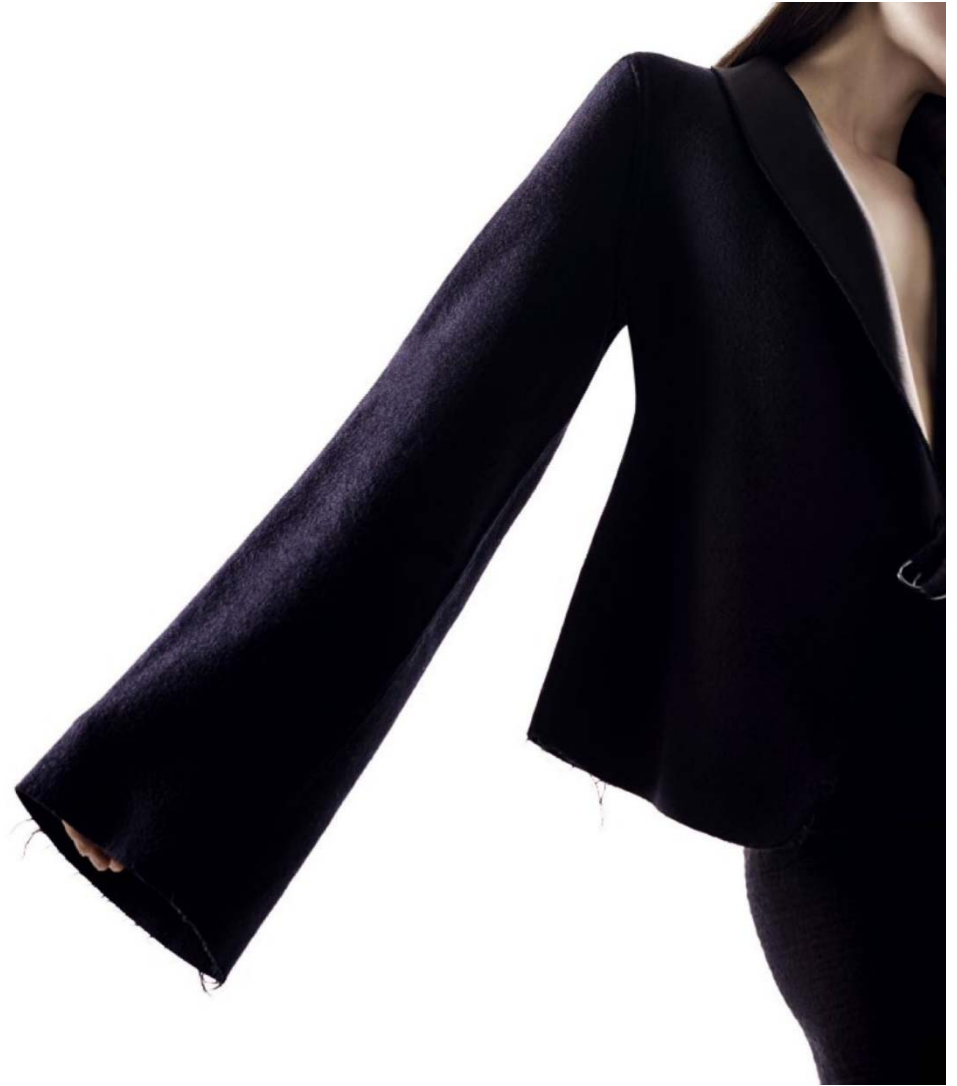




WOOL4SCHOOL®

Student Design Competition

WOOL4SCHOOL DESIGN COMPETITION





WOOL4SCHOOL®

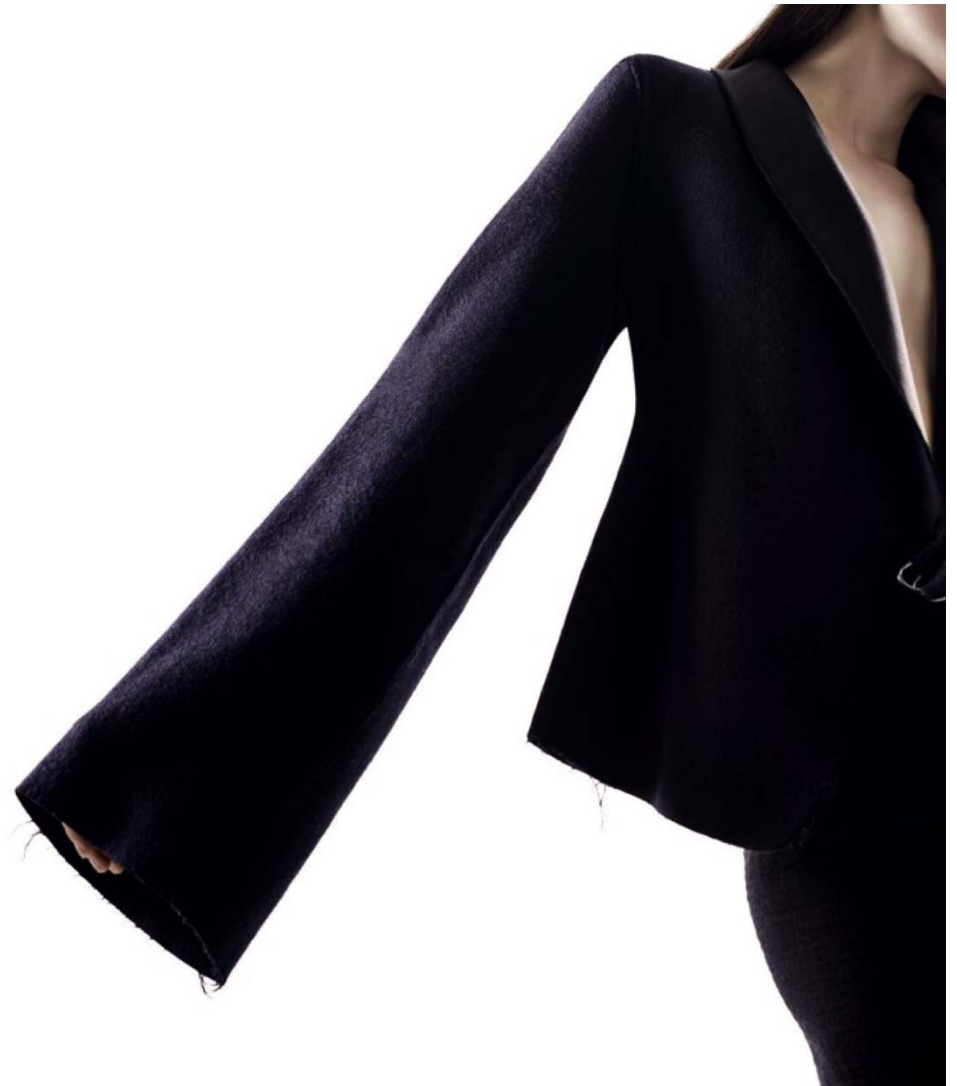
Student Design Competition

AGENDA

- 1. WHAT IS WOOL4SCHOOL**
- 2. GETTING STARTED**
- 3. RESOURCES**
- 4. LESSON ONE – DESIGN BRIEF**
- 5. LESSON TWO – MOOD BOARD**
- 6. LESSON THREE – INTRODUCTION TO WOOL**
- 7. LESSON FOUR – DESIGNING OPTIONS**
- 8. LESSON FIVE – CREATIVE STATEMENT**
- 9. CURRICULUM LINKS**



THE
WOOLMARK
COMPANY



WHAT IS WOOL4SCHOOL



- Education program in the form of a competition
- Students from years 7 – 11
- Educate about wool's benefits and versatility
- \$10,000 worth of prizes to be won
- Teachers can participate
- Free resources are available

