Fashion and Textiles

Fashion and Textiles

Course Framework

2007 Edition

For courses accredited from 2008

FASHION AND TEXTILES

COURSE FRAMEWORK

B S S S
AUSTRALIAN CAPITAL TERRITORY

INTRODUCTION

All programs of study for the ACT Year 12 Certificate should enable students to become:

- creative and critical thinkers
- enterprising problem-solvers
- skilled and empathetic communicators
- informed and ethical decision-makers
- environmentally and culturally aware citizens
- confident and capable users of technologies
- independent and self-managing learners
- collaborative team members

and provide students with:

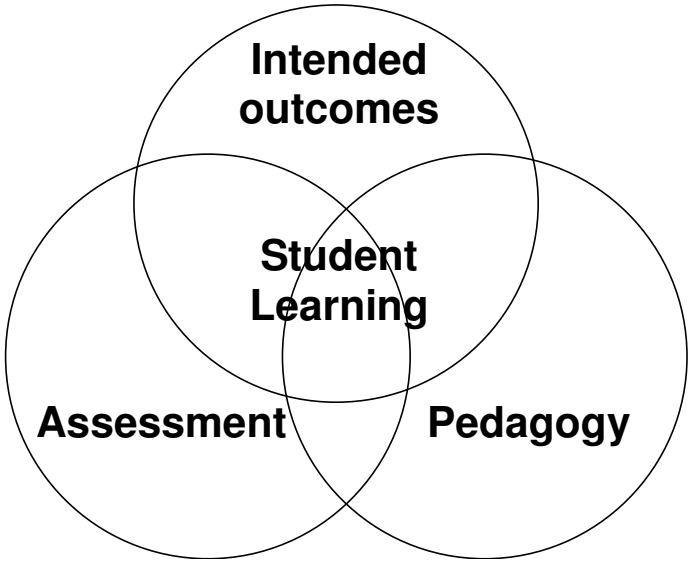
- a comprehensive body of specific knowledge, principles and concepts
- a basis for self-directed and lifelong learning
- personal attributes enabling effective participation in society

Examples of these student capabilities are provided at Appendix A.

COURSE FRAMEWORKS

Course Frameworks provide the basis for the development and accreditation of any course within a broad subject area and provide a common basis for the assessment, moderation and reporting of student outcomes in courses based on the Framework.

Course Frameworks support a model of learning that integrates intended student outcomes, pedagogy and assessment. This model is underpinned by a set of beliefs and a set of learning principles.



Underpinning beliefs

- All students are able to learn.
- Learning is a partnership between students and teachers.
- Teachers are responsible for advancing student learning.

Learning principles

1. Learning builds on existing knowledge, understandings and skills.
   (*Prior knowledge*)
2. When learning is organised around major concepts, principles and significant real world issues, within and across disciplines, it helps students make connections and build knowledge structures.
   (*Deep knowledge and connectedness*)
3. Learning is facilitated when students actively monitor their own learning and consciously develop ways of organising and applying knowledge within and across contexts.
   (*Metacognition*)
4. Learners' sense of self and motivation to learn affects learning.
   (*Self-concept*)
5. Learning needs to take place in a context of high expectations.
   (*High expectations*)
6. Learners learn in different ways and at different rates.
   (*Individual differences*)
7. Different cultural environments, including the use of language, shape learners' understandings and the way they learn.
   (*Socio-cultural effects*)
8. Learning is a social and collaborative function as well as an individual one.
   (*Collaborative learning*)
9. Learning is strengthened when learning outcomes and criteria for judging learning are made explicit and when students receive frequent feedback on their progress.
   (*Explicit expectations and feedback*)

RATIONALE

The study of Fashion and Textiles provides the opportunity for students to explore their creativity and develop design skills. Skills such as ideas generation, problem solving, communication, project management as well as analytical and lateral thinking are highly valued and transferable across different disciplines. Students are provided with the opportunity to develop the skills for career directions and a life long interest in this area. All studies in Fashion and Textiles can lead into tertiary courses and exciting careers in design, cultural and business related fields.

