



cetb

Bord Oideachais agus
Oiliúna Chorcaí

*Cork Education and
Training Board*

Cork Education and Training Board

Programme Module for

Textiles

leading to

Level 4 FETAC

4N2048

Introduction

This programme module may be delivered as a standalone module leading to certification in a FETAC minor award. It may also be delivered as part of an overall validated programme leading to a Level 4 FETAC Certificate.

The teacher/tutor should familiarise themselves with the information contained in Cork Education and Training Board's programme descriptor for the relevant validated programme prior to delivering this programme module.

The programme module is structured as follows:

1. Title of Programme Module
2. FETAC Component Title and Code
3. Duration in hours
4. Credit Value of FETAC Component
5. Status
6. Special Requirements
7. Aim of the Programme Module
8. Objectives of the Programme Module
9. Learning Outcomes
10. Indicative Content
11. Assessment <ul style="list-style-type: none">a. Assessment Technique(s)b. Mapping of Learning Outcomes to Assessment Technique(s)c. Guidelines for Assessment Activities
12. Grading
13. Learner Marking Sheet(s), including Assessment Criteria

Integrated Delivery and Assessment

The teacher/tutor is encouraged to integrate the delivery of content where an overlap between content of this programme module and one or more other programme modules is identified. This programme module will facilitate the learner to develop language, literacy and numeracy skills relevant to the themes and content of the module.

Likewise the teacher/tutor is encouraged to integrate assessment where there is an opportunity to facilitate a learner to produce one piece of assessment evidence which demonstrates the learning outcomes from more than one programme module. The integration of the delivery and assessment of level 4 Communications and level 4 Mathematics modules with that of other level 4 modules is specifically encouraged.

Structured communication and teamwork is encouraged between the teacher/tutor delivering this programme module and the language, literacy, numeracy and learning support teacher/tutor, as appropriate, to facilitate the learner in completing the programme module and achieving certification in the award.

Indicative Content

The indicative content in Section 10 does not cover all teaching possibilities. The teacher/tutor is encouraged to be creative in devising and implementing other approaches, as appropriate. The use of examples is there to provide suggestions. The teacher/tutor is free to use other examples, as appropriate. The indicative content ensures all learning outcomes are addressed but it may not follow the same sequence as that in which the learning outcomes are listed in Section 9. It is the teacher's/tutor's responsibility to ensure that all learning outcomes are included in the delivery of this programme module.

Cork Education and Training Board

1. Title of Programme Module Textile (name of chosen textile discipline)
2. Component Name and Code Textiles 4N2048
3. Duration in Hours 100 Hours (typical learner effort, to include both directed and self directed learning)
4. Credit Value 10 Credits
5. Status This programme module may be compulsory or optional within the context of the validated programme. Please refer to the relevant programme descriptor, Section 9 Programme Structure
6. Special Requirements None
7. Aim of the Programme Module This programme module aims to teach the learner the basic skills of the chosen textile based craft by developing their design skills using fabrics
8. Objectives of the Programme Module <ul style="list-style-type: none">• To inform the learners of the process involved in choosing suitable textiles for creating their chosen craft and the design principles to be followed in its creation• To teach the learner the basic skills needed to create an item from their chosen craft• To assist the learner to develop the language, literacy and numeracy skills related to the use of textiles through the medium of the module themes and content• To enable the learner to take responsibility for his/her own learning and completion of a craft item on time.

9. Learning Outcomes of Level 4 Textiles 4N2048

Learners will be able to:

- 1 Explain the processes involved in working creatively with a range of materials and fabrics
- 2 Discuss the qualities of a variety of fabrics and their appropriateness for a range of creative processes and techniques
- 3 Describe a range of design options and preferred solutions to an idea or theme of interest for a specific textile craft
- 4 Experiment with a range of processes, techniques, tools, equipment, fabrics and materials for expressive design and development
- 5 Draw designs suitable for a specific textile craft
- 6 Use tools and equipment for a specific textile craft correctly
- 7 Use colour, balance, shape, form and texture in design work
- 8 Record collected visual information and source material
- 9 Communicate a range of ideas visually on fabric using the preferred textile craft including source materials
- 10 Present completed pieces appropriately with supporting research and design work
- 11 Evaluate pieces critically from design proposals to completion
- 12 Apply appropriate health and safety procedures when working with fabrics, materials and tools.

10. Indicative Content

This section provides suggestions for programme content but is not intended to be prescriptive. The programme module can be delivered through classroom based learning activities, one-to-one tutorials, field trips to art and craft centres and exhibitions, practical demonstration and other suitable craft activities, as appropriate.

