs of students. The unit provides a range of ways in which students may engage in learning activities and students should participate at a level appropriate to their abilities and interests.*

### Life Skills Outcomes

A student:

- LS.1.1 selects fabrics, yarns and fibres appropriate to intended use
- LS.2.1 evaluates the design of clothing and household items in terms of function and aesthetics
- LS.4.1 gathers and uses information for design purposes
- LS.4.2 uses a variety of techniques to present design ideas and solutions
- LS.5.1 demonstrates skills and techniques in the context of a textiles project
- LS.5.2 demonstrates safe practices in the use of equipment and the implementation of techniques
- LS.5.3 undertakes textiles projects
- LS.6.1 applies appropriate evaluation techniques to a textiles project.

### Resources

Stimulus materials such as fabrics, embellishments, completed projects  
Equipment and materials for decoration, eg dyes, fabric paints, glue, lace, stencils  
Digital camera, computer and appropriate software  
Wall chart or handout illustrating a flow chart or step-by-step instructions for producing the project

### Links

A student:

#### English

ENLS-2A communicates for a variety of purposes, audiences and contexts

#### Graphics Technology

LS.5.1 demonstrates safe practices in the use of tools, materials and techniques in undertaking a project

#### Industrial Technology

LS.1.2 demonstrates safe practices in the use of materials, tools and equipment

LS.3.1 selects and uses appropriate materials to undertake projects

LS.6.1 evaluates the success of projects.

A student:

#### Information and Software Technology

LS.5.3 uses a variety of techniques to present information and software technology solutions

#### Mathematics

MALS-25MG estimates and measures in everyday contexts

MALS-32MG responds to and uses the language of position in everyday contexts

#### Visual Arts

LS.2 explores a variety of materials, techniques and processes.

For students working towards Life Skills outcomes in regular classes, teachers may wish to link the activities in this unit with the Stage 5 unit ‘**The World is a Stage**’ in *Textiles Technology Years 7–10: Advice on Programming and Assessment* (pp 35–47).

<b>Focus: Exploring fabric design projects</b> <b>Outcomes: LS.1.1, LS. 2.1, LS.4.1, LS.4.2</b>				
Students learn about	Students learn to	Integrated learning experiences, instruction and assessment	Evidence of learning (words in <i>italics</i> refer to Life Skills outcomes)	Feedback
<ul style="list-style-type: none"> <li>fibres, yarns and fabrics</li> <li>obtaining and using information from a variety of sources for design purposes</li> <li>using a variety of communication techniques</li> </ul>	<ul style="list-style-type: none"> <li>select fabrics for particular purpose and use</li> <li>gather information from a variety of sources</li> <li>use information for design purposes</li> <li>use techniques to communicate ideas</li> </ul>	<p><b>Teacher</b></p> <ul style="list-style-type: none"> <li>presents a variety of completed fabric design items, eg T-shirts, quilt covers, cushion covers, theatrical costumes</li> <li>arranges a visit to fabric outlets to explore the texture, patterns, colour and weight of fabrics and the variety of decorating techniques and embellishments</li> <li>assists students in recording their involvement at each step of the design process in a folio.</li> </ul> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>explore a range of fabrics, finished fabric items, decorative techniques and embellishments. This may involve:               <ul style="list-style-type: none"> <li>visiting specialist fabric and/or retail outlets</li> <li>collecting, matching and sorting samples of fabrics and embellishments</li> <li>comparing the texture, patterns, colour and weight of fabrics</li> <li>exploring examples of decorative techniques and embellishments, eg fabric painting using hand prints, iron on transfers, glued trimmings, transfer crayons, permanent markers, tie dye, batik, accessories that can be stitched in place</li> </ul> </li> <li>establish and maintain a record of their involvement throughout the development of the fabric design item in a folio. Items in the folio may include:               <ul style="list-style-type: none"> <li>photographs and/or other images of their participation at various steps</li> <li>descriptions of their activities at each step</li> <li>personal observations</li> <li>data and information relevant to the project</li> <li>personalised step-by-step plan to produce the project</li> <li>evaluation of the project.</li> </ul> </li> </ul>	<p>Exploration of a range of fabrics, finished fabric items, decorative techniques and embellishments may indicate <i>selecting fabrics, yarns and fibres appropriate to intended use</i> and/or <i>gathering and documenting information for design purposes</i>.</p> <p>The recording and reflection on activities throughout the design process may indicate <i>using a variety of techniques to present design ideas and solutions</i>.</p>	<p>Oral, visual and/or tangible feedback and prompting by the teacher to guide and affirm students':</p> <ul style="list-style-type: none"> <li>identification of a range of fabrics, fabric products, techniques and embellishments in the context of a fabric design project</li> <li>recording of their participation in the design process in an appropriate format.</li> </ul>