WHY CHOOSE WOOL4SCHOOL



- A great way to introduce students to wool
- A fantastic design opportunity
- Unit of work is already created for you (*and is in line with the Australian Curriculum*)
- Competition is free to enter
- A great way to promote design and technology at your school
- All students are acknowledged for their entry

WHAT STUDENTS WILL DEVELOP



- Knowledge of wool's properties and performance
- Design skills in a range of wool textile applications
- Appreciation for the role textiles play in society
- Demonstrating skills
 - creative documentation
 - communication
 - presentation
- Evaluate quality and construction of textile items

GETTING STARTED



Become familiar with the requirements of the competition

Log onto: www.wool4school.com and download the teacher resource pack:

http://static.wool4school.com/globalassets/about/wool4school-australia/teachers/gd1795-w4s-2016-resouces-pack_teachers_v5.pdf/

Register your school to receive a resource pack and receive email updates

Be sure to check out student examples

COMPETITION REQUIREMENTS

YEARS 7&8:

Annotated fashion illustration

YEARS 9&10:

Mood board

Annotated fashion illustration

Creative Statement

YEAR 11:

Mood board

Annotated fashion illustration

Creative Statement

Technical Sketch



PAST WINNERS



AVAILABLE TEACHER RESOURCES

A suggested unit of work for Years 7-11 including:

- Design brief & sourcing inspiration
- Creating a mood board
- Researching existing product
- Researching materials
- Design options
- Final design option
- Technical sketches
- Creative statement
- Rubrics and curriculum links

Fabric pack including 1 metre of woven and knit wool fabric
Sign your school up to receive the Learn about Wool Kit



LESSON 1 – DESIGN BRIEF

(YEARS 7 TO 11)

THE BRIEF

Have you got what it takes to design a outfit for your favourite Australian sports team? This year Wool4School is asking you to design an innovative and creative male or female sports outfit that conveys the Aussie team spirit.

The outfit should be made from at least 70% Australian Merino wool and suitable for your favourite team to wear during their match or medal ceremony. The outfit must contain a minimum of one piece with a maximum of four pieces (each) which excludes the wool accessory. Don't forget to add a wool accessory to your design.

This is purely a design competition, you don't actually need to make the outfit; we just want your sketched designs. So get designing, encourage your friends and teachers to join the nation's number one design competition, Wool4School.

AREAS OF RESEARCH



Suggested areas of research include:

- Researching the performance needs of the athlete
- Researching existing garments
- Researching Merino wool including Merino performance fabrics
- Researching the 'Aussie' team spirit

CONSTRAINTS & CONSIDERATIONS



Constraints and Considerations	Level of Importance L-VH
I must design an outfit suitable for an Australian Sporting team	VH
The outfit must be designed to use at least 70% Merino wool	VH
Must be able to be worn during a match or during a medal ceremony	VH
Include an accessory	VH

LOTUS DIAGRAM FOR RESEARCH



	Garment Types			Aussie team spirit			Colour	
			Garment Types (including accessories)	Aussie team spirit	Colour			
	Sporting icons (famous sports people)		Sporting icons (famous sports people)	Chosen sport: _____	Design Features		Design features	
			Style/ Shape	Functional Needs	Performance materials			
	Style/ Shape			Functional needs (how the outfit needs to perform)			Materials and trims	

LESSON 2 – MOOD BOARD (YEARS 9 TO 11)

- Clearly identify the 'Aussie' team spirit
- Clearly identify a colour palette
- Possibly identify the sport (optional)
- Possibly identify whether the design would be worn for competing in or for a more formal occasion (medal ceremony)
- Possibly identify the gender the design will be for (male, female or unisex)
- Tip – Try not to be cliché!



MOOD BOARD LAYOUT

Mood board created by a Year 10 student from 2015 Wool4School competition:

Good layout – mood board is balanced through clever placement of the images.

Play around with art elements – colours, line and shape are appropriate to theme

Play around with the proportion – different sized images. It creates interest as the images are not all the same size.

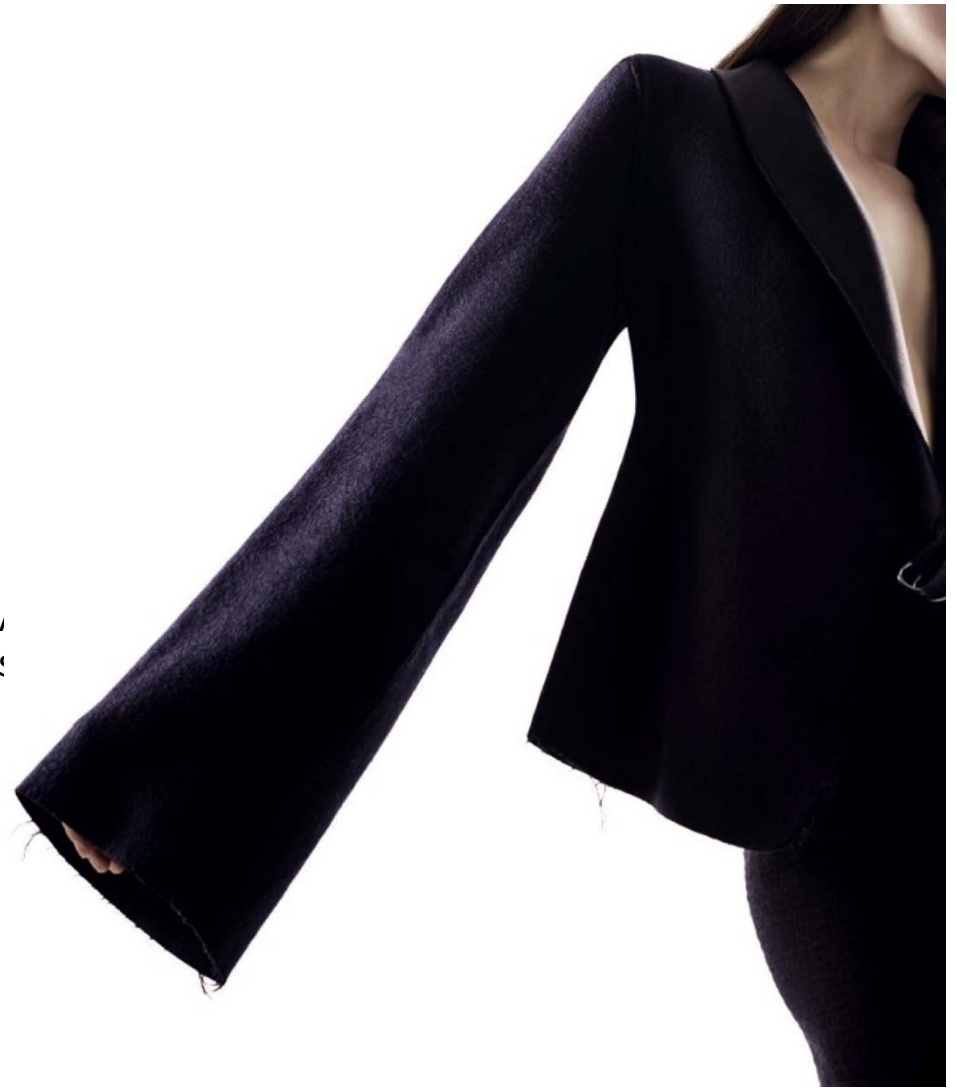
Appropriate use of text – suits the theme.



OPTIONAL LESSON – RESEARCHING EXISTING GARMENTS

When looking at existing garments, ask students to identify the following:

- What are the key features of the garment/s?
- What are the functional aspects of the garment,
- What are the aesthetic aspects of the garment/s?
- What design ideas could I incorporate into my design/s?



PMI – SCHOOL UNIFORM

Caroline Chisholm Catholic College Winter Uniform



P.M.I

INTERESTING

- The checked pattern on the skirt cohesive. It also doesn't look great as it has a slight touch of yellow in it.
- Girls have to wear a tie. Choosing a bow would be more suitable.
- The girls uniform is male 'based' such as the oversized blazers and ties.

