Unit 119: Printed Textiles

Code: R/502/5438

QCF Level 3: BTEC National

Credit value: 10

Guided learning hours: 60

● Aim and purpose

The aim of the unit is to develop learners' knowledge and skills in the use of printed textiles for different applications and their understanding of the way designers, artists and craftworkers work with traditional and non-traditional materials to produce individual and diverse work using a variety of techniques.

● Unit introduction

Textile designers, who produce designs for commercial fashion and clothing, work with small and large pattern repeats. Large-scale designs that wrap around a garment can be produced by textile artists who use printed textiles to communicate and express ideas in their personal work and these are usually one-off pieces.

Textile designers usually produce hand painted designs or computer generated work which is sold to buyers on behalf of fabric printers. Ideas are then adapted and put into production. Designers usually present their ideas in a selection of colour-ways that follow seasonal or independent trend predictions.

The aim of the unit is to introduce learners to the techniques and application of printed textiles in fashion and clothing. Fashion designers and textile artists work with traditional and non-traditional materials to produce individual and exciting work using a variety of techniques.

Designers use a range of skills in developing ideas for printed textiles. Learners will research a range of visual sources including exploring the work of historical and contemporary textile designers. They will develop these sources using a variety of materials, techniques and processes using both traditional and non-traditional materials. Learners will explore the potential of designing for printed textiles via the application of decoration to a diverse range of surfaces and materials.

Learners will be encouraged to experiment with a variety of media and materials, particularly when producing initial paper designs. Surface pattern is a fundamental aspect of all textile design.

Learners will be taught how to analyse their work, identifying strengths and areas for further development. They will produce printed textile samples demonstrating the use of a range of materials, techniques and processes that can be applied to fashion and clothing.

● Learning outcomes

On completion of this unit a learner should:

1   Know about visual sources for printed textiles

2   Be able to develop ideas for printed textiles

3   Be able to produce printed textile samples

4   Understand processes to create printed textiles.

Unit content

1 Know about visual sources for printed textiles

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

Designers: historical eg William Morris, Charles Voysey, Omega Workshops, Duncan Grant, Vanessa Bell, Sonia Delaunay, Barron and Larcher, Alec Walker (Crysede Silks), Marianne Straub, Ben Nicholson, Paul Nash; contemporary eg Laura Ashley, Celia Birtwell, Marimekko, Zandra Rhodes, Sian Tucker

Manufacturers: eg Ascher Ltd, Calico Printers Association, Courtaulds Ltd, Cresta Silks Ltd, Silver Studio, Tootal, Arthur Sanderson and Sons Ltd, Alan Walton Textiles, Warner and Sons

Cultural: eg African, American, Japanese, Indian, Mexican

2 Be able to develop ideas for printed textiles

Different materials, techniques and processes: drawing; painting; colourways; mixed media eg collage, frottage, manipulated fabrics; papers eg hand made, commercially made; dyeing; printing eg pencils, graphite, pastel, chalk, conte, gouache, inks, acrylic pigments, dyes, printing inks; digital imagery eg lens-based, computer-based

Develop ideas: eg experiments, sketchbooks, small and large scale; samples eg combinations, different surfaces; repeat structures eg square, block, brick, half-drop, ogee, scatter; translating 2D designs; function

Preparatory processes: selection (fabrics, dyes, printing inks) eg direct, indirect, paper stencils, blocks; screenprint stencils eg photocopied acetates, kodatrace, photographic imagery; heat transfer; hand painting

3 Be able to produce printed textile samples

Use printed textile techniques: eg hand painting, screen printing, photo stencils, paper stencils, wax resist, dyes, printing inks, heat transfers, digital imagery, transfer inks, stencilling, spraying (hand, machine)

Traditional materials: fabric eg synthetic, polyester, acrylic, viscose; natural eg cotton, wool, silk, linen; fabric composition eg construction, surface qualities, weights, woven (velvets and chiffons), knitted, embroidered; translucency; texture; commercial fabric dyes; printing inks eg effects, pigment, disperse, devoré

Non-traditional materials: eg plastics, acetate, rubber; paint eg car paints, acrylic paint and household paints

4 Understand processes to create printed textiles

Review and refine ideas: eg consider subjects, influences, fitness for purpose, clarify intentions, working practices, test results, own views, feedback from others, successes, failures, development areas; use of media; techniques; quality eg aesthetics, function

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 identify visual sources to generate design ideas [IE, CT, RL]	**M1** identify diverse visual sources to generate design ideas	**D1** apply research to produce original design ideas which demonstrate innovative use of a range of materials, techniques and processes for printed textiles
P2 use materials, techniques and processes to develop design ideas for printed textiles [IE, CT, RL]	**M2** produce a diverse body of experimental design ideas for printed textiles	**D2** demonstrate a clear comprehension and a sophisticated level of skill in evaluating and presenting a coherent body of finished work.
P3 produce printed textile samples using different materials [IE, CT]	**M3** produce diverse printed textile samples using different materials	
P4 review processes at relevant stages. [RL, SM]	**M4** analyse ideas and processes used to develop samples.	

