

# Textile Technology 12

*Guide*

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## Textile Technology 12

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## **Textile Technology 12**

### **Learning Outcomes**

Students will be expected to

1. discern the production methods and properties of various fibres, yarns and fabrics.
2. identify, understand and apply the elements and principles of design to create aesthetic works.
3. demonstrate skills related to selecting and using textile construction tools.
4. plan and create project(s) that demonstrate production skills and techniques.
5. critically analyze the aesthetic and cultural impact of textiles.
6. identify the lifework benefits of developing skills in textile creation and production.
7. plan, produce and present a summative textile work that demonstrates personal expression and skill development.

### **Specific Curriculum Outcomes**

Students will be expected to

#### **Unit Outcome 1: Creating Fabrics**

- 1.1 describe the sources of specific natural, synthetic and manufactured fibres.
- 1.2 demonstrate an understanding of the properties and performance of fibres, yarns and fabrics
- 1.3 research and explore evolution of fibres to fabrics.

#### **Unit Outcome 2: Elements and Principles of Textile Design**

- 2.1 define and investigate the elements and principles used in the design of textile works.
- 2.2 create a textile aesthetic and reflect on the relevant elements and principles of design.

#### **Unit Outcome 3: Textile Construction Tools**

- 3.1 identify and demonstrate effective use of textile tools and equipment.
- 3.2 demonstrate safe use of tools and equipment and appropriate conduct in the textile laboratory environment.
- 3.3 practice suitable care and maintenance of textile tools and equipment.
- 3.4 explain factors affecting consumer decisions when purchasing textile tools and equipment.

#### **Unit Outcome 4: Textile Production**

- 4.1 effectively use language associated with textile production.
- 4.2 compare and contrast standards of quality in textile production.
- 4.3 demonstrate skills and techniques used in textile design and/or drafting.
- 4.4 demonstrate informed preparation skills for textile production.
- 4.4 accurately interpret the language and symbols used in commercial patterns.
- 4.5 identify and select suitable notions and materials for use in textile production.
- 4.6 explore and effectively use textile production and embellishment techniques.

## **Unit Outcome 5: Aesthetic and Cultural Appreciation**

- 5.1 investigate the evolution of various textile processes.
- 5.2 analyze and anticipate the diverse impacts of textiles on culture(s).

## **Unit Outcome 6: Life Work Skills**

- 6.1 explore opportunities related to textile creation and production for the individual, community and industry.
- 6.2 reflect on the benefits associated with textile creation and production.

## **Unit Outcome 7: Independent Study**

- 7.1 demonstrate resource management skills and innovation in developing a plan for a summative textile work.
- 7.2 effectively execute their plan demonstrating developed skills and knowledge.
- 7.3 share and reflect on their summative textile work.

# **Textile Technology 12**

**NOTE: Teachers need to introduce Unit 7 early in the curriculum and refer to the expectations throughout the course. The summative project may be actually started at any time during the course.**

## **Unit Curriculum Outcome 1 : Creating Fabrics**

Students will be expected to identify and describe the production methods and properties of various fibres, yarns and fabrics.

### **Specific Outcome 1.1**

Students will describe the sources of specific natural, synthetic and manufactured fibres.

### **Suggestions for Assessment and Evaluation**

#### **Students can:**

- sort samples into natural, synthetic, manufactured fibres
- complete a matching activity
- visually represent fibres: sources, structure, processing

#### **Teachers can:**

- observe students' activities to determine comprehension
- assess accuracy of student work using a rubric or checklist

### **Strategies for Learning and Teaching**

#### **Teachers can:**

- Visit fabric stores to collect fabric samples
- create power point presentation on fibres – fabrics

- develop kits on fibres
- set up learning stations for students to explore/observe fibre qualities
- create swatches for mounting in notebooks
- bring in clothes to practise label reading
- use touch/feel to identify fibre qualities

**Students can:**

- identify which fabrics they are wearing

**Resources / Notes**

*Working with Wool* Video Rural Route videos Box 359 Austin Manitoba  
1-800-823-7703

*Clothing Fashion, Fabrics and Construction: Fibre to Fabric,*

*Clothes and Your Appearance* visuals

NS Museum or local artifacts

*Fabric Lab*

*Clothes & Your Appearance* – visuals

**Web Links**

Using search engine try key search words such as:

History of silk

**Specific Outcome 1.2**

Students will be expected to identify the relationship between the evolution of textiles and their properties, performance and use.