The Australian Fashion and Textiles industry contributes significantly to the world economy particularly in the Asia Pacific region. As a global industry it has an impact on every aspect of our lives, economically, environmentally and culturally. Today's Textile, Clothing and Footwear industries use new and developing technologies and play an important role in many industries such as sport, medicine, science, manufacturing, architecture and defence. The future of these industries depends upon innovative, flexible and collaborative designers, researchers and manufacturers.

GOALS

Course Framework Goals focus on the essential things that students should know and be able to do as a result of studying any course in this subject area. They are **intended student outcomes**.

All courses based on this Course Framework should enable students to:

- Develop and express creativity using textiles as a medium
- Design textile products through the inspiration and interpretation of historical, cultural, social, environmental and/or textile innovation trends
- Apply the design process for the construction of textile products using appropriate OHS practices
- Develop knowledge and understanding of the functional and aesthetic requirements of textiles
- Develop and demonstrate independent management skills in a variety of contexts
- Develop written, oral and visual communication skills
- Develop an awareness of training and career pathways

Guide to the Selection of Content

Courses developed under this Framework will provide details of course content through the component units of the course. While this content will differ according to the particular course classification (A, T or M, including vocational programs), all content will be chosen to enable students to work towards the achievement of the common and agreed goals of the Framework.

Essential Concepts and Skills

All courses developed under this Framework will be based on the essential concepts and skills of the subject area, as outlined below.

DESIGN

Concepts

- creativity
- elements and principles of design
- functional and aesthetic design
- history, culture, trends and innovation as inspiration for design
- social, economic, ethical and environmental (design and lifecycle) issues relating to the development, processing and use of materials

Skills

- problem solving
- lateral and independent thinking
- design briefs that allow a multitude of creative and innovative responses
- communication of design solutions orally, graphically, (CAD, sketches, notations, charts, graphs, layouts, production plans and sequences), visually (models, toiles and mock-ups for trialling options) and in written forms
- design specifications, considerations, constraints, priorities and the evaluation of practical projects
- technical language of the subject area (design process, symbols, abbreviations)

TEXTILE PROCESSES

Concepts

- current and future technologies in the textile, clothing and footwear industries
- properties and performance of fibres and fabrics

Skills

- development of skills and techniques used to create and manipulate textiles (eg; dyeing, printing, weaving, felting, fabric embellishment)
- selection and use of appropriate technology including ICT eg. design software; Photoshop, Illustrator, Dreamweaver, Flash
- construction skills

- pattern development and manipulation skills
- technical expertise

WORK PRACTICES

Skills

- effective time management and organisational skills to meet deadlines
- collaborative work skills
- operation of tools, equipment and machines according to OH & S standards
- career pathways and employment opportunities
- industry standard work practices (VET)

Vocational Courses

Colleges with Registered Training Organisation (RTO) status are eligible to deliver units of competence from Training Packages, or alternatively, they may develop vocational courses, classified as A or T based on the Training Packages, under the relevant Course Framework.

Training Packages that may be relevant to courses developed under this Framework include:

- LMT00 Textiles, Clothing and Footwear Training Package
- CUV03 Visual Arts, Craft and Design Training Package

PEDAGOGY

Teaching strategies

Course developers are encouraged to outline teaching and learning strategies that are grounded in the Learning Principles. Teaching and learning strategies that are particularly relevant and effective in Fashion and Textiles include:

- Teacher demonstration and modelling
- Exposure to a range of high quality visual imagery/materials through the Internet, posters, slides, magazines, DVDs and videos
- Teacher scaffolding to facilitate formal and informal analysis of visual material
- Simulated real life and work scenarios eg. a small business simulation
- Problem solving
- Regular and meaningful feedback
- Flexible and online materials such as the Fashion Toolbox and Webquests
- Lectures, tutorials and seminars in and outside the classroom
- Discussions, debates and student presentations
- Links with the design and visual arts communities through excursions, field trips, gallery, exhibition and industry visits and engagement with designers and artists in the classroom

ASSESSMENT

The purpose of including assessment task types (with examples of tasks) and assessment criteria in Course Frameworks is to provide a common and agreed basis for the collection of evidence of student achievement. This collection of evidence enables a comparison of achievement within and across colleges, through moderation processes. This enables valid, fair and equitable reporting of student achievement on the Year 12 Certificate.

