

Fashion and Textiles SUBJECT INFORMATION

UNIT 1 – Skills demonstration year 10 /11

30% of marks – portfolio submission in March year 11 – 72 marks

Mark on how confident you are with each topic and what you need to do, use this as a checklist for your revision notes and then to keep track of the topics you have revised. Tick and date once you have completed the tasks.

| Topic | How confident am I? | | | What do I need to do to improve my understanding – create a mind map, write revision note cards, use online tests, attempt some practice question papers, read and highlight my notes.... OR Who do I need to seek support from to help me progress | I have made my revision notes on this topic | I have revised this topic | I am confident on this topic | Evidence |
|---|---|---|---|---|---|---------------------------|------------------------------|----------|
| |  |  |  | | | | | |
| | I could teach | I would need to look at my notes | I can not remember | | | | | |
| Overview from syllabus | | | | | | | | |
| Content from syllabus | | | | Specific skills or knowledge to be assess | | | | |
| 3.1.1 Unit 1 skills and associated knowledge | | | | | | | | |
| 1. Colouring fabrics | | | | Knowledge of different techniques for colouring fabrics to include: • Dyeing: tie dye, batik • Printing: screen printing, block printing, dye sublimation. Understand the appropriate use of these techniques and demonstrate knowledge of fibre and fabric properties that make them fit for purpose. | | | | |
| 2. Surface embellishment | | | | Knowledge and understanding of different decorative techniques including: • application of a range of different decorative components, decorative buttons, beads, sequins, ribbons, shisha mirrors • appliqué • embroidery – hand and machine techniques • quilting. Understand the appropriate use of these techniques including how fabric type and construction affects their success. | | | | |

| | | | | | | | | |
|---|--|--|--|--|--|--|--|--|
| 3. Fabric manipulation and shaping for functional and decorative purposes | | | | Knowledge and understanding of different techniques to manipulate fabrics including: • gathers • tucks • pleats • darts. Learners should demonstrate their ability to consider the effects of the techniques and be able to select fabrics that are relevant for the intended effect. Understand the appropriate use of these for different applications | | | | |
| 4. Joining fabrics | | | | Knowledge and understanding of different types of seams including: • seams which require an edge finish: open seams, overlocked seams, notched and clipped seams • self-finishing seams: French seams and double stitched seams • use of top-stitching. Understand how to select seams that are appropriate for the fabric and product. | | | | |
| 5. Applying fastenings | | | | Know and understand different techniques to apply fastenings including: • zips • buttons and buttonholes • hooks and eyes • eyelets • hook and loop fasteners (Velcro ®) • ties, straps and buckles • magnetic fasteners. Understand the appropriate use of these different applications in relation to fabric strength, construction and needs of the end user of the product. | | | | |
| 6. Functional and decorative edge finishes | | | | Knowledge and understanding of different functional and decorative edge finishes including: • hems • cuffs and waistbands • bindings • facings • piping. Learners should understand how and when to apply these finishes appropriately. Learners should know the importance of fabric grain on the success of the process. | | | | |
| 7. Construction techniques | | | | Knowledge and understanding of different methods of sleeve setting, making collars and pockets including: • easing fitted sleeve into front and back armhole, raglan and cap sleeves • flat and stand collar styles eg: mandarin, Peter Pan, shirt collar • pockets, | | | | |

| | | | | | | | | |
|-------------|--|--|--|---|--|--|--|--|
| | | | | patch, in-seam, faced pocket, pockets with fastenings, gusseted pockets. Understand how to apply an appropriate method. Understand how these processes can create 3D forms in products. | | | | |
| 8. Teamwork | | | | Knowledge and understanding of the key elements of teamwork: <ul style="list-style-type: none"> • working to create a textile-related outcome as a member of a team • participation and collaboration with others, communication, following instructions, time management, understanding their roles and leadership • learners should understand the different roles within a commercial development tea. • demonstrate collaborative planning and manufacturing skills and the ability to work with others to achieve common goals • learners should be given opportunities to apply team work skills in real contexts. | | | | |

Fashion and Textiles SUBJECT INFORMATION

UNIT 2 – Extended making project year 10 /11

30% of marks – portfolio submission in March year 11 – 72 marks

Mark on how confident you are with each topic and what you need to do, use this as a checklist for your revision notes and then to keep track of the topics you have revised. Tick and date once you have completed the tasks.

