Lesson	Sequence	Resources / Notes
1	• **Introduce topic** • Wall display – previous year's photos, Glassons T-Shirts……Discussion.	• T.Shirt book. • Glassons pics / T.shirts. • Magazines…. • Wall display posters.
2	• **Project handouts.** Read through. Discuss. • **Class Starter activity.** Students discuss with partner and identify 5 key factors that are important for visual communication. • **Context Themes** – explain how 'themes' can be found in each context – students will be expected to identify 3 different themes in their chosen context when designing. • 'Say it on your shirt' – magazine article about copyright and trademark rights.	• Wall display posters. • Student project handout / assessment schedules. • Context notes. • 'Say it on your shirt' article.
3	• **Student handout.** • **Introduce Reflection progress log.** • **Class Agreed Quality Standards for construction.** Handout and self / peer assessment checklist. • **Key Attributes.** Discuss what these are and how to achieve them. Definitions for key attributes words – aesthetics, fit, function, quality, reliability. • **Hmwk:** Stakeholder interviews – go through Project brief guiding questions planning sheets with stakeholders. Highlight key information for chosen context / X3 chosen themes.	• Student project handout. • Agreed Quality Standards checklist and self / peer assmt checklist. • Guiding questions planning handout.
4	• Cause / Organisation Own research / investigation. • Library might be useful. Use internet searches. • Magazines, quote books, T.Shirt resource books etc…	• Book library / computers. • Magazines, resource books …
5	• **Key Factor Implications** – discuss – why important. Class example – implications discussion chart. • Complete key factor implication chart explanations.	• Key Factor implications chart.
6	• **Student handout.**	• Project brief template.

7		**Applied design samples.** **Show examples of silk screen and photographic screen printing methods.** - Discuss 'building up layers'. Show examples of how this is done. (previous years T.Shirt photos) - Set up demo lesson for silk screen-printing and photographic screen-printing. - Use pre-prepared templates (saves time). Demo. Students glue method instructions into books – add extra demo notes. Safety issues. - Students share pre-prepared templates to make own samples. - Talk about 'heat-setting' textile inks. - Method notes, PMI, safety info, sample. - Allow 2 lessons.	- Demo and sample gear for silk screen-printing / photographic screen-printing. - Method notes - student handouts.
8		**Theme Research.** - Students to carry out own research into possible themes for their chosen context. Brainstorm / collage…. How can you show a visual message for your issue??? Words, pictures, colours, phrases….. - Identify X3 different themes for chosen context, to explore further. **Design development.** Go over. Work on tasks. **Design concept templates and tracing figure T.Shirt loose or fitted style.** - Explain. Demo with OHT. - Work on own design concept templates – 2-3 lessons as required. **Show T.shirt mock-up samples to try on and choose size and fitting style.** **While students work on designs – check student books up to date / show fabrics in storage bins – note student colour choices / order black or white fabric as needed.**	- Design concept templates. - T.Shirt tracing figures. - OHTs. - Mock-up sample T.shirts to try on. - Stretch fabric in storage bins.
9		**Final design.** - Present final design T.shirt / fashion statement message. - Each student to discuss intended final design with teacher – to work out best method of printing / applying surface embellishment. - Choose fabric from stretch / lycra storeroom resources.	Stretch / lcyra resources.

10		• **Planning for construction.** • Class discussions – students fill in resource / construction planning chart as information / demonstrations take place. Keep adding to planning chart during construction stage. • Explain about 'open and folded pattern blocks. • Never cut the foldline. • Symmetrical and asymmetrical design lines. • Alterations you can do to the basic patterns. Explain how to alter. • Demo pattern-making of some alterations. How to use the set-square and the measuring increments. Seam and hem allowances. Using the tracing wheel – when / how / why. • Students write down notes during demo. • Draw up a pattern plan for own pattern alterations. Use the mini T.Shirt tracing figures. Plan where new seams / hems etc…will go.	• Patterns, set-squares, tracing wheels. • Newsprint, sellotape. • A4 sized re-sealable plastic bags. One per student. • Resources / construction planning chart.
11		• **Trace own pattern.** • Try on mock-T.Shirt to choose size and style (Close fit or Loose fit). • Trace an exact own copy of selected pattern onto newsprint. • Name every piece of pattern. Store in named A4 re-sealable plastic bags. • Follow own plan / patternmaking instructions - to alter pattern as required. • Label / name every piece of own pattern. Store.	• As above.
12		• **Fabric Lay-plan Rules.** • Copy notes. • <u>**If time:**</u> Lay-plan activity. Use mini coloured paper pattern pieces / cut out and glue onto 'folded paper layout plans'. Demo on OHT projector. Demo mistakes and students to come up and correct. <u>**or**</u> • Demo 'real' lay-plan on lycra fabric with T.Shirt pattern. Check place to fold pieces….. • Tape measure – measure how much fabric to be used. • One sided fold and two sided fold. • Talk about stretch in fabrics – goes around body. • Demo how I want the fabric cut off a large roll of fabric….	• Fabric lay-plan worksheets. • OHT lay-plan pieces. • Large piece of lycra / and the T.Shirt pattern pieces. • Tape measure.
13		• **Cut T.Shirt.** • Students work in pairs to pin own pattern pieces	• Fabric, patterns, pins, scissors…

	to fabric, teacher MUST check lay-plan before students cut out fabric. • Repeat. • Return un-needed extra fabric to store-room. • May take 2-3 lessons to cut out whole class.	
14	• **Construct T.Shirt.** • Copy of T.Shirt construction notes on wall display only. Students are to watch the teacher demonstration of each sewing stage and add own construction notes to resources / construction planning chart. • Demo each stage. • Set-up 'Expert' student helpers. • Construction / surface applied design embellishment takes 2-3 weeks. • **Notes:** • Put newspaper inside T.Shirt if printing after construction of garment.	• As above.
15	• **Student Plans own printing method. Completes planning tasks.** • **Peer / teacher evaluate plans.** • **Reflect.** • **Continue construction and screenprinting processes.**	• As above. • Printing equipment and set up printing and drying stations.
16	• **Presentation / Implementation.** • Heat set garment to secure the printing ink. • Use the Elna-press machine to press / heat-set prints. • Demo how to use machine safely. • Create own swing tags – use the 'tagging gun'. • Display garments. • Technology cabinets / revolving display – or – wearing in Y10 assembly / fashion parade.	• Elna Press machine. • Swing tagging gun.
17	• **Final Evaluation.** • Example questions on student project handout. • Feedback required from stakeholder / target market age group.	• End of unit evaluation handout.
18	• **Hand in for Assessment.**	

Contexts for 'Fashion Statements' project.

