

Unit 108: Extending Specialist Textile Techniques

Unit code:	R/502/5357
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 practise and develop skills across a range of textile techniques and processes. Learners will have the opportunity to develop personal responses to a brief in the form of finished textiles pieces.

● Unit introduction

Textile artists, craft workers and designers develop their craft through experimenting with a variety of materials and the use of traditional and contemporary technologies. Ideas for producing work are supported by informative research and recording of ideas. Designers, artists and craftspeople apply their knowledge to ensure that their design intentions are clear. These skills are developed and refined through a cycle of application, review and refinement.

In this unit learners will be taught how to consider and understand a design brief and identify any constraints in the brief such as cost or the use of recycled or sustainable materials. They will also learn how to research and record sources for inspiration and development of well-considered design ideas. Learners will extend their understanding of their specialist textile area by developing and practising skills across a range of techniques, technologies and processes. Learners will select and use materials and techniques that they consider to be suitable for the brief, and will evaluate their choices through tests, trials and the production of samples.

Experimental and innovative approaches to textiles are encouraged, extending current level of skills through applied study that focuses on specific making and production methods.

As their work develops, learners will be taught how to return to the design brief at regular points and review their ideas, materials and planned outcomes. As learners experience the cycle of design proposal, production and review, they will develop an understanding of their own capabilities and will be able to take practical steps to achieve improvements. This process will extend their knowledge and understanding of materials and techniques gained from work in other units.

The end textile product could be an artefact, a fine art inspired piece or a collection of work, all of which demonstrate experimentation leading to individual and innovative. The textile techniques and designing and making processes used should show a high level of practical skills and the understanding of a wide variety of materials.

● Learning outcomes

On completion of this unit a learner should:

- 1 Be able to respond to a design brief
- 2 Be able to produce textile ideas in response to a design brief
- 3 Be able to produce a final outcome.

Unit content

1 Be able to respond to a design brief

Clarify brief: eg identify purpose, identify constraints, budget, environmental issues, evaluate client needs, user needs, applications, functional, non-functional, decorative

Research: eg work of others, historical and contemporary examples

Develop ideas: use strategies to originate initial ideas, eg questioning; conduct visual research using primary sources, eg natural world, made objects, architecture, the human figure, art galleries, museums; secondary sources, eg photography, books, postcards, internet; 2D media, eg drawing, painting, printmaking, collage, computer-aided design; develop alternative ideas, eg problem solving, analysis, recording, refining

2 Be able to produce textile ideas in response to a design brief

Planning: scheduling time management; sourcing materials; planning work production processes

Textile techniques: eg printed, dyed and painted textiles, embroidery using hand or machine; constructed textiles, knit, weave, fabric manipulation, felt making, surface pattern embroidery print

Materials: eg natural fabrics and threads, person made fabrics and threads, yarns, fleece, paper, card, plastics, wire, metals, recycled and found media and materials, dyes, paints, inks, beads, buttons, feathers, optical fibres threads

Produce samples: eg test materials techniques, trials, experiments, evaluate and record properties

Health and safety: Health and Safety Act 1974, elimination of risk to self and others; risk assessments; COSHH guidance on materials, workshop practice; safe use of tools, machinery and equipment

3 Be able to produce a final outcome

Produce textiles work: eg analyse and review samples, adapt ideas, use printed textile techniques, use embroidery techniques, use constructed textile techniques, observe health and safety guidelines and regulations

Present work: eg sketchbooks, journals, design sheets, samples; finished pieces displayed, mounted; presentation to peers, tutors, others

Analyse and review: eg suitability of research materials, application of research design process, tests, samples, use of materials, use of techniques; time management; client or customer feedback; aesthetic qualities; fitness for purpose; evaluate work; use appropriate technical language; successes in working practices, development areas; technical competence

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 develop ideas in response to a design brief [IE, CT]	M1 purposefully respond to the design brief, showing understanding of potential and constraints within specialist textile area	D1 provide an independent and imaginative response to a theme using interpretive and analytical skills in the production of visually stimulating work
P2 select textile materials and processes to meet design intentions [IE, SM, CT, RL]	M2 show understanding in effectively applying practical techniques and construction methods	D2 demonstrate knowledge, skills and understanding in presentation methods that evidence well-informed judgements and conclusions.
P3 produce textile samples and work to support design intentions [CT, RL, TW]	M3 use purposeful methods in applying in-depth critical and visual analysis to inform the production of a coherent body of finished work.	
P4 present a final outcome. [RL, EP]		

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 links with specialist unit, *Exploring Specialist Textile Techniques*, extending knowledge, understanding and skills gained in the exploration based unit. These are applied to a design brief scenario, where learners have to produce work in a design context. The unit could also link with any of the other specialist textile units depending on the nature of the work that learners produce.