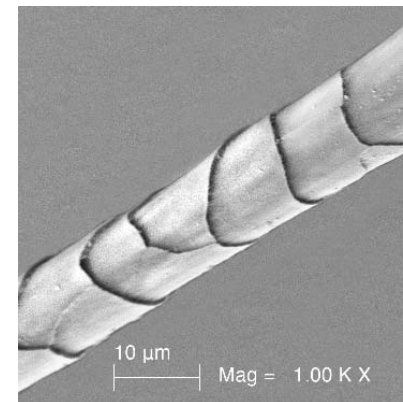
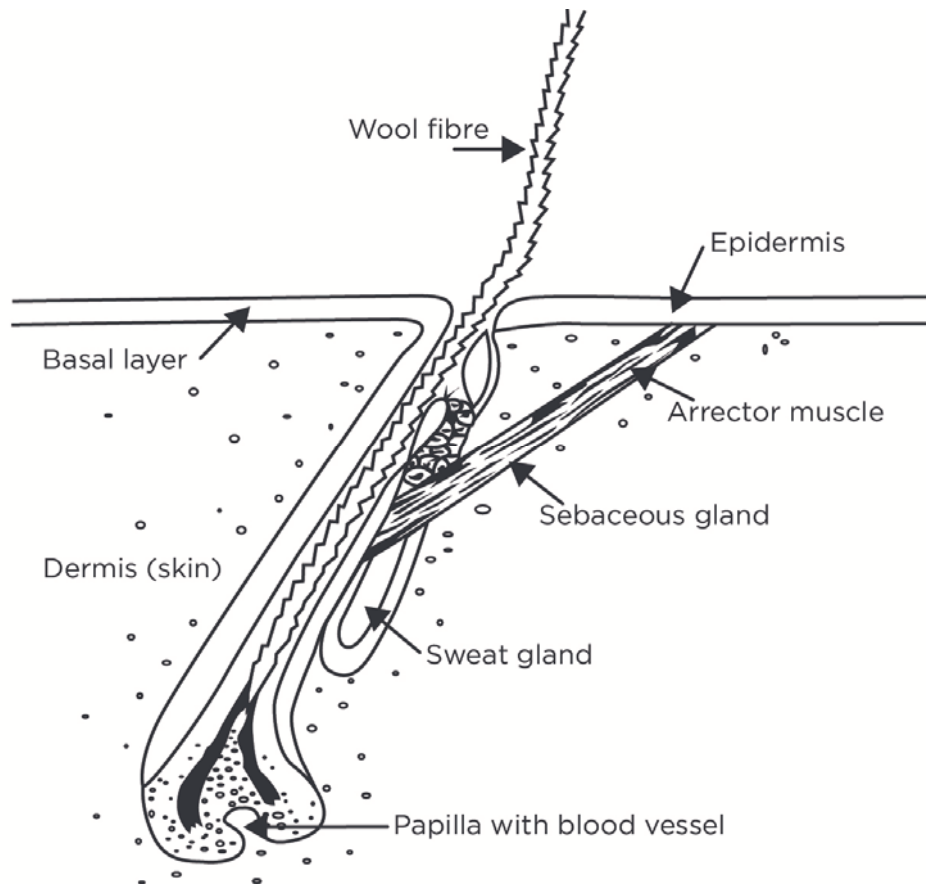
PLUS

- The winter uniform is pretty warm.
- The winter uniform is easy to manage and handle(washing) since parents don't have to wash it every day.

MINUS

- The uniform colours(red) are too bright and it stands out
- Putting the winter uniform is time consuming. It takes about 10-15 minutes to put on a female winter uniform considering all the garments and especially doing the tie.
- Blazers are way too oversized and make it look bulky for the females