<b>Focus: Selecting a fabric design project</b> <b>Outcomes: LS.4.2, LS.5.1, LS.5.3</b>				
Students learn about	Students learn to	Integrated learning experiences, instruction and assessment	Evidence of learning (words in <i>italics</i> refer to Life Skills outcomes)	Feedback
<ul style="list-style-type: none"> <li>undertaking a textiles design project</li> <li>using a variety of communication techniques</li> <li>skills and techniques that are necessary to undertake a specific textiles project</li> <li>skills and techniques that are necessary to undertake a specific textiles project</li> </ul>	<ul style="list-style-type: none"> <li>undertake a specific textile project</li> <li>use techniques to communicate ideas</li> <li>demonstrate skills and techniques in the context of a textiles project</li> <li>demonstrate skills and techniques in the context of a textiles project</li> </ul>	<p><b>Teacher</b></p> <ul style="list-style-type: none"> <li>assists students to select a fabric design item.</li> </ul> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>determine their preferred fabric design item. This may include indicating a preference for:               <ul style="list-style-type: none"> <li>decorating an existing item, eg a T-shirt or quilt cover; or</li> <li>making and/or decorating an item, eg cushion cover for their bedroom; or</li> <li>making and decorating an item, eg a bandanna for a school dance party</li> </ul> </li> <li>select techniques for producing the item, eg glueing, iron-on tape, hand or machine stitching</li> <li>select designs and techniques for decoration and embellishment, eg iron-ons, fabric paint, beads, sequins, appliqué and embroidery, tie dying/batik printing.</li> </ul>	<p>Determining a preferred fabric design item may indicate <i>undertaking textiles projects</i> and/or <i>using a variety of techniques to present design ideas and solutions</i>.</p> <p>Selecting appropriate techniques for making fabric items may indicate <i>demonstrating skills and techniques in the context of a textiles project</i>.</p> <p>Selecting appropriate designs and techniques for decoration may indicate <i>demonstrating skills and techniques in the context of a textiles project</i>.</p>	<p>Oral, visual and/or tangible feedback and prompting by the teacher to guide and affirm students’:</p> <ul style="list-style-type: none"> <li>selection of an appropriate fabric design item</li> <li>selection and demonstration of appropriate techniques to make their fabric item</li> <li>selection and demonstration of appropriate designs and techniques for decorating their fabric item.</li> </ul>

Focus: Safe use of tools and equipment Outcome: LS.5.2				
Students learn about	Students learn to	Integrated learning experiences, instruction and assessment	Evidence of learning <i>(words in italics refer to Life Skills outcomes)</i>	Feedback
<ul style="list-style-type: none"> <li>handling and using a variety of equipment safely</li> <li>using safe techniques in the context of a textiles design project</li> </ul>	<ul style="list-style-type: none"> <li>identify characteristics of textile equipment that could make them dangerous</li> <li>carry and transfer equipment safely</li> </ul>	<p><b>Teacher</b></p> <ul style="list-style-type: none"> <li>explicitly teaches and models techniques and safe use of equipment in the context of making and/or decorating fabric items.</li> </ul> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>use materials, equipment and appropriate techniques safely under supervision in the context of making and/or decorating fabric items. This may include:             <ul style="list-style-type: none"> <li>– passing and using scissors</li> <li>– handling pins and needles</li> <li>– following instructions to thread a needle for hand sewing</li> <li>– following instructions for fabric glue</li> <li>– using gloves and protective clothing for tie-dyeing/batik</li> <li>– using electrical items such as iron/sewing machine</li> <li>– selecting appropriate setting on iron for pressing fabrics or fabric items and/or applying transfers/stencils</li> <li>– carrying a sewing machine</li> <li>– following instructions to thread a sewing machine</li> <li>– sewing fabrics</li> </ul> </li> </ul>	<p>Use of appropriate techniques and skills in the context of making and/or decorating fabric items may indicate <i>demonstrating safe practices in the use of equipment and the implementation of techniques.</i></p>	<p>Oral, visual and/or tangible feedback and prompting by the teacher to guide and affirm students' demonstration of safe use of materials, tools and equipment.</p>