The programme module falls in to 3 sections;

1. *Design Principles* common to all textile disciplines. This covers learning outcomes 1,2,3,5,and 7.
2. *Specific learning outcomes* for each textile discipline, generally on one page. This covers learning outcomes 4, 6, 8, 9,and 10.
3. *Evaluation* which is common to all textile disciplines. This covers learning outcomes 11 and 12.

All sections should be covered as stated

Section 1

General Design Principles which apply to all crafts

This section covers learning outcomes 1,2,3,5, 7 and 11. Some learning outcomes also overlap into other sections of this programme

- Explore the difference between **constructed textile** disciplines, weaving, knitting, felt, crochet, lace, macramé etc. and **surface design** textile disciplines, batik, printing, appliqué, patchwork, embroidery, quilting etc. as textile processes.(L.O.1)
- Explore the suitability and qualities of a variety of different fabrics and yarns towards envisaged end-results, as they relate to constructed textile discipline and as they relate to surface design textile disciplines (learning outcome 1)
- Explore different fabrics both natural and synthetic, and their appropriateness for a range of creative process and techniques used in the chosen textile discipline (learning outcome 2)
- Explore the surface suitability of materials, for example, wood, leather for print or batik use in craft work. (learning outcome 2)
- **Explore contemporary textile discipline,**
for example
 - as art form (not production/ one-offs)
 - in rituals
 - 2D
 - 3D
 - mixed media
 - as clothing
- **Discuss a short history of the chosen textile discipline**

II. Research and Design

- **Collect and record (visual) information and source material (primary and secondary) suitable for the chosen textile discipline (L.O. 3 and 5)**
 - Sketch book
 - Journal
 - Photographs

- Collection boxes
- **Experiment with a range of processes techniques, tools, equipment fabrics and materials for expressive design and development as they relate to the chosen textile discipline (L.O.3 and 4)**
 - Drawing
 - Photographs
 - Photocopies
 - Prints
 - Sketches
 - Collages
 - 3D
 - sampling in chosen textile discipline
- **Explore the art elements: line, tone/value, composition, shape, colour, balance, form, texture as they relate to the chosen textile discipline (L.O. 7)**
 - Explore elements in classical art pieces and contemporary art pieces
 - Explore elements in existing art work specific to chosen textile discipline
 - Create simple, quick sketches experimenting with the effect of these elements
 - Colour exercise: contrast, complimentary, dark light,
 - Colour: emotion, techniqueAnd use these to execute your chosen craft items.
- **Carry out practical workshop design experimentation**
 - General design exercises for example designing with lines or geometrical shapes using all or some of the elements of art which are suitable to the chosen textile discipline (L.O.5)
- **Facilitate the learner to draw designs suitable for the chosen textile discipline from primary sources or from observational drawings from secondary source materials or to adapt drawings/sketches/collages to designs suitable for chosen textile craft (L.O. 5)**
- **Explore the design process for chosen textile discipline**
- **Use the elements in design work appropriate for the chosen textile discipline**
- **Evaluate/appraise own and other (including established textile artists) design proposals using identified criteria (L.O.11)**

Section 2 : Craft Specific

Learners should choose one textile discipline from the list below

This section covers learning outcomes 4,6, 8, 9, 10 and 12 as they relate to specific textile based crafts. As in all craft disciplines Learning Outcomes will tend to blend in to one another.

(a) Constructed Textiles

1. Lace Making

- Facilitate the Learner to transfer a design to the fabric. (L.O.5,9)

- Facilitate the Learner to record visual information and source material by keeping, for example, a sketch book and a journal. (L.O.8)

Experiment with a range of processes, techniques and tools for expressive design and development. (learning outcome 4)

- Facilitate the Learner to produce a range of sample pieces to demonstrate an understanding of the chosen lace making process, for example:
- To facilitate the learner to master the processes involved in the chosen lace craft; Carrickmacross Lace, Limerick Lace, Youghal Lace, Brussels Lace, Bobbin Lace etc (L.O. 6,7,9)

Communicate a range of ideas visually, on fabric, using source materials, for example: (L.O. 8)

- Facilitate the Learner to produce lace edging
- Facilitate the Learner to produce at least two types of infill work.
- Facilitate the Learner to produce couched or raised work appropriate to the type of lace
- Facilitate the Learner to produce a range of design solutions, test pieces and completed lace pieces to set briefs.
- Facilitate the Learner to present design and support studies with completed lace pieces in response to specific briefs.

