

# Unit 114: Woven Textiles

<b>Unit code:</b>	<b>T/502/5478</b>
<b>QCF Level 3:</b>	<b>BTEC National</b>
<b>Credit value:</b>	<b>10</b>
<b>Guided learning hours:</b>	<b>60</b>

## ● Aim and purpose

The aim of the unit is to increase learners' knowledge of and skills in woven textiles through the investigation of a range of media, materials, techniques, technologies and processes. Learners will produce functional and non-functional woven samples and finished pieces.

## ● Unit introduction

Woven cloth is used for functional items, such as fashion garments and accessories, and for interior textiles. Textile artists use weave for hangings and installations. Woven cloth has a long history that goes across cultures and continents. Contemporary weave is an exciting medium embraced by designers pushing the boundaries of textiles, often producing woven cloth that reacts to light and sound.

This unit will enable learners to increase their knowledge and skills of woven textile techniques through the use of a range of media, materials, techniques, technologies and processes. The emphasis is on experimenting with ideas and materials to produce innovative samples which may be developed into finished textiles.

Learners will be encouraged to investigate specialist techniques and processes to produce a range of experimental functional and non-functional woven textiles.

Learners will develop an understanding of how design for weave can be developed through personal research of visual sources. This information can then be used to influence and direct experimental ideas using a range of techniques and processes.

Processes such as handloom and tapestry weaving will be explored. Learners will also find out about the properties, characteristics and performance of fibres and weave structures. Learners will record their results and use them to develop their understanding of how the choice of specialist media and materials influences ideas. Samples may be for weave outcomes that are functional or non-functional.

Learners will be taught how to analyse, modify, adapt and refine ideas before they present final pieces. Learners will consider the quality and aesthetics of their finished pieces. Learners will select and display work for final presentation. When presenting work, learners will explain their creative decisions and how their experimental work has influenced their final pieces.

## ● Learning outcomes

**On completion of this unit a learner should:**

- 1 Be able to develop creative ideas for woven textiles
- 2 Be able to weave sample pieces
- 3 Be able to produce final outcomes.

# Unit content

---

## 1 Be able to develop creative ideas for woven textiles

*Develop creative ideas:* sketchbooks, worksheets, primary, and secondary source material, 2D media, eg paint, dyes, acrylics, inks, gouache, pastels, conté coloured pencils; manipulated papers; lens-based media, eg photography, digital imagery

*Media and materials:* traditional yarns and materials such as natural, eg cotton, wool, silk linen; synthetic, eg acrylic, acetate, viscose and nylon; ribbons; gimps, cords; non-traditional plastic, wire, wood, found objects, eg twigs, leaves, grasses, dried flowers, feathers, paper, metal

*Characteristics, properties and performance:* eg opacity, translucency, weight, texture, hardness, shiny and matt, strength, flammability, elasticity, durability and pilling

## 2 Be able to weave sample pieces

*Translate design ideas:* eg patterns, cartoons

*Woven samples:* handloom and/or tapestry, braid tablet weaving; yarns and materials eg yarn on cones, textured hand knitting yarns, hand-spun plain and dyed wools, string, ribbons, gimp, cords, recycled materials, scrap materials, eg plastics, rags, wires, twigs, feathers

*Handloom processes:* select yarns and setts; draft peg plans; wind warp; beam on; thread; reed and tie on

*Handloom techniques:* woven, eg plain, twills, satins or crepes, corduroy, distorted weft, leno, pile

*Tapestry, braid and tablet processes:* eg select yarns and sett, wind warp onto frame, card, tablets

## 3 Be able to produce final outcomes

*Health and safety:* risk assessments; safe studio practice; professional practice, COSHH

*Final outcomes:* eg pieces for fashion or interiors, flat woven samples, themes, subjects, pieces for commercial reproduction one off weaves

*Evaluate:* ongoing review and analysis of work; suitability of materials, ideas, techniques, tests samples; visual impact; reaction to feedback; successes in working practice; areas for development; technical competence; finish

*Present finished work:* eg sketchbooks, design sheets, experimental samples, mounted samples, finished items; group critiques, seminars, display

## 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:
<b>P1</b> experiment with media and materials [IE, CT]	<b>M1</b> show purpose in using research and exploit practical techniques to generate a range of effective experimental samples	<b>D1</b> show a perceptive and sophisticated approach in producing, presenting and evaluating an imaginative set of finished work.
<b>P2</b> translate design ideas to woven samples by using techniques and processes [CT, RL]	<b>M2</b> use purposeful methods in applying in-depth critical and visual analysis to inform the production of a coherent body of finished work.	
<b>P3</b> observe health and safety guidelines [TW]		
<b>P4</b> evaluate and present a body of finished work. [RL, SM, 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.

