

Unit 112: Feltmaking and Felting

Unit code:	T/502/5447
QCF Level 3:	BTEC National
Credit value:	10
Guided learning hours:	60

● Aim and purpose

The aim of the unit is to develop learners' skills in feltmaking and felting. They will investigate a range of feltmaking materials and processes and produce experimental samples and realised outcomes.

● Unit introduction

Feltmaking and felting is one of the oldest forms of fabric making yet it is still used by contemporary textiles artists as a method of creating fabric to be used in fashion, interior and decorative scenarios. In this unit learners will develop the basic skills of feltmaking and felting by investigating a wide range of materials and processes to produce original and innovative experimental samples and realised outcomes.

Learners will work to specific briefs which gives them the opportunity to investigate their creative potential and limitations. Assignment briefs must be stimulating and provide learners with the opportunity to be creative and experimental. All work should be supported by theory of feltmaking and the use of felt in historical and contemporary contexts, in order to support learners' ideas generation and practical explorations of the media.

Learners will evaluate and analyse their work at appropriate stages of the creative process. This will involve considering the suitability and use of alternative combinations when selecting materials and techniques.

Learners will need to be aware of health and safety requirements and work safely in a studio environment when working independently and within a group. Appropriate risk assessments and COSHH guidance should be followed at all times.

● Learning outcomes

On completion of this unit a learner should:

- 1 Be able to experiment with feltmaking and felting processes
- 2 Be able to use feltmaking and felting techniques and processes to produce outcomes
- 3 Understand feltmaking and felting work.

Unit content

1 Be able to experiment with feltmaking and felting processes

Materials: raw fleece, eg natural, dyed, carded wool combed tops; natural fibres and yarns, eg cotton waste, hemp, angora, mohair, cashmere; synthetic yarns, eg acrylics, viscose, monofilaments, lurex; woven and/or knitted fabrics

Processes: feltmaking eg making from wool tops, wash, dye, dry and card fleece, laying out, shrinking; felting, eg working with knitted fabrics

Equipment: eg hand and drum carders, plastic trays, plastic mats, rolling pins, moulds, washing machine, hand sewing equipment, domestic sewing machines

2 Be able to use feltmaking and felting techniques and processes to produce outcomes

Techniques: inlaying; mosaic; embellishing; applying fabrics; yarns; threads; shaping; moulding; felting techniques; processes, eg wash, dye fabrics, yarns, oven, knitted, stitched, bonded

Outcomes: functional, eg fashion, interior, accessories; non-functional, eg free standing structures, hangings, installations, soft sculptures

3 Understand feltmaking and felting work

Evaluate: eg reflection, analysis, chosen materials, techniques, processes, aesthetic qualities, fitness for purpose, refining ideas, clarify intentions, audience feedback, strengths, weaknesses, intentions, accidental opportunities

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 explore feltmaking and felting media and materials [IE]	M1 produce an in-depth collection of experimental work and outcomes using feltmaking and felting materials and techniques	D1 evaluate a body of independently produced innovative work to inform a high level of understanding of both functional and non-functional outcomes.
P2 apply feltmaking and felting techniques and processes to produce creative work [IE, CT, TW]	M2 analyse the selection and suitability of selected feltmaking and felting materials and techniques consistently throughout the creative process.	
P3 produce final outcomes [SM, EP]		
P4 review and evaluate working practices. [RL]		

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	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

Essential guidance for tutors

Delivery

Tutors should demonstrate feltmaking and felting techniques and processes. Learners should then be encouraged to be experimental and innovative in the use of materials, techniques and processes. Learners should have access to a wide range of fibres and yarns including prepared fleeces, natural and, dyed tops and if possible, raw fleeces.

Learners must be made aware of health and safety issues relating to the materials, techniques and processes to be used. Learners need to be advised of, and adhere to, all aspects of current legislation associated with health and safety within the workplace. They must be aware of how they can minimise risk to themselves and others by working safely at all times.

