

Unit 116: Embroidered Textiles

Code:	F/502/5483
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 develop skills and understanding by exploring the potential of both hand and machine embroidery techniques and processes. Learners will have the opportunity to produce a range of embroidered samples which can be incorporated into a variety of items.

● Unit introduction

Textile artists and designers use a wide range of media, materials, techniques and processes within their work. Learners will explore a range of embroidery materials, media, techniques and processes. The unit explores both hand and machine embroidery techniques. Learners need to investigate ideas developed from both primary and secondary design sources to form functional and non-functional samples which can be interpreted for use within a fashion, interior or fine art scenario.

Learners will need to evaluate and analyse their work at appropriate stages of the creative design process. This will involve considering the suitability and the use of alternative combinations when choosing materials, techniques and processes in terms of aesthetic qualities and fitness for purpose.

Learners will work to specific briefs, which will give them the opportunity to investigate the scope and creative potential of the unit. Assignment briefs must be stimulating and give learners the opportunity to be innovative and investigative.

● Learning outcomes

On completion of this unit a learner should:

- 1 Be able to research ideas as a source for development
- 2 Be able to produce a body of samples using embroidered textile materials, techniques and processes
- 3 Understand embroidered textiles processes.

Unit content

1 Be able to research ideas as a source for development

Research: identify visual material; critically analyse material; select specific visual sources suitable for developing surface pattern ideas

Visual sources: primary sources eg life, nature, constructed world, exhibitions, museum collections; secondary sources eg libraries, photography, paper-based and online publications, audio visual sources

2 Be able to produce a body of samples using embroidered textile materials, techniques and processes

Techniques and processes: machine embroidery eg freestyle, automatic patterns, pin-tucking, piping, rouleau loops, buttonholes, darts, pleats, patchwork, appliqué, quilting, fraying, cutwork, fabric manipulation, soluble fabric work, decorative trimmings; hand embroidery eg straight stitch, blanket stitch, French knot, chain stitch, filling work, gathering, smocking, drawn thread

Materials: traditional materials eg natural and synthetic fabrics, aquafil, bondaweb; non-traditional materials eg plastics, paper, wire form, fake fur, found and recycled materials

Safe practice: Health and Safety Act 1974, elimination of risk to self and others; thinking and working safely within a studio environment, following COSHH guidance on materials and workshop practice

3 Understand embroidered textiles processes

Processes: eg successes, development areas, working practices, use of media, techniques, quality (aesthetics, technical)

Review and refine ideas: eg ideas, subjects, influences, fitness for purpose, clarify intentions, working practices, test results, own views, feedback from others

Develop: eg generate, broaden, advance, refine embroidered samples

Scenarios: context eg fine art textiles, fashion, interiors, commercial; functional eg labels; non-functional eg accessories; media eg 2D, 3D, site specific; recording eg drawings, records, notebooks, visualisations; references to professional practice

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 produce design ideas from research material [IE, CT]	M1 produce coherent design ideas from diverse research material	D1 research independently source materials which informs innovative design ideas
P2 produce a body of samples using embroidered textiles materials, techniques and processes, safely [IE, CT, SM]	M2 produce a considered collection of experimental work using embroidered textile techniques, processes and materials in an individual way	D2 show independence in producing visually engaging samples of embroidered textiles materials, techniques and processes
P3 review samples throughout the stages of development. [RL, SM]	M3 analyse and refine a diverse range of ideas and processes at relevant stages.	D3 act on evaluations to continuously refine ideas and processes.

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

Evidence for learning outcome 1 should demonstrate evidence of the research of visual sources that can be studied and developed into ideas for embroidered designs. Tutors should encourage learners to test and investigate creative potential and limitations when engaged in developmental work. For learning outcome 2, learners need to develop design ideas into embroidered textile samples that can be used in a functional or non-functional form for fashion garments or accessories, interiors or fine art textiles. Learners should produce a collection of samples (developed from initial design ideas) that demonstrates the use of a range of different materials, techniques and processes that could be used within fashion, interior or fine art textile scenarios.

Learners should have access to traditional and non-traditional fabrics and to a wide assortment of threads and yarns. They should also be encouraged to use found and recycled media and materials. Learners should be taught a range of machine and hand embroidery techniques and (in the first instance) be given guidance on the interpretation and development of the initial design ideas before developing their own ideas. This should include challenging the processes and media they have been introduced to.

Learners must be aware of all health and safety issues relating to the materials, techniques and processes to be used. Learners will need to be advised of, and 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.