A context – 'sets the scene'. It is like a theme. It is a springboard / a starting place - from which to develop your chosen message issue and develop your design from.

For the T-Shirt project – 'Fashion Statements' - '*Make a statement in fashion'* – students can select their own good cause organisation / theme - context.

Eg:

- NZ Fashion – It's cool to wear kiwi. (suburb prints / NZ theme prints)

- Breast Cancer Research Trust (Glasson T-shirt) fundraising campaign – Positive Life messages.

Context Background notes:

Look at wall display – comment on pictures, articles, photos.

Eg:
NZ Fashion – It's cool to wear kiwi.

- Read newspaper article – 'Babes in the Hood' Read out loud to class. Students highlight key words in the article that relate to context (suburb names…etc.)
- Read 'To a Tee' class resource handout. Students read through handout and write down x 5 key statements they come across that describe – why it is cool to wear NZ fashion.
- Each girl to read one of their 5 key statement finds out to the class. Discussion.
- NZ has gone through a cultural revolution in the past 5-10 years. It is now 'cool' to wear clothing that is distinctly NZ.
- NZ themes, images and NZ designer labels are all part of the fashion phenomenon that has seen NZ fashion become the clothing of choice by NZers of all ages.

_____

Eg:
Breast Cancer Research Trust (Glasson T-shirt) fundraising campaign – Positive Life messages.

- Purpose of campaign is: to sell lots of T-Shirts and raise money for the Breast Cancer Research Trust to help find a cure for the disease.
- Raise awareness of the BC disease that affects thousands of NZ women.
- Original and inspiring designs / messages.
- The T-shirts are 'cool fashion' items – that are affordable and appeal to women's sense of fashion.
- Different NZ designers are invited each year to develop a new original design.
- It is an affordable way to own a NZ designer label garment. (Karen Walker, Nom D, Zambesi…)

BCA Design approach / message:
- Sharing common ground. Sisterhood of women in the fight against BCancer.
- Positive and empowering life messages.
- Pro-active.
- Focus on prevention.
- Not afraid to talk about it.
- Avoid the 'fear factor' – Not to lecture, intimidate or frighten.
- The message should sell itself – to a wide audience of women.

Why wear it?
- Feel good, look great, be healthy, improve self esteem.

<u>**Teacher Notes: Essential Question - Setting the scene for the topic.**</u>

Class discussion prompts:

(Could do as a brainstorm / mind-map / allocate questions to pairs – then share back to class…)

My Response: Questions to think about / discuss…

1. Why are the Glassons Breast Cancer T.shirts so popular?
2. Why have so many other fundraising organisations taken to this advertising medium?
3. How do they affect society? Do they affect society?
4. What is the message they are trying to get across?
5. Who and Why should I help to make a positive statement about their issue?
6. Who will care? Do I?
7. What relevance is their issue to me?
8. How will this project affect me, my life, my community / society?
9. What kind of message could I present?
10. How do I get a message across clearly to others?
11. Will my message have any impact or relevance to others? How can I ensure that it will?
12. Who would be my target audience?
13. What type of message?

<u>**Types of Messages:**</u>

Challenging, obvious, subtle, thought-provoking, educational, questioning, non-committal, dynamic, fun, humorous, light-hearted, awareness, prevention, cultural, attitude, social comment, comic…

<u>**Other thoughts:**</u>
- I am only one – but I can still make a difference.
- Glocal – Think Global but act Local
- Portable statements
- Promote good cause
- Fashionable
- Choose something you are passionate about – have to be able to explain / justify why

<u>**Potential Good causes – starters for discussion:**</u>

• Amnesty International	Greenpeace
• Anti-smoking	SPCA
• Maori Language week	Canteen
• Starship Hospital	Daffodil Day
• World Wildlife Fund	Earth Hour
• Women's Refuge	Breast Cancer Research Trust
• Turn out the Lights	Water wise
• Fire wise	Anti Plastic Bags
• Peace not pieces	No cyber bullying
• Fundraising charities	Movember
• ANZAC Day	Ronald McDonald House
• Random Acts of Kindness	Beads of Courage

Investigation – Class Research Tasks
Yr 10 Materials – Fashion Statements T.shirt Project
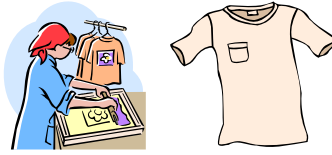
Essential Question:
Did you get the Message?

Problem / Issue to solve / Focus idea:
Create a 'Fashion Statement': Context: Choose a 'good cause' organisation that you could present a positive life message for – a 'fashion statement' that will promote continued awareness of that organisation's cause or fundraising campaign. Your T.shirt will be exhibited at the end of the topic to a public audience – so be sure they will 'get the message'!.

Complete the following class starter activities :

1: Colour and Fonts:

1. Complete the Colour worksheet.
2. Fonts are:
3. Fonts are used to:
4. Collect samples of different fonts: Bold, Elegant, Feminine, Hard to read, Interesting...

2: Promotional Material: Magazines / Newspapers:

Find **2-3 different types** of advertising promotional material.
Examine the items and describe the following for each.

1. Where is it from – source?.
2. Who is it aimed at? Age group?
3. How is the advert suitable for it's intended age group audience?
4. What 'tricks' does the advert use to get your attention?
5. What colours have been used? Why?
6. Is it a successful advert? Why?
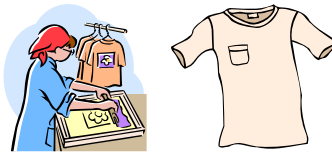
3: Glassons T.shirt Campaign:

Look at the Glassons brochures and wall displays.

1. What catches your attention in the T.shirt prints? Why?
2. What themes / visual messages can you see in the T.shirt prints?

Investigation Project Brief

Yr 10 Materials – Fashion Statements T.shirt Project

Essential Question:
Did you get the Message?

Problem / Issue to solve / Focus idea:
Create a 'Fashion Statement': Context: Choose a 'good cause' organisation that you could present a positive life message for – a 'fashion statement' that will promote continued awareness of that organisation's cause or fundraising campaign. Your T.shirt will be exhibited at the end of the topic to a public audience – so be sure they will 'get the message'!.