In the main the learner should be facilitated to transfer their ideas in to work, record the processes used to design, execute and present ; (L.O.10)

- An interpretive piece of the learners chosen traditional lace
- A functional piece of the learners chosen traditional lace

Workroom Practice

Facilitate the Learner to be aware of health, safety and environmental practices and implement safe workroom practice, for example: (L.O.12)

- Safe use in the handling of all lace making equipment.
- Appropriate care and storage of materials.
- Care to be taken in a workroom environment.
- Attention for ergonomics, appropriate posture while lacemaking
- Maintaining an organised personal working area.

2. Crochet

- Facilitate the Learner to transfer a design to the yarn or to follow a set pattern.(L.O.5 and 9)
- Facilitate the Learner to record visual information and source material by keeping, for example, a sketch book and a journal. (L.O.8)

Experiment with a range of stitches, techniques and tools for expressive design and development. . (learning outcome 4)

- Facilitate the Learner to produce a range of sample pieces to demonstrate an understanding of a variety of crochet stitches, for example:
- The use of cotton crochet to create fine crochet fabrics.

- The use of wool and synthetic yarns in crochet.
- Facilitate the Learner to produce a crochet repeat pattern.
- Colour progressions and colour value.(L.O.6, 7,9)

Communicate a range of ideas visually, on fabric, using source materials, for example: (L.O. 6,9)

- Facilitate the Learner to produce crochet edging
- Facilitate the Learner to produce at least two types of infill stitching
- Facilitate the Learner to use machine or hand crochet equipment
- Facilitate the Learner to produce one of; a cuff, buttonhole, or rib edge
- Facilitate the Learner to produce a range of design solutions, test pieces and completed crochet pieces to set briefs.
- Facilitate the Learner to present design and support studies with completed crochet pieces in response to specific briefs.

In the main the learner should be facilitated to transfer their ideas in to work, record the processes used, to design, execute and present : (L.O.10)

- An interpretive piece of crochet
- A functional piece of crochet

Workroom Practice

Facilitate the Learner to be aware of health, safety and environmental practices and implement safe workroom practice, for example: (L.O.12)

- Safety in the handling of all crochet equipment.
- Appropriate care and storage of materials.
- Care to be taken in a workroom environment.
- Maintaining an organised personal working area.

3. Knitting

- Facilitate the Learner to transfer a design to the yarn or to follow a set pattern (L.O. 5,9)
- Facilitate the Learner to record visual information and source material by keeping, for example, a sketch book and a journal. (L.O. 8)
- Where a commercial knitting pattern is used to knit a garment, the finished item must have original design features created by the learner.

Experiment with a range of processes, techniques and tools for expressive design and development. . (learning outcome 4)

- Facilitate the Learner to produce a range of sample pieces to demonstrate an understanding of the knitting process, for example:
 - The basic stitching process using two and three needles
 - Facilitate the Learner to produce a knitted repeat pattern.
 - Colour progressions and colour value.
 - The use of at least one traditional celtic knitting process e.g. Fairisle, Aran etc (L.O 6,7,9)

Communicate a range of ideas visually, on fabric, using source materials, for example: (L.O.6, 9)

- Facilitate the Learner to use machine or hand knitting equipment
- Facilitate the Learner to produce a cuff, buttonhole, and or rib edge
- Facilitate the Learner to produce a hand-knitted piece using at least two needle sizes
- Facilitate the Learner to produce a range of design solutions, test pieces and completed knitted pieces to set briefs.
- Facilitate the Learner to present design and support studies with completed knitted pieces in response to specific briefs. (L.O.8)

In the main the learner should be facilitated to transfer their ideas in to work, record the processes used to design, execute and present ; (L.O.10)

- An interpretive piece of knitting
- A functional piece of knitting either household or a garment

Workroom Practice

Facilitate the Learner to be aware of health, safety and environmental practices and implement safe workshop practice, for example: (L.O. 12)

- Safe use in the handling of all knitting equipment.
- Safe use in the preparation of dyes if used.
- Safe use in the disposal of dyes, if used.
- Safe use in the handling of dye baths, if used.
- Appropriate care and storage of materials and equipment.
- Care to be taken in a workroom environment.
- Maintaining an organised personal working area

4. Weaving

- Facilitate the Learner to transfer a design to the fabric. (L.O. 5,9)
- Facilitate the Learner to record visual information and source material by keeping, for example, a sketch book and a journal.(L.O.8)

Experiment with a range of processes, techniques and tools for expressive design and development. . (learning outcome 4)

