

BAA Textile Arts and Crafts 12

District Name: Coquitlam

District Number: SD #43

Developed by: Norma Favelle

Date Developed: March 2004

School Name: Pinetree School

Principal's Name: John McCullough

Board/Authority Approval Date: February 22, 2005

Board/Authority Signature:

Course Name: Textile Arts and Crafts

Grade Level of Course: 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Prerequisite(s): None

Special Training: Teacher will need experience/training in the various crafts made.

Facilities Required: A textiles (sewing) room.

Equipment Required: Varies depending on the specific crafts made. Some examples include glue guns, scissors, cutting mats and knives, stitchery equipment, sewing machines, embroidery machine. Irons and ironing boards or heat press, paintbrushes, computer(s), food dryers or ovens.

Course Synopsis:

This course is designed for students to learn professional crafting with the end product aimed at meeting consumer wants and needs. A community project will be taken from a conceptual proposal to design development and ultimately production and delivery of the product. Students will learn a variety of new skills and crafting techniques. In addition, they will acquire the skills to evaluate craft items on the basis of their design, construction and appeal.

Rationale: Textile Arts and Crafts 12 is a hands-on project-based course that gives students the opportunity to learn skills for productive use of their leisure time as well as the possibility of crafting and design as a profession.

Organizational Structure:

Unit/Topic	Title	Time
Unit 1	Appliqué	10 hours
Unit 2	Creating Fabrics and Surface Designs	10 hours
Unit 3	Patchwork	20 hours
Unit 4	Decorative Painting	10 hours
Unit 5	Stitchery / Machine Embroidery, Beading	20 hours
Unit 6	Paper Crafts- Scrapbooking, Quilling, Paper Beads	10 hours
Unit 7	Seasonal Soft Sculpture Projects	10 hours
Unit 8	Community Project	30 hours
Total Hours		120 hours

The following 5 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 Descriptions:

Unit 1: Appliqué Projects

10 hours

This unit introduces the students to the routines, materials, safety considerations, and conservation of supplies that are basic to the Textiles Arts and Crafts class. Through the design of a banner project students will learn the basic techniques of layering fabrics to create a design. They will learn techniques such as; satin stitch, fusible web, trapunto, and melting the fabric edge as methods of sealing the edges of the fabric to the background. It is expected that the students will apply basic knowledge of the principles and elements of design, paying particular attention to colour, texture and balance in creating their craft piece. Before starting to design students will look at examples from various cultures where people have used hand crafted banners/ tapestries to record historical and cultural events.

Curriculum Organizers - TAC Fundamentals

It is expected that students will:

- develop a plan for how the materials selected for their project will coordinate both in

colour and texture

- apply the principles and elements of design
- explain and use appropriate colour and design terminology
- demonstrate the safe use of equipment and effective use of time

Curriculum Organizers – TAC Processes

It is expected that students will be able to:

- create and embellish a banner or similar project incorporating the elements and principles of design.
- compare the processes, and the resulting product to commercial processes, and products

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

Curriculum Organizers - History, Culture, Tradition

It is expected that students will be able to:

- describe how fabric based banners are used in many cultures to record and describe historical and cultural events.

Unit 2: Creating Fabrics and Surface Designs

10 hours

This unit introduces students to a number of techniques that allows them to experience how materials both fabric and paper are made as well as how to create surface design. Techniques include: spinning, weaving, felting, macramé, paper making, dying, stamping, marbling, mono printing, batik, sun printing and photo transfer. Many of these techniques will be explored through creating a sampler booklet with only one or two techniques incorporated into a major project.

Curriculum Organizers - TAC Fundamentals

It is expected that students will:

- apply the principles and elements of design to the sample textile products they will make
- demonstrate the safe, appropriate and conservative use of the tools, supplies and equipment used in felting, paper making, and surface design techniques.
- explain and use appropriate textile terminology
- demonstrate the effective use of time

Curriculum Organizers – TAC Processes

It is expected that students will:

- produce a yarn from a fibre
- produce a fabric from a yarn
- produce a fabric from fibre
- produce design on fabric using various transfer techniques
- produce a decorative product using one or more of the techniques previously practised

Curriculum Organizers - TAC Projects

It is expected that students will:

- demonstrate the use of advanced and traditional technologies to produce textile items
- interpret instructions given to complete projects
- complete projects such as pillows, purses, floor cloths or scarves with creativity

Curriculum Organizers – Consumerism

It is expected that students will:

- develop an appreciation for the amount of time it takes to create textiles by hand
- research the cost and availability of hand-produced textiles available for purchase

Curriculum Organizers - History, Culture, Tradition

It is expected that students will:

- demonstrate an understanding of the history, culture and tradition associated with the production of textile products

Unit 3: Patchwork Quilting

10 hours

In this unit students will learn the traditional techniques of piecing fabrics together to create first simple then complex designs. They will learn the historical significance of patchwork piecing as both a social and community event. During times when most families were self-sufficient this was a necessary skill women needed in order to recycle available fabrics into bedding. Techniques will include: foundation piecing, log cabin, 9 square piecing and piecing using triangles. Hand quilting and finishing the backing are also necessary techniques. The skills learned in this unit may also be used in the Community Project Unit.

