

Unit 113: Textile Installation

Unit code:	H/502/5475
QCF Level 3:	BTEC National
Credit value:	10
Guided learning hours:	60

● Aim and purpose

The aim of the unit is to enable learners to design and make small or large textile installations for different locations and environments. Learners will have the opportunity to develop different strategies to address and resolve design and production issues such as choice of fabrics and manufacturing techniques.

● Unit introduction

Textile designers produce work for a variety of applications, including commercial commissions, for example restaurants, offices or banks and public spaces such as civic rooms, libraries, universities, colleges, schools and galleries. Practitioners also produce work for private commissions and may work with architects or interior designers.

Designers have to consider a range of factors and constraints when working in this way. This involves using research and evaluative skills and being able to present ideas and samples to clients or customers. Ideas or proposals will often be refined and modified as part of this review process, which affects the types of fabrics they choose to use, and the production processes they employ.

In this unit learners will be taught how to consider and evaluate different locations and environments for textile installation work. They will learn how to identify and record the constraints that different locations present to the designer, and will have the opportunity to develop different strategies to address and resolve design and production issues such as choice of fabrics and manufacturing techniques. Learners will reflect on aspects related to health and safety, fire and access regulations in public spaces, and different techniques and systems that can be used to display and present textile installation work.

Learners will also learn how to analyse, refine and adapt their working practice. In this way they will develop skills in recognising the strengths and developmental areas in their work, and overcome design constraints to improve aspects of their work, such as fitness for purpose. Learners will produce a range of samples and design ideas that they will translate into finished textile installation work. They will learn how to present their work in its intended environment using appropriate presentation techniques and skills. By studying this unit learners will be developing awareness of how to research textile installation work and how to propose and produce effective solutions in their own personal textile work.

● Learning outcomes

On completion of this unit a learner should:

- 1 Be able to design textile installations for specific environments
- 2 Be able to make a textile installation for a specific environment
- 3 Be able to present textile installation work.

Unit content

1 Be able to design textile installations for specific environments

Interior public environments: eg hospitals, libraries, educational settings, museums, art galleries, train and bus stations, hotels, foyers

Exterior public environments: eg parks, roadsides, buildings, grounds of buildings, shopping areas, exterior seating areas

Private environments: eg individual commissions for restaurants, architects, interior designers, gardens

Evaluate suitability: eg health and safety implications, security, fire resistance, fire exits and access routes, colour schemes, appropriate materials, fitness for purpose

Design: research ideas; client requirements; develop designs; media, eg 2D, 3D

2 Be able to make a textile installation for a specific environment

Physical properties and characteristics: eg weight, appearance, freestanding, hanging, 2D, 3D

Performance and suitability: eg strength, flammability, elasticity, durability, dye and colour fastness, fraying

Functionality: eg visual, practical, decorative, advertising

Manufacturing techniques: eg print, constructed, stitch, non-woven, armatures, supports, frames, hanging systems

3 Be able to present textile installation work

Analyse: eg use of materials, techniques, features of environments, time constraints, budgets, health and safety

Review: eg successes in working practices, development areas, fitness for purpose

Modify design work: eg refining ideas, clarifying intentions, client or customer feedback, views of peers

Present textile installation work: eg display work, tutorial critiques, seminars, environments (public, private), presentation techniques, supports, frames, hanging systems

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 report on suitability of proposed environments [IE, CT]	M1 demonstrate purpose in evaluating suitability of different environments in response to a brief	D1 demonstrate creativity and originality when selecting, using, analysing and refining combinations of fabric and manufacturing techniques for innovative textile installation work.
P2 design a textile installation for a proposed environment [IE, CT]	M2 purposefully select and use effective combinations of fabric and manufacturing techniques when designing, analysing, refining and making a textile installation.	
P3 make a textile installation for a specific environment [CT, TW]		
P4 analyse and refine work [RL]		
P5 produce a final outcome. [SM, EP, TW]		

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 and assessment guidance

Tutors should show learners specific examples of 2D and 3D textile installations in public and private environments. Work should be based around client-led, simulated or live projects which form the focus of this unit.

Delivery

This unit involves learners working through three stages, linked to the three learning outcomes. It could also be linked to other specialist textiles units within the pathway, if learners are developing personal responses that will produce a substantial body of work for a client-led brief. The potential exists for client-led, simulated or live projects to form the focus of the unit. The finished textile work could be placed in an environment as a 2D piece, or developed to create a 3D installation. Learners should make critical judgements based on research. They need to test the suitability of textiles materials for the chosen environment.

For learning outcome 1, learners should be taught how to consider various locations and environments that may be used to house or display textile installations. This will involve learners considering the range of factors described in the *Unit content*, such as health and safety, public movement around installations, fitness for purpose and how textiles installations can be physically installed. Tutors should show learners specific examples of textile installations in public and private environments. Learners should make notes in their sketchbooks or work journals recording their responses and views of the examples shown, and how they feel the textile designers or artists approached the particular constraints of a given space. Tutors may need to provide a series of prompts to enable learners to structure their questions and form relevant and meaningful conclusions. This learning outcome can be supported by visits to galleries, museums and to practitioners, if possible. This information should then be reflected upon when designing to a brief for a textile installation. To do this, learners should evaluate the environments proposed for the textile installations, in terms of needs of users and fitness for purpose of materials. A key factor will be whether the intended piece is to be located in an interior or exterior space. Learners will need to propose a plan for the production and installation of the pieces, which will need to be considered carefully against the constraints of the brief.