For learning outcome 3, there may be some overlap with learning outcome 1 and 2. Learners should review and then refine the direction of their ideas and choice of materials and processes. This can be delivered through a blend of short mid-point group critiques and one-to-one tutorials. Learners should record all aspects of feedback alongside their personal judgements and conclusions in a suitable sketchbook or work journal.

Tutors should consider integrating the delivery of this unit with any other relevant units learners are studying as part of the programme.

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 and activities
Introduction to unit and assignment briefs
Assignment 1: Embroidered Textiles Lecture and presentation on embroidered textiles Learners: <ul style="list-style-type: none">• research primary source material to generate design ideas• research secondary source material to generate design ideas• come up with initial design ideas• develop design for embroidered textiles• evaluate research and design work undertaken.
Learner-initiated study.
Assignment 2: Techniques and Processes used in Embroidered Textiles Learners: <ul style="list-style-type: none">• develop design ideas• produce portfolio of techniques• investigate the techniques and processes• explore materials• evaluate design work, samples and outcomes• present ideas• participate in group crit.
Learner-initiated study.
Assignment 3: 'Generate' Exhibition Learners: <ul style="list-style-type: none">• research and generate design ideas to given constraints and requirements• develop design ideas• produce samples• evaluate and refine ideas• produce final outcome• present work• participate in group.
Learner-initiated study.
Review of unit and assessment.

Assessment

For P1, learners should research primary and secondary source material for the development of design work. This may include gathering information on the work of other artists and designers. Learners should use the research materials gathered to develop a range of design ideas that are appropriate for embroidered textile work. They will be able to communicate their intentions clearly and explain how their ideas will be developed.

To achieve P2, learners should present a portfolio of embroidered samples. This will be developed from the original design ideas and may include test pieces, lengths of fabric or fashion items. Learners will be expected to develop samples into a functional and/or non-functional form from original design ideas, which could be used within a fashion, interior or fine art scenario. There will be some skill shown but the range of outcomes produced will be limited. There will be evidence of ideas and/or processes being abandoned without any in-depth enquiry.

To achieve P3, learners will demonstrate a basic ability to review and refine an appropriate range of ideas and suitable processes at relevant stages in their design and sample process. They will demonstrate understanding in being able to explain how the review has changed the direction of their ideas about processes and subjects.

Learners are expected to consider the suitability of selected media, materials, techniques and processes. Annotations in notebooks and evaluations of the development of samples that refine ideas should be in evidence. Language used will show some understanding of analysis but this will not be in any depth.

Evidence for M1 should ensure that learners are able to research a diverse range of work of source material, investigating design ideas in diverse and purposeful way. This work will show a more considered approach to researching sources and design ideas than the pass criteria. There will be more sense of purpose in the research. The work should be presented in a portfolio in the form of worksheets or a sketchbook.

For M2, learners will effectively explore and develop a wide range of embroidered samples and should use embroidered textile techniques, processes and materials in an individual way. This will demonstrate a greater sense of personal involvement with themes and subjects, and work produced may have individual qualities. Learners will produce a coherent range of effective outcomes that show skill and considered use of materials and processes. Outcomes will have been clearly and effectively influenced by the results of analysis and review. There will be a consistency in the approach to the work generally.

For M3, learners will be able to analyse, review and refine a diverse range of ideas and well-considered processes. This process will be well focused, coherent and occur at pertinent times. Ideas and choices of processes will be adapted accordingly with a degree of skill and consistency.

Evidence for D1 must demonstrate that the learner has worked independently to research a comprehensive range of work. Learners will demonstrate independence in producing visually stimulating and innovative design ideas. This study will show an informed and perceptive approach, and learners may well produce original responses and should be presented in a portfolio.

For D2, learners will demonstrate a clear comprehension and a sophisticated level of skill in presenting a coherent body of samples. The work will demonstrate a fluent use of visual language, and the work will be sophisticated. Learners will show a fluent ability to produce a sophisticated and exciting range of innovative outcomes to a given brief or scenario. The use of materials and processes will be sophisticated. The treatments of subjects and ideas will be well informed and fully developed.

For D3, learners' analysis and review will be perceptive and informed. Judgements and conclusions reached will be comprehensive. Refinements to ideas and processes at relevant stages will be sophisticated.