This unit should take place in a studio or workshop environment. Learners also need access to primary and secondary research and a variety of specialist textile design and making equipment.

This unit provides learners with the opportunity to extend their working knowledge of textiles. This can build indirectly from work produced in other units in the textiles pathway, and can be delivered through an integrated programme. Alternatively, it can be delivered sequentially to extend learners' exploration in *Exploring Specialist Textile Techniques*.

Delivery should consist mainly of practical project work and written logs or reports. The unit should be supported by tutorials and practical demonstrations with workshop guidance from the tutor to consolidate and extend knowledge. Learners should be encouraged to develop an exploratory and individual approach to their work and extend their knowledge and techniques.

Learning outcome 1 requires learners to identify an initial theme for a project. This may be a self-generated or tutor directed brief which should provide learners with the opportunity to investigate how textile practitioners have considered themes. This can be achieved by directing learners to examples of different practitioners addressing the same or similar themes. Learners should record their responses to the theme in clear formats. Learners should outline materials and techniques to be used when these responses are taken to the design proposal stage.

For learning outcome 2, learners should develop their responses into practical textile samples and ideas. The application of a consistent level of practical and making skills should be emphasised. Tutors need to guide learners to review their progress at tutorials and/or seminars as they move through the unit. Ideas relating to working practices and choices of materials, techniques and processes should be evaluated and recorded by learners.

Learners should produce samples that test their proposed techniques and choice of materials against the constraints in the brief. They need to manage this process at the same time as considering the visual impact that the techniques and materials will provide.

For learning outcome 3, learners should produce a creative body of finished work that clearly addresses the brief. Learners should be encouraged to develop individual and imaginative work, employing techniques and processes that are in keeping with their intentions.

Learners should analyse and review their final outcomes against the intentions and intended purpose of the brief, recording successes and areas for development. Learners should be encouraged to talk about their work and to analyse the suitability of the chosen materials in terms of the aesthetic quality and fitness for purpose. Learners should also be encouraged to consider alternative combinations. They should record key aspects such as fitness for purpose, any client or customer feedback, and the effectiveness of their choice of materials and techniques. Learners should also evaluate their use of formal elements such as colour and pattern, as well as their time management. Evidence could be in the form of notes and observations in their sketchbooks or work journals, tutor observation of group critiques, and one-to-one tutorials.

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.
Assignment 1: Client brief for specialist textile area <ul style="list-style-type: none">• Introduction and interpretation.• Brainstorming and ideas development.• Research.
Introduction to new additional specialist processes and experimentation.
Assignment 2: Use of specialist processes and research to develop and refine ideas Tutor demonstrations. <ul style="list-style-type: none">• COSHH explained.• Learners develop ideas.
Independent research activity.
Review of ideas with client.
Assignment 3: Development of final outcome Studio-based work.
Independent learner activity.
Presentation of final outcome.
Unit review, evaluation and feedback.

Assessment

Pass level learners should produce appropriate work in response to a brief and should explain their intentions clearly. Learners' choice of materials and techniques should demonstrate understanding of their potential as applied to the brief. The range of materials and techniques considered may be limited and frequently tutor led.

For P1, learners need to develop ideas in response to a textiles design brief, demonstrating understanding of the constraints in the brief, and showing a basic ability to explore alternatives.

For P2, learners must select appropriate textile techniques and suitable materials for production. They must choose materials that are entirely appropriate to the task, and they must communicate their intentions clearly.

For P3, learners must produce suitable textiles work in response to a design brief. Samples and tests must be used appropriately to provide direction for the final piece or pieces. They must work safely when using specialist equipment and resources.