For learning outcome 2, learners need to consider the use of combinations of fabrics and manufacturing techniques. Learners should be encouraged to ask searching questions about their proposed combinations of fabrics and manufacturing processes. These might include questions about the suitability of their choices of materials in terms of strength and durability. Learners should record all stages of their proposal and evaluations in their sketchbooks or work journals as evidence for assessment. Learners should present their ideas to the client, through drawings, samples and maquettes.

Learning outcome 3 builds on the responses from the two previous learning outcomes. Learners need to analyse their work at different stages, and make modifications to their proposals or design ideas if required. They also need to show that they can refine their ideas and working practices based on the results this analysis. If a live or client-led brief is being used, they should record the responses from clients or customers and show how they have adapted their work accordingly. To conclude the unit, learners should present and install their textile work in its relevant location or environment.

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 textile installation work.
Visits to galleries, museums.
Learners independently research specific textile installations and their sites
Learner-initiated study.
Lecture/seminar on health and safety relating to textile installations.
Further independent learner research and recording of information
Assignment 1: Part One – Textile Installation for a Hotel
Learners:
<ul style="list-style-type: none">• analyse brief and identify site• analyse site(s)• make notes on health and safety requirements and any relevant legislation• develop design proposal for installation.
Introduction to advanced techniques through experimentation – tutor led
Learner-initiated study.
Assignment 1: Part Two – Textile Installation for a Hotel
Learners:
<ul style="list-style-type: none">• produce a range of samples for proposed installation• present to client• analyse and refine ideas• produce a final outcome (this can be to scale or actual).
Learner-initiated study.
Unit evaluation and group critique.

Assessment

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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, P5 M1, M2 D1	Assignment 1: Textile Installation for a Hotel	Textile designer is contracted to provide a textile installation for a hotel reception area.	Installed work or scale methods. Development work. Course notes. Tutor, client and self evaluation.

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
	Working with Textile Briefs	Exploring Specialist Textiles
		Extending Specialist Textiles
		3D Sculptural Textiles

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.

Essential resources

This unit is both studio and workshop based. Learners need access to sufficient textile resources, including specialist workshops for printed, constructed and embroidered textiles. Suggested resources for research include galleries, museums, exhibitions, craft/textile magazines and existing textile installation work.

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

Bishop C – *Installation Art* (Tate Publishing, 2005) ISBN 978-1854375186

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

De Oliveira N and Oxley N – *Installation Art in the New Millennium: The Empire of the Senses* (Thames & Hudson, 2004) ISBN 978-0500284513

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, 1993) ISBN 978-0714125701

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

Jefferies J and Quinn B – *Contemporary Textile: The Fabric of Fine Art* (Black Dog Publishing, 2008) ISBN 978-1906155292

Malpas W – *Installation Art in Close-Up* (Crescent Moon Publishing, 2007) ISBN 978-1861710536

Meller S and Elfers J – *Textile Designs* (Thames & Hudson, 1991) ISBN 978-0810938533

Rosenthal M – *Understanding Installation Art: from Duchamp to Holzer* (Prestel, 2003) ISBN 978-3791329840

Schoeser M – *International Textile Design* (John Wiley & Sons, 1995) ISBN 978-0471133032

Scott J – *Textile Perspectives in Mixed-Media Sculpture* (The Crowood Press, 2003) ISBN 978-1861265784

Journals

International Textiles

Selvedge

Websites

www.craftscouncil.org.uk

Crafts Council

www.design-council.org.uk

Design Council

www.designmuseum.org

Design Museums

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	evaluating the suitability of proposed environments and beginning to research and develop initial design ideas
Creative thinkers	evaluating the suitability of proposed environments, researching and developing design ideas and using a combination of materials and manufacturing techniques
Reflective learners	reviewing samples processes and using experience to improve work
Team workers	producing a final outcome
Self-managers	producing a final outcome
Effective participators	producing a final outcome.

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 textile installations, galleries and museums to extend understanding and set ideas in context
Creative thinkers	identifying unusual sites for installations experimenting with textiles materials and processes
Reflective learners	considering environmental issues in the design process
Team workers	observing health and safety requirements for the benefit of the client, 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 transpose design ideas onto digital images of textile installation site
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
Manage information storage to enable efficient retrieval	aware of obtaining information from secure internet sites
Follow and understand the need for safety and security practices	
Troubleshooting	
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	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	measuring proposed sites for installation preparing scale models or drawings to show client
Identify the situation or problem and the mathematical methods needed to tackle it	scale up design ideas to be able to estimate materials needed
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 textile installation work of others discussing proposed sites for installations explaining their own ideas and rationale
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.