Assessment Tasks elicit responses that demonstrate the degree to which students have achieved the goals of a unit (and the course as a whole).

Assessment Task Types (with **weightings**) group assessment tasks in ways that reflect agreed shared practice in the subject area and facilitate the comparison of student work across different assessment tasks.

Assessment Criteria (the dimensions of quality that teachers look for in evaluating student work) provide a common and agreed basis for judgement of performance against unit and course goals, within and across colleges. Over a course, teachers use all of these criteria to assess students' performance, but do not necessarily use all criteria on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

Assessment Rubrics draw on the general course framework criteria to develop assessment criteria for a task type and a continuum which indicates levels of student performance against each criterion.

Assessment Task Types

Task Type	**Written and/or Oral** **(T) These tasks must incorporate higher order thinking skills which require critical analysis and evaluation**	**Design Development** **(A/T) These tasks must record the creative design process**	**Practical Work** **(A/T) These tasks are the outcome of the creative design process**
	T Analytical essay • 1000-1500 words **A** Essay • 500-800 words Marketing plan Research report with primary evidence PowerPoint presentation with speakers' notes Magazine/journal articles Seminar/tutorial/interview Debate/online discussion Webquests Exhibition review Field investigation Exam	Design Process Diary The following may also be used with supporting evidence of the design process: Concept boards Storyboards Digital process diary Presentation portfolio	Garment(s) Textile article(s) Marketable product(s) Group production simulation Sample range(s) Interior furnishing(s) Textile art piece(s) ICT application eg: web pages, virtual fashion store, virtual layout for interior design
Weightings **T**	**25-35%**	**25-35%**	**40-50%**
Weightings **A**	**15-25%**	**25-30%**	**45-60%**

In a standard T unit (1.0) a student must complete between 4 - 6 items of which two must be from the Written and/or Oral task type, one or more from the Design Development task type and one or more from the Practical Work task types. At least one oral must be included in a major.

In a standard A unit (1.0) a student must complete between 4 - 6 items of assessment. One or more from the Written and/or Oral task type, one or more from the Design Development task type and one or more from the Practical Work task types

In a half standard unit (0.5) a student must complete one item of assessment from each of the task types.

Additional Assessment Advice

Design Development task type explanations/definitions

The **Design Process Diary** task type **must** include the following features: research, investigations, experimentation and a record of students use of the design process including all decisions, reflections and evaluations.

It must be noted that evaluation, reflection and analysis should be continuous and the student should aim at a level of critical reflection in order to understand their journey throughout the design process.

The design process is complex and needs to be taught. Teachers must provide scaffolding to enhance opportunities for students to demonstrate higher order thinking skills and an understanding of the design process. A recommended Design Process model has been provided at Appendix B.

Concept boards, Storyboards and **Presentation Portfolios** are valid design development task types that can be used in authentic assessment tasks such as presenting:

- a range of ideas to a prospective client or at a company production meeting
- selected works such as polished sketches and photographs of final works that could be presented at an interview for tertiary design courses.

These task types must be presented with supporting evidence that document a student's use of the design process.

The Board recommends 4 - 6 assessment tasks across a full semester unit and 2 - 3 assessment tasks for a 0.5 unit. These should not be a compilation of a number of small discrete tasks (eg mini-tests) but may include a portfolio that provides coherent evidence of the depth of student learning.

Assessment Criteria

Students will be assessed on the degree to which they demonstrate:

- Knowledge, understanding and application
- Effective communication
- Analysis and evaluation
- Creativity and problem solving skills
- Technical skills

Relating Assessment Task Types and Assessment Criteria to the Course Framework Goals

The congruence between goals, assessment task types (the evidence) and the assessment criteria (the basis for judging the evidence) is vital in teaching and learning. The following table(s) show these relationships.

