

Sophie Anderson

Curriculum Assignment Part Two

Art Teaching Education
Cilla Fahey-Gilmore

Forward Term Planner

Year 9 – Term 4 – Nature Textile

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Lesson 1	Intro into textile, video of artists, discuss physical examples. Drawing of nature from book images	Sewing machine intro – safety. Basic sewing – line zig zag. Layering material	Working on molas piece to completion	Development of shape lace piece	Working on image lace making	Beginning of major project	Working on major project	Working on major project	Working on major project	Finishing textile project – overseeing visual diary's with teacher/feedback given
Lesson 2	Working on drawings from books	Intro into molas.	Introduction into lace making on alginate – pattern making, shape connection	Introduction to image lace making	Development of assignment concept and design	Working on major project	Working on major project	Working on major project	Working on major project	Personal reflection – peer reflection. completion of visual diary – hand in visual diary and work with teacher to display works.

Art department sewing machines – with freehand foot

Nature Textile	
Year 9, Group A	Ms Anderson
Project Description We will embark on a exploration of Nature through Textile art! We will learn about historical practices and the development of contemporary innovations. We will engage with various techniques of sewing; including free-motion, lace making, embellishment and sculpture. This journey will involve honing sewing skills, experimenting with materials, and understanding the principles of composition. You will explore strategies for effectively presenting your work in exhibitions, while also delving into critical analysis to deepen your understanding of your artistic choices and expressions.	
Grades A 100-84 B 83-67 C 66-50 D 49-29 E 28-0 <i>Both Art Making and Responding are weighted equally</i>	

Inquiry and Social, cultural and historical contexts
Research Textile Artists and Techniques: ☐ Historical and modern-day techniques. Explore alginate. History of textile art and its cultural significance. Idea Generation: ☐ Brainstorm and develop concepts. Create mind maps and sketches to refine ideas. Exploration of Materials: ☐ Experiment different textile materials. Experiment with alginate. Develop freehand sewing techniques. Explore mixed media possibilities. Personal Expression: ☐ Reflect on personal, nature and human elements. Document, identify and explore.

Practice
Development of Sewing Techniques: ☐ Practice and refine sewing techniques. Develop patterns and build structures. Incorporate wire into textiles to add dimension and stability. Application of Visual Elements: ☐ Apply elements such as line, shape, and texture in textile art. Use principles of design like balance, contrast, and rhythm effectively. ☐ Create a cohesive composition that integrates nature and human elements. Utilise alginate creatively to enhance visual interest in the artwork.

Presentation
☐ Construction and Assembly: ☐ Build a 3D textile sculpture that represents a scene combining nature and human elements. ☐ Ensure the final piece is A4 size. ☐ Preparation for Exhibition: Finished works will be showcased behind glass display cases in the art studio corridors. Think about how your piece will be displayed. You have use of small plinths, frame stands and pin boards.



Weekly Schedule

Week 1: intro into textile
 Week 2: Sewing machine safety, Intro to Molas
 Week 3: Molas exploration, Intro into Alginate and pattern making
 Week 4: Development of lace
 Week 5: Concept Design
 Week's 6-9: Major project development
 Week 10: Reflection and display



Reflect on display choices and how they enhance the viewer's experience.

- ☐ Reflect on display choices and how they enhance the viewer's experience.

Analysis and interpretation response

Create a artists response considering the following (400 words)

1. **Visual Art Language:**

- ☐ Use appropriate art terminology. Analyse how visual elements and principles are applied in the work. Critically evaluate the use of materials and techniques.

2. **Contextual Understanding:**

- ☐ Analyse how cultural, historical, and social contexts influence textile art. Discuss the relevance of ancient and contemporary textile practices. Reflect on the significance of lace making in different cultural contexts. Interpret how environmental themes are represented in textile art.

3. **Technical Analysis:**

- ☐ Evaluate the technical proficiency of sewing and construction techniques. Analyse the structural integrity and durability of the final piece. Reflect on the challenges faced during the creation process and solutions implemented.
- ☐ Discuss the innovative use of materials and techniques in the artwork.

4. **Reflective Practice:**

- ☐ Reflect on personal artistic growth throughout the term.
- ☐ Analyse the effectiveness of the research and planning stages.
- ☐ Evaluate the success of the final piece in conveying intended themes and messages.
- ☐ Identify areas for future improvement and exploration in textile art.



