

ART & DESIGN DEPARTMENT
St MUNGO'S ACADEMY



CURRICULUM for EXCELLENCE
TEXTILE DESIGN UNIT

Unit outline

The general aim of this Unit is to develop learners' ability to develop creative design ideas in response to a given brief. In this Unit learners will explore how designers develop and create their ideas. They will consider the design choices and opportunities in the brief before developing their own creative design ideas, showing understanding of basic design issues.

On completion of the Unit, learners will be able to use a variety of design materials, techniques and/or technology and reflect on their own work and the work of others.

Learners who complete this Unit will be able to:

- 1 Describe the things that have inspired and influenced designers and their work
- 2 Produce creative design ideas and development work in response to a given design brief

This Unit is a mandatory Unit of the National 4 Art and Design Course and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes*, which provide advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work. Exemplification of the standards in this Unit is given in the *National Assessment Resource*.

The *Added Value Unit Specification* for the National 4 Art and Design Course gives further mandatory information on Course coverage for learners taking this Unit as part of the Art and National 4 Art and Design Course.

Recommended entry

Entry to this Unit is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:
National 3 Art and Design Course or relevant component Units

In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this Unit.

Equality and inclusion

This Unit Specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. For further information, please refer to the *Unit Support Notes*.

Outcomes and assessment standards

Outcome 1

The learner will:

1 Describe the things that have inspired and influenced designers and their work by:

1.1 Describing how designers use design materials, techniques and/or technology in their work

1.2 Describing the things that have influenced these designers and the work they produce

1.3 Expressing facts and personal opinions about the designers' work

Outcome 2

The learner will:

2 Produce creative design ideas and development work in response to a given design brief by:

2.1 Identifying the main design opportunities, issues and constraints in the brief

2.2 Producing relevant investigative studies and market research in response to the brief

2.3 Using design materials, techniques and/or technology in creative ways

2.4 Using simple evaluation skills in the creative process when developing their creative design ideas

Evidence Requirements for the Unit

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used. Evidence will be a combination of practical, written, oral and/or recorded evidence. Evidence may be presented for individual Outcomes or it may be gathered for the Unit as a whole by combining assessment holistically in one single activity. If the latter approach is used, it must be clear how the evidence covers each Outcome. In this Unit, learners will be required to provide evidence of:

A basic understanding of designers' work and the influences on their design practice

Skills in investigating and researching the requirements of a design brief

Skilled and creative use of design materials, techniques and/or technology

Developing imaginative design ideas in 2D and/or 3D formats in response to the brief

Ability to present facts and opinions about their own work and the work of other designers

Exemplification of assessment is provided in the *National Assessment Resource*.

Advice and guidance on possible approaches to assessment is provided in the *Unit Support Notes Department Evaluation progression pack*.

Development of skills for learning, skills for life and skills for work

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Unit where there are appropriate opportunities.

3 Health and wellbeing

3.1 Personal learning

5 Thinking skills

5.2 Understanding

5.3 Applying

5.5 Creating

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level as the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Unit Support Notes*.

Textile Design unit Textiles -Batik and painted fabrics from the Mitchell Library
Archive Project on the Built Environment

LEARNING OUTCOMES

Pupils will demonstrate

An Understanding of the Design Process by producing solutions to a design brief

Skills, Knowledge and Understanding of Sketching and Layout techniques

Stylisation techniques

Appropriate use of Source material.

Appropriate use of materials

Evaluation of solution and techniques

Complete and Produce a finished design piece that answers a design problem set by the design Brief.

LEARNING ACTIVITIES

Pupils will demonstrate their awareness of the Design Process and in the creative potential of Fabric Craft and Batik.

Investigation – Introduction to elements of the design process i.e. Design brief through discussion sessions, exemplar notes, viewing visual resources, previous students work, and the in depth review of the Dept design student pack and guides. Preliminary sketching and layout exercises. Evaluation of above and the selection of appropriate source material relevant to the pupils chosen theme. –the Natural Environment.

Consideration- (of Possibilities) – Application of investigative drawing techniques and appropriate colour choice, personal interest, development of various approaches. Stylisation exercises, Inventive use of materials, Arrangement, Function, and Communication of students' ideas.

Solution- Providing a solution to the design brief through the Production of a Fabric design and /or a finished design showing examples of stylisation, inventiveness, Personal selection and Creativity. Appropriate use of materials, handling skills, colour answering the design brief's requirements.

Evaluation- Assessing and amending the solution where necessary through the Dept Evaluation report. Completion of the Dept Moderation and Evaluation guide along with student Learning log and students Progression statement.

Purpose is to engage pupils in the creative process and the potential of Batik and fabric design. It enables pupils to express, ideas, and feelings by providing the opportunity to develop skills in the production of samples and final fabric designs in paper, cotton or silk. The stimulus for the lesson is the line shape and pattern of the Natural Environment.

Teaching Approaches; The activities of our young people will be centred on Assignments. Teacher will demonstrate the potential of fabric design as a medium for producing expressive images yet answering a design brief.