GOALS	ASSESSMENT TASK TYPES	ASSESSMENT CRITERIA
Develop and express creativity using textiles as a medium	Design Development Practical Work	Knowledge, understanding and application Effective communication Analysis and evaluation Creativity and problem solving skills Technical skills
Design textile products through the inspiration and interpretation of historical, cultural, social, environmental and/or textile innovation trends	Design Development	Knowledge, understanding and application Effective communication Analysis and evaluation Creativity and problem solving skills
Apply the design process for the construction of textile products using appropriate OHS practices	Design Development Practical Work	Knowledge, understanding and application Effective communication Analysis and evaluation Creativity and problem solving skills Technical skills
Develop knowledge and understanding of the functional and aesthetic requirements of textiles	Written and/or Oral Design Development Practical Work	Knowledge, understanding and application Effective communication
Develop and demonstrate independent management skills in a variety of contexts	Written and/or Oral Design Development	Knowledge, understanding and application Effective communication Analysis and evaluation
Develop written, oral and visual communication skills	Written and/or Oral Design Development	Knowledge, understanding and application Effective communication Analysis and evaluation Creativity and problem solving skills
Develop an awareness of training and career pathways	Written and/or Oral	Knowledge, understanding and application

ACHIEVEMENT STANDARDS

Grade descriptors provide a guide for teacher judgement of students' achievement, based on the assessment criteria, over a unit of work in this subject. Grades are organised on an A - E basis and represent standards of achievement.

Grades are awarded on the proviso that the assessment requirements have been met. Teachers will consider, when allocating grades, the degree to which students demonstrate their ability to complete and submit tasks within a specified time frame.

The following descriptors are consistent with the **system grade descriptors** that describe generic standards of student achievement across all courses.

Unit Grade Descriptors for A Courses

	A student who achieves an **A** grade typically	A student who achieves a **B** grade typically	A student who achieves a **C** grade typically	A student who achieves a **D** grade typically	A student who achieves an **E** grade typically
KNOWLEDGE, UNDERSTANDING AND APPLICATION	▪ Applies appropriate knowledge, concepts and skills in all tasks ▪ Independently researches appropriate material from a broad range of sources	▪ Applies appropriate knowledge, concepts and skills in most tasks ▪ Researches appropriate material from a good range of sources	▪ Applies knowledge, concepts and skills in some tasks ▪ Researches appropriate material from a satisfactory range of sources	▪ With direction applies limited knowledge, basic concepts and skills to tasks ▪ With support researches limited material from suggested sources	▪ With direction and/or support applies basic knowledge and skills to limited tasks ▪ With direct supervision researches basic material from supplied sources
EFFECTIVE COMMUNICATION	▪ Presents excellent responses to written, visual and oral tasks ▪ Produces complete bibliographies and uses citations correctly	▪ Presents good responses to written, visual and/or oral tasks ▪ Produces bibliographies and uses citations correctly in most cases	▪ Presents satisfactory responses to written, visual and/or oral tasks ▪ Produces satisfactory bibliographies and uses citations correctly in some cases	▪ Presents limited responses to written, visual and oral tasks ▪ Produces limited bibliographies that are incorrectly set out with no citations	▪ Presents little or no response to written, visual and oral tasks ▪ Does not produce bibliographies or use citations
ANALYSIS AND EVALUATION	▪ Demonstrates critical analysis and understanding of the complexities of the design brief ▪ Provides detailed and insightful evaluations	▪ Demonstrates critical analysis and a good understanding of the complexities of the design brief ▪ Provides detailed evaluations	▪ Demonstrates some critical analysis and a satisfactory understanding of the design brief ▪ Provides satisfactory evaluations	▪ Demonstrates little or no analysis and limited understanding of the design brief ▪ Provides incomplete evaluations	▪ Demonstrates little or no understanding of the design brief ▪ Provides poor or no evaluations
CREATIVITY AND PROBLEM SOLVING SKILLS	▪ Displays original creative and/or innovative design responses ▪ Demonstrates sophisticated or advanced design, planning and problem solving skills ▪ Demonstrates independent management skills	▪ Displays creative and/or innovative design responses ▪ Demonstrates good design, planning and problem solving skills ▪ Demonstrates good management skills	▪ Displays some creative and/or innovative design responses ▪ Demonstrates satisfactory design, planning and problem solving skills ▪ Demonstrates sound management skills	▪ Displays basic creative design responses ▪ Demonstrates basic design, planning and problem solving skills ▪ Demonstrates limited management skills	▪ Displays limited design responses ▪ Demonstrates limited design, planning and problem solving skills ▪ Demonstrates little or no management skills
TECHNICAL SKILLS	▪ Experiments widely with textile processes and techniques ▪ Selects appropriate techniques and equipment to demonstrate advanced construction techniques	▪ Experiments with a range of textile processes and techniques ▪ Selects appropriate techniques and equipment to demonstrate good construction techniques	▪ Experiments with a limited range of textile processes and techniques ▪ Selects appropriate techniques and equipment to make a product that is technically sound	▪ Experiments with textile processes and techniques with support and guidance ▪ Uses techniques and equipment to produce a basic product that has unresolved construction issues	▪ Experiments with textile processes and techniques under direct supervision ▪ Uses techniques and equipment under direct supervision. Products are often incomplete

