

## YEAR 9 - 6 WEEK UNIT OVERVIEW

### SACSA OUTCOMES

Learning Area / Strand		Key Learning Outcomes : Level 4 & 5
<b>Design and Tech.:</b> <ul style="list-style-type: none"> <li>• Critiquing</li> </ul>	4.1	Explains the decisions and choices made in designed and manufactured products, processes and systems and identifies alternative possibilities. [In] [T] [KC2] [KC6]
	5.1	Examines critically the competing values embodied in designed products, processes and systems, clarifies relationships amongst people, products and quality of life and presents ethical analyses of various possible technological futures. [F] [In] [T] [KC1]
<ul style="list-style-type: none"> <li>• Designing</li> </ul>	4.2	Integrates design skills to create personal strategies for designing culturally and defensible products, processes and systems. [F] [In] [KC6]
	5.2	Independently generates and manages design strategies to create ethically defensible products, processes and systems. [Id] [In] [T] [KC3] [KC6]
<ul style="list-style-type: none"> <li>• Making</li> </ul>	4.4	Effectively uses, in personally and interpersonally appropriate ways, a range of skills that achieve consistent production outcomes. [Id] [T]
	5.4	Demonstrates specialised skills to create, independently and in teams, products, processes and systems approaching community and industry standards. [In] [T] [KC4]
	4.5	Evaluates materials and equipment in order to meet principles of function, aesthetics and sustainability. [F] [In] [KC1]
	5.5	Defends and applies choices made in using particular materials and equipment to create sustainable products, processes and systems. [F] [In] [C] [KC2]
	4.6	Analyses and applies the principles of good resource management, sustainability and duty of care in their design and making practice. [F] [In] [KC3]
	5.6	Integrates the principles of good resource management and duty of care when creating sustainable products, processes and systems and assembles effective arguments to defend these principles. [F] [Id] [In] [C] [KC2] [KC3]
<b>H &amp; PE:</b> <ul style="list-style-type: none"> <li>• Personal &amp; Social Development</li> </ul>	4.5	Develops skills for working effectively in groups and in teams, explores different constructions of group dynamics such as leadership and identifies qualities for good leaders. [Id] [In] [KC1] [KC4] [KC6]

\*\*\*\*At Year 9 most students would be working at level 4 and working towards level 5\*\*\*\*

### Key Competencies

<b>KC1</b>	Collecting, analysing and organising information
<b>KC2</b>	Communicating ideas and information
<b>KC3</b>	Planning and organising activities
<b>KC4</b>	Working with others and in teams
<b>KC5</b>	Using mathematical ideas and techniques
<b>KC6</b>	Solving problems
<b>KC7</b>	Using technology

### YEAR 9 TEXTILES

#### Term 2 2009

Length - 6 weeks

Lesson allocation - 2 x 50min lesson

1 x 110 min lesson

#### Context statement

The focus of the Year 9 Textiles course is “Going Green”. This will follow on from the Year 8 curriculum where in various subjects the students focussed on the topic of Change. In SOSE they learnt about ecological sustainability and in Science they focussed on renewable energy and on reducing our energy consumption to reduce our carbon footprint.

#### Objective:

- Students can demonstrate their ability to work safely and responsibly in the textiles area
- Students can safely operate a sewing machine, iron and washing machine successfully
- Students can maintain and care for equipment in the textiles area including sewing machines and iron
- Students can manage time and monitor their own progress– working independently, collaboratively and making appropriate decisions about their learning
- Students develop decision making skills through choice within the projects undertaken
- Students develop understanding of the importance of textiles in everyday life
- Students understand the impact of consumerism within society
- Students make more informed decisions about the products they buy

## **Assessment:**

Three components of work will be assessed:

1. Appliqué patch that will be attached to environmentally friendly bag
2. Environmentally friendly bag
3. Recyclable sock toy

### **1. Development of practical skills to produce a textile item. (60%)**

This will include:

- understanding how to consistently operate a sewing machine at a competent level
- designing, producing and appraising 3 textiles items

### **2. Documentation of student work (20%)**

Students will be required to develop and show evidence of:

- investigation and research undertaken
- sources of design ideas
- generation and development of ideas
- practice and trial work
- development of creative design skills
- process of designing and appraising project undertaken

Students may document project work in a variety of ways including: digital portfolio, design folio, diary, journal, workbook or other negotiated methods

### **3. Independent learning (20%)**

Students will need to demonstrate on-going development of the following skills:

- independent time management
- decision making
- independent work ethic
- collaborative team work

