

 **Liverpool Girls’ High School**

 *Innovation Excellence Learning*

 **Textiles and Design**

 STAGE 6 PRELIMINARY ~ COURSE OUTLINE

The *Preliminary course* involves the study of design, communication techniques, manufacturing methods, properties and performance of fibres, yarns, fabrics and the Australian Textile Clothing, Footwear and Allied Industries. Practical experiences are integrated throughout the content areas and will include two preliminary textile projects.

![MC900056745[1]]()**PRELIMINARY COURSE CONTENT**

* Design (40%)
* Properties and Performance of Textiles (50%)
* The Australian Textiles, Clothing, Footwear and Allied Industries (10%).

**COURSE REQUIREMENTS**

In the Preliminary course students will undertake two preliminary textile projects. Preliminary Project 1 will be drawn from the area of study, Design. Preliminary Project 2 will be drawn from the area of study of Properties and Performance of Textiles.

**Syllabus Outcomes**

*A student …*

**P1.1** describes the elements and principles of design and uses them in a variety of applications

**P1.2** identifies the functional and aesthetic requirements and features of a range of textile items

**P2.1** demonstrates the use of a variety of communication skills, including computer-based technology

**P2.2** develops competence in the selection and use of appropriate manufacturing techniques and equipment

**P2.3** manages the design and manufacture of textile projects

**P3.1** identifies properties of a variety of fabrics, yarns and fibres

**P3.2** justifies the selection of fabrics, yarns and fibres for end-uses

**P4.1** identifies and selects textiles for specific end-uses based on analysis of experimentation

**P5.1** examines the status of the Australian Textile, Clothing, Footwear and Allied Industries within the global context

**P5.2** investigates the range of career options in design, consumerism, manufacturing and retail sectors of the Australian Textile, Clothing, Footwear and Allied Industries

**P6.1** identifies and appreciates the factors that contribute to the quality and value of textiles in society

**BOSTES PRELIMINARY ASSESSMENT INFORMATION**

|  |  |
| --- | --- |
| **Component** | **Weighting** |
| **A** | Knowledge and Understanding of textiles and the textile industry | 50% |
| **B** | Skills in design, manipulation, experimentation, analysis, manufacture and selection of textiles for specific purposes using appropriate technologies. | 50% |
|  | **100**  |

EVIDENCE OF LEARNING (Assessment)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Task No.** | **Targeted Outcomes** | **Learning Context** | **Task** | **Date Due** | **Weighting** | **Marks** |
| A | B |
| 1 | P – 2.1, 2.2, 2.3, 3.1, 4.1 | Design | Designing spaces | Term 1Week 8 | 20% |  | 20% |
| 2 | P – 1.1, 1.2, 2.2, 3.1, 3.2 | Design and properties and performance of fabrics | Mid Course Examination | Term 1Wks 9-10 | 10% |  | 10% |
| 3 | P – 2.2 | Design properties and performance of fabrics | Folio of technique samples | Term 2Week 4 |  | 10% | 10% |
| 4 | P – 2.1, 2.2, 2.3, 3.1, 4.1 | Design and properties and performance of fabrics | Wrapped in Textiles | Term 3Week 2 |  | 20% | 20% |
| 5 | P – 5.1, 5.2, 6.1 | Australian textiles, clothing and footwear and allied. | Activities | Term 4Weeks 3-4 | 10% |  | 10% |
| 6 | P – 1.1, 1.2, 2.2, 3.1, 3.2, 5.1, 6.1 | Design and properties and performance of fabrics ATCF | End of Course Examination | Term 3Wks 9-10 | 10% | 20% | 30% |
| **TOTAL** | **50%** | **50%** | **100%** |

**REPORTING PERFORMANCE AND ACHIEVEMENT IN PRELIMINARY COURSES**

The Common Grade Scale shown below is used to report student achievement and performance in the Preliminary Stage 6 year in all NSW schools.

The Common Grade Scale describes performance and achievement at each of five grade levels.

|  |  |
| --- | --- |
| A | The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information. |
| B | The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information. |
| C | The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner. |
| D | The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner. |
| E | The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas. |