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Unit Grade Descriptors for T Courses

	A student who achieves an **A** grade typically	A student who achieves a **B** grade typically	A student who achieves a **C** grade typically	A student who achieves a **D** grade typically	A student who achieves an **E** grade typically
KNOWLEDGE, UNDERSTANDING AND APPLICATION	▪ Demonstrates comprehensive knowledge and understanding of fashion and textile concepts ▪ Applies knowledge, concepts and skills in a broad range of contexts	▪ Demonstrates a good knowledge and understanding of fashion and textile concepts ▪ Applies knowledge, concepts and skills in a range of contexts	▪ Demonstrates a satisfactory knowledge and understanding of fashion and textile concepts ▪ Applies knowledge, concepts and skills in a satisfactory range of contexts	▪ Demonstrates a basic knowledge and understanding of fashion and textile concepts ▪ Uses knowledge, concepts and skills in a basic range of contexts	▪ Demonstrates limited knowledge and understanding of fashion and textile concepts ▪ Uses knowledge, concepts and skills in a limited range of contexts
EFFECTIVE COMMUNICATION	▪ Communicates ideas and information in a detailed and sophisticated manner ▪ Selects and uses a range of appropriate Information Communication Technology (ICT) to communicate ideas ▪ Produces detailed and correctly set out bibliographies which reflect extensive use of primary and secondary sources using citations correctly to acknowledge research sources	▪ Communicates ideas and information in a clear and concise manner ▪ Selects and uses appropriate Information Communication Technology (ICT) to communicate ideas ▪ Produces correctly set out bibliographies which reflect the use of primary and secondary sources using citations correctly in most cases	▪ Communicates ideas and information in a satisfactory manner ▪ Uses Information Communication Technology (ICT) to communicate some ideas ▪ Produces satisfactory bibliographies and uses citations correctly in some cases	▪ Communicates basic ideas and information ▪ Uses basic Information Communication Technology (ICT) to communicate some basic ideas ▪ Produces incorrectly set out bibliographies which reflect limited use of primary or secondary sources with no citations used.	▪ Communicates limited ideas and information ▪ With constant supervision uses Information Communication Technology (ICT) to communicate some basic ▪ Does not produce bibliographies or use citations ideas
ANALYSIS AND EVAULATION	▪ Critically analyses the complexities of the design brief ▪ Develops sophisticated responses to the design brief based on extensive research ▪ Provides insightful and detailed evaluations throughout the design process	▪ Critically analyses some complexities of the design brief ▪ Develops good responses to the design brief based on thorough research ▪ Provides detailed evaluations throughout the design process	▪ Analyses most aspects of the design brief ▪ Develops satisfactory responses to the design brief based on sound research ▪ Provides satisfactory evaluations throughout the design process	▪ With support analyses some aspects of the design brief ▪ Develops basic responses to the design brief based on personal interests ▪ Provides basic evaluations at the end of the design process	▪ With direction identifies some aspects of the design brief ▪ Develops limited responses to the design brief under direct supervision ▪ Rarely evaluates their own work
CREATIVITY AND PROBLEM SOLVING SKILLS	▪ Demonstrates originality, creativity and/or innovation in the interpretation of the design brief and during the design process ▪ Carries out extensive experimentation or investigation in order to select the most appropriate solution	▪ Demonstrates good aspects of originality, creativity and/or innovation in the interpretation of the design brief and during the design process ▪ Carries out experimentation or investigation in order to select the most appropriate solution	▪ Demonstrates a satisfactory level of originality, creativity and/or innovation in the interpretation of the design brief and during the design process ▪ Carries out satisfactory experimentation or investigation in order to select a design solution	▪ Demonstrates a basic level of originality, creativity and/or innovation in the interpretation of the design brief and during the design process ▪ With assistance carries out basic experimentation or investigation before selecting a solution of personal interest	▪ Demonstrates little or no originality, creativity and/or innovation in the interpretation of the design brief and during the design process ▪ With direct supervision works towards a design solution