## LEARNING OUTCOMES

Week	Lesson	Lesson Content	Learning Outcomes	SACSA Links	Resources
Week 1	Lesson 1/2	<ul style="list-style-type: none"> <li>PPT presentation showing impact of cotton production, impact of consumers on earth's resources</li> <li>Teacher outline "Going Green" unit</li> <li>Teacher to go through different types of textiles which will lead into student research project see work sheet</li> <li>Teacher discuss assessment and requirements of the course</li> <li>Refresher on sewing machine and safety issues in textiles area</li> <li>Refresher on how to thread sewing machines correctly</li> <li>Home work: Cotton work sheet</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates competent knowledge of sewing machine parts</li> <li>Demonstrates understanding safety principles in textiles area</li> <li>Demonstrate ability to thread machine correctly</li> <li>Students have a clear understanding of the unit and assessment processes</li> <li>Students can immediately take personal ownership of the task and begin design phase</li> <li>Students understands different types of textiles</li> </ul>	Design and Technology: 4.5 H & PE: 4.5 KC1, KC2, KC3, KC4, KC5, KC6, KC7	The Main Parts of a sewing machine worksheet Safety in the Textiles Room Fibre classification 1a & 1b Cotton work sheet
	Lesson 3	<ul style="list-style-type: none"> <li>Teacher refreshes students on appliqué techniques</li> <li>Teacher shows students appliqué download from YouTube (3min segment on how to appliqué)</li> <li>Students research appliqué design</li> <li>Students transfer appliqué design to backing</li> <li>Home work: Wool 3a &amp; b worksheet</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates competent knowledge of sewing machine parts</li> <li>Demonstrates understanding safety principles in textiles area</li> <li>Students can immediately take personal ownership of the task and begin design phase</li> <li>Recognises the importance of the planning process in design and construction</li> <li>Demonstrates ability to understand the intention behind the appliqué patch</li> <li>Identify design problems and take action</li> <li>Justify and support decisions involved in the design of the appliqué patch</li> <li>Clearly communicate design in workbook with detail</li> </ul>	Design and Technology: 4.2, 4.5 H & PE 4.5 KC1, KC2, KC3, KC4, KC5, KC6, KC7	YouTube video segment on how to appliqué Appliqué Sheet Appliqué assignment sheet Appliqué ideas for bag pocket Wool 3a & b worksheet
	Lesson 4	<ul style="list-style-type: none"> <li>Students sew appliqué design onto pocket of bag (20cm x 20cm)</li> <li>Students to evaluate appliqué patch against criteria</li> </ul>	<ul style="list-style-type: none"> <li>Can investigate and problem solve how to complete all stitches required to complete appliqué</li> <li>Can demonstrate safe and effective use of the steam iron</li> </ul>	Design and Technology: 4.1, 4.5, 5.5 KC1, KC2, KC3, KC6, KC7	Appliqué assignment sheet (evaluation)