Fashion Statements – Student personal comment:

Statement T.shirts:
Description of importance / relevance to my – life, society, and / or environment…

Chosen Cause / Organisation:
Description of importance / relevance to my – life, society, and / or environment…

Visual Communication Specifications:

Visual Communication Key Factor	How I plan to include this factor when designing my visual message statement. Eg: I could / I will / I should / It will be important that I…..
1	

2	
3	

Chosen Cause / Organisation Specifications:

| Key Factor	How I plan to include this factor when designing my visual message statement. Eg: I could / I will / I should / It will be important that I…..
1	
2	
3	

Functional Criteria: Visual / Quality Attributes

Specifications for construction / modelling in Exhibition:

Key Factors	Explain why important and how I plan to do this. Eg: I could / I will / I should / It will be important that I…..
1	
2	
3	

FASHION STATEMENTS

Yr 10 Materials – Fashion Statements T.shirt Project
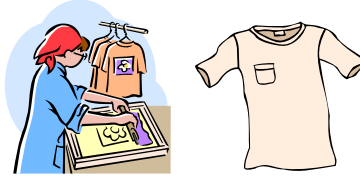
Essential Question:

Did you get the Message?

Focus idea:

- These days T.shirts are like walking billboards. T.shirts are commonly used as a quick and easy way to advertise and to get a message across to others in a cheap and portable way.

- Lots of fundraising organisations use messages on T.shirts to promote their cause and to raise money. 'Wearing your heart on your sleeve' to support a good cause is another way of making a contribution to the betterment of the world and the communities we live in.

- Wearing Statement T.shirts has become something of a fashion phenomenon in New Zealand. They are 'cool' fashion items that are affordable and appeal to all age groups.

Problem / Issue to solve - Create a 'Fashion Statement':

Context:
Choose a 'good cause' organisation that you could present a positive life message for – a 'fashion statement' that will promote continued awareness of that organisation's cause or fundraising campaign.

Your T.shirt will be exhibited at the end of the topic to a public audience – so be sure they will 'get the message'!.

Before the Project:

Write your personal response here – to the focus idea for this topic – 'I understand …'
1. What are message T.shirts for?
2. Why are they important to good cause organisations?
3. Why should I be involved in this project?

Before the Project:

Write your personal response here – to the focus idea for this topic – 'Relevance'
1. This project has relevance to me because…
2. This project has relevance to my friends / family / community because…
3. I can make this project relevant to me by……

Before the Project:

Write your personal response here – to the focus idea for this topic – 'Response'
1. I will choose….
2. I should….
3. It will be important that I….

After the Project:

Write your personal response here – to the focus idea for this topic.

Have your thoughts changed, confirmed, new ideas, new understandings…. I now think…

Key factors

- Highlight on Context brainstorm, hmwk investigation task, guiding questions planning chart –
- Select the important information you think should be considered in your T-shirt design – to ensure it will be a successful design / message. These are 'key factors'.
- You will need 7 visual communication key factors.

- Complete the Visual communication key factor analysis chart.

For each highlighted key factor – discuss it's importance in an implications chart:

- Class construction standards.

'Agreed quality standards for construction' – give out the handout. These are used for assessment of the quality of the completed item.

- Identify 'Key Attributes' for your T.shirt.

Key attributes – are how you want like the completed garment to be like.
Eg: Well made, comfortable, quality finish, looks good so I will wear it, fits me, a trendy style…..
Not assessed – but are measurable / able to be described against the completed item.

- Read through the discussed key factor implications – Tick those key factors you will definitely keep – and put a cross beside those you now wish to eliminate as not being so important any more.

Investigation - Context Worksheet
Yr 10 Materials – Fashion Statements T.shirt Project
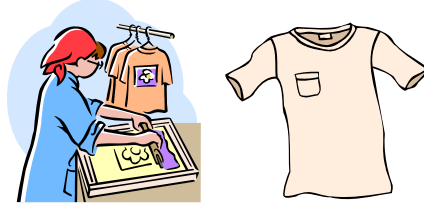
Essential Question:
Did you get the Message?

Problem / Issue to solve / Focus idea:

Create a 'Fashion Statement': Context: Choose a 'good cause' organisation that you could present a positive life message for – a 'fashion statement' that will promote continued awareness of that organisation's cause or fundraising campaign. Your T.shirt will be exhibited at the end of the topic to a public audience – so be sure they will 'get the message'!.

Complete the following:

What Cause / Organisation?

- Class brainstorm – 'good cause' organisations.
- Brainstorm 'themes' for various good cause organisations.
- Note: Acknowledge all sources of information. Bibliography.

Own Research / Hmwk:

1. **Collect examples** (pictures) from previous Glassons o*r* other fundraising organisations T.shirt campaigns. Minimum X4 examples. PMI for each.

2. **What organisation to choose?** Identify on the diagram below 2-3 'causes / organisations' that you are interested in. Brainstorm notes about what their 'good cause' / message is / why they need a promotional message.

What cause / organisation to choose?

3. For each of the 2-3 causes identified – complete / explain the following:
   - Present some research about the cause. Include print outs / photocopies / images.
   - What is their 'cause'? Why are they a 'good cause'? Are they relevant?
   - What do they try to do / promote / raise awareness about / achieve? Why?
   - Why are you interested in their cause?

4. **Choose <u>one</u> good cause organisation.**
   Justify your choice. <u>Write a paragraph to explain:</u>
   - Why did you choose them?
   - Explain what the organisation is about.
   - Describe their relevance in your life, our society and local environment.

5. **For your chosen Cause / Organisation.**
   What is important to consider and include in my **message and print design?**

   Brainstorm on the diagram.
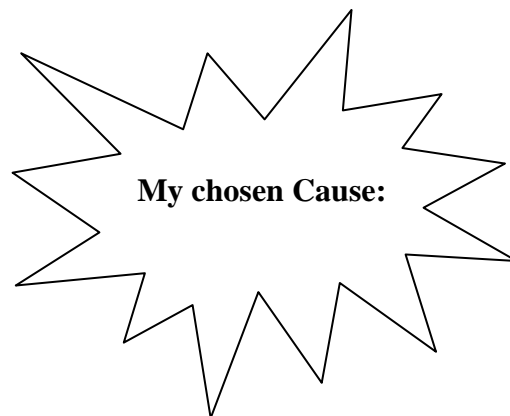
My chosen Cause:

Target Age Group / Target Audience?

- Who will you aim your message at? Why?

