

Unit 107: Exploring Specialist Textile Techniques

Unit code:	F/502/5760
QCF Level 3:	BTEC National
Credit value:	10
Guided learning hours:	60

● Aim and purpose

The aim of this unit is to enable learners to gain knowledge of skills by exploring materials, equipment, processes and techniques that are specifically linked to the textile design areas of printed, constructed and embroidered textiles. Learners will experiment with a range of working methods and materials.

● Unit introduction

Artists, craftspeople and designers continually explore and experiment with ideas, materials, processes and techniques in their work to improve their knowledge of their subject area and develop their skill level. They also do this to see if new ideas and techniques can inspire them in producing a wider range of work. This restless exploration is a central part of many practitioners' creative output, and often yields exciting results in ways they may not have predicted.

Sample pieces are used by textile designers and makers to inform clients and to test or gauge the characteristics of fabrics such as feel, texture, strength and so on. This unit focuses on similar exploration through practical activities. Learners will work in three main areas of textile design: printed, constructed and embroidered textiles. This unit gives learners the opportunity to explore and experiment with materials, processes, equipment and techniques that are specifically linked to these areas. Samples may also demonstrate a use of a combination of techniques such as stitch on a printed surface or print on a knitted cloth.

Learners will use skills and knowledge gained in a textile design area of personal interest, for further study and investigation. The unit gives learners a sound basis from which to develop specific skills in their chosen area, and to produce original and exciting textiles work. There will also be opportunities for learners to review the work of other textile designers.

Artists, craftspeople and designers use a range of skills to review and evaluate their explorations. In this unit learners will learn how to review and evaluate their own work.

● Learning outcomes

On completion of this unit a learner should:

- 1 Know about specialist areas of textile design
- 2 Be able to experiment with specialist textile techniques
- 3 Be able to create a body of textile work using specialist textile techniques.

Unit content

1 Know about specialist areas of textile design

Knowledge: investigation; personal exploration eg samples, experimentation; practitioners (historical, contemporary); research eg books, internet, visits to textile exhibitions, art galleries, museums

Specialist areas: investigate (contemporary, historical), artists, craft workers, designers); techniques (traditional, experimental); constructed textiles eg weave, knit, felt-making; printed textiles eg screen printing, hand painting, fabric dyeing, surface pattern; embroidered textiles eg machine embroidery, hand embroidery, fabric manipulation, mixed media

2 Be able to experiment with specialist textile techniques

Textile techniques: create samples eg preparatory, making, finishing processes; safe operation (tools, machinery, equipment); creating textile samples eg processes, fabrics, yarns, new, recycled, organic, person-made; world cultures

Printed textiles: eg stencil, block and screen printing, transfer printing, devoré, hand painted; surfaces eg backgrounds, plain, textured,

Constructed textiles: weave techniques eg traditional, contemporary; tapestry frames; looms (shaft hand, card, braid); structures eg plain, twill, Jacquard, distorted weft, open structures, looping, tassels, knots, wrappings

Knitting techniques: traditional; contemporary eg using fingers, French knitting dollies, needles, sticks, domestic knitting machines, stitches, methods, fair-isle, twisting, crossing, wrapping, winding, fringing, short row, partial knitting, domestic machine techniques, single, double bed stitch structures, stocking stitch, ribs, slip/skip, tuck, Jacquard, open fabric, knit weave, intarsia; felt making eg fleece, hand, machine knitted fabrics

Embroidered textiles: embroidery techniques (traditional, contemporary) eg hand, machine stitching appliqué, quilting, patchwork, cutwork, stump work, tassels, wrapping, layering, fraying, fabric manipulation, tucking, piping, rouleau loops, buttonholes, darts, pleats

3 Be able to create a body of textile work using specialist techniques

Body of relevant work: eg personal study, sketchbooks, journals, worksheets; record eg materials, methods, processes; experimental pieces; sample pieces eg garments, accessories

Investigations: own work; others' work eg strengths, development areas; qualities eg materials, media; applications eg techniques, processes; analyse results; confirm own views; use feedback in decision making

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 outline specialist areas of textile design [IE]	M1 describe a diverse range of contemporary and historical textile design	D1 demonstrate independence and creativity in producing an informed body of work that reflects highly focused research and sophisticated development of ideas.
P2 produce textile samples using specialist techniques [CT, IE]	M2 show purpose in exploring a range of textile techniques producing a considered set of samples	
P3 produce own textile work [SM, CT, RL, EP]	M3 show an individual approach to expand on researched information to produce a coherent body of work.	
P4 review own textile work.		