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

At the start of the unit, learners need to be introduced to examples of printed textiles for fashion and clothing. This can be delivered through short lectures, by visiting fashion shows, exhibitions or presentations focusing on specific examples of designers' work, and a range of the possible applications of printed textiles in fashion and clothing. Evidence for learning outcome 1 should show research of visual sources that can be studied and developed into ideas for printed textiles. This evidence should be supported by learners' work from primary sources to reinforce the relevance of drawing and studying colour from real objects. Learning outcome 1 should also be evidenced by the research completed on the work of other artists and designers. The work should be presented individually and be accompanied by annotation.

Learning outcome 2 involves learners in working through their visual research from learning outcome 1 to develop ideas for printed textiles work. Tutors need to demonstrate relevant techniques, technologies and processes to learners, to provide them with the knowledge and skills they require to investigate and explore for themselves. Learners should be encouraged to explore a wide range of ideas and processes, using a variety of mark-making and printed textiles. Experiments and ideas should relate to the initial visual research and learners should be given the opportunity to work their ideas in different scales. In this way they will gain knowledge of the suitability of their visual research for development, and form opinions as to which processes and techniques they can use to produce their samples, and subsequently their final outcomes. Evidence can take the form of a series of worksheets, experimental pieces and sketchbooks

For learning outcome 3, learners have to produce samples of printed textiles in a selection of practical textile work generated in response to design ideas, briefs and personal interest. Initial ideas should be explored in sketchbooks before being developed into a range of experimental sample pieces that investigate different surface pattern ideas. Assignments used should place emphasis upon the development and conveyance of ideas through practical experimentation with media, materials, techniques and processes. The use of colour should be considered as an essential element in the creation of designs. Learners should be taught any relevant health and safety guidance for specialist studios, and when operating specialist equipment. Evidence for learning outcome 3 should be presented as a collection of samples which may take the form of a single print, length of fabric or fashion item incorporating printed textiles.

Learning outcome 4 can overlap with learning outcome 3 at certain relevant stages. Learners should evaluate 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.

Attention should be paid to health and safety considerations throughout the delivery of the unit. At demonstrations and inductions tutors should ask learners to record points relating to potential harm, and any tutor handouts should be stored to provide reference material for future use.

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 overview of printed textiles within fashion and clothing
Assignment 1: The Work of Other Artists and Fashion Designers Using Printed Textiles Lecture and presentation (possibly supported by visit to gallery or visiting speaker). Learners research the work of other artists and fashion designers. Learners present on the work of other artists with portfolio.
Assignment 2: Visual Sources and Techniques for Printed Textiles Lecture and presentation. Demonstration of printed textiles techniques and processes. Practical exercises. Portfolio work. Analysis, review and refining of ideas. Evaluation of work. Presentation.
Learner-initiated study.
Assignment 3: Printed Textiles for Fashion and Clothing Learners are each given a scenario and asked to produce printed textile ideas in a presentation format. Learners: • source ideas for design • generate ideas • develop ideas • plan production process • carry out test pieces • review and refine work • produce final outcome • evaluate work • participate in group critique.
Learner-initiated study.
Review of unit and assessment.

Assessment

When applying the grading criteria tutors should follow the advice given below. Please note that the examples of evidence given here are indicative only. The advice is not inclusive and the examples need not be included in a learner's work in order for the learner to achieve the exemplified grade.

To achieve P1, learners should present their research work in a portfolio providing visual evidence and accompanied by annotation. Learners should research a range of suitable visual sources. The work must demonstrate an understanding of how the visual research can be applied, and learners must explain why they chose their sources.

For P2, learners must explore and develop a range of ideas that are appropriate for printed textile work. They communicate their intentions clearly and explain how their ideas will be developed into final outcomes.

To achieve P3, learners should present a portfolio of printed textile samples. This should be developed from the original design ideas and may include test pieces, lengths of fabric or fashion items.

For P4, learners must demonstrate a basic ability to analyse, review and refine an appropriate range of ideas and suitable processes at relevant stages in their design and sample process. They must explain how the review has changed the direction of their ideas about processes and subjects.

For M1, learners must research a diverse range of work of other artists, fashion designers and other sources. This work must show a more considered and purposeful approach to researching sources than the pass criteria. The work should be presented in a portfolio in the form of worksheets or a sketchbook.

For M2, learners must effectively explore and develop diverse individual ideas for printed textiles. This will demonstrate a greater sense of personal involvement with themes and subjects, and work produced may have individual qualities.

For M3, learners must produce diverse printed textile samples using different materials. There should be a consistency in the approach to the work generally.

For M4, learners must effectively analyse, review and refine a diverse range of ideas and well-considered processes at pertinent times. Ideas and choices of processes must 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 by other artists and designers. Learners need to research a comprehensive range of exciting visual sources. This study should show an informed and perceptive approach, and learners may well produce original responses. Learners must explore and develop a comprehensive range of sophisticated ideas for printed textiles for fashion and clothing. Practical work must show a fluent use of visual language, and the work should be sophisticated.