			<ul style="list-style-type: none"> <li>Students demonstrate the ability for self assessment against set criteria</li> </ul>		
Week 2	Lesson 5/6	<ul style="list-style-type: none"> <li>Teacher explicitly teaches steps in environmentally friendly bag</li> <li>Teacher shows students bag design</li> <li>Teacher shows students bag example</li> <li>Students pin pattern onto fabric</li> <li>Students cut out pattern</li> <li>Homework: Flax worksheet</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates ability to create pattern from template</li> <li>Can demonstrate safe and effective use of pins and scissors</li> <li>Selects appropriate material for environmentally friendly bag construction</li> </ul>	Design and Technology: 4.2, 4.5, 4.6, 5.5, 5.6 KC1, KC2, KC3, KC5, KC6, KC7	Environmentally friendly bag example Environmentally Friendly Bag Instructions Flax worksheet
	Lesson 7	<ul style="list-style-type: none"> <li>Theory lesson - teacher explicitly goes through different types of fibres i.e. natural &amp; manmade see work sheets</li> <li>Revision of Year 8 textiles</li> <li>Homework: Synthetics worksheet</li> </ul>	<ul style="list-style-type: none"> <li>Students understand context of theory within the curriculum</li> <li>Students are able to identify various fibres and their properties</li> <li>Students are able to work independently on homework</li> </ul>	Design and Technology: 4.1, 4.5, 4.6, 5.5 KC1, KC2, KC3, KC6	Silk worksheet Introduction of man-made fibres worksheet Blended fibres worksheet Synthetics worksheet
	Lesson 8	<ul style="list-style-type: none"> <li>Teacher explicitly teaches steps in environmentally friendly bag</li> <li>Students pin together parts of bag</li> <li>Under teacher supervision students can sew various parts of bag</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate ability to work successfully independently</li> <li>Identify and apply appropriate sewing skills in construction of environmentally friendly bag</li> <li>Can investigate and problem solve how to complete all stitches required to complete environmentally friendly bag.</li> </ul>	Design and Technology: 4.2, 4.5, 4.6, 5.5, 5.6 KC1, KC2, KC3, KC5, KC6, KC7	Environmentally Friendly Bag Instructions Environmentally friendly bag example
Week 3	Lesson 9/10	<ul style="list-style-type: none"> <li>Teacher explicitly teaches steps in environmentally friendly bag</li> <li>Students pin together parts of bag</li> <li>Under teacher supervision students can sew various parts of bag</li> <li>Homework: Textile production worksheet</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate ability to work successfully independently</li> <li>Identify and apply appropriate sewing skills in construction of environmentally friendly bag</li> <li>Can investigate and problem solve how to complete all stitches required to complete environmentally friendly bag.</li> </ul>	Design and Technology: 4.2, 4.5, 4.6, 5.5, 5.6 KC1, KC2, KC3, KC5, KC6, KC7	Environmentally Friendly Bag Instructions Environmentally friendly bag example Textile production worksheet Textiles terminology
	Lesson 11	<ul style="list-style-type: none"> <li>Theory lesson – Students to complete multiple choice textiles terminology 10b &amp; c work sheets.</li> <li>Teacher explicitly teaches students about textiles and their impact on the environment see work sheets</li> <li>Students will eventually undertake</li> </ul>	<ul style="list-style-type: none"> <li>Students demonstrate knowledge of textiles terminology through multiple choice test</li> <li>Demonstrate ability to understand environmental issues with textile production</li> <li>Demonstrate ability to understand principles behind recycling can recycle</li> <li>Demonstrate ability to understand the</li> </ul>	Design and Technology: 4.1, 4.5, 4.6, 5.5 KC1, KC2, KC3, KC6	Textiles terminology 10b & 10c Environmental issues worksheet What is recycling worksheet Economic issues worksheet Textiles Crossword

		<p>research assignment into the environmental impact of textiles</p> <ul style="list-style-type: none"> <li>• Homework Textiles Crossword</li> </ul>	<p>economic issues that concern textile manufacturers</p> <ul style="list-style-type: none"> <li>• Demonstrates ability to answer questions in workbook</li> </ul>		
	Lesson 12	<ul style="list-style-type: none"> <li>• Teacher explicitly teaches steps in environmentally friendly bag</li> <li>• Students continue to construct environmentally friendly bag under teacher supervision</li> </ul>	<ul style="list-style-type: none"> <li>• Use and apply increased understanding of materials and equipment</li> <li>• Identifies safety issues when working and seeks advice</li> <li>• Self-manage and organise work to meet timelines</li> <li>• Can identify and problem-solve issues as they arise</li> </ul>	<p>Design and Technology: 4.2, 4.5, 4.6, 5.5, 5.6 KC1, KC2, KC3, KC5, KC6, KC7</p>	<p>Environmentally Friendly Bag Instructions Environmentally friendly bag example</p>
Week 4	Lesson 13/14	<ul style="list-style-type: none"> <li>• Students continue to construct environmentally friendly bag under teacher supervision</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and apply appropriate sewing skills in construction of environmentally friendly bag</li> <li>• Identifies safety issues when working and seeks advice</li> <li>• Self-manage and organise work to meet timelines</li> <li>• Can identify and problem-solve issues as they arise</li> </ul>	<p>Design and Technology: 4.2, 4.5, 4.6, 5.5, 5.6 KC1, KC2, KC3, KC5, KC6, KC7</p>	<p>Environmentally Friendly Bag Instructions Environmentally friendly bag example</p>
	Lesson 15	<ul style="list-style-type: none"> <li>• Theory lesson - Teacher explicitly teaches students about textiles and their impact on the environment.</li> <li>• Teacher introduces assignment for students to complete independent research.</li> <li>• Home work: Research Assignment</li> </ul>	<ul style="list-style-type: none"> <li>• Can investigate and problem solve how to develop research</li> <li>• Self-manage and organise work to meet timelines</li> <li>• Demonstrate ability to work successfully independently</li> </ul>	<p>Design and Technology: 4.1, 4.5, 4.6, 5.5 KC1, KC2, KC3, KC6, KC7</p>	<p>Year 9 Textiles Research Assignment <i>Environmental Impact of Textiles</i> Library and internet research</p>
	Lesson 16	<ul style="list-style-type: none"> <li>• Students complete environmentally friendly bag construction</li> <li>• Students evaluate environmentally friendly bag</li> <li>• Home work: Research Assignment</li> </ul>	<ul style="list-style-type: none"> <li>• Self-manage and organise work to meet timelines</li> <li>• Indicates awareness of strengths and weaknesses of final product</li> <li>• Demonstrates ability to critique against a set criteria</li> <li>• Presents completed environmentally friendly bag to a partner for critiquing and then to teacher for assessment</li> </ul>	<p>Design and Technology: 4.1, 4.2, 4.5, 4.6, 5.5, 5.6 KC1, KC2, KC3, KC5, KC6, KC7</p>	<p>Assessment – Environmentally friendly bag</p>

