

Applied Design, Skills & Technologies – Textile Studies 11/12

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CORE COMPETENCIES: In order to engage in deep learning and life-long learning, students need to develop intellectual, personal, and social and emotional proficiencies.



COMMUNICATION

The communication competency encompasses the set of abilities that students use to impart and exchange information, experiences and ideas to explore the world around them, and to understand and effectively engage in the use of digital media.



THINKING

The thinking competency encompasses the knowledge, skills and processes we associate with intellectual development and is demonstrated through:

- Creative Thinking
- Critical Thinking

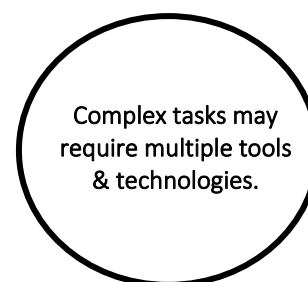
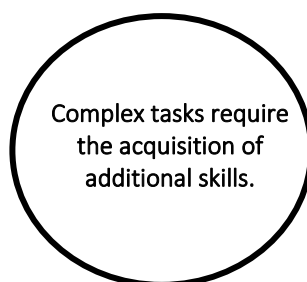
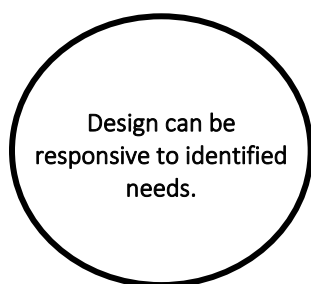


PERSONAL & SOCIAL

The personal and social competency includes

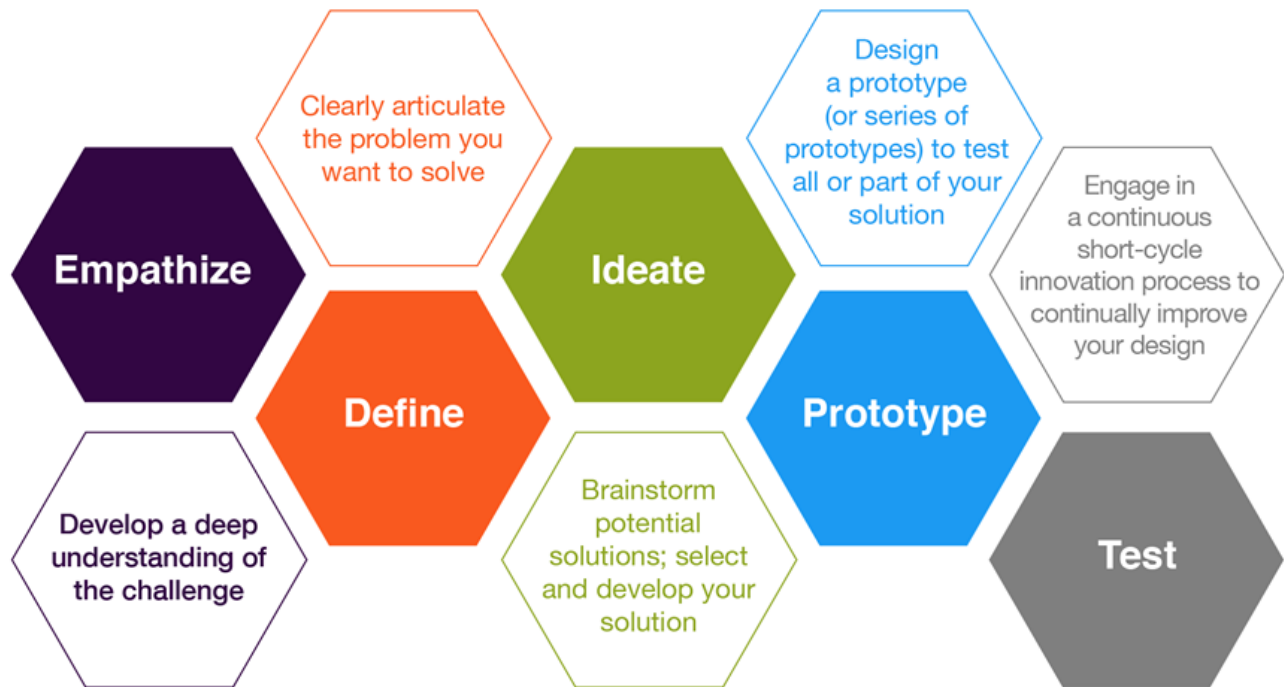
- positive personal & cultural identity
- personal social awareness and responsibility
- social responsibility

BIG IDEAS: What students will be able to understand.



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CURRICULAR COMPETENCIES: What students will be able to do.



CURRICULAR CONTENT: What students will be able to know.

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- simple textile designs
- physical and chemical properties of fabrics, including technological developments
- **strategies** for modifying patterns
- techniques for **repurposing** textile items
- various factors that affect the selection of textile items, including the elements and principles of design and textile functionality
- symbolism and use of symbols in textile prints and designs, including ethics of **cultural appropriation**
- economical and ethical **factors and considerations** in textile production and consumption
- influence of **marketing and advertising** on textile design, choice, and consumption **design for the life cycle**

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- complex textile designs
- relationship between fibre content, fabric type, and textile use
- **methods** for designing patterns
- textile manipulation **techniques**
- **regulations** and agencies that influence production, labelling, and distribution of textile items
- historical uses of textile items and their influence on modern textile use
- First Peoples historical and current textile knowledge and practices
- **ethical** and environmental issues in the production and marketing of textile items, including **cultural appropriation**
- forecasting **practices** and how they are used in the development and creation of textile items
- **design for the life cycle**
- future career options in textile design, production, and distribution **interpersonal and consultation skills**, including ways to interact with clients



SUPPLIES and EQUIPMENT

Students are required to bring to each class, a binder, lined paper, pen, pencil, eraser, ruler and pencil crayons/markers.

