

OVERVIEW

This unit focuses on students working through a design process that involves developing a design brief that requires the design and development of printed fabric and use of the fabric to construct a glamorous gown. The students model and evaluate the completed garment.

DESIGN CONNECTIONS

- Design elements (Line, Tone, Shape and Colour)
- Design principles
- Design process (Design brief pro forma, Sequence table, Timeline, Evaluating)

SUMMARY OF STUDENT TASKS

Students:

- select a client from the profiles provided
- prepare a design brief
- generate ideas and design options for the fabric design and the design of the gown
- evaluate the designs and how they are designing
- select the preferred design
- prepare a sequence table or timeline for production
- apply the chosen print design to the fabric
- construct the gown
- evaluate their progress and their finished gown or wrap
- model the gown.

LINKS TO THE ESSENTIAL LEARNING STANDARDS

This unit provides opportunities for students to demonstrate the following knowledge and skills identified in the relevant standards statements for Level 6.

STRAND	DOMAIN	DIMENSION	KEY ELEMENTS OF STANDARDS
Physical, Personal and Social Learning	Personal Learning	The individual learner	'They monitor and reflect on and discuss their progress as autonomous learners, identifying areas for improvement in their learning and implementing actions to address them. Students seek and respond to feedback from peers, teachers and other adults to develop and refine their content knowledge and understanding, identifying areas for further investigation.
		Managing personal learning	'... identify areas for improvement in their learning and initiate action to address them. Working independently and with peers, students

			<p>implement strategies to maximise their own and others' learning.'</p> <p>'... allocate appropriate time and resources to manage competing priorities and complete tasks within set time frames. They use complex processes and strategies to meet the demands of tasks.'</p>
Discipline-based Learning	The Arts	Creating and making	<p>'... apply decision making skills to find the most effective way to implement ideas, design, create and make arts works devised from a range of stimuli, demonstrating development of a personal style.'</p> <p>'... evaluate, reflect on, refine and justify their work's content, design, development and their aesthetic choices. Students realise their ideas, represent observations and communicate their interpretations by effectively combining and manipulating selected arts elements, principles and/or conventions to create the desired aesthetic qualities.'</p> <p>'... demonstrate technical competence in the use of skills, techniques and processes ...'</p>
Interdisciplinary Learning	Design, Creativity and Technology (DCT)	Investigating and designing	<p>'... identify considerations and constraints within a design brief. They undertake research relevant to the design brief.'</p> <p>'... locate and use relevant information to help their design thinking and identify the needs of a variety of client/user groups. When designing, they generate a range of alternative possibilities ...'</p> <p>'... plan a realistic and logical sequence of the production stages, incorporating time, cost and resources needed for production.'</p>

		Producing	<p>‘... implement a range of production processes accurately, consistently, safely ... and responsibly ...’</p> <p>‘... produce products ... using complex tools, equipment, machines, materials ... with precision.’</p>
		Analysing and evaluating	<p>‘... clearly explain decisions about the suitability of materials ... and production techniques based on their understanding of the properties and characteristics of materials.’</p> <p>‘... make products ... that meet the quality, aesthetic, functionality ... requirements outlined in the design brief.’</p> <p>‘... use evaluation criteria they have previously developed, and critically analyse processes, materials/ingredients ... and equipment used, and make appropriate suggestions for changes to these that would lead to an improved outcome.’</p> <p>‘They relate their findings to the purpose for which the product and/or system was designed.’</p>
	Information and Communications Technology (ICT)	ICT for creating	‘... use ICT to devise detailed plans that sequence tasks to be done, resources needed, and timelines for completion.’
	Thinking Processes	Reasoning processing and inquiry	‘... process and synthesise complex information and complete activities focusing on problem solving and decision making which involve a wide range and complexity of variables and solutions.’
		Creativity	‘... experiment with innovative possibilities within the parameters of a task.’
		Reflection, evaluation and metacognition	‘... when reviewing information and refining ideas and beliefs, students explain conscious changes that may occur in their own ... thinking

			and analyse alternative perspectives and perceptions.'
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TEACHING ADVICE

Introduction

Teachers will need to ensure the appropriate resources, including transfer dyes, crayons and an iron are available for printing the polyester fabric. Sewing machines (and overlockers if available) are also required for the construction of the gowns and wraps.

Prior learning

DCT domain: students need to have practical experience in basic garment construction and should be familiar with the heat dye transfer-printing process.

Task 1: Designing the wrap or gown

Key focus

Students:

- select a client from the profiles provided
- prepare a design brief to outline the requirements for a wrap or gown, based on client needs
- develop evaluation criteria drawn from the design brief.