LESSON 3 – INTRODUCTION TO WOOL



INTRODUCTION TO WOOL

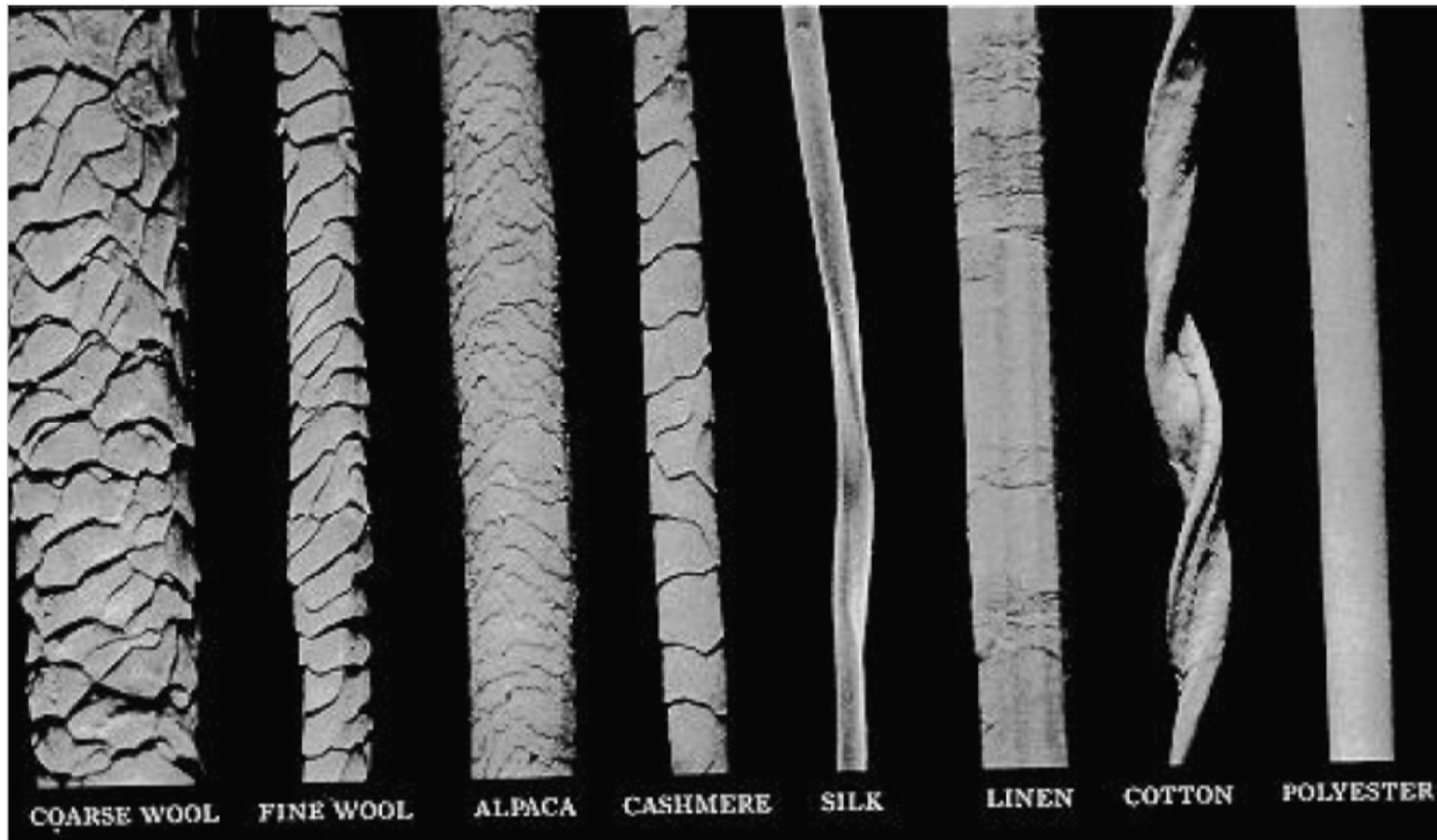


Image courtesy of Alpaca Journal

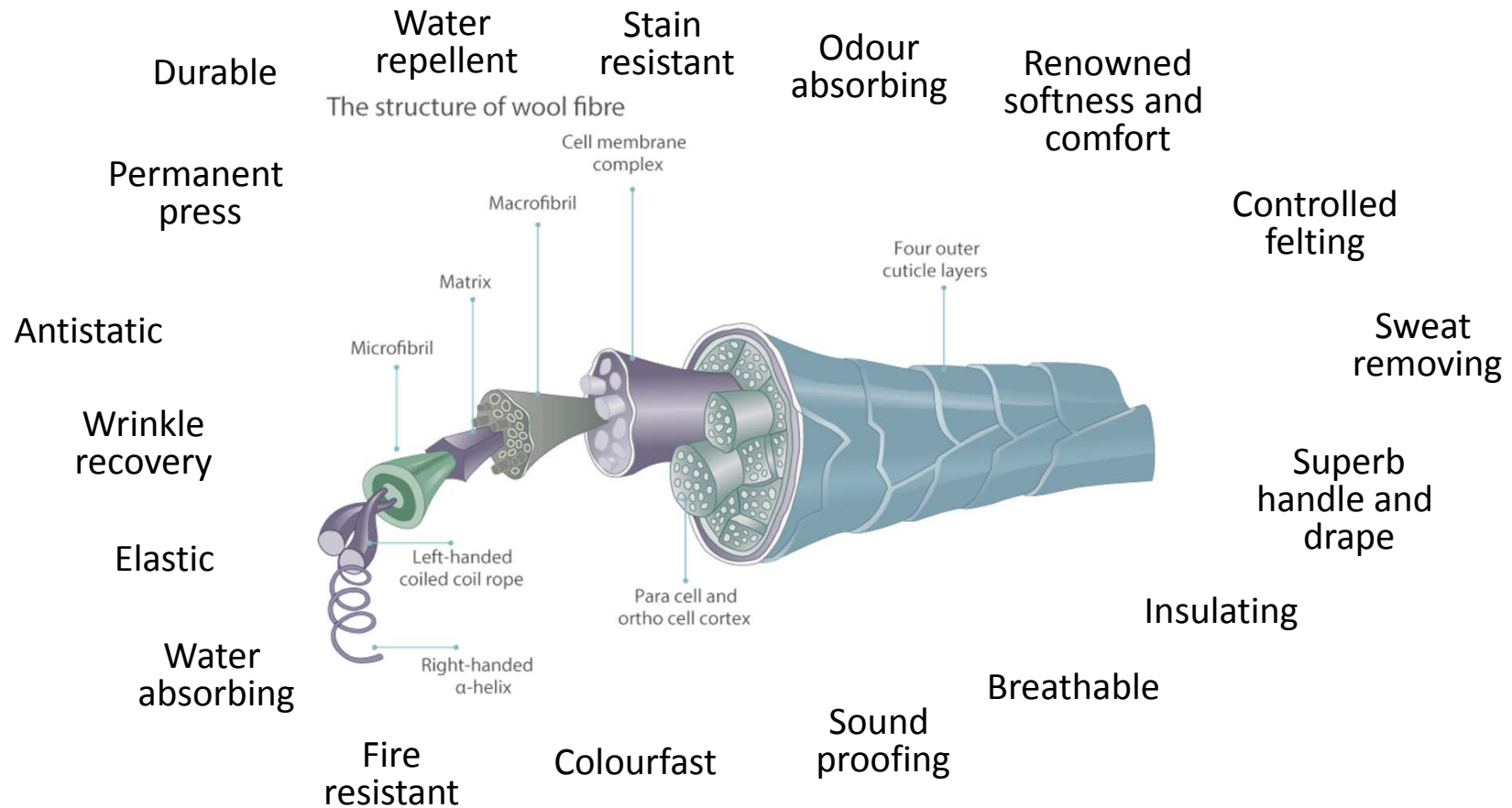




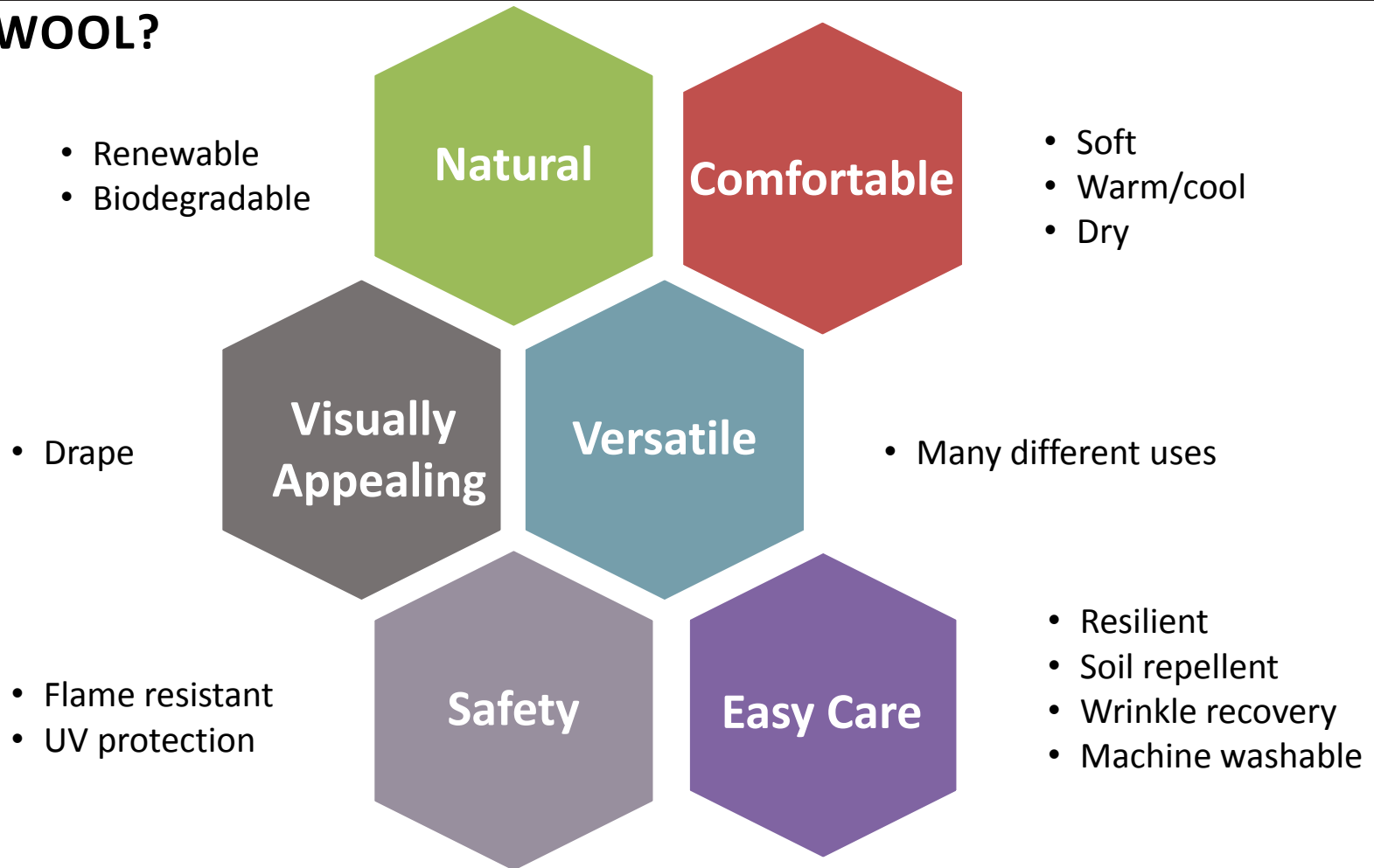
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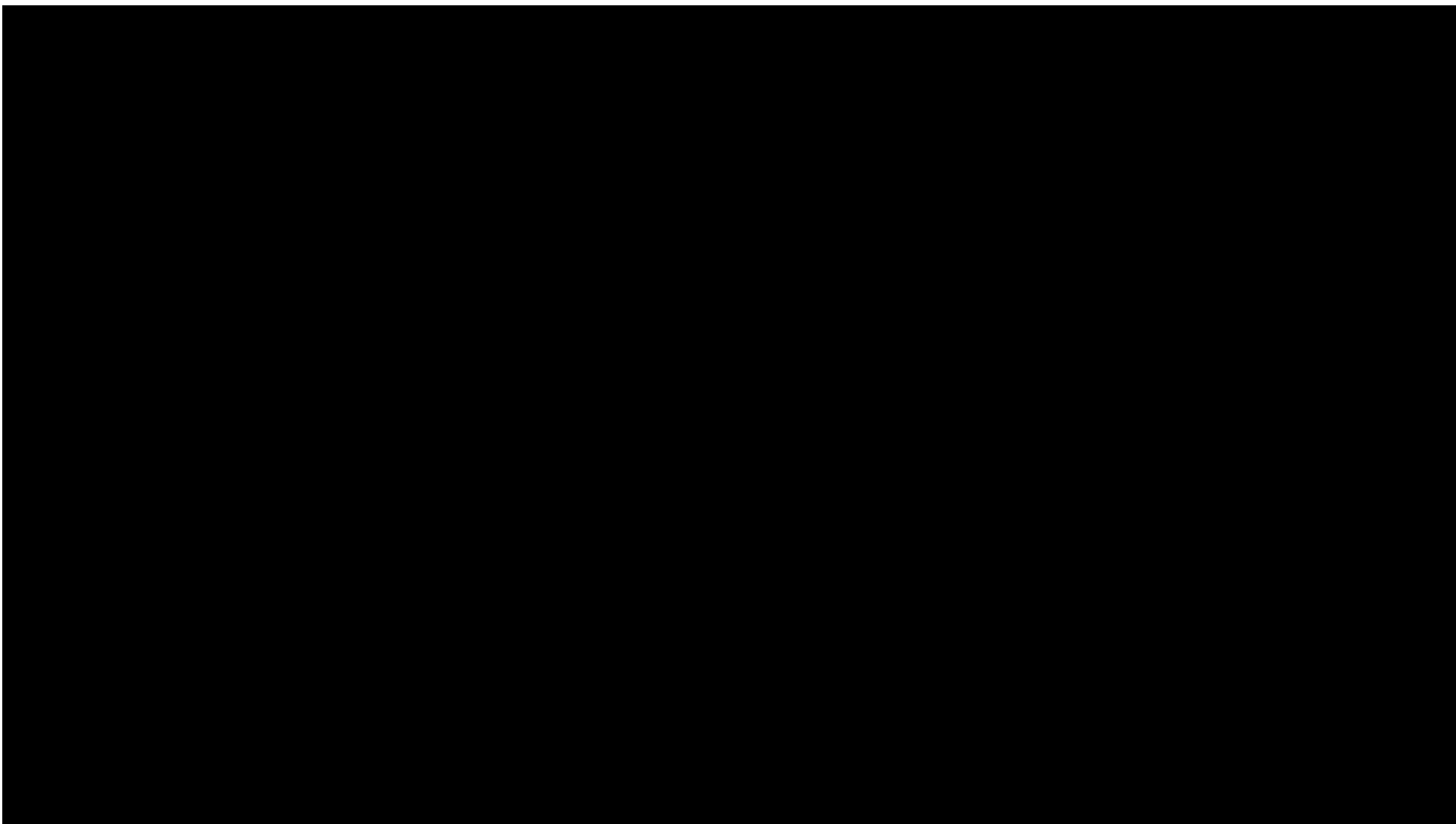
THE WOOLMARK COMPANY