Learning outcome 1 requires learners to explore felting and feltmaking processes and produce a body of samples to illustrate their investigations. Samples must be developed from original design ideas that could have been generated from another unit. Samples should include combining mixed yarns and materials with wool tops and pre knitted fabrics. Assignments should emphasise the development of ideas through practical experiment and these should be supported by evidence of design development work.

Learning outcome 2 requires the further development of experimental ideas. Learners need to develop a variety of creative work and outcomes using a range of techniques and processes. Techniques such as inlaying, mosaic, embellishing, applying fabrics, yarns, threads, shaping and moulding should all be explored. Techniques and processes used should be appropriate for the chosen outcome, which ideally should be developed in response to a brief. Outcomes can be functional, for example for fashion, interior and accessories, or non-functional for structures, hangings, installations or soft sculptures.

Tutors should encourage and inspire learners to investigate the creative potential and limitations of materials and techniques throughout the process.

For learning outcome 3, learners need to talk about their work and to analyse the suitability of the chosen materials and techniques. They should use their workbooks or sketchbooks to record their experiments and annotate findings. Evaluation may be written but could also take the form of a verbal discussion or group critique, which should be recorded for later assessment.

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 and contemporary feltmaking and felting textile design.
Workshop to introduce basic feltmaking and felting processes – tutor led.
Visits to galleries, museums, craft galleries and individual research to explore diversity of medium.
Introduction to advanced techniques through experimentation – tutor led.

Topic and suggested assignments/activities and/assessment

Assignment 1: A Small, Embellished Panel Based on 'The Market Place'

Learners:

- brainstorm 'The Market Place'
- gather visual materials from primary and/or secondary sources
- develop ideas in crayons, chalks, paint, collage, feltmaking
- experimental samples make in felt
- embellish samples
- review and refine ideas
- develop final piece.

Learner initiated study.

Assignment 2: 2D/3D Piece Inspired by 'Holidays'

Learners:

- brainstorm 'Holidays'
- gather visual materials from primary and/or secondary sources and develop a mood board
- develop ideas in crayons, chalks, paint, collage, feltmaking
- experimental samples make in felt
- embellish samples
- review and refine ideas
- develop final piece.

Learner initiated study.

Evaluation and group critique.

Assessment

For P1, learners must explore felting and feltmaking media and materials, probably with tutor support. They must show some basic understanding of the potential of using techniques to develop ideas. Further development work may be tutor driven and inconsistently applied. Samples produced using feltmaking and felting may techniques show a limited appreciation of the craft.

For P2, learners must produce work that combines and uses feltmaking and felting techniques developed from design work. Ideas may be simple and realised but not explored in any great detail.

For P3, learners must produce final outcomes that realise their intentions. These should be technically competent with basic understanding of the processes. Techniques must be used competently and work must demonstrate a satisfactory conclusion to the brief. Alternative options may be identified but not explored.

For P4, learners need to evaluate the suitability of selected feltmaking and felting techniques, at appropriate stages of the design process. Evaluations will tend to be supported by tutor help.

For M1, learners must produce an in-depth collection of experimental work and outcomes. Samples provided must show skill and effective handling of materials. Ideas should cover a wide range and techniques used should show an empathy with the materials and an understanding of the potentials and limitations of the media.

For M2, learners must demonstrate that they have continuously evaluated the selection and suitability of the materials, techniques and processes used throughout the design and sample process. They must demonstrate understanding through effective reviews of their progress.

For D1, learners must independently produce a portfolio of innovative work demonstrating a high level of technical skill and understanding, which has been continuously analysed and evaluated to produce functional and non-functional outcomes.

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 D1, D2	Assignment 1: A Small Panel Based on 'The Fairground'	Fine art printmaker gathers visual materials, develops experimental samples, reviews the samples and then makes a final piece.	Tutor, self and peer assessment.
P1, P2, P3, P4 M1, M2 D1, D2	Assignment 2: 2D/3D Piece Inspired by 'Nature'	Fine art printmaker initially decides on subject then gathers visual material. Printmaker develops and reviews samples and then makes a final piece.	Tutor, self and peer assessment. Exhibition.