- Facilitate the Learner to produce a range of sample pieces to demonstrate an understanding of the weaving process, for example: (L.O.6,9)
- Facilitate the learner to transfer designs into tapestry and loom woven (or of-loom woven) pieces
- Facilitate the learner to follow the creative process for tapestry weaving to include;(L.O.10)
Idea; Drawing/design; Cartoon; Colour and yarn; Weaving
 - Size
 - Sett/ warp/ weft
 - Direction of weaving
 - Techniques
- Finishing and mounting
- Evaluation

- Facilitate the learner to follow the creative process for loom (or of-loom) weaving
 - Desired outcome or available materials
 - Design
 - Choice of yarns and colours
 - Weaving Draft
 - Set up of loom
 - Weave
 - Finish and present
 - Evaluate
- Make 3 experimental samples of which 1 with textures
For example
 - Sample practicing straight edges and other basic weaving techniques like overlapping yarns
 - Sampler with straight lines, angles, curves and shapes
 - Sampler with Colour experimentation
 - Mixed thread
 - Pick and pick
 - Gradual change
 - Hatching and hachure
 - Sampler exploring texture
 - Texture through materials
 - Texture through techniques (ghiordes knots, soumack, wrapping, loops etc.)
 - Experimental sampler of final tapestry design
- record weaves and knots
 - record all techniques used in samplers and final pieces
 - explore and look up alternative techniques that could be used for designs
 - explore techniques, weaving patterns and knots in contemporary and historical pieces relevant to own designs
- demonstrate understanding and skill in weaving techniques used in samplers and finished final pieces
- Set up, execute and present a tapestry
- Set up, execute and present a loom woven or of-loom woven cloth for example by using one of:
 - A floor loom
 - A table loom
 - Backstrap weaving
 - Card weaving
 - Rigid heddle weaving
 - Inkle loom weaving
 - Box weaving
- Facilitate the Learner to produce a range of design solutions, test pieces and completed woven pieces to set briefs.
- Facilitate the Learner to present design and support studies with completed woven pieces in response to specific briefs.

In the main the learner should be facilitated to transfer their ideas in to work, record the processes used to design, execute and present: (L.O.10)

- An interpretive piece of weaving
- A functional piece of weaving

Workshop Practice

Facilitate the Learner to be aware of health, safety and environmental practices and implement safe workshop practice, for example: (L.O. 12)

- Safe use in the handling of all weaving equipment.
- Safe use in the preparation of dyes if used.
- Safe use in the disposal of dyes if used.
- Safe use in the handling of dye baths if used.
- Attention for ergonomics, appropriate posture while weaving
- Care to be taken in a workshop environment.
- Maintaining an organised personal working area.

5. Felt

- Facilitate the Learner to transfer a design to the fabric.(L.O.5,9)
- Facilitate the Learner to record visual information and source material by keeping, for example, a sketch book and a journal. (L.O.8)

Experiment with a range of processes, techniques and tools for expressive design and development. . (learning outcome 4)

Facilitate the Learner to produce a range of sample pieces to demonstrate an understanding of the felting process, for example: (L.O.6,7,9)

- experiment with dry needle felting
- produce 3 wet felting samples using basic techniques; flat piece; flat pocket ; 3D piece
- produce a sample with use of prefelt inlay
- produce a sample experimenting with colour blending and added alternative fibres
- produce a sample experimenting with texture
 - nuno felt
 - shibory felt
- produce a sampler with embroidered, stitched or beaded embellishments

Communicate a range of ideas visually, on fabric, using source materials, for example: (L.O.6,9)

- Facilitate the learner to transfer designs into felted pieces
- Record felting processes and outcomes
- Demonstrate understanding and skill in felting techniques
- Colour progressions and colour value.
 - Facilitate the Learner to produce a range of design solutions, test pieces and completed felt pieces to set briefs.
 - Facilitate the Learner to present design and support studies with completed felt pieces in response to specific briefs.

In the main the learner should be facilitated to transfer their ideas in to work, record the processes used to design, execute and present ; (L.O.10)

- An interpretive piece of felt
- A functional piece of felt

Workroom Practice

Facilitate the Learner to be aware of health, safety and environmental practices and implement safe workshop practice, for example: (L.O. 12)

- Safe use in the handling of all felting equipment
- Appropriate care and storage of materials.
- Care to be taken in a workshop environment.
- Safe use of dyes
- Attention for ergonomics, appropriate posture while felting
- Maintaining an organised personal working area.