3.2 Unit 2: Extended making project – task set by school in conjunction with exam board

| | | | | | | | | |
|-------------------------------|--|--|--|---|--|--|--|--|
| 1. Production planning | | | | produce plans to ensure efficient production and successful completion to include: <ul style="list-style-type: none"> • step-by-step instructions to show logical and efficient sequences of work • detailed working drawing • manufacturing specification • costs of production, including the constraints of budget and timescale | | | | |
| 2. Construction and finishing | | | | Make seams suitable for purpose: open/ plain, notched and clipped, French and double stitched seams, and how to finish the edges of seams including: <ul style="list-style-type: none"> • edge stitching • overlocking • pinking • binding. | | | | |

| | | | | | | | | |
|---|--|--|--|---|--|--|--|--|
| Using a pattern | | | | Understand pattern notation and know how to carry out basic pattern modifications to adapt size, shape and style. | | | | |
| Fastenings | | | | Understand how to add zips, buttons, hooks and eyes, eyelets, hook and loop fasteners (Velcro ®), poppers, ties and straps with buckles, magnetic fasteners. | | | | |
| Construction techniques and edge finishes | | | | Understand how to construct and place cuffs, collars, pockets, bindings, facings, piping, hems and waistbands on products. | | | | |
| Combining materials | | | | Know how to apply interfacing, fusible interfacing and incorporate linings. | | | | |
| 3. ICT | | | | Understand the use of ICT to research, present and communicate information. | | | | |
| 4. Product analysis and development | | | | Be able to analyse past and present fashion and textile designs in order to evaluate shape, style, aesthetics, choice of materials and components, construction techniques, decorative techniques, fitness for purpose, marketability. Use disassembly to make critical judgements about the design, manufacture and performance of existing products. Be able to modify and adapt existing designs from results of investigations analysing existing products. | | | | |
| Trend forecasts | | | | The influences of trend forecasts on the design of fashion and textile products. | | | | |
| Specifications | | | | Understand the purpose and value of specifications to guide development, manufacture and for testing final outcome against. | | | | |
| Understand the needs of clients | | | | Be aware of the needs of different groups of users of textile products so that the products they develop and make are fit for the intended purpose. | | | | |
| Testing and evaluation | | | | Use ongoing evaluation to make judgements and to suggest improvements during development and making activities. Consider other peoples' views when selecting and | | | | |

| | | | | | | | | |
|---|--|--|--|---|--|--|--|--|
| | | | | refining product developments, when carrying out practical activities and testing and evaluating the final outcome | | | | |
| Customised fashion | | | | That fashion and textile products can be altered to personalise design, and that new technologies can make this commercially viable. The benefits of customisation to consumers and manufacturers. Select and use materials efficiently | | | | |
| 5.Health and safety | | | | Learners should be aware of and understand risk assessments in relation to: • the correct and safe use of tools and equipment • the correct and safe usage and disposal of materials, chemicals, solvents, flammable and toxic substances used in textile manufacture • the need for correct protective clothing and safe working practices | | | | |
| 6.Communication Skills Learners should be able to communicate their decisions effectively using a range of techniques appropriate to the audience. | | | | Have knowledge and understanding of the following skills: • verbal • written (including electronic documents and data, activity logs, meeting minutes) • effective listening • respect for others' opinions • negotiation • assertiveness • providing feedback. | | | | |

Fashion and Textiles SUBJECT INFORMATION

UNIT 3– fundamentals of fashion and textiles year 10 /11

40% of marks – written paper 1hour 30 mins year 11 – 96 marks

Section A multiple choice 20 marks

Section B Mixture of short answers and extended response 76 marks

Mark on how confident you are with each topic and what you need to do, use this as a checklist for your revision notes and then to keep track of the topics you have revised. Tick and date once you have completed the tasks.