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	A student who achieves an **A** grade typically	A student who achieves a **B** grade typically	A student who achieves a **C** grade typically	A student who achieves a **D** grade typically	A student who achieves an **E** grade typically
TECHNICAL SKILLS	▪ Practical work displays: o Complex design features **and/or** o Use of specialised fabrics **and/or** o Application of specialised or advanced construction techniques	▪ Practical work displays: o Good design features **and/or** o Use of some specialised fabrics **and/or** o Application of some specialised or advanced construction techniques	▪ Practical work displays: o Satisfactory design features **and/or** o Use of fabrics appropriate to the task **and/or** o Application of a satisfactory range of construction techniques	▪ Practical work displays: o Basic design features **and/or** o Use of fabrics that are not really appropriate for the task **and/or** o Application of a basic range of construction techniques	▪ Practical work displays: o Limited design features **and/or** o Use of fabrics that are unsuitable for the task **and/or** o Application of a limited range of construction techniques
	▪ Selects and uses appropriate equipment in accordance with OHS guidelines	▪ Uses appropriate equipment in accordance with OHS guidelines	▪ Uses equipment in accordance with OHS guidelines	▪ With guidance uses equipment in accordance with OHS guidelines	▪ Under direct supervision uses equipment in accordance with OHS guidelines
	▪ Constructs a final product which meets its intended purpose and the aesthetic and functional aspects have been achieved to an excellent standard	▪ Constructs a final product which meets most aspects of its intended purpose and the aesthetic and functional aspects have been achieved to a high standard	▪ Constructs a final product which meets some aspects of its intended purpose and satisfactory aesthetics and functionality	▪ Constructs a final product which meets basic requirements and has aesthetic and functionality issues that remain unresolved	▪ Constructs a final product which is frequently incomplete and has aesthetic and functionality issues that remain unresolved
	▪ Independently implements and monitors effective time management strategies	▪ Implements and monitors effective time management strategies	▪ Uses some time management strategies	▪ Demonstrates basic time management skills and requires some guidance	▪ Demonstrates little or no time management skills

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MODERATION

Moderation is a system designed and implemented to:

- provide comparability in the system of school-based assessment
- form the basis for valid and reliable assessment in senior secondary schools
- involve the ACT Board of Senior Secondary Studies and colleges in cooperation and partnership
- maintain the quality of school-based assessment and the credibility, validity and acceptability of Board certificates.

Moderation commences within individual colleges. Teachers develop assessment programs and instruments, apply assessment criteria, and allocate Unit Grades, according to the relevant Course Framework. Teachers within course teaching groups conduct consensus discussions to moderate marking or grading of individual assessment instruments and unit grade decisions.

The Moderation Model

Moderation within the ACT encompasses structured, consensus-based peer review of Unit Grades for all accredited courses, as well as statistical moderation of course scores, including small group procedures, for 'T' courses.