- Carry out 2-3 of interviews to find out opinions from about - the importance / relevance of promoting a positive life message for your chosen cause / organisation – the impact of statement T.shirts / how you could get a visual message across clearly / what type of message should you promote…

Questions to ask my target audience…

What Appeals? - Interview findings

What types of Information / type or style of visual message / types of images appeal to my Target Age group / Target Audience?

Likes / dislikes…colours, themes, visual factors…etc…

Things that appeal…
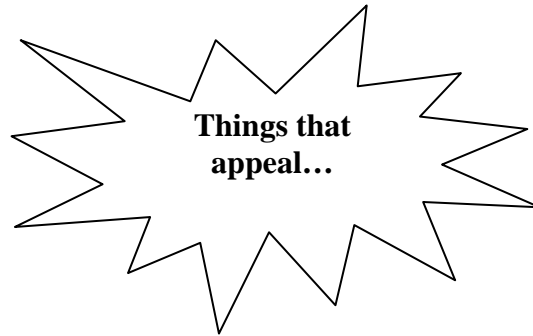
Opinion Stakeholders:

Choose two people who can give you ideas and opinions about your designs in this project.

- One should be a person in your target age group / audience.
- One should be an adult.

I choose……………………………………….. because……………………………

I choose……………………………………….. because……………………………

Chosen Themes / Key Message:

1:

2:

3:

4: Key Factors: Class brainstorm:

- Identify from the class investigation work – **what are the Key factors** that should be considered for good visual communication?

5: ON YOUR OWN: Key Factors:

- Choose **5 key factors** that you think are the most important. Identify below.

Visual Communication Key Factor	**Why** it is important. **How** you could include this factor when designing your visual message statement.
1	*Why important…*
	I could…
2	*Why important…*
	I could…
3	*Why important…*
	I could…
4	*Why important…*
	I could…
5	*Why important…*
	I could…

Key Factors:

What is important in a message for your chosen **Cause / Organisation?**

Chosen Cause:

Important Factors to consider in my message / design	Why… How I could show this…
	Why…
	How I could show this…
	Why…
	How I could show this…
	Why…
	How I could show this…

Bibliography: Information sources I used:

Colour - Mood / Emotion / Impact

Activity: Use colour and expression to visually describe these moods / emotions.

Happy	**Sad**	**Angry**
Scared	**Depressed**	**Jealous**
Relaxed	**Excited**	**Stressed**

Colours can be used visually to:

- Express: moods, emotions, seasons   Attract attention
- Emphasise   Reinforce
- Contrast

Identify the positive and / or negative 'emotional' effect these colours are used for - in advertising / messages:

Blue	White
Red	Black
Green	Bright colours
Yellow	Dark colours
Orange	Purple
Pink	Grey

Functional / Visual Attributes

Examples:

- Complex detailed print
- Simple print
- Well made
- Good size
- Long enough length
- No loose threads
- Fashionable print design
- Fashionable colors
- I like it !!
- I will actually wear it
- Comfortable
- Quality – sewing, print, finish
- Looks good
- Shop quality
- Tidy, clean print
- Clear easy to read message print
- Fits me
- Use both printing methods
- No smudges
- Print on front and back
- People get the message
- The good cause is easy to identify
- The print is easy to read

Investigation

Yr 10 Materials – Fashion Statements T.shirt Project
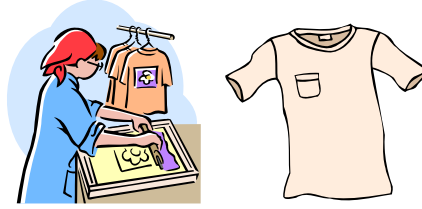
Essential Question:
Did you get the Message?

Problem / Issue to solve / Focus idea:
Create a 'Fashion Statement': Context: Choose a 'good cause' organisation that you could present a positive life message for – a 'fashion statement' that will promote continued awareness of that organisation's cause or fundraising campaign. Your T.shirt will be exhibited at the end of the topic to a public audience – so be sure they will 'get the message'!.

Complete the following Investigation tasks:

1: Complete the class Investigation research tasks.

2: Complete the Context Theme Worksheet – during class and for homework.

3: Complete the Project Brief handout.

4: Plan a test to evaluate your final solution against the brief specifications.

Technology Assessment MYP   **Y10 Materials**

Criterion A: Investigate	
Task Assessed: Fashion Statements T.shirt Project.	
Achievement level	**Descriptor**
0	• The student does not reach a standard described by any of the descriptors given below.
1 - 2	• The student **states** the problem. • The student investigates the problem, **collecting** information from sources. • The student lists some specifications.
3 - 4	• The student **describes** the problem, **mentioning** its relevance. • The student investigates the problem, **selecting and analysing** information from **some acknowledged** sources. • The student **describes** a test to **evaluate** the product / solution against the design specifications.
5 - 6	• The student **explains** the problem, **discussing** its relevance. • The student critically investigates the problem, **evaluating** information from a **broad range** of **appropriate, acknowledged** sources. • The student describes **detailed** methods for appropriate testing to **evaluate** the product / solution against the design specifications.

Explain – means to give reasons – why, because…

Communicating your Message to a LIVE Audience

Final Presentation Stage

Task:
Design a swing-tag / identifier - to attach to your finished T.Shirt.

Specifications:

- Fonts chosen should be clear and easy to read.
- Swing tag size – minimum 7cm x 7cm. Maximum 12cm x 12cm.
- Your swing tag may be any shape that suits your context.
- Include the following information on your swing tag.
    - Context
    - Size
    - Cotton / Lycra.
    - Warm machine wash.
    - Made by…(Your individual name)

Complete the following steps:

- Sketch a couple of potential designs (in your visual diary) – then select a final coloured design that you will produce as your final swing-tag.
- Construct your swing tag from coloured card – then get it laminated by your teacher.
- Leave a 1.5cm edge of the laminating plastic around your swing tag – so it can be hole-punched and easily attached to your finished T.shirt.
- Use the 'Tagging gun' and attach the swing tag to your T.shirt.

Communicating the theme / key message about your – Cause / Organisation:

Use computer word-processing to write a couple of sentences to explain your theme / key message – this is to be printed out and will be displayed beside your T.shirt.

- Describe your chosen Cause / Organisation and the key theme / message you were trying to get across.
- Describe how the colours, words, images in your screen-print communicate your chosen message.
- Font size to be at least size 24 – so it is easy to read.
- Clear easy to read font.