For P4, learners must analyse and review their final outcomes to reach relevant conclusions. These must be expressed clearly and show understanding of the original design brief and its constraints.

For M1, learners must respond individually to the theme in producing a variety of proposals. They must clearly identify limitations and constraints appropriate action and take to resolve potential problems. There should be a greater sense of purpose and understanding in this work than work assessed at P1.

For M2, learners must show skill and understanding in applying knowledge of materials, techniques, processes and construction methods to the development of the theme and practical work undertaken. Learners' work must show a greater sensitivity to the inherent characteristics in the materials than in pass level work.

For M3, learners must show skills in applying critical and visual analysis, demonstrating a clear understanding of potential in methods, materials and techniques chosen. Analysis must demonstrate a greater understanding of visual language and its relationship to the way learners have applied it to meet the brief.

For D1, learners must show a high level of analytical skills in developing and producing creative and stimulating work. Interpretation of the theme should be imaginative and individual.

For D2, work must be presented with skilful use of techniques. Judgements and conclusions will be well-informed and learners must show a confident command of verbal and/or written language. Learners must show understanding of their working practices, and be able to identify key points within the development of their work. They must identify the ways in which their designs and practical work were affected by constraints, and the action they took to overcome this.

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, D2	Assignment 1: Client brief for specialist textile area	Client briefs textile designer.	Presentation to peer group, tutor and client of process, exploration and outcome.
P1, P2, P3, P4 M1, M2, M3 D1, D2	Assignment 2: Use of specialist processes and research to develop and refine ideas	A textile designer researches methods to meet the brief.	
P1, P2, P3, P4 M1, M2, M3 D1, D2	Assignment 3: Development of final outcome	A textile designer works to complete final design.	

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	Fabric Manipulation
Introduction to Printed Textiles	Working with Accessory Briefs	Textile Installation
Introduction to Machine Techniques	Working with Fashion Design Briefs	3D Sculptural 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

- O46ND9 Clarify textile and material design briefs and research information
- O46ND5 Contribute to realising design prototypes for textiles and materials
- O46DI0 Developing alternative textile and material design ideas
- CC2R Contribute to realising final design products
- O46ND6 Contribute to realising final textiles and materials design
- CA9 Keep up to date with developments within the arts
- O8NSAS1 Communicate effectively
- CV10 Identify and describe items of cultural interest.

Essential resources

Adequate studio space is required to allow learners to develop paper design ideas into experimental and innovative textile samples and outcomes. Workshops must include essential equipment and facilities suitable for a specialist textile pathway. Learners must also have access to the internet, textbooks and journals for historical and contemporary research. Learners should also be encouraged to visit 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 description.

Indicative reading for learners

Textbooks

Beaney J and Littlejohn J – *A 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, 2004) ISBN 978-0713486537

Colchester C – *The New Textiles: Trends and Traditions* (Thames & Hudson, 1993) ISBN 978-0500277379

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

Fletcher K – *Sustainable Fashion and Textiles: Design Journeys* (Earthscan Publications, 2008)
ISBN 978-1844074815

Gillow J and Sentance B – *World Textiles: A Visual Guide to Traditional Techniques* (Thames & Hudson, 2004)
ISBN 978-0500282472

Harris J – *5000 Years of Textiles* (British Museum Press, 2004) ISBN 978-0714125701

Holmes V – *Creative Recycling in Embroidery* (Batsford, 2006) ISBN 978-0713489866

Ikoku N – *The Victoria and Albert Museum's Textiles Collection: British Textile Design from 1940 to the Present*
(V&A Publications, 1999) ISBN 978-1851771257

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

Schoeser M – *International Textile Design* (Laurence King, 1995) ISBN 978-0471133032

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

International Textiles – ITBD Publications

Selvedge – Selvedge Ltd

Websites

www.craftscouncil.org.uk Crafts Council

www.design-council.org.uk Design Council

www.designmuseum.org Design Museum

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
Team workers	sharing studio space and equipment
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
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
Troubleshoot	
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	exchanging emails with tutor using VLE message boards
Mathematics	
Select and apply a range of skills to find solutions	measuring design repeats, weighing dye quantities and working out recipe ratios
Use appropriate checking procedures and evaluate their effectiveness at each stage	estimating yarn usage for woven work
Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations	
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.