**Suggestions for Assessment and Evaluation**

**Students can:**

- interpret results of textile testing activities
- examine fibre content on textile product labels and connect fibre qualities with end use and behaviour
- examine care label and predict fibre content based on care requirements
- create a display of fibres, yarns, and /or fabrics illustrating their properties
- identify appropriate end use of various fibres, yarns, fabrics
- illustrate the continuum from fibre to fabric production
- share research tracing historical evolution of a fibre and/or fabric from pre-history to present

**Teachers can:**

- use rubrics, checklists and other assessment tools to assess student understanding
- use a rubric created with the class (*co-criteria*)\*\* to measure student presentations

**Strategies for Learning and Teaching**

**Teachers can:**

- bring in garments to observe qualities
- organize a visit to a fabric store
- create a web quest
- students can research a fibre or fabric and share their findings with the class

- lead a brainstorm on how textiles in are found in nature: spider web, dog ear felt, wasp paper nest, woven bird nest
- arrange demonstration or visual on hide preparation
- explore production methods where fibres become fabrics (exhibiting the fibre traits or production methods where fabric traits are created irrespective of fibre traits.

**Students can:**

- do textile testing
- research
  - silk trade
  - craft guilds: fullers, dyers
  - slave trade
  - use of hemp: plastic bottles, fish skin, goretex,
  - how “necessity is mother of invention” as related to textile development and fabric innovations
    - competitive swim wear
    - Space industry
    - “thrum” knitting

**Resources / Notes –**

*Clothes and Your Appearance:* nanotechnology

*Fashion (Wolf)-technology*

Murdoch Books Handmade style: Felt, Knit, Embroidery,weave, crocheting, paper, stitch  
1-74045-882-6

Knit one, Felt too

Making Felted Friends Sue Pearl Storey Publishing storey.com 978-1-58017-685-9

Local textile stores

*The Quilt as Art Rags to Riches* Laurie Swim

New Techniques for Wearable Art , Freeman Zachery - appliqué, notions,  
Rockport Publishers , rockpub.com1-59253 075-3

**Web Links**

Using search engine try key search words such as:

Textile Tests

Craft Guilds

**Unit Curriculum Outcome 2: Elements & Principles of Textile Design**

Students will be expected to identify, understand and apply the elements and principles of design to create aesthetic works.

**Specific Outcome 2.1**

Students will be expected to define and investigate the elements and principles used in the design of textile works.

## **Suggestions for Assessment and Evaluation**

### **Students can:**

- use the language of the elements and principles of design correctly
- compare and contrast textile products to identify the use of elements and principles of design
- reflect on artifacts exemplifying the elements and principles in their “Inspiration Journal”

### **Teachers can:**

- use a checklist to record student mastery of related terms (oral , written)
- assess student entries in “Inspiration Journal” for mastery of terms related to the elements and principles of design as applied to textile products

## **Strategies for Learning and Teaching**

### **Teachers can:**

- introduce the Inspiration Journal, which is a collection of inspiring visuals and reflective text. Entries are chosen that inspire the student, facilitating their understanding of the concepts. In this outcome students include artifacts that focus on the elements and principles of design.
- set up learning centres on elements & principles
- identify the elements in fashion , textile samples
- create student kits of different colour & shapes of paper. Arrange to show understanding of different elements/principles of design
- create texture kits to exemplify harmony, contrast, emphasis, balance

### **Students can:**

- examine each others clothes for ...
- using paints create schemes
- observe environment

Revisit these throughout the course

- do a digital scavenger hunt illustrating all of the elements & principles ( in the fabric store or in the school) to include in Inspiration Journal.

## **Resources**

NSSBB Code #23969 *Elements and Principles of Design*

Design / Visual Art text

## **Specific Outcome 2.2**

Students will be expected to apply their understanding of the principles and elements of design to the creation of textile works.