Moderation by Structured, Consensus-based Peer Review

Review is a subcategory of moderation, comprising the review of standards and the validation of Unit Grades. In the review process, Unit Grades, determined for Year 11 and Year 12 student assessment portfolios that have been assessed in schools by teachers under accredited courses, are moderated by peer review against system wide criteria and standards. This is done by matching student performance with the criteria and standards outlined in the unit grade descriptors as stated in the Course Framework. Advice is then given to colleges to assist teachers with, and/or reassure them on, their judgments.

Preparation for Structured, Consensus-based Peer Review

Each year, teachers teaching a Year 11 class are asked to retain originals or copies of student work completed in Semester 2. Similarly, teachers teaching a Year 12 class should retain originals or copies of student work completed in Semester 1. Assessment and other documentation required by the Office of the Board of Senior Secondary Studies should also be kept. Year 11 work from Semester 2 of the previous year is presented for review at Moderation Day 1 in March, and Year 12 work from Semester 1 is presented for review at Moderation Day 2 in August.

In the lead up to Moderation Day, a College Course Presentation (comprised of a document folder and a set of student portfolios) is prepared for each A and T course and any M units offered by the school, and is sent in to the Office of the Board of Senior Secondary Studies.

The College Course Presentation

The package of materials (College Course Presentation) presented by a college for review on moderation days in each course area will comprise the following:

- a folder containing supporting documentation as requested by the Office of the Board through memoranda to colleges
- a set of student portfolios containing marked and/or graded written and non-written assessment responses and completed criteria and standards feedback forms. Evidence of all assessment responses on which the unit grade decision has been made is to be included in the student review portfolios.

Specific requirements for subject areas and types of evidence to be presented for each moderation day will be outlined by the Board Secretariat through memoranda and Information Papers.

BIBLIOGRAPHY

References for Curriculum Development

At the time of printing, the website of the ACT Board of Senior Secondary Studies at www.bsss.act.edu.au *contains useful links to relevant curriculum development resources.*

Relevant Curriculum Documents in other Australian jurisdictions:

NSW Curriculum Documents for Textile Design and Design and Technology
http://www.boardofstudies.nsw.edu.au/syllabus_hsc/syllabus2000_listt.html

NSW Curriculum Support Materials and Case Studies for Textile Design
http://www.curriculumsupport.education.nsw.gov.au/secondary/technology/11_12/textiles/index.htm

Victorian Curriculum Documents for Design and Technology
http://www.vcaa.vic.edu.au/vce/studies/index.html

Wiggins G, and McTighe J, *The Understanding By Design Handbook,* Alexandria VA, Association for Supervision and Curriculum Development, 1999.

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Braddock, S. & O'Mahony, M., *Techno Textiles: Revolutionary Fabrics for Fashion and Design,* Thames & Hudson: London, 1998.

Braddock, S. & O'Mahony, M., *Techno Textiles 2,* Thames & Hudson: London, 2005.

COURSE FRAMEWORK DEVELOPMENT GROUP

Name	College
Natasha Leonard	Erindale College
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The group gratefully acknowledges the work of previous groups who developed and revised the 2003 Fashion and Textiles Course Framework.

All programs of study for the ACT Year 12 Certificate should enable students to become:

