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| Trash to Fashion |
| YEAR 10 Term 2, 2017 |

**Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher:**

**Date Distributed:** Week 3, Tuesday 14th February, Period 2

**Draft Date:** Continuous – teacher to check progress during practical lessons

**Due Date:** Week 9, Tuesday 28th March, Period 2

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| **Word Length :** | 600-800 words | **Conditions:** | 6 weeks working time, class time (~5 lessons), tutorials (x2) and homework |
| **Form :** | Research Journal  Process Journal  Product & Evaluation | **Resources:** | Internet, Teacher Input, Sewing machines and after school tutorials (x2) |

*Tutorial dates as follows:*

Week 4 – Wednesday 21st February, 3.30pm-4.30pm

Week 6 – Wednesday 7th March, 3.30pm-4.30pm

Trash to Fashion

**Introduction to Textiles: Upcycling**

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| **Assessable Elements** | | | **A** | **B** | **C** | **D** | **E** |
| **Dimension 1:** | Knowledge and Understanding | |  |  |  |  |  |
| **Dimension 2:** | Reasoning and Communicating Processes | |  |  |  |  |  |
| **Dimension 3:** | Practical Performance | |  |  |  |  |  |
| **Global Result** |  | | | | |

***Authentication of Student Work***

I hereby declare all ideas and information presented in this assignment to be my own. All quotes, images and ideas taken from other sources (both print and electronic) have been acknowledged appropriately within the text and included in the Bibliography.

**Signed:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Considering your skill and the aspects of the design brief, construct an appropriate item, demonstrate your informed decision making with a research and process journal and evaluate your end product and processes.***

**Design Brief**

As part of your induction to the fashion industry your new boss has asked you to produce an item that demonstrates a range of sewing skills and uses waste/ recycled material to create an upcycled garment that gives them a greater insight into your sense of style and understanding of sustainability. You are required to complete your item over a period of 6 weeks and will need to submit this item in week 9 of Term 2. Your up-cycled garment must also include at least 2 different embellishments. You have been provided with a budget of $30 to complete your item.

**Steps in writing a Process Journal:**

1. First page is the title page (Student name, Teacher name, Subject name)
2. Write out your design brief
3. Mood board (respond to the design brief taking elements of what you like and who you are as an individual). You may like to utilise [www.polyvore.com](http://www.polyvore.com)
4. Key and basic factors (KEY factors – require further research & BASIC factors – are spelt out and include such factors as time, cost and sewing skills)
5. Investigation of key factors (PANTONE) – fashion/forecasting – this section of the process journal allows you to examine the latest trends and fashions and part of this process is the inclusion of imagery
6. Draw you design – this it to be in the form of an annotated (labelled) diagram – What is your bag going to look like? Remember to include front and back.
7. Photos and samples of every stage of what you are doing and include sample construction techniques – (camera)
8. Table discussing your progress:

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| Lesson (date) | What you want to achieve: | What you achieved: |
|  |  |  |