Julie French – Textile Artist



Nature Textile Learning intentions

Inquiry and Social, cultural and historical contexts
Research Textile Artists and Techniques: ☐ Investigate the historical and modern-day techniques of lace making. ☐ Explore the use of alginate in textile art and its various applications. ☐ Examine the history of textile art and its cultural significance. Idea Generation: ☐ Brainstorm and develop concepts inspired by nature for 3D textile sculptures. ☐ Create mind maps and sketches to document and refine initial ideas. ☐ Annotate research findings to draw connections to personal artwork. Exploration of Materials: ☐ Experiment different textile materials to understand their properties and potential uses. ☐ Experiment with alginate to create patterns. ☐ Develop freehand sewing techniques to incorporate lace making. ☐ Combine textile elements and wire to explore mixed media possibilities. Personal Expression: ☐ Reflect on personal connections to the themes of nature and human elements. ☐ Document how research and exploration inform personal artistic decisions. ☐ Identify styles and concepts from artists that resonate personally. ☐ Explore how these inspirations may influence your final piece.
Practice
Development of Sewing Techniques: ☐ Practice and refine various sewing techniques suitable for your textile sculpture. ☐ Develop patterns and build structures using mixed textiles. ☐ Incorporate wire into textiles to add dimension and stability. ☐ Develop layering and assembling textiles to create complex textures. Application of Visual Elements: ☐ Apply elements such as line, shape, and texture in textile art. ☐ Use principles of design like balance, contrast, and rhythm effectively. ☐ Create a cohesive composition that integrates nature and human elements. ☐ Utilise alginate creatively to enhance visual interest in the artwork.
Presentation
Construction and Assembly: ☐ Build a 3D textile sculpture that represents a scene combining nature and human elements. ☐ Ensure the final piece is A4 size and structurally sound. ☐ Integrate different materials seamlessly to create a unified artwork. ☐ Develop a process plan and follow it to complete the sculpture on time.

Preparation for Exhibition:

Finished works will be showcased behind glass display cases in the art studio corridors. Think about how your piece will be displayed. You have use of small plinths, frame stands and pin boards.

- ☐ Reflect on display choices and how they enhance the viewer's experience.

Analysis and interpretation response

Create a artists response considering the following (400 words)

Visual Art Language:

- ☐ Use appropriate art terminology to describe personal and others' artwork.
- ☐ Analyse how visual elements and principles are applied in the work.
- ☐ Critically evaluate the use of materials and techniques.

Contextual Understanding:

- ☐ Analyse how cultural, historical, and social contexts influence textile art.
- ☐ Discuss the relevance of ancient and contemporary textile practices.
- ☐ Reflect on the significance of lace making in different cultural contexts.
- ☐ Interpret how environmental themes are represented in textile art.

Technical Analysis:

- ☐ Evaluate the technical proficiency of sewing and construction techniques.
- ☐ Analyse the structural integrity and durability of the final piece.
- ☐ Reflect on the challenges faced during the creation process and solutions implemented.
- ☐ Discuss the innovative use of materials and techniques in the artwork.

Reflective Practice:

- ☐ Reflect on personal artistic growth throughout the term.
- ☐ Analyse the effectiveness of the research and planning stages.
- ☐ Evaluate the success of the final piece in conveying intended themes and messages.
- ☐ Identify areas for future improvement and exploration in textile art.

Nature Textile

Rubric

Art Making (50% of Final Grade)