	The examples are indicative and not exhaustive. Those in **bold** relate particularly to the Employability Skills; those in *italics* to the Across Curriculum Perspectives.
• creative and critical thinkers	exploring, imagining, observing, predicting**, thinking laterally**, **generating ideas**, **inquiring and researching**, interrogating, conceptualising, collecting and **analysing data and information**, **classifying**, interpreting, formulating hypotheses, generalising, synthesising, **reflecting**, justifying conclusions, understanding different perspectives, **understanding and application of different thinking strategies, understanding of scientific and mathematical language**, **using scientific and mathematical techniques** (eg estimating, reading and interpreting data, interpolation and extrapolation)
• enterprising problem-solvers	showing **initiative**, **resourcefulness**, resilience, persistence, assessing and taking risks, **recognising and seizing opportunities**, **problem-posing**, **problem-identification**, **problem clarification**, being practical, **being innovative**, using mathematical techniques, **using appropriate technologies**, **working independently** and/or **collaboratively** to achieve a solution, testing assumptions and solutions, modifying approaches
• skilled and empathetic communicators	**oral and written skills in Standard Australian English**, **matching communication to audience and purpose**, using terminology and style appropriate to particular disciplines, **using mathematical language**, creating and **communicating meaning** using multi-modal forms, **imagining the feelings and views of others**, respecting and valuing diversity
• informed and ethical decision-makers	**finding information** and using evidence as the basis for judgements and decisions, **developing awareness of differing perspectives**, having integrity, taking action, **exploring and critically reflecting on own values, attitudes and beliefs**
• environmentally and culturally aware citizens	understanding *the interconnectedness of the natural and constructed world*; the *multicultural nature of Australian society*; *Indigenous perspectives*; and global economic, social and *environmental* issues; *respecting difference*, exercising rights and responsibilities, **acting in the public sphere**, understanding consequences of choices and decisions
• confident and capable users of technologies	**having a range of IT skills**, accessing and evaluating *information*, **designing** and making, **communicating using technologies**, **choosing most appropriate technologies for the task**, refining processes, **willingness to learn new skills**
• independent and self-managing learners	eg **understanding self (***including gender***)**, **having personal goals**, **evaluating and monitoring own performance**, **taking responsibility**, flexibility in adapting course of action, **openness to new ideas**, **managing time and resources**, **planning and organising**
• collaborative team members	eg **contributing to group effectiveness**, **building trust**, **capacity to take different roles within a team**, **respecting differing strengths (***including contributions of boys and girls***)**, **skills in negotiation and compromise**, **sustaining commitment to achieve group goals**

and provide students with

• a comprehensive body of specific knowledge, principles and concepts	through subjects, cross-disciplinary courses and/or projects, **work experience**
• a basis for self-directed and lifelong learning	**through understanding and managing self, developing capabilities and modelling an approach ('taking stock, taking steps') that prepares for a social and economic environment of greater individual responsibility**
• personal attributes enabling effective participation in society	**developing social skills** and capabilities for citizenship, **work experience and recognition of outside learning;** through understanding of a globalised knowledge society

APPENDIX B

The Design Process

1. Identify the starting point (The Design Brief)	**BEGINNING** What are you being asked to do? Analyse the brief. Can you define all the technical terms used? Break it up into a checklist of structural/functional and aesthetic/decorative design elements/features. (what would the perfect……..be able to do and what would it look like?) What criteria can I use to make a judgment about the success of my final design outcome/solution/project? Where can I look for design inspiration – trends, the work of other designers, history, the environment, art movements. Brainstorm ideas - what sparked off this idea, an image, a text, a memory, a feeling.
2. What do you know already?	**REFLECTING** Review what you know; make notes, lists. Go through your visual, tactile and textural materials. Think about design concepts and conventions.
3. What do you need to find out?	**DEFINING** Identify the gaps in your knowledge. Do you need to experiment with your materials? Make more sketches/images? Do you need to find out what others have expressed about this subject? Seek out the work of designers/artists. **LOCATING** Where can you get the information? - Your own experimentation; - From libraries, art galleries and museums; - Discussion with others.
4. Collecting data, information materials from sources you have identified	**COLLECTING** Surround yourself with information. Cite all your research sources.
5. Developing your material, playing, exploring, experimenting	**DEVELOPING** Common strategies 1. Utilising chance (wordplay, brainstorming). 2. Categorizing and organizing your material. 3. Writing and note taking, organizing your thoughts. 4. Drawing, mapping your ideas. 5. Experimenting, investigating your materials. **RATIONALE** Justification for all of the decisions I have made.
6. Making the work	**MAKING** Utilising all the knowledge gained in your experimentation to make the work. Perhaps the work is already there in your experiments and just needs to be recontextualised?
7. Evaluating your success	**EVALUATING** How do I evaluate the work? What are the appropriate criteria? Conceptual, aesthetic, technical, creativity, innovation. Getting feedback.
8. Further development	Are there further aspects of this idea that can be developed?