Concept Front View: Theme:

Concept Back View: Theme:

Justify why this design is suitable for the cause / organisation - **and** target audience:

Stakeholder Comment:

Concept Evaluation: **Theme:**

Visual Communication Specifications:

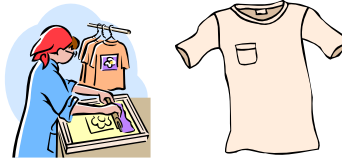| Visual Communication Key Factor	**Why** it is important. **How** this is shown in this visual message statement – and / or – how it could be improved / expressed better…
1	
2	
3	

Chosen Cause / Organisation Specifications:

Key Factor	**Why** it is important. **How** this is shown in this visual message statement – and / or – how it could be improved / expressed better…
1	
2	
3	

Design

Yr 10 Materials – Fashion Statements T.shirt Project

Essential Question:
Did you get the Message?

Problem / Issue to solve / Focus idea:
Create a 'Fashion Statement': Context: Choose a 'good cause' organisation that you could present a positive life message for – a 'fashion statement' that will promote continued awareness of that organisation's cause or fundraising campaign. Your T.shirt will be exhibited at the end of the topic to a public audience – so be sure they will 'get the message'!.

Complete the following Design tasks:

1: Collage **X1** page of images, words, shapes, colours….to express your chosen cause / organisation's identity / key message / purpose.

2: Identify three key themes / messages for your chosen cause / organization.
- Complete **X1** Design planning page for **each** theme / message.
- Complete **X1** Concept sketch design template page for **each** theme / message.
- Fill in the written evaluation page spaces.

3: Show the designs to your X2 stakeholders - and choose **ONE** design / theme to develop further.

4: Write a detailed paragraph to justify why the final design you have chosen is the best choice for your cause / organisation.

5: Evaluate and explain fully how the chosen design meets (or could be improved to meet) - all the brief design specifications.

Technology Assessment MYP   **Y10 Materials**

Criterion B: Design	
Task Assessed: Fashion Statements T.shirt Project.	
Achievement level	**Descriptor**
0	• The student does not reach a standard described by any of the descriptors given below.
1 - 2	• The student generates **one** design, and makes **some attempt to justify** this against the design specifications.
3 - 4	• The student generates a **few** designs, **justifying** the choice of **one** design and fully **evaluating** this against the design specifications.
5 - 6	• The student generates a **range** of **feasible** designs, **each evaluated** against the design specification. • The student justifies the chosen design and **evaluates** it fully and critically against the design specifications.

Stages	Resources required	Time	Safety / Other Tips	What I plan / need to do in this stage. Notes: Outline the steps in order:
Pattern Preparation info	• *Master patterns* • *Newsprint* • *Set square* • *Mock-up T.shirts* • *Stretch fabric colours*	*2 lessons*	• *Name all your pattern pieces.* • *Store all work in tie-dye bags.* • *Clothes changes in mirror room.*	• *Try on the Mock-up T.shirts. Choose size and style. Record on teacher class list.* • *Choose colour fabric. Record on teacher class list.* • *Identify which pattern pieces you need from the master pattern bags.* • *Trace and make own copy of the master pattern on newsprint.*
Pattern Lay-plan rules	• *Practice lay-plan handout* • *Visual diary* • *Own newsprint paper patterns.* • *Pins* • *Scissors* • *Fabric* • *Table space* • *Tie-dye bag to store work*	*1 lesson*	• *Check folds.* • *Double fold and single fold.*	• *Practice on paper lay-plan diagram first.* • *Teacher demonstrate cutting out on real fabric – keep as the demonstration sewing T.shirt.* *Rules:* • *Place pattern pieces wisely. Do not waste the fabric.* • *NEVER cut the fold.* • *All hems pointing in the same direction.* • *Greatest stretch of fabric goes around the body.* • *Don't overlap pattern pieces.* • *Pin, check, cut – in that order.* • *Front and back first. Double fold.* • *Sleeve and neckband second. Single fold.* • *Save all fabric scraps for screen-printing tests.*
Cutting out rules	• *Visual diary* • *Own newsprint paper patterns.* • *Pins* • *Scissors* • *Fabric* • *Table space* • *Tie-dye bag to store work*	*2 lessons*	• *Care with scissors and pins.* • *Check, check, check again – then cut.* • *No wrinkles in fabric – smooth it out so flat on table.*	• *Work in buddy pairs.* • *Follow the lay-plan rules.* • *Pin, buddy check, teacher check, then cut.* • *'Lines of fabric' must go down length of body.* • *Pattern pieces must right up against the fold-line.*

Screen-printing rules	• *Separate templates for each 'layer' of the print design.* • *Templates* • *Block-out paper* • *Printing inks* • *Newsprint* • *Sellotape* • *Newspaper* • *Squeegee, spoons, lid tray, rubber scraper…* • *Test print fabric*	*Approx 5 lessons per print*	• *Aprons* • *Windows open* • *Blazers off* • *Hair tied back* • *Sleeves rolled back past elbows* • *Cutting knives – cutting boards, care when cutting.* • *Clean screens with correct sponge or scrubber. Cold water only. Screen must be cleaned spotlessly on both sides of mesh.*	• *Sew T.shirt first.* • *Work out the 'layers' of your print and create all necessary templates.* • *Check design with teacher and talk through all the 'layers', steps, difficulties, sizes of screens …..*
Pressing Machine rules	• *Pressing machine* • *Cover cloths* • *T.shirt.*	*1 lesson*	• *Two hands at all times.* • *Cover cloth at all times – cover the T.shirt.* • *Close lid and count to ten.*	• *Allow machine to heat up.* • *Set temperature to in between - wool and cotton.*

