

BAA TAC (TEXTILES ARTS & CRAFTS) 10

DISTRICT NAME: Coquitlam

DISTRICT NUMBER: SD#43

DEVELOPED BY: Judy Catherwood

DATE DEVELOPED: May 2006

SCHOOL NAME: Riverside Secondary

PRINCIPAL'S NAME: Chris Kennedy

BOARD/AUTHORITY APPROVAL DATE: June 20, 2006

BOARD/AUTHORITY SIGNATURE: _____

COURSE NAME: Textiles Arts and Crafts

GRADE LEVEL OF COURSE: 10

NUMBER OF COURSE CREDITS: 4

NUMBER OF HOURS OF INSTRUCTION: 120

PREREQUISITE(S): None

SPECIAL TRAINING, FACILITIES OR EQUIPMENT REQUIRED:

- Training
- Knowledge, skills, and experience in producing textiles arts and crafts
- Knowledge of the Principles and Elements of Design
- Experience in a sewing/craft room setting
- Home Economics – Textiles Arts and Crafts specialty

FACILITIES:

- Textiles (sewing) room and access to a foods room for ovens.

EQUIPMENT REQUIRED:

- Varies depending on the specific crafts made. Some examples include glue guns, scissors, cutting mats and knives, stitchery equipment, sewing machines, ironing boards and irons, paintbrushes, ovens

COURSE SYNOPSIS:

Textiles Arts and Crafts 10 is an entry-level course designed to provide an overview of both theory and practical experience in the production of craft items. It introduces students to a wide variety of crafts as well as their historical and cultural significance. Through construction of projects, students have the opportunity to explore many crafting techniques by following instructions as well as using creativity to express themselves individually. Students will be given the tools to learn to organize and manage their time effectively.

RATIONALE:

Textiles Arts and Crafts 10 is a hands-on, project-based course that gives the students opportunities to express their skill and creativity through completion of a number of new and traditional crafts. Students will participate in activities including designing, planning, and ultimately executing the steps necessary to create various textiles arts and crafts. Students will be introduced to a number of different types of equipment and supplies necessary for project completion. The role of historical and economic factors in the production of textiles arts and crafts will also be discussed.

ORGANIZAITONAL STRUCTURE:

UNIT	TITLE	TIME
1	Stitchery	35
2	Decorative Painting	30
3	Sewing	25

4	Creative Lettering	15
5	Individual Project	15
Total Hours		120

The following five Curriculum Organizers have been used to organize the Learning Outcomes for the units outlined above:

1. Textile Arts and Crafts (TAC) Fundamentals
2. Textile and Crafting Processes
3. Textile Arts and Crafts (TAC) Projects
4. Consumerism
5. History, Culture and Tradition

UNIT 1: Creative Stitchery/Needlework

35 hours

Students will become familiar with the different media such as plastic canvas, Aida cloth, and felt used as the bases for stitchery projects. The various types of yarns, threads and needles used are also studied.

Curriculum Organizers – TAC Fundamentals

It is expected that students will be able to:

- Identify the principles and elements of design as they apply to stitchery/needlework projects
- Explain and use appropriate stitchery/needlework terms
- Demonstrate and appreciation of the aesthetic and functional value of stitchery/needlework crafts
- Demonstrate the effective use of time

Curriculum Organizers – Safety/Equipment Use

It is expected that students will be able to:

- Demonstrate the safe and appropriate use of the tools and equipment used in the production of stitchery/needlework crafts

Curriculum Organizers – TAC Projects

It is expected that students will be able to:

- Apply the principles and elements of design to complete stitchery/needlework projects
- Interpret instructions given to complete projects
- Complete construction of stitchery/needlework crafts creatively

Curriculum Organizers - History, Culture, Tradition

It is expected that students will be able to:

- Demonstrate an understanding of the history, culture and tradition associated with the making of stitchery/needlework

UNIT 2: Decorative Painting

10 hours

Students will use techniques for decorative painting on wood, clay, and paper. Techniques they will use include: wash, dry brush, stipple, spatter, sponge, stencilling as well as a pattern transfer.

Curriculum Organizers - TAC Fundamentals

It is expected that students will be able to:

- Create a colour wheel by mixing paints
- Create a plan for the order of the painting
- Demonstrate the effective use of time
- Demonstrate responsible clean-up habits in regard to the use of paints and brushes

Curriculum Organizers –Processes

It is expected that students will be able to:

- Demonstrate the safe and appropriate use of the equipment for painting
- Produce a booklet that demonstrates the various painting techniques demonstrated

Curriculum Organizers - TAC Projects

It is expected that students will be able to:

- Apply the principles and elements of design to complete a decorative painted project
- Use instructions given to complete projects
- Construct decorative painting projects neatly and in a creative manner

UNIT 3: Sewing

20 hours

Basic sewing principles, sewing equipment and fabrics are studied and used in the completion of sewing projects. Students are expected to produce a stitching sample to demonstrate their understanding of the safe and correct operation of the sewing machine and the use of hand stitching techniques. Using their knowledge of the sewing machine and hand stitching techniques, the students will construct several related projects.