6. Macramé

- Facilitate the Learner to transfer a design to the yarn. (L.O.5,9)
- Facilitate the Learner to record visual information and source material by keeping, for example, a sketch book and a journal. (L.O.8)

Experiment with a range of processes, techniques and tools for expressive design and development. . (learning outcome 4)

- Produce a sample with the basic knotting techniques
- Produce a range of samples experimenting with different materials:
 - Yarn
 - Embroidery floss
 - Ribbons
 - Rope / cord
 - Raffia
- Produce a sample experimenting with incorporating beads or sequins or other materials
- Produce a sampler experimenting with colour
- Facilitate the learner to transfer designs into macramé pieces (L.O.6,7,9)

Communicate a range of ideas visually, on fabric, using source materials, for example: (L.O.6,9)

- Record the different knots and techniques used in samplers and final pieces
- Demonstrate understanding and skill in knotting techniques
- Facilitate the Learner to produce a range of design solutions, test pieces and completed macramé pieces to set briefs.
- Facilitate the Learner to present design and support studies with completed batik pieces in response to specific briefs.

In the main the learner should be facilitated to transfer their ideas in to work, record the processes used to design, execute and present ; (L.O.10)

- An interpretive piece of macramé
- A functional piece of macramé

Workroom Practice

Facilitate the Learner to be aware of health, safety and environmental practices and implement safe workroom practice, for example: (L.O.12)

- Care to be taken in a workroom environment.
 - Safe use of all equipment for macramé
 - Appropriate storage of materials
 - Safe use of dyes
 - Attention for ergonomics, appropriate posture while felting
 - Maintaining an organized personal working area

(b) Surface Design Textiles

7. Batik

- Facilitate the Learner to transfer a design to the fabric.(L.O.5,9)
- Facilitate the Learner to record visual information and source material by keeping, for example, a sketch book and a journal. (L.O.8)

Experiment with a range of processes, techniques and tools for expressive design and development. . (learning outcome 4)

- Facilitate the Learner to produce a range of sample pieces to demonstrate an understanding of the batik process, for example:
 - The waxing process using a range of tjantings, brushes and stamps.
 - The dyeing process using topical and immersion dyeing.
 - Colour progressions and colour value.
 - Wax removal. (L.O.6,7,9)

Communicate a range of ideas visually, on fabric, using source materials, for example: (L.O.6,9)

- Facilitate the Learner to utilise immersion and topical dyeing, fixing and finishing processes including wax removal.
- Facilitate the Learner to produce a stamp printed repeat pattern and immersion dyed.
- Facilitate the Learner to produce a hand-painted piece using the tjanting, brushes, stamps and other implements.
- Facilitate the Learner to produce a range of design solutions, test pieces and completed batik pieces to set briefs.
- Facilitate the Learner to present design and support studies with completed batik pieces in response to specific briefs.

In the main the learner should be facilitated to transfer their ideas in to work, record the processes used to design, execute and present ; (L.O. 10)

- An interpretive piece of batik
- A functional piece of batik

Workshop Practice

Facilitate the Learner to be aware of health, safety and environmental practices and implement safe workshop practice, for example: (L.O. 12)

- Safe use in the handling of all batik equipment.
- Safe use in the preparation of dyes.
- Safe use in the disposal of dyes.
- Safe use in the handling of dye baths.
- Appropriate care and storage of materials.
- Care to be taken in a workshop environment.
- Maintaining an organised personal working area.

8. Appliqué

- Facilitate the Learner to transfer a design to the fabric.(L.O. 5,9)
- Facilitate the Learner to record visual information and source material by keeping, for example, a sketch book and a journal. (L.O. 8)

Experiment with a range of processes, techniques and tools for expressive design and development. . (learning outcome 4)

- Facilitate the Learner to produce a range of sample pieces to demonstrate an understanding of the appliqué process, for example:
 - The cutting process
 - The edge finishes used by hand and machine
 - The dyeing process using topical and immersion dyeing, if used.
 - Colour progressions and colour value. (L.O.6,7,9)

Communicate a range of ideas visually, on fabric, using source materials, for example: (L.O.6,9)

- Facilitate the Learner to utilise immersion and topical dyeing, fixing and finishing processes, if appropriate.
- Facilitate the Learner to produce an appliqué repeat pattern.
- Facilitate the Learner to produce a hand appliqué piece
- Facilitate the Learner to produce a range of design solutions, test pieces and completed appliqué pieces to set briefs.
- Facilitate the Learner to present design and support studies with completed appliqué pieces in response to specific briefs.

In the main the learner should be facilitated to transfer their ideas in to work, record the processes used to design, execute and present ; (L.O. 10)

- An interpretive piece of appliqué
- A functional piece of appliqué

Workshop Practice

Facilitate the Learner to be aware of health, safety and environmental practices and implement safe workshop practice, for example: (L.O.12)

- Safe use in the handling of all appliqué equipment.
- Safe use in the preparation of dyes.
- Safe use in the disposal of dyes.