<b>Key</b>	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
------------	--	---	--

# Essential guidance for tutors

---

## Delivery

Tutors are encouraged to work in a studio or workshop environment and to include visits to galleries, exhibitions and practising artists and designers to inform ideas. Visits to local higher education institutes that specialise in weaving would be ideal. Delivery should stimulate, motivate, educate and inspire learners. Teaching methods should help to develop, challenge and advance learners' knowledge and understanding by working with a variety of media, materials, techniques and processes. Learners should be introduced to the concept of contemporary weaving and be aware of the wide range of applications used today. Learners can work exclusively on handlooms or tapestry frames. They could also develop a wider portfolio of techniques including braid and tablet weaving.

Learners need to explore the properties, characteristics and performance of fibres and weave structures.

Learning outcome 1 focuses on developing creative ideas by experimenting with a range of media and materials. Tutors should encourage learners to test and investigate potential ideas. Learners should work from a wide range of visual sources to influence and direct their ideas development. This may include primary and secondary sources (natural and constructed world, drawings, paintings, prints, lens-based or computer-generated imagery, textures, paper structures and appropriate colour reference) generated from other units. Experimental ideas and work should be initially recorded in sketchbooks or on design sheets.

For learning outcome 2, learners should produce a collection of samples that have been developed from initial design ideas. Samples should demonstrate the use of a range of different materials, techniques and processes that could inform fashion, accessories, interior or site-specific scenarios.

Samples may be for weave outcomes that are functional (fashion, interior or accessories) or non-functional (freestanding structures, hangings, installations or soft sculptures).

Learners should have access to a wide assortment of traditional and non-traditional threads and yarns. They should also be encouraged to use found and recycled media and materials.

For learning outcome 3, learners should produce completed pieces or substantial samples that would be suitable for reproduction. A sample size of a minimum of 30 cm in length is ideal as long as any pattern repeats are shown. Learners should observe health and safety rules and regulations and safe studio practice by taking a professional approach to their work and working areas. Throughout the unit they should review and evaluate work. For learning outcome 3, learners should record their analysis and consider suitability of materials and the aesthetic and technical qualities of their work. Finished work should be presented with sketchbooks, design sheets and samples.

## 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 woven textiles.
Workshop to introduce weave processes. Tutor led to include shaft looms and tapestry.
Seminar on health and safety – learners to write risk assessments for studio use.
Visits to galleries, museums, craft galleries for visual research to explore weave.
Individual visual research to evaluate contemporary woven fashion fabrics.
<b>Assignment 1:</b> Experimental Textured Samples Learners produce samples from 2D and 3D research – either a fabric sample book, an experimental tapestry or a sample length showing a variety of patterns, textures and yarns. Experimentation with colour changes, recycled yarns, yarns of different weights, rags and unusual materials, eg raffia, plastics, wire – showing awareness of health and safety. Presentation and group critique.
Workshops to introduce further weaving techniques.
Learner-initiated study.
<b>Assignment 2:</b> 'Water's Edge': A Woven Piece for Interiors or Fashion Learners: <ul style="list-style-type: none"><li>• do a mind map of 'Water's Edge'</li><li>• visit a lake, pond, seashore or river bank to gather visual information</li><li>• develop ideas in crayons, chalks, paint, collage, printmaking</li><li>• produce experimental samples showing understanding of health and safety requirements</li><li>• review and refine ideas and develop final piece</li><li>• present work and evaluate work.</li></ul>
Learner-initiated study.
Review of unit and assessment.

## Assessment

For P1, learners should develop and present creative ideas by experimenting with a range of media and materials. Ideas may have the potential for further development that has not been pursued by learners.

For P2, learners should select from their experimental work and progress these ideas into basic woven samples. Learners should demonstrate that they have selected and used media and materials and processes safely and effectively when producing samples.

For P3, learners must produce risk assessments for specialist areas, observe safe studio practice and take a professional approach to their personal working space. Working practices should follow health and safety guidelines at all times and be suited to the purpose. Where applicable, they should be supported by COSHH fact and data sheets.

For P4, learners need to evaluate and present a body of finished work. Learners need to develop samples in a functional and/or non-functional form from original design ideas, which could be used within fashion, accessories, and interior or site-specific scenarios. Learners must present work in an appropriate format. This may be an informal or formal scenario as outlined in the assignment brief.

For M1, learners must provide a well-researched and effectively organised and exciting range of samples. Work should be experimental and reflect knowledge and understanding of contemporary weaving.

For M2, learners need reflect on their work and express opinions coherently and knowledgeably, supported by relevant examples. Learners need to use their analysis to improve their work and this should be reflected in the standard of samples presented for assessment. A high level of presentation skills should also be evident.