Stages	Resources required	Time	Safety / Other tips	What I need to do in this stage – notes / diagrams
Sewing Step diagrams as needed.	*For all sewing steps:* • *Pattern pieces* • *Pins* • *Sewing machine set to zig-zag.* • *Stitch width – 4* • *Stitch length – 4* • *No:1 or 0 presser feet* • *Matching colour thread* • *Over-locker* • *Scissors*		• *PZCO =* • *Pin, zig-zag, check, over-lock.* • *See Textiles room safety rules from start of year.* • *Reminder of how to use over-locker – do a practice test sewing sample on scrap stretch fabric.* • *Over-locker safety rules.* • *Zig-zag first – check sewing, then overlock on top of zig-zag stitching. – In that order.*	*1: Sew shoulders. Front to back. Right sides together. (PZCO)* *2: Over-lock the sleeve hem edge.* *3: Sew the sleeves into the armholes. Right sides together. (PZCO)* *4: Sew the side seams. Right sides together. Go down the sleeves, across the armhole join, down the sides – all in one seam. (PZCO)* *5: Over-lock around the body lower hem edge.* *6: Sew the body lower hem. (2cm minimum turn-up). Zig-zag or 'stretch' straight sewing.* *7: Sew the sleeve hem. (2cm minimum turn-up). Zig-zag or 'stretch' straight sewing.* *8: Join the neckbands into a loop and sew the short edge. (PZCO)* *9: Fold neckband in half. Wrong sides together. (PZC) Zig-zag on the raw edge all around the neckband loop.* *10: Sew the neckband into the neckline. (PZC) CHECK.* *11: CAREFULLY over-lock the neckband seam-line.* *12: Quality control check.* *13: For V-neckbands – mark the v-line and straight sew into place.* *14: Press T.shirt at iron – then a 'Finishing' press on the Elna-Press machine.*

Evaluate the plan –
Time, resources, problem solving, successes, issues, skills, sources of information / resources, quality of construction, what I should improve………

What worked well, what didn't, etc….   explain – giving reasons…….

What modifications did you have to do to the plan during your construction? – what, why, how….

_____

Teacher NOTES:

For 'Plan' MYP assessment criteria, student should complete the following:

1. Fill in the above 'Resources / Construction Order' chart – as each step is described, demonstrated by the teacher. Students should be recording the information in own words to demonstrate understanding. No photocopied instructions.

2. Complete the evaluation planning questions at completion of screen-printing.

3. After construction of T.shirt – students to write up a 'screen-printing Plan in their book – for their own T.shirt.
   - Colours of ink…
   - Templates needed – how many, what types (silk screen OHT, Photographic mesh…)
   - Quick thumbnail sketch of each template needed…
   - What order to print in…
   - Heat setting when…
   - Quality control checks…

4. Complete the 'self / peer' assessed agreed quality standards checklists.
5. Teacher to assess T.shirt with the student.

Final Design Front View: Theme:	Final Design Back View: Theme:

Justify why this design was chosen as the best choice of visual message for the cause / organisation - **and** target audience:

Stakeholder Comment:

Final Design Evaluation   Theme:

Visual Communication Specifications:

Visual Communication Key Factor	**How** this is shown in this visual message statement – and / or – how it could be improved / expressed better…
1	
2	
3	

Chosen Cause / Organisation Specifications:

Key Factor	**How** this is shown in this visual message statement – and / or – how it could be improved / expressed better…
1	
2	
3	

'Agreed Construction Quality Standards Checklist' – T.Shirt.
Your completed T.Shirt should meet these quality checks:

- **No loose threads.**
- **No puckering in seams.**
- **Seams are sewn with close / matching coloured thread.**
- **All seams are zig-zagged first, then overlocked.**
- **All hems are minimum 2cm wide – straight or zig-zag stitched.**
- **Screen printed message is applied.**
- **Print matches final design sketch.**
- **Print is heat-set.**
- **Final Heat machine press.**

Stages	Resources required	Time	Safety / Other Tips	What I plan / need to do in this stage. Notes: Outline the steps in order:
Pattern Preparation info				
Pattern Lay-plan rules				
Cutting out rules				
Screen-printing rules				
Pressing Machine rules				

Stages	Resources required	Time	Safety / Other tips	What I need to do in this stage – notes / diagrams
Sewing Steps and diagrams as needed.				

Individual Planning: Print Design
Complete as many new planning charts as needed - to show the plans for <u>each layer</u> of your print.

Final Print sketch	Layer number:	Layer number:
	Method	Method
	Templates	Templates
	Resources needed	Resources needed
	Preparation / Practices / Time	Preparation / Practices / Time
Notes / problems / Modification needed What / Why?	Safety	Safety
	Printing / Time	Printing / Time
	Ink Colour	Ink Colour
	Quality Control / Heat setting	Quality Control / Heat setting

Complete the following Planning Tasks:

- Complete practice screen-prints for each printing layer. Attach into book. PMI. note success /problems
- Keep all Templates. Attach into book.
- X3 min printing progress photos.

4: Evaluate your construction and printing plans:

Show your construction and printing plans to a peer and / or teacher.
Could someone else construct your print by following your plans?

- Write a reflection paragraph to describe / evaluate your plans. Justify any modifications you did / need to do.
- Is there enough detail?
- Are the steps logical?
- Will the design work? Is it too complex? Too simple?
- Do / Did you need to modify the design / plan? What? Why?

Peer evaluation of plans	Own evaluation of plans
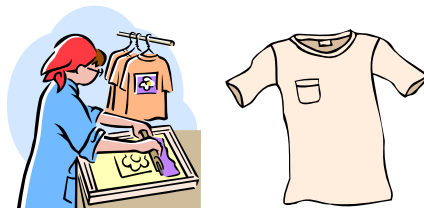
After Printing - Key Steps I followed to produce my Print: **Evaluate:**

Steps	Resources I used	Time – how long it took	Modifying required	What I had to do in this stage. Problems I had to solve.

Create

Yr 10 Materials – Fashion Statements T.shirt Project

Essential Question:
Did you get the Message?

Problem / Issue to solve / Focus idea:
Create a 'Fashion Statement': Context: Choose a 'good cause' organisation that you could present a positive life message for – a 'fashion statement' that will promote continued awareness of that organisation's cause or fundraising campaign. Your T.shirt will be exhibited at the end of the topic to a public audience – so be sure they will 'get the message'!.

Complete the following Create tasks:

1: Create the T.Shirt.

2: Create the surface Screen-Print Design.
- Follow all identified safety procedures / equipment hazard prevention rules.
- Work with a safety buddy at all times.
- Follow your own Print plans.

3: Attach a copy of the Agreed Construction Quality Standards Checklist into your book.
- Evaluate your completed T.shirt and print against the checklist.

4: Progress / Photo Log.
- You are expected to document the process of making your T.shirt and Print.
- Include a series of progress photos and a dated record.

Technology Assessment MYP   **Y10 Materials**

Criterion D: Create	
Task Assessed: Fashion Statements T.shirt Project.	
Achievement level	**Descriptor**
0	• The student does not reach a standard described by any of the descriptors given below.
1 - 2	• The student considers the plan and creates at least **part** of a product / solution.
3 - 4	• The student **uses** appropriate techniques and equipment. • The student follows the plan and **mentions** any modifications made, resulting in a product / solution of **good** quality.
5 - 6	• The student **competently uses** appropriate techniques and equipment. • The student follows the plan and **justifies** any modifications made, resulting in a product / solution of **appropriate** quality using the resources available.