- Safe use in the handling of dye baths.
- Appropriate care and storage of materials.
- Attention for ergonomics, appropriate posture while working
- Care to be taken in a workroom environment.
- Maintaining an organised personal working area.

9. Quilting

- Facilitate the Learner to transfer a design to the fabric.(L.O.5,9)
- Facilitate the Learner to record visual information and source material by keeping, for example, a sketch book and a journal. (L.O.8)

Experiment with a range of processes, techniques and tools for expressive design and development. . (learning outcome 4)

- Facilitate the Learner to produce a range of sample pieces to demonstrate an understanding of the quilting process, for example:
- Facilitate the learner to understand quilting process using a small range from foundation piecing, shadow quilting, echo quilting, rally quilting, sashko quilting, trapunto quilting, colourwash quilting or thread art.
- The dyeing process using topical and immersion dyeing if used.
- Colour progressions and colour value.
- Padding and backing (L.O.6,7,9)

Communicate a range of ideas visually, on fabric, using source materials, for example: (L.O.6,9)

- Facilitate the Learner to carry out a sampler of hand quilting.
- Facilitate the Learner to produce a sampler of machine quilting
- Facilitate the Learner to produce at least two samples using two natural fabrics
- Facilitate the Learner to produce a range of design solutions, test pieces and completed quilted pieces to set briefs.
- Facilitate the Learner to present design and support studies with completed quilted pieces in response to specific briefs.

In the main the learner should be facilitated to transfer their ideas in to work, record the processes used to design, execute and present ; (L.O.10)

- An interpretive piece of quilting
- A functional piece of quilting

Workroom Practice

Facilitate the Learner to be aware of health, safety and environmental practices and implement safe workshop practice, for example: (L.O.12)

- Safe use in the handling of all quilting equipment.
- Attention for ergonomics, appropriate posture while quilting
- Appropriate care and storage of materials.

- Attention for ergonomics, appropriate posture while working
- Care to be taken in a workroom environment.
- Maintaining an organised personal working area.

10. Patchwork

- Facilitate the Learner to transfer a design to the fabric. (L.O.5,9)
- Facilitate the Learner to record visual information and source material by keeping, for example, a sketch book and a journal.(L.O.8)

Experiment with a range of processes, techniques and tools for expressive design and development. . (learning outcome 4)

- Facilitate the Learner to produce a range of sample pieces to demonstrate an understanding of the patchwork process, for example:
 - The hand patchwork and machine patchwork processes
 - The use of quilting in patchwork
 - The detail required to measure and cut out patches
 - Colour progressions and colour value. (L.O.6,7,9)

Communicate a range of ideas visually, on fabric, using source materials, for example: (L.O.6,9)

- Facilitate the Learner to place and match colours
- Facilitate the Learner to produce a sampler of hand patchwork
- Facilitate the Learner to produce a sampler of machine patchwork
- Facilitate the Learner to produce a range of design solutions, test pieces and completed patchwork pieces to set briefs.
- Facilitate the Learner to present design and support studies with completed patchwork pieces in response to specific briefs.

In the main the learner should be facilitated to transfer their ideas in to work, record the processes used to design, execute and present ;(L.O.10)

- An interpretive piece of patchwork
- A functional piece of patchwork

Workroom Practice

Facilitate the Learner to be aware of health, safety and environmental practices and implement safe workroom practice, for example: (L.O.12)

- Safe use in the handling of all patchwork equipment.
- Appropriate care and storage of materials.
- Attention for ergonomics, appropriate posture while working
- Care to be taken in a workroom environment.
- Maintaining an organised personal working area.

11. Embroidery

- Facilitate the Learner to transfer a design to the fabric. (L.O.5,9)
- Facilitate the Learner to record visual information and source material by keeping, for example, a sketch book and a journal. (L.O.8)

Experiment with a range of processes, techniques and tools for expressive design and development. . (learning outcome 4)

Cover A or B

A

- Facilitate the Learner to produce a range of sample pieces to demonstrate an understanding of the hand embroidery process, for example:
- Samples using at least six well known stitches, including chain stitch, satin stitch etc
- Colour progressions and colour value.
- The use of loops and frames
- The use of at least two natural yarns (L.O.6,7,9)

B

- Facilitate the Learner to produce a range of sample pieces to demonstrate an understanding of the machine embroidery process, for example:
- Samples using free form and computerised embroidery techniques
- Colour progressions and colour value.
- The use of loops, frames and other stabilisers
- The use of at least two natural yarns(L.O.6,7,9)

Communicate a range of ideas visually, on fabric, using source materials, for example: (L.O.6,9)

- Facilitate the Learner to utilise to choose and use suitable threads for the design chosen
- Facilitate the Learner to produce a sampler of an embroidered edging
- Facilitate the Learner to produce examples of two embroidered flowers using different stitching techniques
- Facilitate the Learner to produce a range of design solutions, test pieces and completed embroidered pieces to set briefs.
- Facilitate the Learner to present design and support studies with completed embroidered pieces in response to specific briefs.