Links to 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:

Level 1	Level 2	Level 3
Introduction to Dyed Textiles	Working to a Textile Brief	Exploring Specialist Textile Techniques
Creative Use of Materials, Techniques and Processes	Working to an Accessory Brief	Extending Specialist Textile Techniques
		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

- D2 – Develop and communicate design ideas for textiles and materials
- D4 – Contribute to producing detailed designs for textiles and materials
- D5 – Contribute to realising design prototypes for textiles and materials.

Essential resources

Learners need adequate space to develop creative ideas in both a workshop and studio environment. Practical workshop facilities must provide access to water and space to develop ideas. Technical resources do not have to include a washing machine as hand methods can be employed as a suitable alternative. Learners are 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 descriptions.

Skillfast-UK, the Sector Skills Council for Fashion and Textiles (www.skillfast-uk.org), provides details on careers (www.skillfast-uk.org/justthejob) and the industry and has regularly updated news and events pages.

Indicative reading for learners

Textbooks

- Ascher S and Bateman J – *Beginner's Guide to Felting* (Search Press, 2006) ISBN 978-1844480043
- Brow V – *Feltwork* (Lorenz, 1996) ISBN 978-1859672976
- Burkett M E – *The Art of the Felt Maker* (Abbott Hall Gallery, 1979) ISBN 978-0950333519
- Donald K – *Creative Felting* (Kangeroo Press, 1983) ISBN 978-0949924353
- Edmonds J – *Three Dimensional Embroidery* (Batsford, 2009) ISBN 978-1906388546
- Einset Vick A – *The Art of Felting* (Watson Guptill Publishing, 1997)
- Evers I – *Felting: Techniques and Projects* (Lark Books, 2009) ISBN 978-0937274347
- Hoerner N – *Felt Inlays: Making Textured and Patterned Felt for 23 Creative Projects* (Creative Publishing International, 2008) ISBN 978-1589233621
- McGavock D and Lewis C – *Felting* (Crowood Press, 2000) ISBN 978-1861263087
- Smith S – *Beyond the Basics: Advanced Felting Techniques* (Felt by Design, 2002) ISBN 978-0954251727
- Smith S – *Embellish, Stitch, Felt: Using the Embellisher Machine and Needle-Punch Techniques* (Batsford Ltd, 2008) ISBN 978-1906388058
- Smith S – *Felt Without Seams* (Felt by Design, 2002) ISBN 978-0954251710
- Smith S – *Felt to Stitch: Creative Felting for Textile Artists* (Batsford, 2006) ISBN 978-0713490084
- Tyler C – *Slip into Silk* (Peter & Cherrilyn, 2002) ISBN 978-0954299316

Journals

Embroidery magazine

Crafts Magazine

Websites

www.britishhatguild.co.uk

The British Hat Guild

www.feltbetter.com

Creative felt arts and crafts

www.felting.com

About felting

www.vam.ac.uk

Victoria and Albert Museum

Delivery of personal, learning and thinking skills (PLTS)

The following table identifies the PLTS that have been included within the assessment criteria of this unit:

Skill	When learners are ...
Independent enquirers	exploring media and materials and producing experimental work
Creative thinkers	exploring experimental work and combining techniques and processes to produce outcomes
Reflective learners	combining techniques and processes
Team workers	exploring work using studio facilities alongside others
Self-managers	producing final outcomes
Effective participators	producing final outcomes.

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	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 explore design ideas
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 design ideas, methods and processes including web-based material and CD ROM
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 ROM
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 their tutor via email using of VLE message boards
Mathematics	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	estimating fleeces/tops/material usage to make felted items weighing dye quantities and working out recipe ratios measuring to achieve outcomes
Identify the situation or problem and the mathematical methods needed to tackle it	
Select and apply a range of skills to find solutions	
Use appropriate checking procedures and evaluate their effectiveness at each stage	
Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations	
Draw conclusions and provide mathematical justifications	

Skill	When learners are ...
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	discussing 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.