BASIC NOTIONS

Senior students will be responsible for bringing their own sewing kit, which should include the following items:

- Container or zippered pouch
- Hand-sewing needles
- Seam ripper
- Pin cushion & Pins
- Marking pencils/pens/chalk
- Seam Gauge/Hem Gauge
- Thread

Otherwise students can borrow shared sewing equipment, tools and notions that is available in class.

MATERIALS & ADDITIONAL NOTIONS

Sewing Patterns: Student(s) have the option of either using free online commercial sewing patterns that require the student(s) to piece together prior to usage OR purchase commercial sewing patterns that are fully printed on large sheets & only requires the student(s) to cut out. Students may choose to purchase their own commercial sewing patterns because there is limited free online commercial patterns available of certain types of projects and/or styles.

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Materials & Notions: Materials & notions in the Textile Lab that are available for student(s) to use is to complete basic projects have been donated to the school and therefore, there is limited selection of colour, type of material(s), size, style, etc.

Students will be responsible for purchasing their own fabric and notions (**thread/buttons/ interfacing/trims/etc**) that corresponds to their selected projects for the semester. This will provide students with the opportunity to visit fabric/textiles/notions retailers in the community and practise selecting and purchasing fabric and notions that are appropriate for their projects. Please note that projects are evaluated based on construction quality and therefore, suitable fabric(s) selected should be reasonable affordable.

If there are any issues, please contact Ms. Wong.

SELECTED FABRIC & NOTIONS RETAILERS

Vithlanthi Textiles: 7766 134 St, Surrey

Save on Fabrics: 6468 King George Hwy, Surrey

Sodhi's Cloth House: 8294 120th Street, Surrey

Sudershan Cloth House Ltd: 8166 128th Street, Surrey

Vancouver Punjab Cloth House: 8430 128th Street, Surrey

Fabricana: 4591 Garden City Road, Richmond

EVALUATION

Reporting Period 1	Reporting Period 2
Practical Work (Construction).....70%	Practical Work (Construction).....70%
Theoretical Work (Written).....30%	Theoretical Work (Written).....30%

The quality of work as well as WORK HABITS will be evaluated continually. Individual work as well as working with a team to complete projects will also be evaluated. Come ready to work with a positive attitude and have fun.

EVERYONE is expected to show respect and common courtesy to each other in this class. To maximize the benefits of this course, the student must actively participate, work efficiently, listen and learn from others, and complete all the assigned work as instructed. Please be reminded that only water is allowed in the classroom unless arrangements have been made with the teacher for student to eat in class. Finally, please store your electronic device(s) at the beginning of class. This will ensure a safe, clean and enjoyable climate for the student to learn and grow.

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Textile Studies Practical Assessment:

Curricular Competency	Emerging	Developing	Proficient	Extending
Making <ul style="list-style-type: none"> Identify appropriate tools, technologies, materials, processes, cost implications & time needed for production Create textile items, incorporating feedback from self & others Use materials in ways that minimize waste Share progress while creating to increase feedback 	<ul style="list-style-type: none"> Able to identify the names of the tools Able to identify the names of sewing notions Able to read and comprehend the instructions Is beginning develop skills to construct textile item(s) – i.e. seam allowance is not entirely 1.5cm Is able to identify the amount of time needed to create textile item(s) Is starting to develop skills to gauge the amount of material(s) needed without waste Is starting to share progress with teacher and/or peers to receive feedback 	<ul style="list-style-type: none"> Able to identify the function(s) of the tools Able to identify the function(s) of the sewing notions Is developing in executing the steps in the instructions Is developing skills to construct textile item(s) – i.e. seam allowance is almost entirely 2.5cm Is working towards accomplishing task(s) within the time needed to make the textile item(s) Able to cut and/or use the appropriate amount of material Is able to ask for feedback while making textile item(s) 	<ul style="list-style-type: none"> Able to use the tool(s) for the appropriate task(s) Able to use the sewing notions for the appropriate task(s) Is able to execute the steps in the instructions accurately Demonstrates the ability to construct textile item(s) – i.e. entire seam allowance is 1.5cm Is able to accomplish task(s) within the time needed to make the textile item(s) Able to conserve appropriately sized materials for future use Is able to apply feedback to make textile item(s) 	<ul style="list-style-type: none"> Able to use alternate tool(s) to accomplish the task(s) Able to use alternate sewing notions to accomplish the task Is able to problem solve while executing steps in the instructions Is able to use the appropriate technique for the style/type of material – i.e. French Seam for chiffon Is able to dovetail task(s) to increase efficiency without sacrificing workmanship to make the textile item(s) within the time needed to finish Able to use remnants to minimize waste Is able to apply feedback to improve textile item(s)
Applied Skills <ul style="list-style-type: none"> Apply safety procedures for themselves, co-workers, and users in physical environment 	<ul style="list-style-type: none"> Is able to identify hazards in a Textiles Lab 	<ul style="list-style-type: none"> Is able to identify strategies to prevent & remedy hazards in a Textiles Lab 	<ul style="list-style-type: none"> Is able to apply strategies to prevent & remedy hazards in the Textiles Lab 	