For D1, learners must apply an individual and exciting approach to presenting a sophisticated body of work. Themes and samples must be developed to a sophisticated level. Learners must show confidence in the handling of materials, and techniques should be developed and applied to design ideas with imagination.

### Programme of suggested assignments

The following table shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the *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 M1	<b>Assignment 1:</b> Experimental Textured Samples	Designer produces samples from 2D and 3D research – either a fabric sample book, an experimental tapestry or a sample length showing a variety of patterns, textures and yarns.  Designer experiments with colour changes, recycled yarns, yarns of different weights, rags and unusual materials, eg raffia, plastics, wire.	Sketchbooks. Design sheets. Samples. Presentation.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, P4 M1, M2 D1	<b>Assignment 2:</b> 'Water's Edge': A Woven Piece for Interiors or Fashion	Textile artist develops new work based on theme 'Water's Edge'.  Artist visits a lake, pond, seashore or river bank to gather visual information.  Artist develops ideas in crayons, chalks, paint, collage, and printmaking, produces experimental samples reviews and refines ideas and develops final piece.	Tutor and self assessment.  Notes of ideas.  Samples.  Sketchbooks.  Presentation.  Final piece.

## Essential resources

This unit is both studio and workshop based. Workshops should be equipped with a number of handlooms, with assorted numbers of shafts (minimum of four), warping equipment, sticks and shuttles, suitable warp and weft yarns, and a sufficient number of tapestry frames. Learners should be encouraged to experiment with braid weaving and tablet weaving which require fewer resources. Adequate studio space to allow learners to develop paperwork will also be necessary.

## 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](http://www.vocationallearning.org.uk)

Business and finance advice:

- local and regional Business Link – [www.businesslink.gov.uk](http://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](http://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](http://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](http://www.skillfast-uk.org)), provides details on careers ([www.skillfast-uk.org/justthejob](http://www.skillfast-uk.org/justthejob)) and the industry and has regularly updated news and events pages.

## Indicative reading for learners

### Textbooks

Chandler D – *Learning to Weave* (Interweave Press, 2009) ISBN 978-1883010034

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

Dixon A – *Handweavers Pattern Book: An Illustrated Reference to over 600 Fabric Weaves* (A&C Black, 2007) ISBN 978-0713684117

Dyer A – *New Ways with Tablet Weaving* (Westhope College, 1996) ISBN 978-0952404514

Fannin A – *Handloom Weaving Technology* (The Lyons Press, 1998) ISBN 978-1558216129

Field A – *The Ashford Book of Weaving* (Batsford, 1992) ISBN 978-0908884063

Gile M and Marziff M – *Fascination with Fiber: Michigan's Handweaving Heritage* (University of Michigan Press, 2006) ISBN 978-0472031139

Glasbrook K – *Tapestry Weaving* (Search Press, 2002) ISBN 978-0855329389

Lundell L and Windesjo E – *The Big Book of Weaving* (Batsford, 2008) ISBN 978-1843404569

Nuttall Sayres – *Weaving Tapestry in Rural Ireland: Taipeis Gael, Donegal* (Atrium, 2006) ISBN 978-0953535330

Sutton A et al – *Ideas in Weaving* (Batsford, 1989) ISBN 978-0713461510

### Journals

*Crafts Magazine*

### Websites

[www.craftscouncil.org.uk](http://www.craftscouncil.org.uk)

Crafts Council

[www.vam.ac.uk/collections](http://www.vam.ac.uk/collections)

Victoria & Albert Museum

[www.wsd.org.uk](http://www.wsd.org.uk)

Association of Guilds of Weavers, Spinners and Dyers



## 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 ...
<b>Independent enquirers</b>	investigating media and material
<b>Creative thinkers</b>	translating design ideas into woven samples by using techniques and processes by experimenting with a range of media and materials
<b>Reflective learners</b>	translating design ideas and evaluating work
<b>Team workers</b>	observing health and safety guidelines
<b>Self-managers</b>	completing and presenting work to a deadline
<b>Effective participators</b>	presenting work to their peers.

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

## ● Functional Skills – Level 2

Skill	When learners are ...
<b>ICT —Use ICT systems</b>	
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
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	
<b>ICT – Find and select information</b>	
Select and use a variety of sources of information independently for a complex task	researching weave 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
<b>ICT – Develop, present and communicate information</b>	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> <li>• text and tables</li> <li>• images</li> <li>• numbers</li> <li>• records</li> </ul>	presenting historical and contemporary research with illustrations and text
Bring together information to suit content and purpose	
Present information in ways that are fit for purpose and audience	
Evaluate the selection and use of ICT tools and facilities used to present 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

Skill	When learners are ...
<b>Mathematics</b>	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	measuring design repeats, working out measured garment or accessory design estimating yarn usage for woven work
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	
<b>English</b>	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	discussing woven 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.