Curriculum Organizers - TAC Fundamentals

It is expected that students will be able to:

- Identify the parts of the sewing machine
- Explain and use appropriate sewing and fabric terminology
- Demonstrate the effective use of time

Curriculum Organizers - Safety/Equipment Use

It is expected that students will be able to:

- Demonstrate the safe and appropriate use of the tools and equipment used to create sewing projects

Curriculum Organizers - TAC Projects

It is expected that students will be able to:

- Apply the principles and elements of design to complete soft sculpture projects
- Interpret instructions given to complete projects
- Complete various soft sculpture crafts using creativity

Curriculum Organizers – Consumerism

It is expected that students will be able to:

- Compare the quality and cost of similar commercially produced products to the product they have hand-crafted

UNIT 4: Creative Lettering

15 hours

Students will discover technique for writing decoratively using many different alphabet styles. Upon completion of all the alphabets assigned, the students will use the alphabet style and saying of their choice to create a finished project on paper. They will then embellish their work in a manner of their choosing (e.g. framing).

Curriculum Organizers – TAC Fundamentals

It is expected that students will be able to:

- Demonstrate the ability to properly form all letters of the assigned alphabets
- Demonstrate effective use of time

Curriculum Organizers – Project

It is expected that students will be able to:

- Apply the principles and elements of design to complete the alphabet project
- Interpret instructions given to complete project
- Demonstrate ability to use the alphabet style of their choice by creating the final project

Curriculum, Organizers – Consumerism

It is expected that students will be able to:

- Demonstrate an understanding of how alphabet styles can be used to convey a message in advertising

UNIT 5: Application Of Principles Of TAC

15 hours

For this unit students will choose a medium from previous classroom instruction or from the TAC community in order to demonstrate their ability to apply the principles of TAC.

Curriculum Organizers – TAC Fundamentals

It is expected that students will be able to:

- Use the allotted time to develop and submit a written project plan for the chosen project
- Describe and document materials to be used, their source and cost

Curriculum Organizers – Safety Equipment Use

It is expected that students will be able to:

- Demonstrate the safe and appropriate use of tools and equipment used to produce an individual project

Curriculum Organizers – TAC Projects

It is expected that students will be able to:

- Apply the principles and elements of design to complete a project or projects of their choice
- Interpret written (pattern) and verbal (instructor) instructions given to complete the project(s)

Curriculum Organizers - Consumerism

It is expected that students will be able to:

- Prepare a written summary of the costs involved in producing the project(s)
- Compare and evaluate the difference in the costs between commercial and self-made products where applicable

Curriculum Organizers – History, Culture, Tradition

It is expected that students will be able to:

- Explain whether the student's chosen craft is or crafts are culturally historical or traditional or whether they are recently developed

INSTRUCTIONAL COMPONENT:

- Teacher demonstrations
- Samples of completed projects
- Samples that illustrate each step of a project
- Photographs/photocopies of student projects produced in previous semesters – included are projects completed at various levels of excellence. Some samples demonstrate what not to do.
- Instruction booklets for projects
- Patterns necessary for some projects
- Bulletin board/poster presentations
- Group work
- Discussion
- Projects

ASSESSMENT COMPONENT:

The grade in this course is heavily weighted to the practical projects based on evaluation according to criteria of quality work in each craft. The principles and elements of design as well as creativity are considered in all products. The weighting of specific projects will be based on time allotted for the project in class.

- Effective formative assessment via:

- Clearly articulated and understood learning intentions and success criteria
- Questions posed by students, peers and teachers to move learning forward
 - Discussions and dialogue
- Feedback that is timely, clear and involves a plan
- Students are resources for themselves and others – peer and self-assessment
- Student ownership

Formative assessment used to adapt learning experiences and inquiry plans on an on-going basis to meet specific learning goals.

Development, awareness and action, based upon metacognition intended to lead to learner independence and self-coaching.

Summative Assessment:

Summative assessments will be determined as students demonstrate proficiency/mastery toward particular learning outcomes. Summative assessments and final grades will reflect the following:

- Students will work collaboratively with the teacher to determine summative achievement on assignments and letter grades based upon dialogue, and evidence of learning
- Behaviour and work habits will NOT be included when determining letter grades
- Marks will not be deducted for late work
- Extra credit and bonus marks will not be awarded
- Plagiarizing will not result in reduced marks/grades –the student will be required to demonstrate their learning authentically
- Attendance will not be considered toward letter grade
- Only individual learning demonstrated –no group marks – will be used to determine grades
- Letter grades will reflect learning towards the learning outcomes articulated above
- Letter grades will be based upon criteria provided/agreed upon toward the learning outcomes
- Letter grades will be determined in relation to the learning outcomes – not in comparison to the achievement of other students
- Poor work will not be assessed towards grades – students will only be assessed on quality work
- Professional judgment and evidence will be used to determine final letter grade in consultation with the student
- Zeros will not be assigned to missed assignments – all required assignments must be completed
- Formative or practice towards learning outcomes will not be included in final grade assessment

- Most recent evidence toward learning outcomes will be used to assign letter grades – learning is not averaged over time

LEARNING RESOURCES:

- Variety of craft materials for each craft
- Instructional booklets
- Magazines
- Internet websites
- Samples purchased from craft fairs
- Materials shared by home economics teachers

ADDITIONAL INFORMATION:

This course has been offered in the school district since 1998 as TAC 9/10 and more recently Introductory TAC. Currently this course meets learning outcomes for both Applied Skills and Fine Arts Curriculum.