Workroom Practice

Facilitate the Learner to be aware of health, safety and environmental practices and implement safe workroom practice, for example: (L.O.12)

- Safe use in the handling of all embroidery equipment.
- Appropriate care and storage of materials.
- Attention for ergonomics, appropriate posture while working
- Care to be taken in a workroom environment.
- Maintaining an organised personal working area.

12. Printed textiles

- Facilitate the Learner to transfer a design to the fabric. (L.O.5,9)
- Facilitate the Learner to record visual information and source material by keeping, for example, a sketch book and a journal. (L.O.8)

Experiment with a range of processes, techniques and tools for expressive design and development. . (learning outcome 4)

Facilitate the Learner to produce a range of sample pieces to demonstrate an understanding of the printing process, using a variety of printing methods and fabrics, for example:

- Block printing on fabric.
- Screen printing on fabric.
- Hand painting on fabric.
- Facilitate the Learner to produce a range of design solutions, test pieces and completed print work pieces to set briefs.
- Facilitate the Learner to present design and support studies with completed print work pieces in response to specific briefs.(L.O.6,7,9)

In the main the learner should be facilitated to transfer their ideas in to work, record the processes used to design, execute and present ; (L.O. 10)

- An interpretive piece of fabric printing
- A functional piece of fabric printing

Facilitate the Learner to be aware of health, safety and environmental practices and implement safe workshop practice, for example: (L.O.12)

- Safe use in the handling of all printing equipment.
- Safe use in the preparation of inks, paints and dyes.
- Safe use in the disposal of inks, paints and dyes.
- Safe use in the cleaning of equipment.
- Appropriate care and storage of materials.
- Appropriate care to be taken in a workshop environment.
- Maintain an organised personal working area.

Section 3: General Evaluation which applies to all textile disciplines This section covers learning outcomes 11 and 12

- Enable learners to evaluate their own finished items and the work of established crafts persons in the chosen field.
- Ensure that the learners apply appropriate health and safety procedures when working with cutting equipment, heat, needles, machines etc. as appropriate to their craft discipline
- Enable learners to mount and present completed pieces as appropriate.

11. Assessment**11a. Assessment Techniques**

Collection of Work 100%

11b. Mapping of Learning Outcomes to Assessment Techniques

In order to ensure that the learner is facilitated to demonstrate the achievement of all learning outcomes from the component specification; each learning outcome is mapped to an assessment technique. This mapping should not restrict an assessor from taking an integrated approach to assessment.

Learning Outcome	Assessment Technique
1 Explain the processes involved in working creatively with a range of materials and fabrics	Collection of work
2 Discuss the qualities of a variety of fabrics and their appropriateness for a range of creative processes and techniques	Collection of work
3 Describe a range of design options and preferred solutions to an idea or theme of interest for a specific textile craft	Collection of work
4 Experiment with a range of processes, techniques, tools, equipment fabrics and materials for expressive design and development	Collection of work
5 Draw designs suitable for a specific textile craft	Collection of work
6 Use tools and equipment for a specific textile craft correctly	Collection of work
7 Use colour, balance, shape, form and texture in design work	Collection of work
8 Record collected visual information and source material	Collection of work
9 Communicate a range of ideas visually on fabric using the preferred textile craft including source materials	Collection of work
10 Present completed pieces appropriately with supporting research and design work	Collection of work
11 Evaluate pieces critically from design proposals to completion	Collection of work
12 Apply appropriate health and safety procedures when working with fabrics, materials and tools.	Collection of work

11c. Guidelines for Assessment Activities

This section will provide guidelines for the assessor in devising their assessment instruments

In devising the assessment briefs care should be taken to ensure that the learner is given the opportunity to show evidence of achievement of **ALL** the learning outcomes. Assessment briefs may be designed to allow the learner to make use of a wide range of media in presenting assessment evidence, as appropriate to the chosen textile discipline. Quality assured procedures must be in place to ensure the reliability of learner evidence (that it is the candidate's own work)