Design connections

Design elements (Line, Colour, Tone, Texture, Shape)

Design principles (Balance, Unity, Rhythm, Contrast, Direction, Repetition, Focus)

Teaching and learning

<p>This task involves students:</p> <ul style="list-style-type: none"> • reading and discussing Worksheet 1: About the client, which includes information about a potential client's personality, cultural background, complexion, build, income, likes or other relevant details • preparing a design brief, including the design context and specifications using Worksheet 2: Design brief pro forma • developing evaluation criteria they will use to evaluate the completed product. Students identify evaluation criteria from the design brief they have developed. They could also refer to the questions in part 4 of Worksheet 5: Evaluating and modify the questions to suit the design situation. 	<p>This task involves teachers:</p> <ul style="list-style-type: none"> • providing students with stimulus material by showing the 'Design elements' and 'Design principles' (refer to Design connections above) and the PowerPoint presentation (Resource 1: Gowns and wraps) • facilitating brainstorming and discussions about aesthetics, construction and evaluation • providing and discussing Worksheet 2: Design brief pro forma. Students may need to be assisted in completing the required details • assisting students to develop evaluation criteria – this could include evaluation of the finished gown or wrap as well as how they worked through the design and development of the gown or wrap.
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Task 2: Experimenting with dyes and designs

Key focus

Students:

- read and discuss how they will develop their design
- experiment with transfer dyes and generate fabric design ideas
- evaluate their designs
- develop the design for the gown or wrap and devise a production plan.

Design connections

The design process (Designing and Producing – selecting the best option, methods of planning for producing)

Teaching and learning

This task involves students:	This task involves teachers:
<ul style="list-style-type: none"> • reading and discussing Worksheet 3: Developing the design • experimenting with transfer dyes and crayons and keeping a record of this experimentation in their folios or visual diaries including their thoughts about their designs • generating ideas for the fabric design and the design of the gown or wrap • evaluating the fabric designs and designs of the gown or wrap using Worksheet 5: Evaluating, parts 1 and 2 • developing three design options, selecting and presenting the preferred option • preparing an electronic production plan using appropriate software or Worksheet 4a: Sequence table and/or Worksheet 4b: Timeline. 	<ul style="list-style-type: none"> • discussing with students how they will develop their gown or wrap, referring to Worksheet 3: Developing the design • overseeing experimentation with application of dyes and crayons to paper and transferring on to fabric • revising pattern layout and garment construction, risk assessment, safe and appropriate use of tools, equipment and the sewing machine • discussing the design of the fabric and the gowns or wraps with students and prompting students on possible improvements • encouraging students to share their ideas with other members of the class and seek their feedback.

Task 3: Producing the gown or wrap

Key focus

Students:

- print the design on the fabric
- reflect on their progress and annotate their production plan
- cut out the pattern and construct the gown or wrap.

Design connections

The design process (Producing)

Teaching and learning

This task involves students:	This task involves teachers:
<ul style="list-style-type: none"> • applying the chosen print design to the fabric using transfer printing dyes and crayons • cutting out the pattern pieces, and safely constructing the gown using the appropriate tools and equipment and sewing machine referring to the production plan 	<ul style="list-style-type: none"> • reviewing risk management with students for the tools, equipment, sewing machine/overlocker and iron to ensure any hazards in using these are identified and eliminated • assisting students in production activities as required.

<ul style="list-style-type: none"> reflecting and evaluating on their progress and electronically annotating their production plan, or make modifications. Students refer to Worksheet 5: Evaluating Part 3. 	
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Task 4: Evaluating and modelling the gown or wrap

Key focus

Students:

- evaluate how they worked through the design and development of their gown or wrap
- evaluate the wrap or gown against the requirements of the design brief.

Design connections

The design process (Evaluating)

Teaching and learning

This task involves students:	This task involves teachers:
<ul style="list-style-type: none"> evaluating the gown or wrap using the previously established criteria modelling the gown or wrap. 	<ul style="list-style-type: none"> discussing how students can fully address the evaluation criteria assisting students to organise the presentation to an audience of the completed gowns and wraps.

Resources

Websites

A large number of fashion design images and links to other fashion design websites:
<http://images.google.com.au/images?q=fashion+design&hl=en&lr=&sa=N&tab=ii&oi=imagest>

Teacher resources

Resource 1: Gowns and wraps (PowerPoint presentation)

Student materials

Worksheet 1: About the client
 Worksheet 2: Design brief pro forma
 Worksheet 3: Developing the design
 Worksheet 4a: Sequence table
 Worksheet 4b: Timeline
 Worksheet 5: Evaluating