| | | | | | | | | |
|---|--|--|--|---|--|--|--|--|
| 1. Computer Aided Design/Computer Aided Manufacture (CAD/CAM) | | | | Know about the importance and benefits of using CAD/CAM in textile production in a global fashion industry. That CAD/CAM can be used for: • lay planning and computer controlled cutting • making and sewing of pockets • embroidery • laser cutting. | | | | |
|---|--|--|--|---|--|--|--|--|

| | | | | | | | | |
|---------------------------------------|--|--|--|---|--|--|--|--|
| | | | | Understand that CAD/CAM can be important to enhance accuracy and efficiency of production, assure aesthetic quality and reduce manufacturing costs. | | | | |
| 2. Environmental and ethical issues | | | | The influence of ethical trading and the consumers' role in social and environmentally sustainable design. The moral and environmental issues associated with textiles sourcing of materials and production. What is meant by: • the recycling of textiles • waste reduction • organic and Fair Trade textiles • bio fibres • biodegradable fibres/fabrics. | | | | |
| Commercial enterprise | | | | How work is divided between departments in textile manufacturing companies. Be aware of fashion start-up businesses, including use of social media to promote business. The need to know target market and the requirement for a unique selling point (USP) and brand identity in order to succeed in business. The advantages and disadvantages of different methods of selling fashion and textile products: • independent retail outlet/boutique • high street shop • department store franchise • craft market • website. | | | | |
| 3. Materials and components Fibres | | | | Working knowledge of physical and aesthetic characteristics of the following fibres: • natural fibres: • animal fibres (wool and silk) • plant fibres (linen, cotton and bamboo) • regenerated fibres (viscose, Tencel ® and Lyocell ®) • synthetic fibres (polyester, polyamide and elastomeric). Understand the need to combine fibres, to include polyester/cotton and combinations including elastomeric fibre | | | | |
| Yarns | | | | Understand that fibres need to be made into yarns before they can be knitted or woven into fabric. The differences between staple and filament yarns | | | | |
| Fabric construction | | | | Investigate woven fabrics (plain weave, twill | | | | |

| | | | | | | | | |
|--|--|--|--|--|--|--|--|--|
| | | | | weave and satin weave), knitted fabrics and non-woven interfacing fabric. Through disassembly investigate how they are constructed. Understand that laminated fabric (Gore-tex®) is suitable for active outdoor wear. | | | | |
| Working properties of fibres and fabrics | | | | Assess and evaluate how they can impact on fabric choices for products: • be able to use fabric specifications to select appropriate fabrics for use in fashion, clothing, fashion accessories, home furnishing textile products and children's textile toys • be aware of the impact of fibre and fabric choice on aftercare and be able to identify appropriate care label symbols • understand the factors which constitute suitability/fitness for purpose, ie wearability, warmth, comfort, absorbency, durability, aftercare, safety, flammability, stain resistance, aesthetic qualities. | | | | |
| Modern, smart and technical fabric | | | | Have basic knowledge of technological advances in textile materials that are relevant to fashion, clothing, fashion accessories, home furnishing textile products and children's textile toys: • micro-encapsulated fabric • thermochromatic fabric • reflective fabric • use of microfibres for sportswear • biomimetic (morphotex®, Fastskin®, Stomatex®) • Kevlar® and Nomex®. | | | | |
| Finishes | | | | Have a working knowledge of the need for finishes to be applied to fabrics in order to improve their performance in relation to: • stain resistance (Teflon ®) • water resistance • flame retardancy (Proban ®) • crease resistance • brushing. Evaluate the effects of these fabric finishes, paying attention to: • use • comfort • safety • maintenance • manufacturing costs • retail price. | | | | |
| Components | | | | Select and evaluate the function, suitability and safety of manufactured components in fashion, clothing, fashion accessories, home | | | | |