Week 5	Lesson 17/18	<ul style="list-style-type: none"> <li>Teacher explicitly teaches steps in construction of recyclable sock toy.</li> <li>Teacher links the practical with the theory students have already learnt about recycling</li> <li>Teacher discusses ideas and concept of recycling products and sets up thinking for final assignment (Week 7-10) of textiles course.</li> <li>Home work – Research Assignment</li> </ul>	<ul style="list-style-type: none"> <li>Transfer design from template to fabric</li> <li>Identify and apply appropriate sewing skills in construction of sock toy</li> <li>Identifies safety issues when working and seeks advice</li> <li>Self-manage and organise work to meet timelines</li> <li>Can identify and problem-solve issues as they arise</li> </ul>	Design and Technology: 4.2, 4.5, 4.6, 5.5, 5.6 KC1, KC2, KC3, KC5, KC6, KC7	Sock it to 'em sheet
	Lesson 19	<ul style="list-style-type: none"> <li>Theory lesson – Students continue to research the environmental impact of textiles</li> <li>Students select mode of assignment either PowerPoint, oral, written</li> <li>Home work: Research Assignment</li> </ul>	<ul style="list-style-type: none"> <li>Can investigate and problem solve how to develop research</li> <li>Self-manage and organise work to meet timelines</li> <li>Demonstrate ability to work successfully independently</li> <li>Students demonstrate ability to integrate use of ICT</li> </ul>	Design and Technology: 4.1, 4.5, 4.6, 5.5 KC1, KC2, KC3, KC6, KC7	Library and internet research
	Lesson 20	<ul style="list-style-type: none"> <li>Students continue to construct recyclable sock toy under teacher supervision</li> </ul>	<ul style="list-style-type: none"> <li>Identify and apply appropriate sewing skills in construction of panel</li> <li>Use and apply increased understanding of materials and equipment</li> <li>Identifies safety issues when working and seeks advice</li> <li>Self-manage and organise work to meet timelines</li> </ul>	Design and Technology: 4.2, 4.5, 4.6, 5.5, 5.6 KC1, KC2, KC3, KC5, KC6, KC7	
Week 6	Lesson 21/22	<ul style="list-style-type: none"> <li>Students continue to construct recyclable sock toy under teacher supervision</li> <li>Home work: Research Assignment</li> </ul>	<ul style="list-style-type: none"> <li>Identify and apply appropriate sewing skills in construction of recyclable sock toy</li> <li>Identifies safety issues when working and seeks advice</li> <li>Self-manage and organise work to meet timelines</li> <li>Can identify and problem-solve issues as they arise</li> </ul>	Design and Technology: 4.2, 4.5, 4.6, 5.5, 5.6 KC1, KC2, KC3, KC5, KC6, KC7	

	Lesson 23	<ul style="list-style-type: none"> <li>• Theory lesson -</li> <li>• Presentation of research assignments (PowerPoint, oral, written)</li> <li>• Students present research findings</li> </ul>	<ul style="list-style-type: none"> <li>• Students demonstrate ability to integrate use of ICT</li> <li>• Students demonstrate ability to link practical and theory</li> <li>• Demonstrate ability to understand environmental issues with textile production</li> <li>• Students can make informed decisions in the future about their own consumer habits</li> </ul>	Design and Technology: 4.1, 4.5, 4.6, 5.5 KC1, KC2, KC3, KC6, KC7	
	Lesson 24	<ul style="list-style-type: none"> <li>• Students complete recyclable sock toy construction</li> <li>• Students evaluate recyclable sock toy</li> </ul>	<ul style="list-style-type: none"> <li>• Self-manage and organise work to meet timelines</li> <li>• Indicates awareness of strengths and weaknesses of final product</li> <li>• Demonstrates ability to critique against a set criteria</li> <li>• Presents completed recyclable sock toy to teacher for assessment</li> </ul>	Design and Technology: 4.1, 4.2, 4.5, 4.6, 5.5, 5.6 KC1, KC2, KC3, KC5, KC6, KC7	Recyclable sock toy assessment sheet

This unit of work is being taught in Term 2 2009 for the first time, so it is still very much under construction! The delivery of information for students in power point is still being developed.