Evaluate Created T.shirt and Print against - Project Brief

Yr 10 Materials – Fashion Statements T.shirt Project
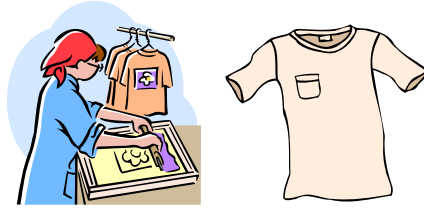
Fashion Statements – Student personal comment:
Now that I have completed the project…

Statement T.shirts:
Description of importance / relevance to my – life, society, and / or environment…

Chosen Cause / Organisation:
Description of importance / relevance to my – life, society, and / or environment…

Visual Communication Specifications:

Visual Communication Key Factor	Explain how your T.shirt / Print - meets these specifications / could be improved
1	
2	
3	

<u>**Teacher Notes: Planning**</u>

Complete the following Planning tasks:

1: Skill Development:

- Demonstrate the Screen-Printing methods.
- Give out the notes. Students make own samples and PMI of 'method'.
- Record any important safety / equipment / procedure notes.

- T.shirt Lay-Plan rules / diagram worksheet activity.
- Pattern modification notes (if required).

- Class discussion – Agreed Construction Quality Standards (handout).

- Reminder about completing Investigation 'Plan a test' tasks.

2: T.shirt Construction:

- Students will - Follow the Teacher sewing steps to construct the T.shirt.
- Fill in the construction sequence steps chart as you go.
- Students can draw diagrams as well for step clarification.

- Students must take minimum **X3 photos** of T.shirt construction progress.

3: Print design – Individual Plans:

- Explain how to make a 'master print plan'. This is not cut up.

- Reminder discussion about 'layers', colour build-up, which methods to use, heat setting.

- Students must keep all templates, samples, test prints to include in their workbook to show printing development progress.

- Students must take minimum **X3 photos** of printing progress.

- Students - Discuss your chosen Final design with the teacher.
- Work out any complexity / layering issues.

- Complete the Individual Print Planning Resource charts.
- Outline the steps / resources / time / materials / process details - required to create your print design.

- Swing Tag Communication task.

4: Evaluate the printing plan.

- Show your plan to – peer, teacher. Get these people to comment on the following -

- Could someone else construct your print by following your plans?
- Is there enough detail?
- Are the steps logical?
- Will the design work? Is it too complex? Too simple?
- Do you need to modify the design / plan ?
- Write a reflection paragraph to describe / evaluate your plans.
- I need to modify – what, why…

5: After print construction.

- Write a detailed paragraph to explain – what I learned in the construction / planning / design preparation stage.

- Comment on construction / applied design issues, safety, equipment, potential design problems, modification to design plans, problem solving, successes……..etc…

T.Shirt construction Steps

- **Plan / draft out the surface embellishment design for the T.Shirt.**
- **Work out : how many / what types of printing screens you need / appliqué shapes etc……**
- **Trial your ideas on scrap fabric - to make sure it works - and that it looks how you want it to.**

1: Plan any alterations to the pattern.
Make new pattern pieces. Add new seam allowances.

2: Pin patterns to fabric. Cut out.

3: Apply surface embellishment design to cut T.Shirt pieces.
If using printing ink – heat-set the print when dry.

4: Join up any panels. (p,z,o)

5: Sew shoulders. Front to back. Right sides together. (p,z,o)

6: Over-lock the sleeve hem edge.

7: Sew the sleeves into the armholes. Right sides together. (p,z,o)

8: Sew the side-seams. Right sides together.
Go down the sleeves and into the side-seam. (p,z,o)

9: Over-lock around the body hem edge.

10: Sew the hem. (2cm turn-up) Zig-zag or straight stitch.

11: Sew the sleeve hem. (2cm turn-up) Zig-zag or straight stitch.

12: Join the neckbands into a loop or a 'v'. (p,z)
Wrong sides together.

13: Evenly pin neckband into neckline.
Sew the neckband into the neckline.   (p,z)

14: Quality control check.

(P,Z,O) = pin, zig-zag, over-lock

T.Shirt Lay-Plan Rules

1: Place pattern pieces wisely. Do not waste the fabric.

2: NEVER cut the fold.

3: All hems pointing in the same direction.

4: Greatest stretch of fabric <u>goes around</u> the body.

5: Don't overlap pattern pieces.

6: Pin, check, cut – in that order.

7: Front and Back first. Then Sleeve and Neckband.

8: Save all fabric scraps for your screen-printing tests.

Front or Back

- Fold fabric so there is a 'double fold'.
- Place Front or Back pattern pieces against each fold-line.
- NEVER cut the fold-line.
- Pin, check, cut.

- Use remainder fabric for sleeves and neckband.

Sleeve and Neckband

- Re-fold the fabric so there is a 'single fold'.
- Place Sleeve pattern on fabric. Pin.
- Place neckband against the fold-line. Pin.
- Pin, check, cut.

Plan

Yr 10 Materials – Fashion Statements T.shirt Project
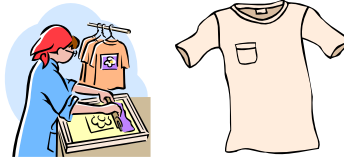
Essential Question:
Did you get the Message?

Problem / Issue to solve / Focus idea:
Create a 'Fashion Statement': Context: Choose a 'good cause' organisation that you could present a positive life message for – a 'fashion statement' that will promote continued awareness of that organisation's cause or fundraising campaign. Your T.shirt will be exhibited at the end of the topic to a public audience – so be sure they will 'get the message'!.

Complete the following Planning tasks:

1: Skill Development:

- Screen-Printing demonstrations.
- T.shirt Lay-Plan rules / diagram.
- Agreed Construction Quality Standards (handout).

2: T.shirt Construction:

- Follow the Teacher sewing steps to construct your T.shirt.
- Fill in the construction sequence steps chart as you go.
- Minimum <u>X3</u> sewing progress photos.

3: Print design – Individual Plans:

- Discuss your chosen Final design with the teacher. Work out any complexity / layering issues.
- Complete the Individual Print Planning charts.
- Minimum <u>X3</u> Print progress photos.