PROPERTIES AND BENEFITS OF WOOL



WHY WOOL?





WOOL INNOVATIONS



- Mercerised Merino
- Merino Air
- Merino Denim
- Total Easy Care
- Easy Iron Merino
- Merino Fresh
- Moisture Management Merino
- Quick Dry Merino
- Merino Retract

See link:

<http://www.woolmark.com/inspiration/textile-innovations/>

LESSON 4 – DESIGNING OPTIONS



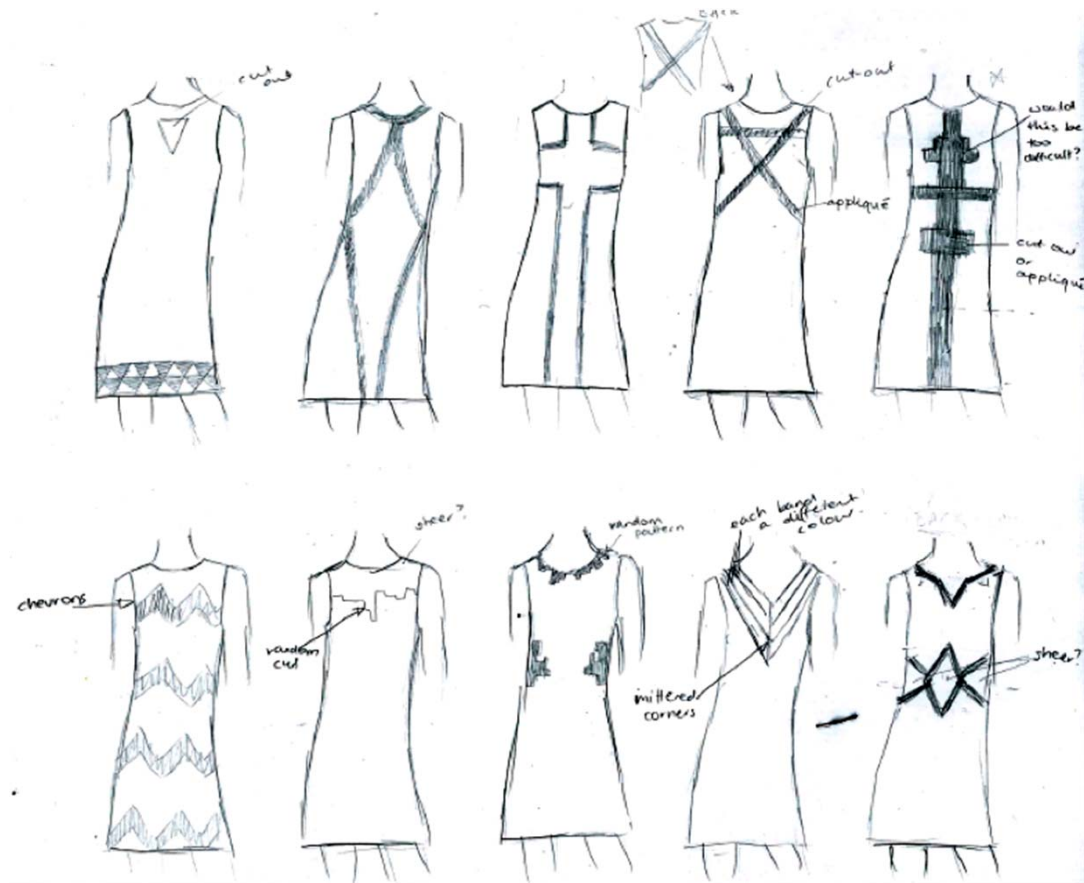
Design Ideas (S.C.A.M.P.E.R.)