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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Essential guidance for tutors

Delivery

This unit should take place in a studio or workshop environment in addition to visits to galleries, exhibitions and practising artists to inform learner ideas. Teaching methods should help to develop learners' knowledge and understanding of working with a variety of textile techniques and equipment. Learners will be expected to produce experimental work and samples in the three specialist areas of printed, constructed and embroidered textiles before developing one of these areas further.

Learners must produce experimental work and samples in the three specialist areas of printed, constructed and embroidered textiles. In this way, this unit will support further work in other specialist units.

Tutors are encouraged to work in a studio or workshop environment and organised visits to galleries, exhibitions and practising artists to inform ideas. Learners should be introduced to specialist areas of textile design through tutor-led demonstrations in various textile techniques and applications using a variety of materials, equipment and processes. Learners should be encouraged to be experimental and innovative in the use of techniques and equipment and also to work with materials and technologies with which they are unfamiliar. Opportunities should be taken to work with unusual and recycled materials and new technologies.

Learning outcome 1 introduces different areas of historical and contemporary textile design. This can be delivered by tutor-led presentations using visual examples, followed and reinforced by group discussions. It is important that learners review the work of other textile artists to inform their ideas. This may take the form of visits to galleries, exhibitions, workshops, textile departments in museums and degree shows or talks by visiting artists. Learners' research should list artists, designers or craft workers relevant to each area and should highlight the unique ways in which these practitioners have worked in their fields.

For learning outcome 2 learners should use their research to inform their own development as they move through the different textile areas. Experimental work might highlight combinations of different media such as the use of fabric manipulation techniques and stitch on hand painted and printed textiles.

Tutors must explain all health and safety issues relating to the techniques and equipment to be used. Learners should adhere to all aspects of current legislation associated with health and safety in the workplace. They must be aware of how they can minimise risk to themselves and others by working safely at all times. Learners should record all aspects of health and safety guidance in their sketchbooks or work journals as good professional practice. Learners should also collect and collate any technical information such as handouts or their own notes on techniques and equipment as part of their research file.

Learning outcome 3 requires learners to use the results from their practical experimentations and their research and investigations into textiles to select an area for further development. The chosen area may be linked to a learner's specialist option units. The choice should be based on personal preference, strengths in the practical experimentations and any progression or career aspirations learners may have. Learners should explain why they have reached their decision, through ongoing evaluation of their own work and the work of others. Evaluation should be initiated in the early parts of the unit delivery, as part of an ongoing process to provide learners with a methodology for reviewing their progress aesthetically and technically.

Learners need to discuss and explain their creative decisions and constraints.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to unit.
Lectures/seminars to introduce historical textile design.
Lectures/seminars to introduce contemporary textile design.
Visits to galleries, museums, individual research.
Introduction to textile design and techniques through experimentation – tutor-led.
Assignment 1: Developing a Textile Panel From Set Research Tutor demonstrations of techniques and processes. Learners develop samples. Learners evaluate samples.
Learner-initiated study.
Assignment 2: 3D Textiles Inspired by a Gallery Visit Develop design ideas. Select source materials. Develop samples. Select specialist techniques for outcomes. Produce outcomes.
Unit review and assessment.

Assessment

For P1, learners need to carry out research into historical textile design. The research must show basic understanding of the different areas, and basic comprehension of the qualities that separate and overlap within the areas and the practitioners in the fields.

For P1, learners must carry out research into the work of a range of contemporary textile designers that represent different specialist areas. The research must give a basic analysis of current ideas, use of materials, techniques, processes and practitioners.