Collection of Work	100%
The Collection of Work should be compiled on an ongoing basis during the module.	
<p>Section 1</p> <p>Learners should complete a comprehensive set of sketch and design drawings as appropriate to their chosen textile discipline. Supporting research on their chosen textile discipline should also be included in this portfolio, including:</p> <ul style="list-style-type: none"> • Exploration of different textile processes and materials • Exploration of contemporary textile art • Discussion on a short history of chosen textile craft • Collection and record (visual) of information and source material (primary and secondary) • Experimentation with a range of processes techniques, tools, equipment fabrics and materials for expressive design and development • Exploration of the art elements: line, tone,/value, composition, shape, colour, balance, form, texture • Carry out practical workshop design experimentation • Facilitate the learner to draw designs suitable for the chosen textile discipline from primary sources or from observational drawings from secondary source materials or to adapt drawings/sketches/collage to designs suitable for chosen textile discipline • Use the elements in design work appropriate for the chosen textile discipline • Evaluation/appraisal of own and other design proposals (using identified criteria) • Make judgments using information gained to produce a final design with optimum practical outcome at a level of detail required 	

Section 2

The collection of work should include **both design work and at least 2 small samplers and two medium sized samples of a completed craft item as appropriate to the textile discipline chosen.**

Evidence should take the form of completed textile pieces. The number of sampler and completed pieces will vary according to the textile discipline chosen but learners should be facilitated to transfer their ideas into work, record the processes used to design, execute and present :

- An interpretive piece of their chosen textile discipline
- A functional piece of their chosen textile discipline
- An appropriate number of samplers

Care should be taken, that in executing the chosen textile discipline, candidates satisfy all of the following criteria:

- Successful experimentation with a range of materials as appropriate
- Good proficiency of techniques evident
- Thorough understanding of the process demonstrated
- Appropriate techniques demonstrated
- Effective combination of materials and/or media used
- Innovative interpretation of the brief presented
- Creative problem solving strategies used
- Sound aesthetic judgment shown in work presented
- Good working practices demonstrated
- Logical organisation of work demonstrated

Evidence for the Collection of Work may take the form of written, oral, graphic, audio, visual or digital evidence, or any combination of these (select as appropriate). Any audio, video or digital evidence must be provided in a suitable format.

All instructions for the learner must be clearly outlined in an assessment brief(s).

12. Grading

Distinction: 80% - 100%

Merit: 65% - 79%

Pass: 50% - 64%

Unsuccessful: 0% - 49%

At levels 4, 5 and 6 major and minor awards will be graded. The grade achieved for the major award will be determined by the grades achieved in the minor awards.

Textiles 4N2048	Learner Marking Sheet Collection of Work 100%
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Learner's Name: _____

Learner's PPSN: _____

Assessment Criteria	Maximum Mark	Learner Mark
Section 1		
<ul style="list-style-type: none"> • Explore different textile processes and materials • Explore contemporary textile art • Discuss a short history of your chosen textile craft • Collect and record (visual) information and source material (primary and secondary) • Experiment with range of processes techniques, tools, equipment fabrics and materials for expressive design and development • Explore the art elements: line, tone,/value, composition, shape, colour, balance, form, texture • Carry out practical workshop design experimentation • Draw designs suitable for the chosen textile discipline from primary sources or from observational drawings from secondary source materials or to adapt drawings/sketches/collage to designs suitable for chosen textile discipline • Use the elements in design work appropriate for the chosen textile discipline • Evaluate/appraise own and other design proposals (using identified criteria) • Make judgments using information gained to produce a final design with optimum practical outcome at a level of detail required 	3 3 4 5 5 5 5 5 5 5 5	
Sub-Total	50	

	Maximum Mark	Learner Mark
Section 2 <u>Skills and Techniques of chosen textile discipline</u> (Mark one textile discipline only) <ul style="list-style-type: none"> • Successful experimentation with a range of materials as appropriate • Good proficiency of techniques evident • Thorough understanding of the process demonstrated • Appropriate techniques demonstrated • Effective combination of materials and/or media used • Innovative interpretation of brief presented • Creative problem solving strategies used • Sound aesthetic judgment shown in work presented 	5 5 5 5 5 5	
Subtotal	40	
Workshop/workroom practice <ul style="list-style-type: none"> • <i>Good working practices demonstrated</i> • <i>Logical organisation of work demonstrated</i> 	5 5	
Subtotal	10	
Total	100	

This is to state that the evidence presented in the attached portfolio is complete and is the work of the named learner.

Assessor's Signature: _____

Date: _____

External Authenticator's Signature: _____

Date: _____