- Substitute
- Combine
- Adapt
- Modify
- Put
- Eliminate
- Reverse

See link:

http://static.wool4school.com/globalassets/about/wool4school-australia/teachers/gd1795_w4s_2016_resouces_pack_teachers_v6.pdf/

STUDENT EXAMPLE OF VISUALISATIONS



STUDENT EXAMPLE OF VISUALISATIONS



FASHION ILLUSTRATION

- It is always best if students can do their illustrations in their own style, they can use a fashion template (croquis) to help
- Free templates can be found at: <http://www.designersnexus.com/>
- See sample layout on page 26 in the teacher resource kit

Your fashion illustration needs to include the following annotations:

- Identify the chosen sport
- Reference which features of the outfit convey the Aussie team spirit
- Identify how the outfit addresses the functional needs
- Label each garment (including the accessory)
- Explain the key features of the outfit (functional and aesthetic)
- Identify the wool fabrics (knit or woven and wool innovations)

Below is an example layout you may wish to use:

Chosen Sport:

Netball

OUTFIT MADE UP OF:

- Jacket
- Dress
- Accessory: Sports bag

FEATURE: _____

OUTFIT CONVEYS THE AUSSIE
TEAM SPIRIT BECAUSE:



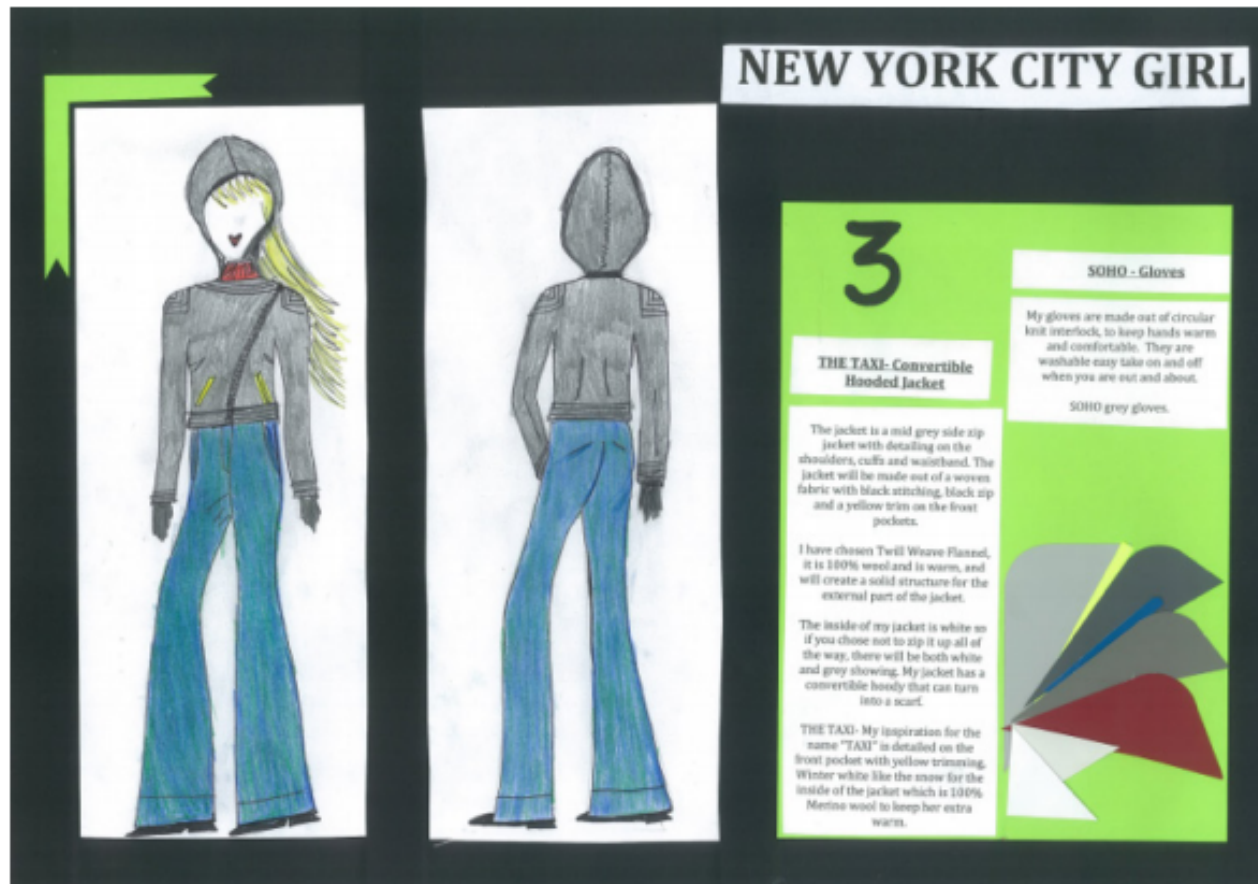
WOOL
INNOVATION CHOSEN FOR THE JACKET
BECAUSE: _____