## **Suggestions for Assessment and Evaluation**

### **Students can:**

- reflect in their “Inspiration Journal” on how they applied the elements and principles of design to a textile project
- share their creative process with the class justifying their application of the elements and principles of design to their textile product

**Teachers can:**

- assess student projects for informed use of elements and principles of design
- assess student presentations for effective interpretation of the elements and principles of design

**Strategies for Learning and Teaching****Teachers can:**

Model use of terminology related to elements & principles during modest works

- show past summative projects and discuss the principles & elements of design therein

**Students can:**

See above

**Resources / Notes****Unit Curriculum Outcome 3****Textile Construction Tools**

Students will be expected to demonstrate skills related to selecting and using textile construction tools.

**Specific Curriculum Outcome 3.1**

Students will be expected to identify and demonstrate effective use of textile tools and equipment.

**Suggestions for Assessment and Evaluation****Students can:**

- match textile tools and equipment with their proper application
- demonstrate effective use of tools and equipment

**Teachers can:**

- use observational checklists to assess use of tools and equipment

**Strategies for Learning and Teaching****Teachers can:**

- Provide students with a master tool list for later reference. Should include visuals, definitions and uses.
- Set up a “Kim’s game” of textile tools: Students are shown tools . Include demonstration anecdote or explanation of each of approximately 20 tools. Tools are then hidden and students identify tools & their uses on a matching list; or are asked to write down functions when tools are shown one by one.
- Set up “Guess my function!” (carousel activity): tool stations set up with textile tasks and ask students to choose the most effective tool for a task.

Examples:     - pressing a dart  
                  - pinning chiffon



Students can:

- “Demo your favourite tool”. Students choose a textile tool. Research its use & practice. Demonstrate via live action or other media for the class.
- make a tool list for a specific project provided. Which tools would they use and why?
- place tools in order of use using a time line on visual cards ( irons, pins, shears)

### **Resources / Notes**

*Teach Yourself Visually Sewing*

*Clothing Fashion Fabrics Construction: Chapter 6*

### **Specific Curriculum Outcome 3.2**

Students will be expected to demonstrate safe use of tools and equipment and appropriate conduct in the textile laboratory environment.

### **Suggestions for Assessment and Evaluation**

**Students can:**

- model safe use of tools and equipment
- demonstrate proper conduct within the lab environment
- critique a lab class for safe practices
- create posters for safety in the ironing station, sewing machine, rotary cutters, pins,

**Teachers can:**

- maintain anecdotal notes on student safety and conduct

### **Strategies for Learning and Teaching**

**Teachers can:**

- demonstration in context – show example of product created by tool
- demonstrate proper use
- apply to modest works

**Students can:**

Help demonstrate actual tools

Peer tutor

Use needle fabric “Aida cloth” ( heavy enough not to need hoops for embroidery stitches)

### **Resources / Notes**

*Clothing Fashion Fabrics Construction: Part 2 Lesson 6 Machines & Equipment*

### **Specific Curriculum Outcome 3.3**

Students will be expected to practice suitable care and maintenance of textile tools and equipment.

#### **Suggestions for Assessment and Evaluation**

##### **Students can:**

- conduct class demonstrations on tool care and maintenance

##### **Teachers can:**

- use a checklist or maintain anecdotal records of tool/ equipment care and maintenance

#### **Strategies for Learning and Teaching**

##### **Teachers can:**

- post roster for clean up
- demonstrate equipment maintenance

##### **Students can:**

- Store tools appropriately
- Clean up
- Identify and complete minor repairs for self or others
- Create a consumer brochure on maintaining equipment
- Interview a repair or service person.
- Trouble shooting scenarios
- Work stations with problems to solve : Students demonstrate a problem and class trouble shoots
- Demonstration by a repair person: tailor, seamstress
- Review manuals for service and maintenance of equipment
- Design a sewing area demonstrating storage and protection of equipment

#### **Resources / Notes**

*Clothing Fashion Fabrics Construction: Part 2 Lesson 6 Machines & Equipment*  
Equipment Manuals  
Brochure library/ equipment websites on equipment

### **Specific Curriculum Outcome 3.4**

Students will be expected to explain factors affecting consumer decisions when purchasing textile tools and equipment.