4: Evaluate the printing plan:

Show your construction and printing plans to a peer and / or teacher.
Could someone else construct your print by following your plans?
- Write a reflection paragraph to describe / evaluate your plans.
- Is there enough detail?
- Are the steps logical?
- Will the design work? Is it too complex? Too simple?
- Do you need to modify the design / plan? What? Why?

5: T.Shirt completion.

- Complete the 'Communicating your message to a live audience' worksheet.

	Criterion C: Plan
Task Assessed: Fashion Statements T.shirt Project.	

Achievement level	Descriptor
0	• The student does not reach a standard described by any of the descriptors below.
1 - 2	• The student produces a plan that contains **some details** of the steps and / or the resources required.
3 - 4	• The student produces a plan that contains a number of **logical** steps that include resources and time. • The student makes some attempt to evaluate the plan.
5 - 6	• The student produces a plan that contains a **number** of **detailed, logical** steps that describe the use of resources and time. • The student critically evaluates the plan and justifies any modifications to the design.

Chosen Cause / Organisation Specifications:

Key Factor	Explain how your T.shirt / Print - meets these specifications / could be improved
1	
2	
3	

Functional Criteria: Visual / Quality Attributes

Specifications for construction / modelling in Exhibition:

Key Factors	Explain how your T.shirt / Print - meets these specifications / could be improved
1	
2	
3	

Answer the following questions:

Is the print a success?

1. Explain how the **individual print planning / test printing** - helped you in your screen-printing preparation and printing.
2. What issues / problems - did you have to overcome to **achieve a good quality print?** How did you solve these issues / problems?
3. Did you **modify / change** the original Final design sketch that you planned?
4. **Explain any Modifications** - What changed from your **original Final design** – to the **actual printed design message**?. Why?. Give reasons…
5. How did any modifications to the original design **improve** your original design idea?.
6. How does your **final printed design link better** to your chosen cause / organisation?
7. What could you do **differently in future to improve / enhance** your final print design? What?. Why?

Answer the following questions:

Is your final product a success?

1. Is your sewing a success?
2. Is your printed message a success?
3. How **will / could** your final print design make an **impact on life, society, environment?**
4. How **does / could** your printed message **help your chosen good cause / organisation?**
5. Think about your finished T.shirt. In **what ways** could you use / display your garment – to **get your message across to people? Explain.**
6. Based on the results of your 'plan a test' testing – is your T.shirt a success? Does it suit the target audience?
7. What impact will your T.shirt / printed message have on life / society / environment.
8. Improvements?

Evaluate my own Performance

For each stage of the design cycle – you are expected to evaluate your own performance and to suggest ways in which your performance could be improved.
Think - what was required for each stage? Did I work to my best ability? Were my outcomes of a good standard?

Investigation   **Design**   **Plan**   **Create**   **Evaluate**   **Attitude**

Investigation
Date: Comment:

Design
Date: Comment:

Plan
Date: Comment:

Create

Date: Comment:

Evaluate

Date: Comment:

Attitude

Date: Comment:

Rate yourself:

	Low		Middle		High
Investigate	**1**	**2**	**3**	**4**	**5**
Design	**1**	**2**	**3**	**4**	**5**
Plan	**1**	**2**	**3**	**4**	**5**
Create	**1**	**2**	**3**	**4**	**5**
Evaluate	**1**	**2**	**3**	**4**	**5**
Attitude	**1**	**2**	**3**	**4**	**5**

Final – Completed <u>T.Shirt</u> – Checklist   x ✔
**Self and peer assessment checklist**

*Tick in the box where you think your <u>**completed**</u> T.Shirt should rate.*
Assess your own work and - Get a partner to assess your work as well.

Final – completed T.Shirt - checklist.	Not yet 0	Okay 1 - 2	Good 3 - 4	Great 5 - 6
Self Assessor: Name:				
No loose threads.				
No puckering in seams.				
Seams are sewn with close / matching coloured thread.				
All seams are zig-zagged first, then over-locked.				
All hems are minimum 2cm wide.				
Screen printed message is applied.				
Print matches final design sketch.				
Print is heat set.				
Final heat machine press.				
Student comment:				
Peer Assessor: Name:				
No loose threads.				
No puckering in seams.				
Seams are sewn with close / matching coloured thread.				
All seams are zig-zagged first, then over-locked.				
All hems are minimum 2cm wide.				
Screen printed message is applied.				
Print matches final design sketch.				
Print is heat set.				
Final heat machine press.				
Overall Teacher Rating:				
Overall Quality Standard.		**Fair Quality**	**Good Quality**	**High Quality**

Evaluate
Yr 10 Materials – Fashion Statements T.shirt Project
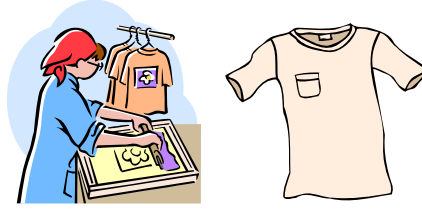
Essential Question:
Did you get the Message?

Problem / Issue to solve / Focus idea:
Create a 'Fashion Statement': Context: Choose a 'good cause' organisation that you could present a positive life message for – a 'fashion statement' that will promote continued awareness of that organisation's cause or fundraising campaign. Your T.shirt will be exhibited at the end of the topic to a public audience – so be sure they will 'get the message'!.

Complete the following Evaluate tasks:

1: Complete the Investigation stage 'Plan a Test' tasks.
- Record results of testing. Write a conclusion for each test.

2: Complete the 'Evaluation against Project Brief' worksheet.

3: Complete the Evaluate my own performance – Design Cycle Steps handout.

4: Final response to Essential question.

Technology Assessment MYP   **Y10 Materials**

Criterion E: Evaluate	
Task Assessed: Fashion Statements T.shirt Project.	
Achievement level	**Descriptor**
0	• The student does not reach a standard described by any of the descriptors given below.
1 - 2	• The student evaluates the product / solution **or** her own performance. • The student makes some **attempt to test** the product / solution.
3 - 4	• The student evaluates the product / solution **and** her own performance and suggests ways in which these could be improved. • The student **tests** the product / solution to evaluate it against the design specifications.
5 - 6	• The student evaluates the success of the product / solution in an objective manner based on the **results of testing**, and the **views of the intended users.** • The student provides an evaluation of her own performance **at each stage of the design cycle** and suggests improvements. • The student provides an appropriate evaluation of the **impact** of the product / solution on life, society and / or the environment.