| | | | | | | | | |
|--|--|--|--|---|--|--|--|--|
| | | | | furnishing textile products and children's textile toys. Identify and have a knowledge of components including: • fastenings (to include zips, buttons and Velcro®, buckles, plastic clips, magnetic fasteners) • threads (machine and embroidery threads) • a range of trimmings • interfacing (iron-on and sew-in) • motifs • labels. | | | | |
| Consumer protection and labelling | | | | Be aware of consumer rights. Have knowledge of safety warnings on textile products to include flammability warnings on nightwear, the Lion mark, the Kitemark, the CE mark. | | | | |
| Wearable technology | | | | Be aware of the technological advancements in component design including: • conductive threads • LEDs • health and fitness monitors and use of GPS technology in fashion. | | | | |
| 4. Colouring fabric and decorative techniques Dyeing and printing | | | | Knowledge and understanding of: • tie dye • batik • screen printing • block printing • sublimation printing. | | | | |
| Surface decorative techniques | | | | Knowledge and understanding of when to select and how to use the following decorative techniques to improve the aesthetic qualities of textiles, fabrics and fashion products: • hand and machine embroidery • appliqué • quilting • embellishment with decorative components including decorative buttons, beads, sequins, ribbons and shisha mirrors. | | | | |
| Fabric manipulation | | | | Understand how to manipulate fabric to improve the fit, function and aesthetic qualities of textiles, fabrics and fashion products. They should have knowledge of: • pleats • darts • gathers • tucks. | | | | |
| 5. Tools and equipment Using cutting, stitching, finishing and decorative techniques tools and equipment. Select for use appropriate textile tools and equipment including Computer | | | | Hand tools and equipment for measuring, marking and modelling: • ruler, measuring tape, pattern master • pins • tailor's chalk • pattern blocks and mannequins. Hand tools and equipment for cutting fabric: • scissors • pinking shears • seam rippers • rotary cutters. Hand tools and equipment for colouring and | | | | |

| | | | | | | | | |
|---|--|--|--|---|--|--|--|--|
| <p>Aided Design/Computer Aided Manufacture (CAD/CAM) as appropriate. Know and understand how to use available appropriate tools, machinery and equipment, accurately and safely to produce own high quality products.</p> | | | | <p>embellishing: • range of needles • embroidery hoop • tjanting tool • frame for stretching fabrics • craft knife and cutting mat • screen and squeegee • printing block • brushes • spray diffuser. Heated equipment: • iron • heat press • wax pot. Machinery and computers: • computer, digital camera, printer • sewing machine • overlocker • embroidery machine • laser cutter • sublimation printer • 3D printer.</p> | | | | |
| <p>6. Industrial processes Manufacturing systems</p> | | | | <p>Understand the various industrial systems used to produce fashion, clothing, fashion accessories and home furnishing textile products (batch and one-off production) and procedures including: • Just In Time (JIT) • line production organisation • sub-assembly.</p> | | | | |
| <p>Quality assurance and control</p> | | | | <p>Understand that Quality Assurance (QA) is about a company's commitment to quality and that Quality Control (QC) is a part of Quality Assurance. They should understand the importance of QA and QC in commercial manufacture. Learners should take steps to ensure accuracy and quality in their own practical work. Understand the need to test against the set specification. Working to tolerances. Incorporate modifications as necessary during manufacture to ensure high quality functioning products</p> | | | | |
| <p>Health and safety</p> | | | | <p>Have an awareness of legislation to include: • Control of Substances Hazardous to Health (COSHH) • Health and Safety at Work Act (1974). Learners should show awareness of and demonstrate safe working practices when undertaking practical work.</p> | | | | |
| <p>7. Career opportunities Fashion and textiles roles and employment.</p> | | | | <p>Opportunities to work in fashion and textiles in design, manufacturing, retail and media include a wide range of jobs. Learners should have an awareness of the following roles, including the work involved and the skills and qualifications required: • Fashion designer</p> | | | | |

| | | | | | | | | |
|--|--|--|--|---|--|--|--|--|
| | | | | <p>(creates new ideas for fashion and textile products) • Pattern designer and grader (develops pattern templates used to make products and grades them so that different sizes can be made) • Garment technologist/product developer (makes sure that designs can be manufactured efficiently and economically and are of a high quality) • Sample machinist (makes the first sample of a new design so that instructions can be given to the manufacturer) • Fashion buyer (chooses fashion and textile products to be sold in retail outlets) • Visual merchandiser (arranges window and store displays within retail outlets) • Fashion stylist (selects clothing and accessories for magazine articles, advertising campaigns and public appearances made by celebrities) • Fashion blogger (uses social media to advise on style, what is available in shops and provide do-it-yourself fashion advice to followers).</p> | | | | |
| | | | | | | | | |

Review of previous examinations: