

# Textiles Technology



## A Guide to the New Years 7–10 Syllabus

The new *Textiles Technology Years 7–10 Syllabus* will replace the current syllabus and will be implemented in 2005 with Year 9 students and in 2006 with Year 10 students. Stage 4 outcomes have been provided for those schools that wish to implement the syllabus with Year 7 or Year 8 students concurrently with the *Technology (Mandatory) Years 7–8 Syllabus*.

The new syllabus is informed by contemporary research about how people learn and about how learning outcomes can be enhanced by teaching practice.

The syllabus promotes *assessment for learning* as an essential component of good teaching. It follows the broad directions established in the NSW Board of Studies *K–10 Curriculum Framework* and is part of a continuum of learning from Kindergarten to Year 12 that supports sustained, sequential, high quality learning.

### What is similar?

Much of the content is similar to the current syllabus content. Students will continue to:

- develop knowledge and understanding of the properties and performance of textiles, textile design, and the significant role of textiles in society
- focus on the production of practical projects as a basis for learning about textiles using a design, produce and evaluate process
- develop skills in the critical selection and creative use of textiles for a broad range of quality applications.

Current programs can be modified to meet the requirements of the new syllabus and many existing units of work will form the bases of effective programs. The majority of existing resources will continue to be relevant.

The recent experience teachers have gained in implementing the range of Stage 6 Technology

syllabuses (1999) will assist in the implementation of the new *Textiles Technology Years 7–10 Syllabus*.

### What is different?

The new syllabus builds on the current syllabus in directions identified through research into the teaching of Technology-related subjects in other systems nationally and internationally, and through consultation at forums, meetings and during wide circulation of the draft syllabus.

- There is a significant reduction in the number of outcomes. This will simplify the process of programming, assessment and reporting.
- The content has been updated and organised to align with the Stage 6 Textiles and Design course and the terminology used in the two documents is now consistent.
- Students have the option to negotiate an independent project in a focus area of interest.
- There is an emphasis on documentation processes to show the development of project work.
- Stage statements from Early Stage 1 to Stage 5 describe the continuum of learning in Textiles Technology.
- Content additional to the essential syllabus content is included to help teachers address the needs and interests of students who have demonstrated Stage 5 outcomes in less than the indicative time.
- An overview statement is provided that shows how each cross-curriculum area is embedded in the essential content.
- Content relating to the use and understanding of information and communication technologies (ICT) is incorporated in the syllabus content.

### The features of the content pages

Content is expressed as *Students learn about* and *Students learn to* in a consistent format.

#### Textiles Technology Years 7–10 Syllabus

##### Area of Study: Design

The content in this area of study is covered through an investigation of the work of textile designers. By examining the practice of textile designers, students can model the work of designers in the production of project work. For the 100-hour course a minimum of one designer is to be studied. For the 200-hour course a minimum of two designers is to be studied.

##### Outcomes

A student:

- 5.2.1 explains the creative process of design used in the work of textile designers
- 5.2.2 generates and develops textile design ideas
- 5.2.3 investigates and applies methods of colouration and decoration for a range of textile items

##### Students learn about:

###### The practice of textile designers

- textiles as a design medium
- textile designers across the focus areas
- the creative process when designing with textiles
  - researching
  - observation
  - brainstorming
  - sharing of ideas
  - visualising, generating and developing ideas
- historical, cultural and contemporary sources of inspiration used by textile designers
- features of design in the construction of textile items
- elements of design
  - line
  - direction
  - shape
  - size
- methods of colouration and decoration used by textile designers
  - embroidery
  - hand painting

##### Students learn to:

- define design in the textile context
- identify textile designers in selected focus areas
- explore textile applications across the focus areas
- identify examples of creative and innovative textile design
- use ICTs to explore the creative approaches used by a variety of textile designers
- use creative processes to design textile items
- recognise historical, cultural and contemporary sources of inspiration used by textile designers and evident in a variety of textile items
- identify feature construction
- investigate and describe at least one technique of colouration and decoration
- experiment with colour and decorating methods for a specific end product

##### Additional content

###### Students learn about:

- the practice of innovative and contemporary textile designers in a chosen focus area

###### Students learn to:

- compare and contrast the practice of two innovative, contemporary textile designers
- use multimedia applications to present the results of the investigation

Outcomes and content are linked in tables to assist teachers with planning and programming.

Cross-curriculum content is embedded in the syllabus content.

Additional content is provided to cater for students working beyond essential syllabus requirements.

- Life Skills outcomes and content have been provided for those students with special education needs, particularly those students with an intellectual disability, for whom it has been determined that the outcomes and content found in sections 6 and 7 of the syllabus are not appropriate.
- Built into the syllabus is the concept that *assessment for learning* is integral to teaching and learning in a standards-referenced framework. *Assessment for learning* involves teachers planning how and when they will gather evidence of learning at the same time as they plan the work that students will do. It recognises the importance of assessment to student motivation and self-esteem, and promotes the active involvement of students in their own learning.

### How can the syllabus be used to program?

The syllabus outcomes provide the focus for teaching and learning in Textiles Technology. This syllabus encourages a model of programming that begins with outcomes, and is precise about what is being taught and what is being learnt. Developing integrated programs from the new *Textiles Technology Years 7–10 Syllabus* involves:

- identifying the outcomes to be addressed (see syllabus pp 12–13)
- identifying the required evidence of learning
- planning explicit teaching and learning experiences to address the outcomes (see syllabus pp 19–27) to allow students to demonstrate evidence of learning
- identifying strategies to teach the content
- incorporating *assessment for learning* by using the assessment advice in the syllabus and in the support material that will be provided by the Board of Studies.

The advice about additional content on p 15 in the syllabus will assist teachers to develop programs for students who are demonstrating Stage 5 outcomes prior to the completion of Year 10.

Stage statements describe a continuum of learning from Early Stage 1 to Stage 5. This enables teachers to map students' learning development, and to plan and program work according to students' needs and abilities.

### How does the syllabus cater for all students?

A key principle of the *K–10 Curriculum Framework*, which guides K–10 syllabus development, is that the curriculum must be inclusive of all students in New South Wales.

The rationale, aim, objectives, outcomes and content of the syllabus have been designed to accommodate teaching approaches that support the learning needs of all students.

Students with special education needs will participate fully in learning experiences and assessment activities. These students may require additional support in terms of modified tasks and varied learning approaches. There may also be occasions when different strategies need to be adopted to broaden and deepen the learning experiences of gifted and talented students.

Life Skills outcomes and content, using the rationale, aim and objectives of this syllabus, have been included in section 8. They will provide the basis for a program of study for the small percentage of students with special education needs for whom the outcomes and content in sections 6 and 7 of the *Textiles Technology Years 7–10 Syllabus* are not appropriate.

### What support is the Board providing to assist with initial implementation of the syllabus?

Following the release of the syllabus, support materials will be distributed to assist teachers in understanding the syllabus and its associated assessment requirements.

The first School Certificate credential based on the new syllabuses will be awarded in 2006. Specific advice about requirements for the School Certificate will be provided well in advance of 2006.

<b>distributed with the syllabus</b>	<b>Phase 1</b> <ul style="list-style-type: none"><li>■ this guide to the new <i>Textiles Technology Years 7–10 Syllabus</i></li><li>■ draft Descriptions of Levels of Achievement</li></ul>
<b>3 months after distribution of the syllabus</b>	<b>Phase 2</b> <ul style="list-style-type: none"><li>■ advice on programming</li><li>■ sample units of work</li><li>■ sample assessment activities</li></ul>
<b>6 months after distribution of the syllabus</b>	<b>Phase 3</b> (incorporates Phases 1 and 2) <ul style="list-style-type: none"><li>■ annotated samples of student work</li></ul>
<b>12 months after implementation of the syllabus</b>	<b>Phase 4</b> <ul style="list-style-type: none"><li>■ final Descriptions of Levels of Achievement</li></ul>

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The Department of Education and Training, the Catholic Education Commission, other school systems, the Association of Independent Schools and professional associations will assist and support the ongoing implementation of the syllabus.

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