Curriculum Organizers - TAC Fundamentals

It is expected that students will:

- identify the principles and elements of design as they apply to designing patchwork
- explain and use appropriate quilting terms
- demonstrate an appreciation of the aesthetic and functional value patchwork quilting
- identify leisure and social opportunities in the production of patchwork quilting
- demonstrate the effective use of time

Curriculum Organizers –Processes

It is expected that students will:

- demonstrate the safe and appropriate use of the tools and equipment used in patchwork quilting
- demonstrate conservation of fabrics when cutting-out patch work pieces

Curriculum Organizers - TAC Projects

It is expected that students will:

- apply the principles and elements of design in a patchwork project
- interpret instructions given to complete projects
- complete samples of various quilting techniques and a project incorporating at least one of the techniques

Curriculum Organizers - Consumerism

It is expected that students will:

- locate and select suppliers of good quality cotton fabrics suitable for quilting

- demonstrate an understanding of the different types of fabrics and their qualities in order to make appropriate choices when purchasing supplies
- compare the cost and quality between commercial and self-made patchwork quilted products

Curriculum Organizers - History, Culture, Tradition

It is expected that students will:

- demonstrate an understanding of the history, culture and tradition associated with patchwork quilting

Unit 4: Decorative Painting

10 hours

Students will learn techniques for decorative wood painting used on seasonal crafts such as scarecrows, snowmen, bunnies and Santa Claus. These skills can also be used on other surfaces such as glass and heavy card stock. Techniques they will learn include: transfer of pattern, spackling /texturing techniques, dry brushing, stencilling, rag painting, and sponge painting.

Curriculum Organizers - TAC Fundamentals

It is expected that students will:

- 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:

- demonstrate the safe and appropriate use of the equipment for painting
- produce a booklet which demonstrates the various painting techniques

Curriculum Organizers - TAC Projects

It is expected that students will:

- apply the principles and elements of design to complete a decorative painted project
- interpret instructions given to complete projects
- complete decorative painting projects neatly and using creativity

Curriculum Organizers - Consumerism

It is expected that students will:

- compare the cost of similar painted projects at craft sales or stores that sell seasonal crafts to their own creation

Curriculum Organizers - History, Culture, Tradition

It is expected that students will:

- understand the traditions that are generally associated with the subject matter that they chose to paint.

Unit 5: Stitchery, Machine Embroidery and Beading

20 hours

Traditional embroidery sampler stitches , machine embroidery and beading are the techniques covered in this unit. Students will learn about the various types of threads, canvases, hoops, beads and wires needed to produce embroidery and beading. They will be introduced to the decorative stitches available on the sewing machines and the computer programmed capabilities of the embroidery sewing machine. They will also learn the traditional hand stitches young women were taught for centuries known as samplers. The stitching and beading will be incorporated into a purse as the finished project.

Curriculum Organizers - TAC Fundamentals

It is expected that students will:

- identify the principles and elements of design as they apply to stitchery /needlework projects
- explain and use appropriate stitchery /needlework terms
- demonstrate an appreciation of the aesthetic and functional value of stitchery /needlework crafts
- demonstrate the effective use of time

Curriculum Organizers – Processes

It is expected that students will:

- demonstrate the safe and appropriate use of the tools and equipment used in the making of stitchery /needlework crafts

Curriculum Organizers - TAC Projects

It is expected that students will:

- apply the principles and elements of design to complete stitchery /needlework projects
- interpret instructions given to complete projects
- create a purse or similar small project incorporating stitchery and beading as a surface design embellishment

Curriculum Organizers – Consumerism

It is expected that students will:

- compare the costs between commercial and self-made products

Curriculum Organizers - History, Culture, Tradition

It is expected that students will:

- demonstrate an understanding of the cultures that use stitchery and beading in their traditional crafts
- critique the conditions under which stitchery and beaded items are made for export in various countries

Unit 6: Paper Crafts

10 hours

Students use a variety of materials and techniques to complete the projects in this unit. Examples include: scapbooking, quilling, paper cutting and paper bead making.