FEATURE: _____

WOOL
INNOVATION CHOSEN FOR THE DRESS
BECAUSE: _____

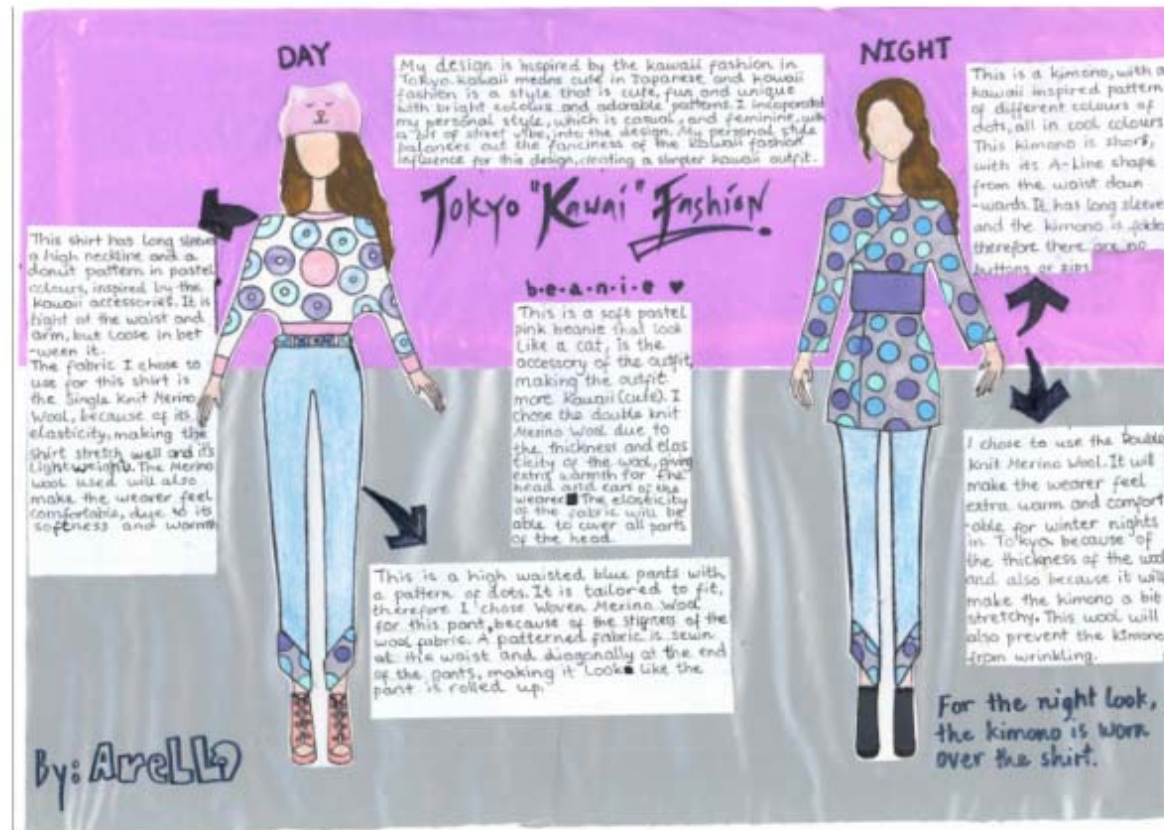
FEATURE: _____

YEAR 7 EXAMPLE



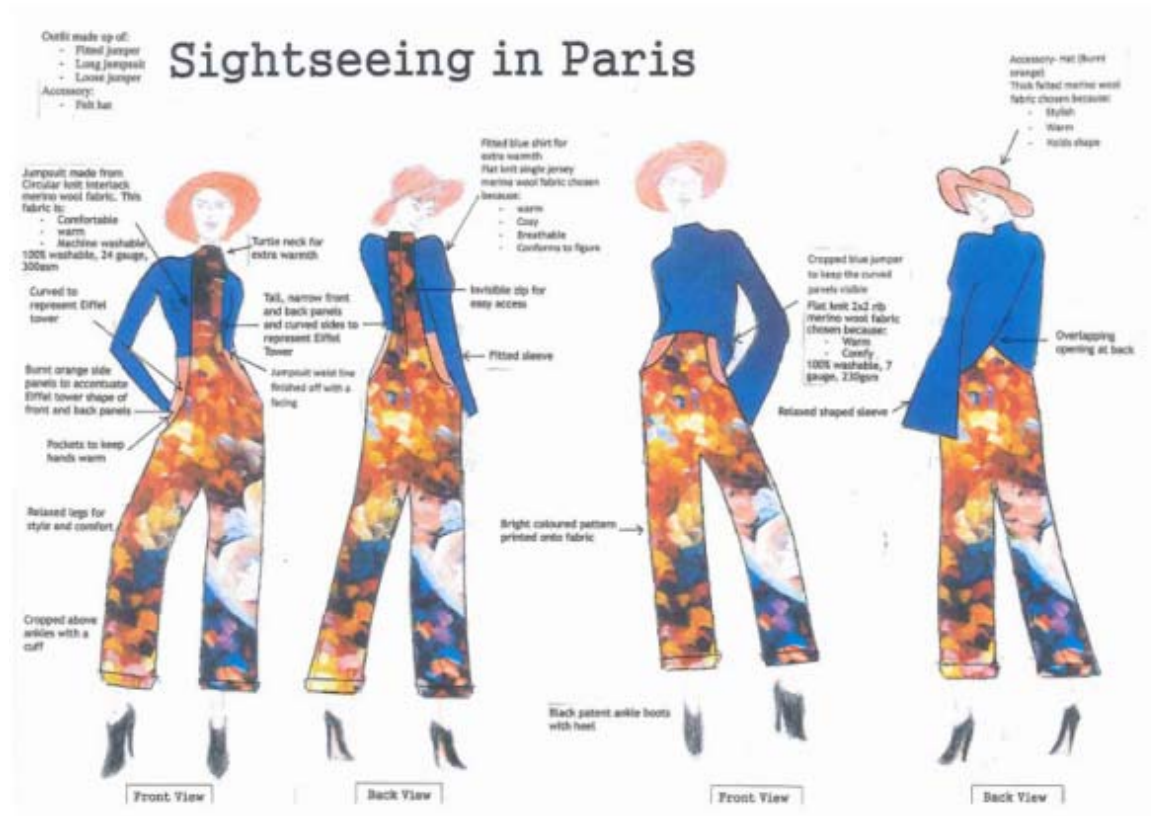
YEAR 7 Holly Hyde.

YEAR 8 EXAMPLE



YEAR 8 Katrielle Hutasoit.

YEAR 9 EXAMPLE



YEAR 9 Amelia Ingram.

YEAR 10 EXAMPLE



YEAR10 Grace Huang.

6

Should you use Alex's example instead?

Lisa Griplas, 26/02/2016

YEAR 11 EXAMPLE



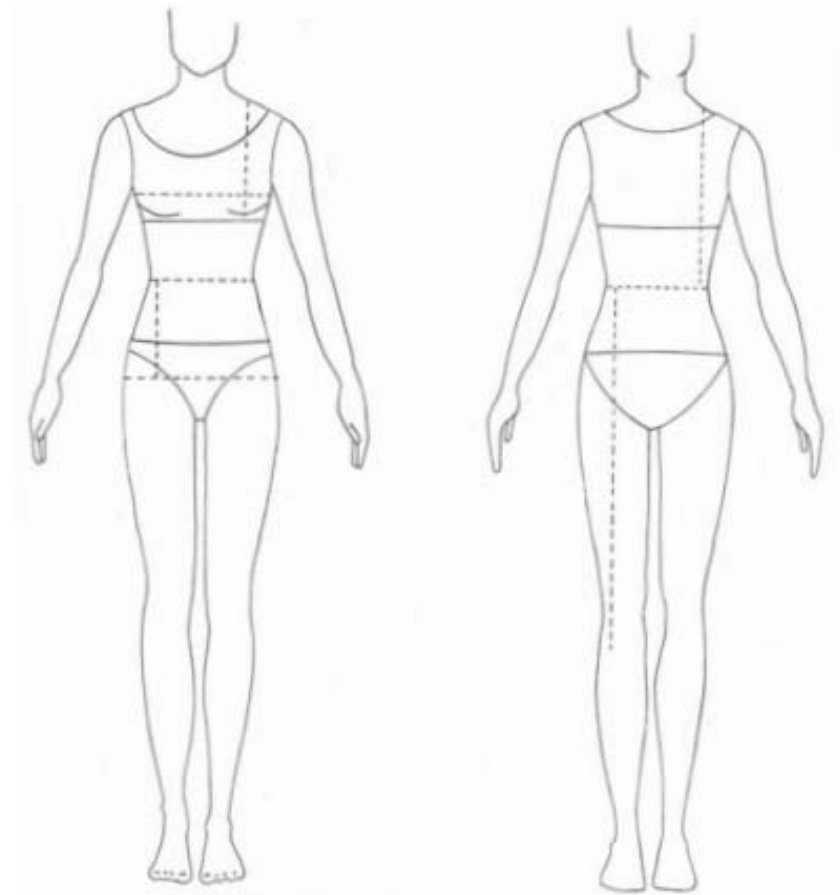
YEAR 11 Amy Frost.

LESSON 4

TECHNICAL SKETCH – YEAR 11

Technical sketches – also called flats

- Demonstrate technical knowledge of garment construction
- Can help show details that a fashion illustration may not show
- Has a front and a back