#### **Suggestions for Assessment and Evaluation**

##### **Students can:**

- effectively promote textile tools/equipment highlighting features and consumer priorities
- critique product value by assessing end use, quality, cost, packaging, manuals, warranties, and promotion

##### **Teachers can:**

- use a rubric to assess student understanding of consumer practices

## **Strategies for Learning and teaching**

### **Students can:**

- create competing infomercials selling a piece of equipment & class can decide which is the most convincing and why ( sales vs features) Students can identify their skill at selling and identify these skills in professional sales reps) Could be role play & then purchaser could be critiqued as a consumer.

Give scenarios asking students to play different styles of consumers ( for class critique)

- research different products “consumer report”. Compare & contrast features

Review manuals : Showcase new innovations in tools

- Make their own “you Tube” video.

### **Teachers can:**

- Invite sewing machine sales person

- Show examples of consumer reports

- Review possible functions, limitations, benefits of tools: steamer vs iron, emb machine vs sewing machine, 3,4,5 thread serger, shears

- Demonstrate a new innovative tool

## **Resources**

Equipment manuals

## **Unit Curriculum Outcome 4 Textile Production**

Students will be expected to plan and create modest\*\* works that demonstrate production skills and techniques.

### **Specific Outcome 4.1**

Students will be expected to effectively use language associated with textile production.

## **Suggestions for Assessment and Evaluation**

### **Students can:**

- accurately interpret the language and symbols used in commercial patterns and instructions
- describe their procedures with correct vocabulary
- identify parts of various textile technology
- communicate understanding of textile goods and notions by using proper terminology

### **Teachers can:**

- monitor student textile vocabulary use by using checklists and anecdotal records

## **Strategies for Learning and Teaching**

### **Teachers can:**

- Create a word wall for vocabulary reference: grain, bias,
- Use the glossary in an activity: labeling, matching words, definitions and actual samples
- Roll play inaccurate use of language leading to miscommunication mayhem!

### **Students can:**

- Role play use of terms
- Guess the word: Put the term on cards hidden from the partner. “Taboo!” Students play in pairs where one guesses the word based on hints given by the lead student who has the card.

- Describe /explain a skill or item in technical terms.
- Textile Charades – Guess the task: Each team has a set of cards to group according to a like function: pressing/sewing machine/ layout/ prepping for sewing ( need multiple cards of certain activities such as pressing, pinning, basting.
- Create a Scavenger hunt using terms on the word wall.
- Team play colour code the terms each student team has a different set of item
- Classroom game rules:
  - Reduce speed - baby steps
  - Use inside voices
  - Speed bump – give students an extra card. As a penalty for not following the rules

### **Resources / Notes**

Rug hooking sample might be a coaster.

*Clothing Fashion Fabrics Construction*: Unit 4 and all of Part 2 plus Glossary

*Clothing Fashion Fabrics Construction*: Supplemental Resource: Sewing & serging techniques

*Successful Sewing*

*Teach Yourself Visually Sewing*

### **Specific Outcome 4.2**

Students will be expected to compare and contrast standards of quality in textile production.

### **Suggestions for Assessment and Evaluation**

#### **Students can:**

- apply knowledge of quality expectations to their own work by establishing co criteria for project assessment
- use a rubric to assess provided project samples for quality
- reflect on the association between quality and end use

#### **Teachers can:**

- provide samples of a range of quality works for discussion and student assessment
- provide hand made vs commercial products for student critique

### **Strategies for Learning and Teaching**

#### **Students can:**

Compare and contrast stations:

- samples of clothing made by different manufacturers.
- Machine vs hand stitched (embroidery)
- Different qualities of thread
- Discuss end uses of each economical vs function
- what are seconds? When are they cheaper? Are they as durable? Are they a “ deal”?
- create a rubric collaboratively to use when shopping: reflecting individual needs and values
- Co create a rubric for assessing project work

#### **Teachers Can:**

- provide samples for student exploration

### **Resources**

*Clothing Fashion Fabrics Construction: Unit 6 Clothing Selection*

**Specific Outcome 4.3**

Students will be expected to demonstrate skills and techniques used in textile planning and production.

**Suggestions for Assessment and Evaluation**

**Students can:**

- submit samples for evaluation and feedback
- select one sample to share with class focusing on their successes & challenges
- reflect on selected modest works included in a portfolio or their inspiration journal
- self evaluate using a rubric on skill development acquired from modest works
- reflect on how elements and principles of design have been manipulated within their projects.