Assignment One. Pupils will produce a series of investigations and experimental studies on paper and cotton/silk using a variety of sources and equipment.

Assignment Two. Using a display of visual materials which reflect the suggested topics in the natural environment, such as photographs, objects, books, and computer imagery. The will produce a folio of work consisting of at least 3 studies from the chosen aspect of the natural environment. The collection of drawings, photographs, examples of designers work, will demonstrate that the pupil has explored the stimulus and theme.

Assignment Three .With reference to assignment 2 pupils will use it as the basis for developing their ideas of a decorative or expressive design. They will produce at least two different visual ideas, dealing in line, shape and pattern. From this collection of considered designs pupils will use these to produce a final piece.

Assignment Four. Pupils will produce a final batik /fabric craft which has been developed from the selected idea.

The finished textile should demonstrate that,

- 1 The techniques have been understood
- 2 The Textile has been interpreted appropriate to the fabric craft
- 3 The final piece is of a acceptable standard
- 4 That the pupil has evaluated the final design and completed the Dept Moderation and Evaluation guide.

SUBJECT OUTCOMES

Discussion on the work of selected designers, their place in history, Their World they lived in. The Target Market they aimed for. By comparing /contrasting and discussing the work of these Designers. Pupils will Identify styles, and relate their work to that of the selected designers. Compare their work with other pupils and discuss .Evaluate their work and the unit of work. To see Connections in this subject to other subjects

SUCCESS CRITERIA

Pupils have Demonstrated Ability to understand the brief

Pupils have expressed their Opinion/Choice in relation to the development of fabric design with reference to current designs and developments, styles and methods.

Pupils have Responded to Stimuli and produced Design Ideas

Pupils have Consider the implications of a design brief with regard to the production of a final idea or image.

Pupils have Shown Evidence of Observation

Pupils have demonstrated control of medium and materials

Pupils have produced Designs work that communicates their intentions ideas and solutions.

Pupils have shown evidence that the chosen aspect of the Natural environment has been investigated.

Pupils have produced a folio of drawings and images that display an investigation of sources

Pupils have selected an idea for further development which is suitable for translation onto fabric

Pupils have produced a fabric design/or Batik

LITERACY OUTCOMES

Collect, Collate, and Select information and use these skills in producing a comparative study of specific packaging, Designers and Designs.

Viewing of selected designers through Glow, slides, DVD, Wikipedia, and other relevant sources.

Gathering of information/references/and the selection of specific designers

Selection and Justification of examples styles, stylisation, design proposals and the production through notes completion of assignments in written form, will be assessed

HEALTH AND WELL BEING OUTCOMES

All work will be pupil centred and individually based. The lesson will follow the

Normal Art & Design ethos and environs Identifying areas for improvement and next steps for learning.-

Personal learning Thinking Skills Understanding and Applying and Creativity.

Investigating, researching, producing, analysing, evaluating Creating

Developing original ideas and solutions to problems in art and design work

Analysing, understanding how others develop their ideas and work. Understanding how materials, techniques, composition and/or technology can be used expressively for visual impact and to communicate design ideas.

Applying knowledge and understanding when developing expressive art work and design ideas,

Apply and observe safe working practices throughout the duration of the unit.

ASSESSMENT CRITERIA

Assessment will be in the form of Questionnaires, notes, and collated visual and written materials. A personal written response on two Designers, comparing and contrasting their styles and work and relating it to their own, will be presented along with their design folio.

The primary purpose of C f E Design Activity is to be able to investigate, record visually ideas and feelings at a personal level, to communicate ideas use visual elements and to produce a solution to a design problem Referring to the Departments Moderation and Evaluation statement guides, will determine levels on Developing, Consolidating and Secure. Assessment will be based on two A2 size pieces of work that display Investigation, Consideration & Development and a Final Outcome and a Solution to the Design Brief. Evidence will be presented in a Folio of work along with an Evaluation statement that outlines the pupil's choice, selection and opinion of their work

DEVELOPING

The student has demonstrated ability to use the design process and visual elements in a simple manner.

With some prompting has designed and produced work with some success.

CONSOLIDATING

The student has demonstrated ability to make skilled and sensitive use of the design process.

Has expressed and developed a range of ideas and personal response to the design brief to

Communicate designs which show evidence of control, understanding and success

ACHIEVING

The student has demonstrated the Ability to make skilled and sensitive use of the design process

<i>Design Activity</i>	<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Poor Performance</i>
<i>INVESTIGATION</i> <i>Response to and</i> <i>Understanding of the Brief</i> <i>Identifying and Investigating</i> <i>Information and Research</i>					
<i>CONSIDERATION</i> <i>Selection and Collation of</i> <i>information</i> <i>Consideration of Possibilities</i>					
<i>SOLUTION</i> <i>Communication of Solution</i>					
<i>EVALUATION</i> <i>Evaluation of Solution</i>					
<i>PRESENTATION</i> <i>Presentation of work and of</i> <i>Opinions</i>					

The visual elements and by communicating and developing a range of ideas and personal response

To the design brief, has produced designs of quality which communicates the students intentions, ideas,

With skill and considerable control and great success