Curriculum Organizers - TAC Fundamentals

It is expected that students will:

- identify the principles and elements of design as they apply to organizing a scrapbook page, creating design using quilling techniques and creating paper bead ornaments
- demonstrate the effective use of time and conservation of supplies

Curriculum Organizers – Processes

It is expected that students will:

- demonstrate the safe and appropriate use of the equipment needed to make paper based crafts

Curriculum Organizers - TAC Projects

It is expected that students will:

- apply the principles and elements of design to create borders, embellishments and attractive arrangements of photos on scrap book pages, quilled cards and boxes and paper bead jewelry.
- interpret instructions given to complete projects
- complete projects using creativity

Curriculum Organizers – Consumerism

It is expected that students will:

- demonstrate an appreciation of the time and energy that goes into producing hand made gift items
- demonstrate the use of recycled materials to make projects more cost effective

Curriculum Organizers - History, Culture, Tradition

It is expected that students will:

- examine the effect they can have on their gift purchasing budget by producing items from recycled materials

Unit 7: Seasonal Soft Sculpture

20 hours

Soft sculpture is done by using fabrics, felt, socks and/or nylon stockings to make items that are 3 dimensional and stuffed with fiber fill. Typical items include: pumpkins, scarecrows, snowmen, angels, animals and dolls. Basic sewing principles, sewing equipment and fabrics are studied and used in the completion of projects.

Curriculum Organizers - TAC Fundamentals

It is expected that students will:

- identify the principles and elements of design as they apply to production of soft sculpture projects
- explain and use appropriate sewing and fabric terminology
- demonstrate the effective use of time

Curriculum Organizers –Processes

It is expected that students will:

- demonstrate the safe and appropriate use of the tools and equipment used to make soft sculpture projects
- design soft sculpture items by sketching, drafting or using computer assisted techniques

Curriculum Organizers - TAC Projects

It is expected that students will:

- apply the principles and elements of design to complete soft sculpture projects
- interpret instructions given to complete projects
- produce various soft sculpture crafts using creativity
- demonstrate the hand sewing skills necessary to finish a stuffed project

Curriculum Organizers – Consumerism

It is expected that students will:

- compare the costs between commercial and self-made products
- use recycled materials to make projects more cost effective
- examine entrepreneurial opportunities in this field

Unit 8: Community Project

30 hours

In this unit students will take on a group project that provides a service and product to an organization or group in the school or greater community. Examples include: creating team banners for a provincial tournament, creating props or textile items for the drama department, creating a diversity quilt for the Building Bridges Celebration, designing and making pillows for an elementary school library. This is an opportunity for the class to work as a group dividing the task into many smaller parts such as; consultation with the client, designing, selecting and purchasing materials, creating the item in a cost effective manner and meeting a delivery time line.

Curriculum Organizers - TAC Fundamentals

It is expected that students will:

- identify the principles and elements of design as they apply to the chosen project
- explain and use appropriate terminology in the production of the project and consultation with the client
- demonstrate the effective use of time

Curriculum Organizers – TAC Processes

It is expected that students will:

- demonstrate the safe and appropriate use of the tools and equipment needed to make the project

Curriculum Organizers - TAC Projects

It is expected that students will:

- apply the principles and elements of design to complete the project
- interpret instructions given to complete projects
- explore methods of assembly line production that will make the production of the craft item efficient
- complete the project using creativity

Curriculum Organizers – Consumerism

It is expected that students will:

- compare the costs between commercial and self-made products

- decide on a recovery cost for the production of the product that will create a profit yet remain affordable for the client

Instructional Component:

- Demonstrations/lessons/observation
- Samples of completed projects
- Some projects have samples that illustrate each step to be completed
- Photographs of student projects made in previous semesters – these photos include projects that were completed at a level of excellence as well as those that were not. Some are even examples of what not to do.
- Videos
- Worksheets
- Bulletin board/poster presentations
- Guest speakers/demonstrators
- Student demonstrations/presentations

Assessment Component:

- 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:

- numerous booklets, magazines, project sheets, internet websites that outline the craft projects being made
- video – “Color in Every Day Life”

Additional Information:

Textile Arts and Crafts 12 has been taught at some of the secondary schools in School District 43 for a number of years. It has been taught at Pinetree since 2000 . Since it carried both the Fine Arts and Applied Skills Credits in the previous graduation programme, it was also an elective for students on the old graduation program who needed to fulfil this part of their graduation requirements. This course meets many of the aspects : 1.1,1.2,1.3,1.4, 2.1,2.2, 3.1, 4.3,4.4 of the Graduation Portfolio focus areas.

The schools that offer this course have the personnel and the resources in place to teach it.