**Teachers can:**

- interview and discuss student submissions on project plan
- develop rubrics specific to techniques developed in each modest work

**Strategies for Learning and Teaching**

**Teachers can:**

- **define modest works:** Small functional samples of techniques that may be included in independent textile works.

- Share a sampler:

Survival sampler

Decorative Stitch sampler

- Examples of Construction techniques and embellishment that could be introduced:

Hand quilting

Hand stitched projects

Edge finishing

Hemming

Pleating

Gathering

Embroidery/Decorative stitching

Applique

Smocking

Dyeing

Beading

Quilting

Hooking

Draping

Needle felting

Wet Felting

Spinning ( drop spindle)

Paper making

Adir Cloth ( resist dyeing)

Stamping

Weaving/Card weaving  
Knitting  
Wool yarn dyeing (Koolaid- unsweetened drink crystals)  
Tie Dyeing  
Batik Dyeing  
Stenciling  
Flower pounding  
Tapestry  
Hand sewing  
Machine sewing  
Serging  
Sewing techniques: gathering, darts, buttons, zippers  
“Junk to Funk”

**Students can:**

- for each modest work submit written and graphic plan for discussion and review
- plan may include pattern drafts, sketches, visuals, fabric swatches, colour palette
- integrate the elements and principles of design throughout modest works

**Resources / Notes**

Craft books  
Community experts  
*Clothing Fashion Fabrics Construction: Part 4 Basic Construction*  
*Successful Sewing*  
*Teach Yourself Visually Sewing*

**Specific Curriculum Outcome 4.4**

Students will be expected to identify and select suitable notions and materials for use in textile production.

**Suggestions for Assessment and Evaluation**

**Students can**

- identify appropriate materials and notions for specific techniques and uses
- justify their material and notion selections

**Teachers can:**

- interview students for clear articulation of suitable material and notion choices for a variety of uses
- include in modest works rubric assessment of materials and notions selection

**Strategies for Learning and Teaching**

**Teachers can:**

- provide examples and non examples of suitable selections with discussion on personal taste vs function

**Students can:**

- examine existing items for appropriate notions, materials based on preference and performance

- discuss various options for classmates' choices
- create an example of personalizing a textile work by changing the notions
- explore redesigning a garment's appearance function through selection of alternate notions and materials

### **Resources / Notes**

*Clothing Fashion Fabrics Construction: Part 4*

### **Specific Outcome 4.5**

Students will be expected to demonstrate informed preparation skills for textile production.

### **Suggestions for Assessment and Evaluation**

#### **Students can**

- provide a sequential outline of preparation steps required for various projects
- justify the necessity of the preparation steps and appropriate sequencing
- interpret and apply pattern language and symbols to project preparation

#### **Teachers can:**

- use observational checklists to monitor students' preparation techniques

### **Strategies for Learning and Teaching**

#### **Teachers can:**

- add related vocabulary and symbols to textiles word wall
- lead a brainstorm activity on possible preparation activities
- provide completed projects and ask class to co-create a model plan for its preparation (what task and when)
- demonstrate various preparation techniques:
  - organize/prepare tools and equipment
  - preshrinking fabric
  - straightening grainline
  - processing textiles for printing/dyeing
  - layout and cut
  - marking fabric
  - yarn preparation
  - cutting fabric for hooking and quilting
  - creating designs and mixing paints for printing
  - ironing, pressing, blocking
  - purchasing
  - interpreting commercial patterns

#### **Students can:**

- use card activity to sequence preparation activities
- self and peer evaluate preparation techniques

### **Resources / Notes**

*Clothing Fashion Fabrics Construction:: Part 3 Getting Ready to Sew*

*Successful Sewing Unit 3 : Learning the Basics: Lessons 1-10*

Project specific Technical Project Directions

## **Unit Curriculum Outcome 5 Aesthetic and Cultural Appreciation**

Students will be expected to critically analyze the aesthetic and cultural impact of textiles.

### **Specific Outcome 5.1**

Students will be expected to analyze the relationship between culture and textile production.

### **Suggestions for Assessment and Evaluation**

#### **Students can:**

- present research findings
- anticipate and justify how textiles will be used in the future, based on their understanding of the past & current events

#### **Teachers can:**

- assess student presentations using a rubric
- assess the student's justification using a rubric\*\*\*\*(need to provide rubric)

### **Strategies for Learning and Teaching**

#### **Teachers can:**

- share the impact on environment and economy of textiles ; insecticides, slave trade
- read apron "Strings Attached"
- topics to explore:  
Sweat shops  
Dyes hourly wage  
Cottage industry  
Management of resources  
Worker treatment assembly line work  
Devaluing women's work  
Recycling materials (pop bottles)  
Reuse \_ second hand stores  
Specialist Industry Fabrics- Use of fabrics to make people faster, stronger, safer through textiles.

#### **Students can:**

- consider creation of a super hero. What is your Super Heroes Issue?  
How would their issue be represented through costume?
- create and participate in a Trivia Game related to textile trends and issues

### **Resources / Notes**

Web Search Contexts to be considered might be:

- Historic(Current events impacting fashion: T shirt –military wear; jeans- workers; sumptuary laws
- Ethnic
- Geographic
- Societal (AIDS quilt commemorates those who died of AIDS)



Environmental (Denim impact on Chinese rivers)  
Intended audience  
Cultural  
Economic (personal, local, global)  
Technological

### **Specific Outcome 5.2**

Students will be expected to determine the cultural and historical significance of various textile artifacts.

### **Suggestions for Assessment and Evaluation**

#### **Students can:**

- identify and share the significance of a textile artifact

#### **Teachers can:**

- use rubrics designed to assess oral presentations
- use a co-criteria rubric to assess content
- monitor student engagement while they acquire information

### **Strategies for Learning and Teaching**

#### **Teachers can:**

- share a powerpoint presentation on Kente cloth as model of expectations

#### **Students can:**

- research and share through ppt the significance of a selected textile work: Muppets, Bayaux Tapestry, OverLord Embroidery, Aids Quilt, Chilean Arpilliers, Gee's Band Quilts, African Threads, Afhani carpets, Kimonos, the Canadian Quilt of Belonging
- personal textile artifact
- global artifacts: Chilean Arpillera remembrances of "The Disappeared", Afghani carpets reflect current war
- celebrated artifact ( AIDS quilt)
- use textiles as a means of story telling

### **Resources/Notes**

Popular Culture Cdn Heritage Collection ALR  
African Threads Project Valerie Herder

### **Unit Curriculum Outcome 6 Life Work Skills**

Students will be expected to identify the lifework benefits of developing skills in textile creation and production.

**Specific Outcome 6.1** Students will be expected to explore opportunities related to textile creation and production for the individual, community and industry.

### **Suggestions for Assessment and Evaluation**

#### **Students can:**

- create a visual presentation of the lifework opportunities within the world of textiles

- reflect on the lifework benefits of creating textile products

**Teachers can use rubrics and checklists to:**

- assess the presentation
- assess reflections

**Strategies for Learning and Teaching**

**Teachers can:**

Invite in guest speakers, guilders, “guest teachers”,  
Studio tour

Invite staff to share their textile skills : interview learning, reason etc

Research training : workshops, schools, camps, related to continue life long learning, adult ed, night courses, job shadows, community mentorships,

Organize a sale of their own work with other textile artists.

Sale for Charity

Fund raisers that have a social conscience 10,000 villages/ African threads

**Students can:**

- Organize a studio rally of local artists
  - Do knit graffiti
  - Research textile expressions : Mad Hatter, Bee in your bonnet, Frayed nerves, Close knit community, fibre of one’s being, Tapestry of Love, Tightly Woven
- Explore impact of textiles on life work by reflecting on the following topics:

Personal artistic expression

Cultural Preservation and innovation

Self reliance

Leisure

Community connection

Home industry

Local sustainability

Entrepreneurship

Textile related careers

**Resources / Notes**

*Rags to Riches*

**Specific Curriculum Outcome 6.2**

Students will be expected to identify initiatives designed to promote quality textile production

**Suggestions for Assessment and Evaluation**

**Students can**

- apply a rubric reflecting standards of quality (amateur vs professional vs mass produced)

**Teachers can:**

- assess student work according to a rubric that identifies quality craftsmanship

### **Strategies for Learning and Teaching**

#### **Teachers can:**

- invite guest speaker from the NS Design Council
- arrange for a class trip to the NS Design Council show

#### **Students can:**

- share research on quality control set by different manufacturers
- research legislation on textiles related to quality related to safety, content, labeling,
- what does made in Canada mean?
- how is quality defined ( stitch length, fabric weight, ) and by whom??
- how is quality controlled? ( council, consumer/market, legislation?)
- quality of production ethics(sweat shops): environment, safety, employee
- compare the quality of the textile arts produced in Nova Scotia with other locales. How is it different? Why? Look at NSDC , tradition, education, valuing, ancestral connections/traditions....
- competition develops quality : Crafters markets, farmers markets, galleries, guilds
- research guilds in nova Scotia(quilters, rug hookers, knitters, weavers, spinners)

### **Resources / Notes**

#### **Unit Curriculum Outcome 7 – Independent study**

Students will be expected to plan, produce and present a summative textile project that demonstrates personal expression and skill development.

**NOTE:** Teachers need to introduce Unit 7 early in the curriculum and refer to the expectations throughout the course. The summative project may be actually started at any time during the course.

#### **Specific Outcome 7.1**

Students will be expected to draft and propose a plan for their summative textile work demonstrating resource management, innovation, and personal expression.

#### **Suggestions for Assessment and Evaluation**

##### **Students can:**

- demonstrate source(s) of vision for their plan in their Inspiration Journal
- organize a work plan that illustrates resource management
- create assessment criteria for their project

##### **Teachers can:**

- interview the student and review the written plan for clarity of feasibility, innovation and personal expression
- review Inspiration Journal entries related to project

## **Strategies for Learning and Teaching**

### **Teachers can:**

- suggest a variety of project options including samples of assessment
- review student proposals ensuring that the following guidelines are respected
  - project proposals link project to outcomes of course
  - include an innovative, hands on creation

- project package will in the final analysis include

progress checklist

materials list

technology used

resource articulation

inspiration Journal connect

Reflection

Self rubric

Peer conference

Evidence of sharing event

Final project Examples:

Costume manager of a play – document problem solving, produce a video with dialogue explaining the process

Applied Research – include sample of technique

Quilt – made from student embellished or created fabrics

Garment construction

Household Décor Construction

Merchandizing – promotion of a textile product such as a store window display of fashion, promoting a puppet business; include samples and business plan

Plan an exhibition of textile works

Restoration or recreation of a significant textile work

### **Students can:**

- interview and/or mentor with artisans
- research
- contract

### **Resources / Notes**

Drafting/design/ Inspiration Journal

**Specific Outcome 7.2** Students will be expected to effectively execute their plan demonstrating developed skills and knowledge.

### **Suggestions for Assessment and Evaluation**

#### **Students can:**

- demonstrate commitment to skill development
- monitor progress through a self generated checklist

#### **Teachers can:**

- monitor student engagement and resource management skills with a checklist

- assess student problem solving skills
- use rubric to assess development of student skill mastery

### **Strategies for Learning and Teaching**

#### **Teachers can:**

- provide sample plans with time lines/checklists

#### **Students can:**

- brainstorm task list and develop into a schedule
- share their plan with a peer to determine any missing elements

### **Resources / Notes**

**Specific Outcome 7.3 Students will be expected to reflect on and share their summative textile work.**

### **Suggestions for Assessment and Evaluation**

#### **Students can:**

- respond to peer conference as part of assessment
- collaborate and share their projects through an organized event
- reflect on the efficacy of their plan, progress checklist and assessment rubric
- assess process and product using their developed self evaluation rubric

#### **Teachers can, using observation rubrics:**

- reflect on student growth
- assess student collaboration and commitment to project completion

### **Strategies for Learning and Teaching**

#### **Teachers can:**

- provide opportunities for reflection & feedback
- provide reflection prompts ( sentence starters)
- dialogue with students about projects and provide direction/support
- support student sharing initiatives

#### **Students can:**

- plan, coordinate opportunities to share
- collaborate with peers/teacher on sharing opportunities
- Participate in an Art Show, Fashion Show, to present work to the public

### **Resources / Notes**