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
PI, P2, P3 M1, M2, M3 D1, D2, D3	Assignment 1: Embroidered Textiles	Designer creates portfolio for presentation at interview.	Lecture notes. Research on primary source material. Research on secondary source material. Initial design ideas. Development of design for embroidered textiles. Evaluation of research and design work undertaken. Tutor observations.
PI, P2, P3 M1, M2, M3 D1, D2, D3	Assignment 2: Techniques and Processes used in Embroidered Textiles	Designer creates samples for presentation to clients.	Development of design ideas. Portfolio of techniques. Investigation into the techniques and processes. Exploration and use of a range of materials. Information on health and safety. Evaluation of design work, samples and outcomes. Presentation of ideas. Group critique. Tutor notes and observations.
PI, P2, P3 M1, M2, M3 D1, D2, D3	Assignment 3: 'Generate' Exhibition	Textile artists in cooperative each produce a framed piece for a forthcoming group exhibition around the theme of 'Generate'.	Research and design ideas to given Constraints and requirements. Design ideas. Samples. Evaluation and refining of ideas. Final outcome. Presentation of work. Group critique. Record of tutor observations and notes.

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 units in the BTEC Art and Design suite:

Level 1	Level 2	Level 3
Introduction to Surface Pattern	Working to Accessory Briefs	Exploring Specialist Textile Techniques
	Working to Textiles Briefs	Fabric Manipulation
		Repeat Pattern
		Surface Pattern

Essential resources

Learners need studio space to develop paper-based design ideas into experimental and innovative samples. Workshop facilities must include domestic sewing machines, embroidery accessories, machine embroidery rings etc. Learners must also have internet access and access to publications and journals for historical and contemporary research. Learners should be encouraged to attend exhibitions, galleries, external workshops, trade shows and studio artists.

Employer engagement and vocational contexts

Centres should develop links with local textile artists and galleries as this may provide the opportunity for visiting lecturers and site visits for learners. Some galleries may also put on workshops.

Centres should also develop links with practising textile artists 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

Beal M – *Fusing Fabrics: Creative Cutting, Bonding and Mark-making with the Soldering Iron* (Batsford, 2007) ISBN 978-0713490688

Beaney J – *Art of the Needle* (Bracken Books, 1993) ISBN 978-1858910970

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 Encyclopedia of Embroidery Techniques* (Search Press, 2001) ISBN 978-0855329853

Campbell-Harding V – *Edges and Finishes in Machine Embroidery* (Batsford, 2006) ISBN 978-0713489965

Campbell-Harding V – *Machine Embroidery: Stitched Patterns* (Batsford, 2004) ISBN 978-0713489088

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

Campbell-Harding V and Grey M – *Stitch Dissolve Distort with Machine Embroidery* (Batsford, 2006) ISBN 978-1596680500

Campbell-Harding V and Watts P – *Machine Embroidery: Stitch Techniques* (Batsford, 2000) ISBN 978-0713486018

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

Embroiderers' Guild – *Embroidery Studio* (David and Charles, 1993) ISBN 978-0715399057

Embroiderers' Guild – *Treasures from the Embroiderers' Guild Collection* (David and Charles, 1995) ISBN 978-0715303726

Grey M and Wild J – *Paper, Metal and Stitch* (Batsford, 2007) ISBN 978-0713490671

Grey M – *Raising the Surface with Machine Embroidery* (Batsford, 2006) ISBN 978-0713490282

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

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

Journals

Embroidery Magazine – Embroiderers' Guild

Fibre Arts Magazine

Selvedge Magazine – Selvedge Ltd

Workbox Magazine

Websites

www.embroiderersguild.com

Embroiderers' Guild

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 primary and secondary source materials and the work of other artists researching visual sources for the development of embroidered textile samples and outcomes
Creative thinkers	exploring and developing a range of ideas for embroidered textiles developing creative ideas for embroidered items
Reflective learners	analysing, reviewing and refining ideas when producing embroidered textiles ideas and final outcomes
Team workers	managing their own time to complete all work and to meet deadlines
Self-managers	researching primary and secondary source materials and the work of other artists researching visual sources for the development of embroidered textile samples and 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	planning and carrying out research into the work of other artists and designers to develop understanding of the inspiration and techniques used in embroidered textiles planning and carrying out research to source design ideas from both primary and secondary source materials carrying out design development ideas for their own work
Creative thinkers	trying out a variety of development ideas for design adapting ideas and new techniques
Reflective learners	setting individual goals and targets inviting feedback on work evaluating the experience and learning to inform progress
Team workers	working within a group environment working with others
Self-managers	seeking out new challenges and approaches prioritising and organising their own work responding to change working with initiative
Effective participators	working with others effectively working to meet criteria.

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	researching a variety of primary and secondary source materials
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records 	producing documentation to accompany research material producing an ongoing evaluation of work presenting work
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	
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	participating in group discussion and critique presenting work
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	reading and gathering research presenting work to others
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively.	recording work analysing and refining work at relevant stages presenting work.