LESSON 4

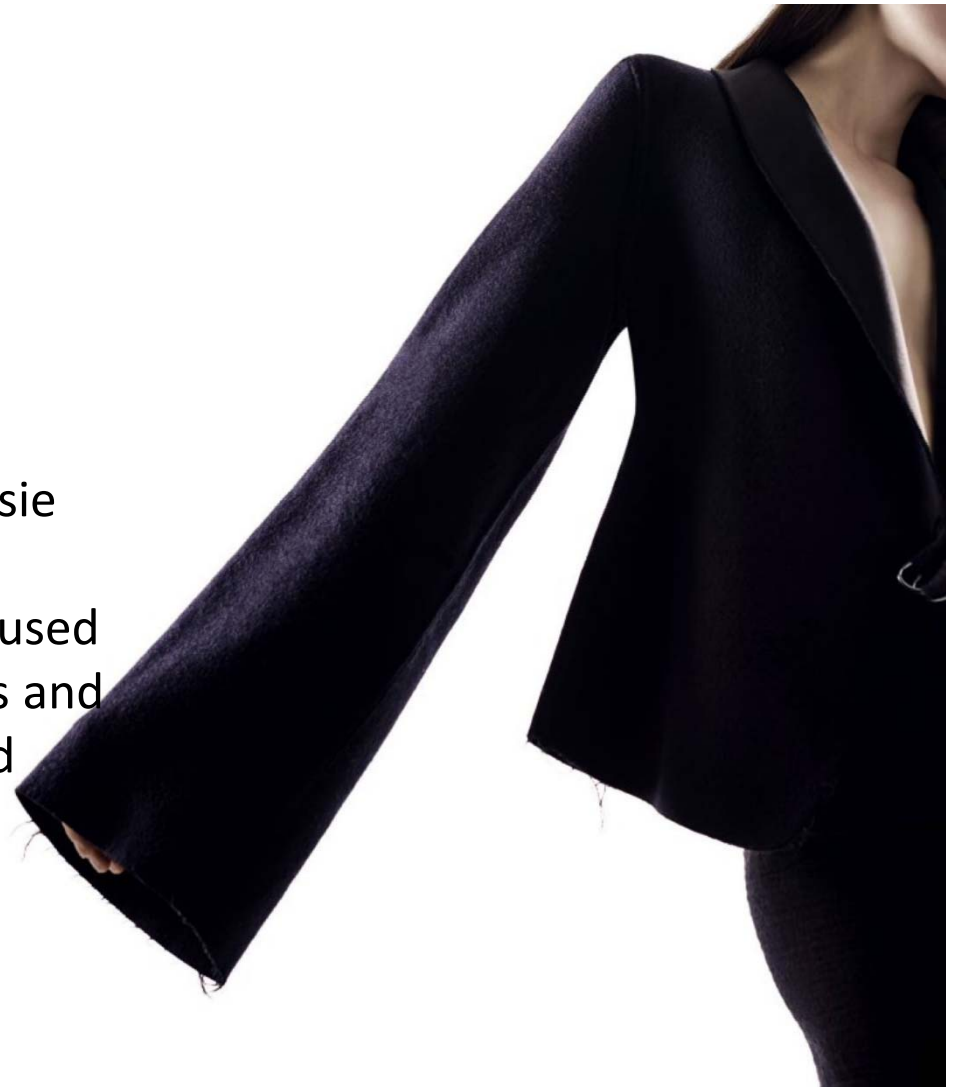
TECHNICAL SKETCH – YEAR 11

- Front and back view shown
- All seams shown as a solid line
- Only stitching that would be seen from the outside is shown (top stitching)
- Drawn in proportion
- Garments are not drawn on a figure



LESSON 5 – CREATIVE STATEMENT (YEARS 9 TO 11)

- Include an explanation of your design concept and give a description of the garments designed.
- Explain how the design conveys the Aussie team spirit
- Give an outline of the design processes used
- Give a justification of the wool materials and innovations identified for the design and relate these to the properties and characteristics of the materials



JUDGING CRITERIA

Innovation and creative design

Reference to the Aussie team spirit

A cohesive design/look – suitable for the appropriate sporting match or medal ceremony

Fashion illustration – drawing style and clarity of drawing

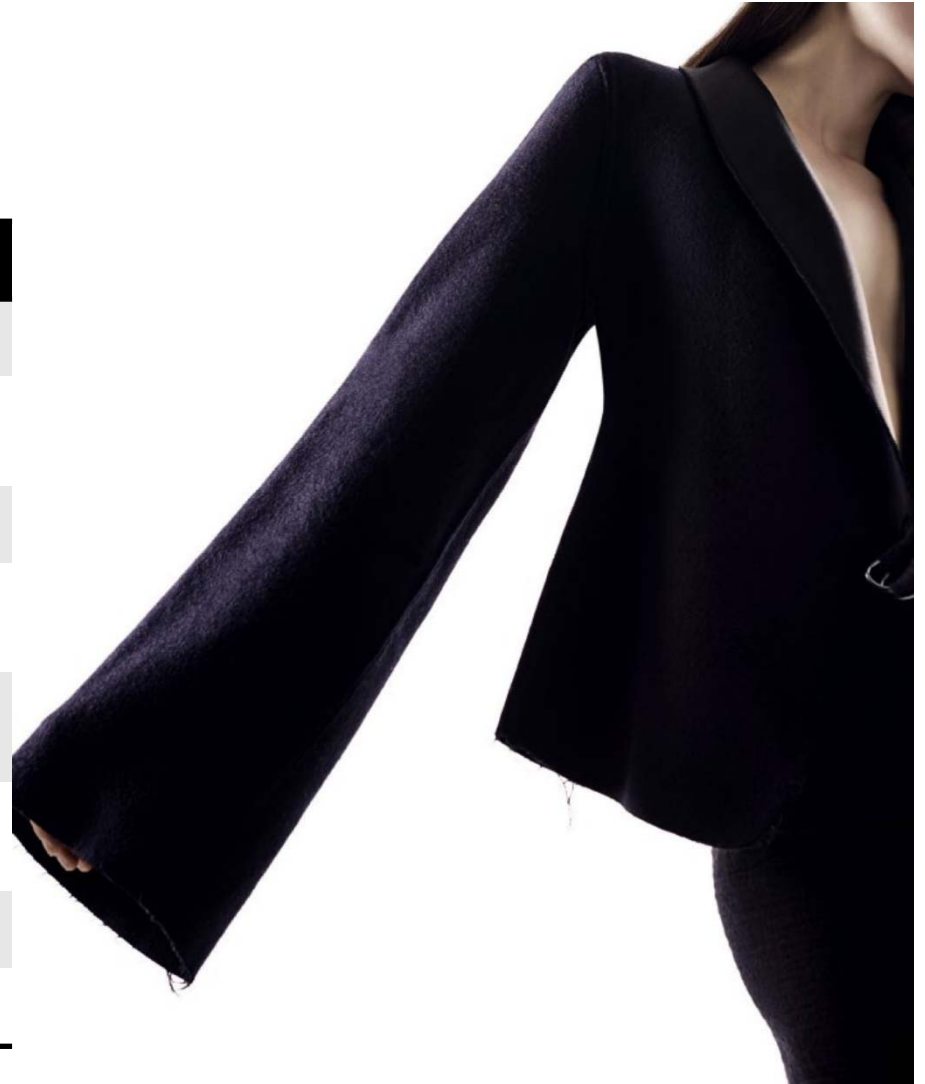
Suitability of Australian wool materials selected for design/s (knit or woven)

Reference to suitable wool innovations (sports or performance fabrics)

Demonstrated understanding of the properties of Australian wool

Clear annotations to show features of outfit

Overall visual presentation



KEY DATES

MAY

31

TUESDAY

Registrations
close

JUNE

1

WEDNESDAY

Submissions
open

JULY

19

TUESDAY

Submissions
close Year 7&8

JULY

26

TUESDAY

Submissions
close Year 9&10

AUGUST

2

TUESDAY

Submissions
close Year 11
& teachers

AUGUST

25

THURSDAY

Winners
announced

AUSTRALIAN CURRICULUM YEARS 7 & 8

Design and Technologies knowledge and understanding	Design and Technologies processes and production skills
Examine and prioritise competing factors including social, ethical and sustainability considerations in the development of technologies and designed solutions	Critique needs or opportunities for designing and investigate, analyse and select from a range of materials and processes to develop design ideas
Analyse ways to produce designed solutions through selecting and combining characteristics and properties of materials	Generate, develop, test and communicate design ideas, plans and processes for various audiences using appropriate technical terms and technologies including graphical representation techniques

AUSTRALIAN CURRICULUM YEARS 9 & 10

Design and Technologies knowledge and understanding	Design and Technologies processes and production skills
Critically analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures and the complex design and production processes involved	Critique needs or opportunities to develop design briefs and investigate and select an increasingly sophisticated range of materials to develop design ideas
Explain how products, services and environments evolve with consideration of preferred futures and the impact of emerging technologies on design decisions	Apply design thinking, creativity, innovation and enterprise skills to develop, modify and communicate design ideas of increasing sophistication

CURRICULUM LINKS

See pages 62-71 in teacher booklet
for links to Australian curriculum
Years 7-10 and individual state and
territory links for Year 11



CONTACT

Any comments or queries, please contact
Project Manager Ashley Hollis at
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For a 10% discount at Charles & Parsons
please email
asheehan@charlesparsons.com.au
and the code word is WOOL4SCHOOL





WOOL4SCHOOL®

Student Design Competition

THANK YOU



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