For P2, learners need to produce a basic range of experimental textile samples. The use of equipment, techniques and processes may show a limited ability to explore and react to results from practical work. Learners need to investigate different textile techniques and their applications but range of techniques may be limited. There may be limited depth of study and basic conclusions. Learners develop samples which clearly incorporate the specialist areas of print, constructed and embroidered textiles from original design ideas. Learners must demonstrate that they have selected and used techniques and equipment safely and effectively when producing samples. Evidence of this could be observations or learner recordings the techniques and equipment used and the application and relevance to health and safety issues.

For P3 learners must decide on an area of interest in textile design to produce a body of work. Some of the conclusions reached in making the decision may be defined by the tutor. Learners must show a basic ability to make their choice using information from practical research.

For P4, learners must evaluate their own work at a basic level. They may show a limited understanding of the strengths and developmental areas in the work. Learners will show a basic understanding in evaluating others' work. The level of enquiry may be limited.

For M1, learners must describe a diverse range of contemporary and historical work that represents textile design in the specialist areas. The research should embrace a wider range than in work assessed at P1, and the level of enquiry should be more in-depth.

For M2, learners must show purpose in exploring a wide range of textile techniques and confidence in using various processes, techniques and equipment. Learners must recognise the potential for further development from their explorations and show independence in their work. Learners use skill and purpose in producing an effective range of textile samples, safely.

For M3, learners must use in-depth analysis of others' work to make informed judgements on the suitability of techniques for specific purposes. They must demonstrate understanding of the different techniques they have used and display a confident ability to manipulate techniques to fulfil personal aims and produce a coherent body of work.

For D1, learners show an individual and innovative approach to producing a creative and visually stimulating body of work. They must show a high level of skill and understanding of the qualities of different techniques. Learners must independently recognise and record their observations in terms of the techniques, equipment and processes used. Learners must show comprehension in synthesising information gained in historical, contemporary and practical research to make informed choices about areas of interest. Learners must link the activities in the unit in a fluent manner, and show a personal involvement and sense of enquiry.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, P4 M1, M2, M3 D1	Assignment 1: Developing a Textile Panel from Set Research	Designer researching historical and contemporary methods of making different textile designs. Experimental responses and technical analysis are required.	<ul style="list-style-type: none"> Portfolio of technical information, practical investigations, textile techniques and sample analysis.
P1, P2, P3, P4 M1, M2, M3 D1	Assignment 2: 3D Textiles Inspired by a Gallery Visit	Textile artist seeking inspiration for new designs.	<ul style="list-style-type: none"> Tutor evaluation. Self evaluation, presentation.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Art and Design sector suite. This unit has particular links with the following unit titles in the BTEC Art and Design suite:

Level 1	Level 2	Level 3
Introduction to Dyed Textiles	Working with Textile Briefs	Extending Specialist Textile Techniques
Introduction to Printed Textiles	Working with Accessory briefs	Papermaking and Printmaking in Textiles
Introduction to Machine Techniques	Working with Fashion Design Briefs	Woven Textiles
		Knitted Textiles
		Embroidered Textiles

National Occupational Standards

This unit also provides development opportunities for some of the underpinning skills, knowledge and understanding of the following National Occupational Standards:

Skillfast-UK Sector Skills Council

Textiles and Material Design

- O46ND5 Contribute to realising design prototypes for textiles and materials
- O46D10 Developing alternative textile and material design ideas
- CA9 Keep up to date with developments within the arts
- O8NSAS1 Communicate effectively
- CV10 Identify and describe items of cultural interest.

Essential resources

Studio space is required to enable learners to develop paper design ideas into experimental and innovative textile samples. Workshop facilities must include hand embroidery tools, domestic sewing machines, embroidery accessories, machine embroidery rings, hand knitting facilities, hand weave equipment and print equipment as listed in the *Unit content*. Learners must also have access to the internet, textbooks and journals for historical and contemporary research. Learners should also be encouraged to attend exhibitions, galleries, external workshops, trade shows and studio artists.

Employer engagement and vocational contexts

Centres should develop links with practising artists, craftspeople and designers to deliver assignments to learners or to provide work experience.