**SCHOOL NAME**

**YEAR 10: TRASH TO FASHION**

**PRACTICAL SEWING TASK: WEARABLE ARTS**

**STUDENT:**

**TEACHER:**

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| ***When performing theoretical tasks, the student:*** | | | | | |
| **A** | **B** | **C** | | **D** | **E** |
| **The student work has the following characteristics:** | | | | | |
| **DIMENSION 1: KNOWLEDGE & UNDERSTANDING** | | | | | |
| * Explores factors that affect decision-making. Justifies decisions. | * Investigates most of the factor(s) that affect decision making. Justifies most decisions made. | * Investigates some of the factors that affect decision making. Justifies some decisions made. | | * Describes some factors that affect decision making with limited justification. | * States some factors that affect some aspect of decision making. |
| * Effectively plans and organizes resources for completion of task, managing all available resources efficiently. | * Adequately plans and organizes resources for completion of task, managing most available resources efficiently. | * Plans and organizes resources so that task is completed to acceptable standard, managing some resources. | | * Attempts to plan and organise resources so that task is completed. | * Planning and organisation may not be sufficient to ensure task is completed. |
| **The student work has the following characteristics:** | | | | | |
| **DIMENSION 2: REASONING & COMMUNICATING PROCESSES** | | | | | |
| * Innovative use of appropriate modes and genres for communicating using correct grammar and spelling. | * Uses appropriate modes and genres for communicating using predominately correct grammar and spelling. | * Effective communication using satisfactory grammar and spelling. | | * Communication using grammar and spelling with errors. | * Communication using grammar and spelling with many errors. |
| * Through analysis of significant, relevant information from a variety of sources. | * Detailed analysis of relevant information from a variety of sources. | * Analysis of relevant information from sources. | | * Simple analysis of information from provided sources. | * Aspects of information from provided sources. |
| * Synthesis and discerning and detailed evaluation of evidence, justification of valid and supported conclusions or solutions. | * Synthesis and detailed evaluation of evidence, justification of supported conclusions or solutions. | * Synthesis and evaluation of evidence, justified conclusions or solutions. | | * Synthesis and simple evaluation of evidence with simple conclusions or solutions. | * Superficial evaluation and conclusions or solutions. |
| * Effective use and sustained control of communication using appropriate modes and language for the intended purpose and audience. | * Effective use and control of communication using appropriate modes and language for the intended purpose and audience. | * Suitable communication, appropriate modes and language for the intended purpose and audience. | | * Use of communication and modes to present information. | * Communication of aspects of information. |
| ***The student work demonstrates evidence of:*** | | | | | |
| **DIMENSION 3: PRACTICAL PERFORMANCE** | | | | | |
| * Quality products, processes or services developed by precise and controlled implementation of production process. | * Successful products, processes or services completed by controlled implementation of production processes. | * Completed products, processes or services compiling with design briefs. | * Parts of products, processes or services complying with elements of design briefs. | | * Parts of products, processes or services. |
| * The student with no guidance applies knowledge, techniques and procedures to demonstrate a range of practical skills to produce high quality products. | * The student with minimal guidance applies knowledge, techniques and procedures to demonstrate practical skills to produce quality products. | * The student with some guidance applies knowledge, techniques and procedures to demonstrate practical skills to produce acceptable products. | * The student with guidance applies knowledge, techniques and procedures to demonstrate a range of practical skills to produce products. | | * The student rarely demonstrates practical skills to complete aspects of products. |
| * In doing this the student demonstrates comprehensive knowledge and correctly adheres to and implements all procedures and rules relating to: * Zig zag stitch or overlocking * Straight stitch * 2 Embellishments * Undertake brief development to address an issue (sustainability and recycling issue) and design an upcycled garment | * In doing this the student demonstrates a thorough knowledge and usually adheres to and implements all procedures and rules relating to: * Zig zag stitch or overlocking * Straight stitch * 2 Embellishments * Undertake brief development to address an issue (sustainability and recycling issue and design an upcycled garment | * In doing this the student demonstrates a satisfactory knowledge and usually adheres to and implements all procedures and rules relating * Zig zag stitch * Straight stitch * 1 Embellishments * Undertake brief development to address an issue (sustainability or recycling issue) | * In doing this the student demonstrates some knowledge and usually adheres to and implements all procedures and rules relating to: * Zig zag stitch * Straight stitch * 1 Embellishments * Develop a design to upcycle an old garment | | * In doing this the student demonstrates limited knowledge and usually adheres to and implements all procedures and rules relating to: * Zig zag stitch * Straight stitch * No Embellishments |
| * Overall, finished product is of high quality. | * Overall, finished product is of quality. | * Overall, finished product is of acceptable quality. | * Overall, finished product varies in quality. | | * Some skills are demonstrated and these may or may not be put together to complete a product. |
| * Product completely finished and ready for use. * Product is presented to effect. | * Product finished and ready for use. | * Product finished and ready for use after minor adjustments. | * Overall, finished product varies in quality. | | * Some skills are demonstrated and these may or may not be put together to complete a product. |
| * Product would satisfy functional requirements of brief. Eg. Wearability * Clients in case study would consider product high quality. | * Product would satisfy most functional requirements of brief. * Clients of case study would consider product quality. | * Product would satisfy most functional requirements of brief. * Clients would consider product satisfactory. | * Product would satisfy some functional requirements of brief. * Clients of case study may not consider product satisfactory. | | * Aspect of product would satisfy some functional requirements if product were complete. |
| Evaluates planning and implementation, making recommendation if relevant. | * Evaluates some aspects of planning and implementation making recommendations if relevant. | * Evaluates some aspects of task performance. | * Aspects of product would satisfy some functional requirements if product were complete. | | * Evaluation incomplete. |
| * Innovative use of appropriate modes and genres for communicating using correct grammar and spelling. | * Uses appropriate modes and genres for communicating using predominately correct grammar and spelling. | * Effective communication using satisfactory grammar and spelling. | * Communication using grammar and spelling with errors. | | * Communication using grammar and spelling with many errors. |

**Teacher comments:**

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**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Overall grade:** |