Focus: Producing a fabrics design project Outcomes: LS.5.1, LS.5.3				
Students learn about	Students learn to	Integrated learning experiences, instruction and assessment	Evidence of learning (words in <i>italics</i> refer to Life Skills outcomes)	Feedback
<ul style="list-style-type: none"> <li>skills and techniques that are necessary to undertake a specific textiles project</li> <li>how skills and processes may be combined to complete a project</li> <li>undertaking a textiles design project</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate skills and techniques in the context of a textiles project</li> <li>demonstrate a combination of skills and processes in the context of a textiles project</li> <li>undertake a specific textiles project</li> </ul>	<p><b>Teacher</b></p> <ul style="list-style-type: none"> <li>provides materials and equipment for making and/or decorating the fabric item</li> <li>explicitly teaches skills and techniques in the context of making and/or decorating fabric items, eg using fabric glue, threading a sewing machine, attaching fasteners, threading a needle, using scissors to cut material</li> <li>reviews the personalised step-by-step plan for the production of the fabric item, modelling each step as required.</li> </ul> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>demonstrate the skills and techniques required for the completion of the fabric item. This may include: <ul style="list-style-type: none"> <li>using fabric glue</li> <li>threading a sewing machine</li> <li>attaching fasteners</li> <li>threading a needle</li> <li>using scissors to cut material</li> </ul> </li> <li>engage in the production process for completing the fabric item according to the personalised step-by-step plan. This may involve: <ul style="list-style-type: none"> <li>including the step-by-step plan in their folio</li> <li>following through each step of the plan, recognising the activities at each step to make and/or decorate the fabric item.</li> </ul> </li> </ul>	<p>Demonstrating the skills and techniques to complete the fabric item may involve <i>demonstrating skills and techniques in the context of a textiles project</i>. Engagement in making and/or decorating of a fabric item may indicate <i>undertaking textiles projects</i>.</p>	<p>Oral, visual and/or tangible feedback and prompting by the teacher to guide and affirm students':</p> <ul style="list-style-type: none"> <li>demonstration of the skills and techniques to complete the fabric item</li> <li>following of the step-by step plan to produce the fabric item.</li> </ul>

**Focus: Evaluating the fabrics design project**

**Outcomes:** LS. 4.2, LS.6.1

Students learn about	Students learn to	Integrated learning experiences, instruction and assessment	Evidence of learning (words in italics refer to Life Skills outcomes)	Feedback
<ul style="list-style-type: none"> <li>evaluating a project in response to aesthetic appeal, functionality, durability and cost-effectiveness</li> <li>using a variety of communication techniques</li> </ul>	<ul style="list-style-type: none"> <li>respond to questions, eg                             <ul style="list-style-type: none"> <li>Do you like it?</li> <li>Would you change anything?</li> <li>Is it strong enough?</li> <li>Will it last?</li> </ul> </li> <li>use techniques to communicate ideas</li> </ul>	<p><b>Teacher</b></p> <ul style="list-style-type: none"> <li>assists students to evaluate their fabric design item and folio</li> <li>provides an opportunity for students to share their folio with others.</li> </ul> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>evaluate their textiles project. This may involve:                             <ul style="list-style-type: none"> <li>responding to questioning such as ‘What are the features of your fabric item that make it look good?’</li> <li>trialling the fabric item and completing a teacher designed questionnaire regarding performance to be included in the folio</li> <li>including photographs in their folio of the fabric item being produced and used</li> <li>recording in their folio the reactions of others to the fabric item</li> <li>making suggestions in their folio about how the design and/or construction could be improved or replicated</li> </ul> </li> <li>share the information in their folio with others. This may involve:                             <ul style="list-style-type: none"> <li>displaying the folio and fabric item in a prominent place in the school</li> <li>describing aspects of their folio to others</li> <li>participating in discussion and answering questions about the folio and activities represented in it.</li> </ul> </li> </ul>	<p>Evaluation of the textiles project may indicate <i>applying appropriate evaluation techniques to a textiles project.</i></p> <p>Sharing the information in their folio to others may involve <i>using a variety of techniques to present design ideas and solutions.</i></p>	<p>Oral, visual and/or tangible feedback and prompting by the teacher to guide and affirm students’:</p> <ul style="list-style-type: none"> <li>evaluation of their textile project in terms of intended use</li> <li>sharing of their information and fabric item with others in an appropriate format.</li> </ul>