Links with employers are essential to the delivery of the programme for work experience and future employment.

Vocational learning support resources:

- Learning and Skills Network – www.vocationallearning.org.uk

Business and finance advice:

- local and regional Business Link – www.businesslink.gov.uk

Assignments should be vocationally relevant; centres should consider the delivery of 'live projects', for example, to support the vocational content of the unit and programme.

Creative and Cultural Skills (www.ccskills.org.uk), the Sector Skills Council for Arts, Crafts and Design, has launched the web portal Creative Choices (www.creative-choices.co.uk). This portal has a range of information about careers in the arts, crafts and design sector, including job descriptions.

Indicative reading for learners

Textbooks

Beaney J – *Art of the Needle* (Pantheon, 1988) ISBN B00169MP84

Beaney J and Littlejohn J – *Complete Guide to Creative Embroidery* (Batsford, 1997) ISBN 978-0713482621

Beaney J and Littlejohn J – *Stitch Magic* (Batsford, 2005) ISBN 978-0713489606

Brown P – *The Encyclopaedia of Embroidery Techniques* (Search Press, 2001) ISBN 978-0855329853

Campbell-Harding V and Grey M – *Layers of Stitch* (Batsford, 2001) ISBN 978-0713486537

Campbell-Harding V and Watts P – *Machine Embroidery: Stitch Techniques* (Batsford, 1989) ISBN 978-0713457971

Dunnewold J – *Complex Cloth* (Martingale and Co, 1996) ISBN 978-1564771490

Edmonds J – *Three Dimensional Embroidery* (Batsford, 2009) ISBN 978-1906388546

Fisch A M – *Textiles Techniques in Metal* (Lark Books, 1996) ISBN 978-0937427491

Holmes V – *Machine Embroiderer's Workbook* (Batsford, 2001) ISBN 978-0713479836

Messent J – *World of Embroidery* (Batsford, 1996) ISBN 978-0713479980

Singer M and Spyrou M – *Textile Arts: Multicultural Traditions* (A & B Black, 2000) ISBN 978-0713657166

Wells K – *Fabric Dyeing and Printing* (Conran Octopus, 2000) ISBN 978-1840911459

Westphal K – *The Surface Designer's Art* (Lark, 1993) ISBN 978-0937274675

Journals

Embroidery Magazine Embroiderers' Guild

Selvedge Magazine Selvedge

Websites

www.craftscouncil.org.uk Crafts Council

www.design-council.org.uk Design Council

www.designmuseum.org Design Museum

www.embroiderersguild.com Embroiderer's Guild

www.vam.ac.uk Victoria and Albert Museum

Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
Independent enquirers	researching and developing ideas to meet the requirements of the design brief
Creative thinkers	developing ideas to meet design intentions
Reflective learners	Thinking about stages of design development and selection of materials and processes
Self-managers	producing work to meet deadlines
Effective participators	participating in presentation of work.

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Independent enquirers	visiting galleries and museums to extend understanding and set ideas in context.
Creative thinkers	experimenting with textiles materials and processes developing design ideas through to a final outcome and technologies
Reflective learners	reviewing samples processes and using experience to improve work considering environmental issues in the design process
Team workers	observing health and safety requirements for the benefit of themselves and the group
Self-managers	independently managing their own research and development of outcomes
Effective participators	participating in group critique and feedback.

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	using ICT packages to repeat and size designs
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	planning for the production of a final outcome
Follow and understand the need for safety and security practices	aware of obtaining information from secure internet sites
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	researching textile design ideas, methods and processes including web based material and CD ROMs
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	exploring, extracting and assessing the relevance of information from websites and CD ROMs
ICT – Develop, present and communicate information	
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	communicating with tutor via email using VLE message boards
Mathematics	
Identify the situation or problem and the mathematical methods needed to tackle it	measuring design repeats, weighing dye quantities and working out recipe ratios estimating yarn usage for woven work
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	discussing textile work of their own and others
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	seeking and reading and responding to research
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	annotating sketchbooks writing up formal evaluation of outcome.