For D2, learners must demonstrate a clear comprehension and a sophisticated level of skill in presenting a coherent body of finished work. The use of materials and processes must be sophisticated. The treatments of subjects and ideas should be well informed and fully developed. Learners' analysis and review must be perceptive and informed. Judgements and conclusions reached should be comprehensive. Refinements to ideas and processes at relevant stages must 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
P1 M1 D1	**Assignment 1**: The Work of Other Artists and Fashion Designers Using Printed Textiles	Designer presents/reports on the work of other artists and fashion designers.	Lecture notes. Research on the work of other artists and fashion designers. Presentation.
P1, P2, P3 M1, M2, M3 D1, D2	**Assignment 2**: Visual Sources and Techniques for Printed Textiles	Designer puts together portfolio for presentation to client.	Tutor observations. Information on health and safety. Visual source materials. Design development ideas. Practical exercises. Review, analysis and refining of ideas. Evaluation of work. Annotation. Samples and test pieces.
P1, P2, P3, P4 M1, M2, M3, M4 D1, D2	**Assignment 3**: Printed Textiles for Fashion and Clothing	Designer produces printed textiles for fashion and clothing company.	Source ideas for design. Ideas generated. Development of ideas. Development of ideas. Plan production processes. Test pieces. Evidence of reviewing and refining work. Final outcome. Evaluation. Participation in group critique.

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 Printed Textiles	Working with Textile Briefs	Surface Pattern
	Working with Fashion Design Briefs	Repeat Pattern
		Papermaking and Printmaking
		Exploring Specialist Textile Techniques

Essential resources

This unit is both studio and workshop based. Learners need access to print workshops equipped with print tables, UVA exposure beds, printing screens, squeegees, dyes, printing inks, wash out facilities and areas for the safe storage of work in progress. Where learners are exploring aspects of mono printing and block printing, they may require access to printing presses or at least rollers, inking plates and such equipment normally associated with relief printing. Learners should undertake an induction into using the equipment that teaches them proper working practices, with attention to health and safety.

Employer engagement and vocational contexts

Centres should develop links with local textile artists and galleries in order to provide the opportunity for visiting lecturers and site visits for learners. Some galleries may also provide workshops.

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

Berriman H – *Crysede: the Unique Textile Designs of Alec Walker* (Royal Institution of Cornwall, 1993) ISBN 978-1871294019

Chen J – *Patterns for Textiles* (Gingko Press, 2008) ISBN 978-1584232674

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

Gillow J – *Printed and Dyed Textiles from Africa* (The British Museum Press, 2001) ISBN 978-0714127408

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

Hardy A-R – *Art Deco Textiles: The French Designers* (Thames & Hudson, 2006) ISBN 978-0500285992

Ikoku N – *The Victoria and Albert Museum's Textiles Collections: Textile Design from 1940 to the Present* (V&A Publications, 2001) ISBN 978-1851771257

Meller S and Elfers J – *Textile Designs: 200 Years of Patterns for Printed Fabrics arranged by Motif, Colour, Period and Design* (Thames & Hudson, 2002) ISBN 978-0500283653

Mendes V – *The Victoria and Albert Museum's Textile Collection: British Textiles from 1900-1937 (The Victoria & Albert Museum's textile collection)* (V&A Publications, 1992, reprinted 1999) ISBN 978-1851771141

Rayner G et al – *Artists' Textiles in Britain, 1945-1970* (Antique Collectors' Club, 1999) ISBN 978-1851494323

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

Skinner T – *Abstract Textile Designs* (Schiffer, 1998) ISBN 978-0764306747

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 Museums
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 the work of other artists and fashion designers
	researching visual sources for the development of printed textile outcomes
Creative thinkers	exploring and developing a range of ideas for printed textiles within fashion and clothing
	developing creative ideas for fashion and clothing items
Reflective learners	analysing, reviewing and refining ideas when producing fashion design ideas and final outcomes for printed textiles
Team workers	managing their own time to complete all work and to meet deadlines
Self-managers	researching the work of other artists and fashion designers
	researching visual sources for the development of printed textile 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	sourcing other research material to inform design ideas
	working with other artists and designers to generate ideas
Creative thinkers	being experimental in approach to new ideas
Reflective learners	reflecting on work undertaken and refining and diversifying ideas
Team workers	working as part of a team to produce design ideas for fashion and clothing
Self-managers	working to the constraints of the client, budget, or time
Effective participators	encouraging peers to participate in working as a team, working within constraints etc.

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 the work of other fashion designers and artists
	researching design sources for inspiration
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: • text and tables • images • numbers • records	presenting research work evaluating work in progress presenting work undertaken
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	contributing to group discussion and group critique
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	reading and researching the work of other artists and fashion designers to inform ideas
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively.	producing written evaluation of work and presenting research.