Criteria	A (100-84)	B (83-67)	C (66-50)	D (49-29)	E (28-0)
Research on Textile Artists and Techniques	Thorough and detailed investigation.	Good investigation with relevant information.	Basic research with some details.	Limited research with minimal details.	Inadequate or no research.
Idea Generation	Highly creative concepts, well-documented mind maps, and sketches.	Creative concepts with good documentation.	Basic concepts with some documentation.	Limited ideas and minimal documentation.	No clear ideas or documentation.
Exploration of Materials	Extensive experimentation demonstrating deep understanding.	Good experimentation with a range of materials.	Basic experimentation with some materials.	Limited experimentation with minimal material use.	No experimentation with materials.
Personal Expression	Deep reflection, well-documented influences, strong identification with styles.	Good reflection and documentation of influences.	Basic reflection and some documentation.	Limited reflection and minimal documentation.	No reflection or documentation of influences.
Development of Sewing Techniques	Mastery of sewing techniques, patterns, innovative use of materials.	Proficient in sewing techniques and use of materials.	Basic sewing techniques and some material use.	Limited sewing techniques and minimal material use.	No development of sewing techniques.
Application of Visual Elements	Excellent use of visual elements and design principles.	Good use of visual elements and design principles.	Basic use of visual elements and design principles.	Limited use of visual elements and design principles.	No application of visual elements or design principles.
Construction and Assembly	Highly detailed, structurally sound, seamless integration of materials.	Well-constructed and mostly sound sculpture.	Basic construction with some integration of materials.	Limited construction and poor integration of materials.	No construction or integration of materials.
Preparation for Exhibition	Thoughtful, effective display choices enhancing	Good display choices adding to viewer experience.	Basic display choices.	Limited consideration for display.	No preparation for exhibition.

	viewer experience.				
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Responding (50% of Final Grade)

Criteria	A (100-84)	B (83-67)	C (66-50)	D (49-29)	E (28-0)
Visual Art Language	Detailed use of art terminology, thorough analysis of elements.	Good use of art terminology and analysis of elements.	Basic use of art terminology and analysis.	Limited use of art terminology and minimal analysis.	No use of art terminology or analysis.
Contextual Understanding	Deep analysis of cultural, historical, social contexts with relevance.	Good analysis of contexts with some relevance.	Basic analysis of contexts.	Limited analysis of contexts.	No analysis of contexts.
Technical Analysis	Thorough evaluation of technical proficiency, challenges, innovative use.	Good evaluation with some detail.	Basic evaluation with minimal detail.	Limited evaluation with little detail.	No evaluation provided.
Reflective Practice	Detailed reflection on growth, effectiveness of research, success of the final piece.	Good reflection with some detail on growth and effectiveness.	Basic reflection on growth and success.	Limited reflection with minimal detail.	No reflection provided.

Grade Conversion Table

Final Score Range	Grade
100-84	A
83-67	B
66-50	C
49-29	D
28-0	E

Final Grade Calculation

- Art Making Score:** Average of all criteria scores within the Art Making category.
- Responding Score:** Average of all criteria scores within the Responding category.
- Final Grade:** (Art Making Score + Responding Score) / 2



Forward Planning Document

School Penrhos College	Assistant Teacher -	Mentor Teacher -	Year Level 9
Learning Area <i>Visual Arts</i>	Year Level Description <i>Group A</i>	Topic 3d Textile Sculpture	Time Period Term 4 – 2 classes per week – 10 Weeks
School and Class Context			
Penrhos College is a private, single sex female, high socio-economic school in an affluent suburb. Students' families are predominantly university educated and highly skilled/employed. Parents are involved and students are strongly encouraged to study and apply themselves to achieve high marks. Students actively participate and 90% of students use class time efficiently. Penrhos College has a newly refurbished art department with a dedicated textiles room containing 28 Husqvarna sewing machines and freehand sewing feet. The art storeroom has ample supply of fabrics, a large stock of alginate sheets and a myriad of bobbins and threads.			

WA CURRICULUM					
Strands (for this learning area only)					
Making			Responding		
Sub – Strands (for this learning area only)					
Inquiry	Art practice	Presentation	Analysis	Social, cultural and historical contexts	Interpretation/response
Content Description		Unit Rationale		Year Level Achievement Standard	
Making Ideas for art works, drawing, book researching, drawing. (ACAVAM128) Watching videos of artists works and historical context (ACAVAM125; ACAVAM126) Visual art language (visual art elements and principles of design) used in the development of artwork (ACAVAM125) Recognition and use of visual art conventions (ACAVAM125; ACAVAM128) Personal responses in written and visual form to illustrate understanding of themes, concepts or subject (ACAVAM125) Introduction of ideas inspired by an artistic style in their own artwork (ACAVAM125)		This unit aims to immerse students in the diverse and dynamic world of textile art, fostering their creativity, technical skills, and critical thinking abilities. By exploring both historical traditions and contemporary techniques, students will develop a comprehensive understanding of textile art's rich cultural heritage and its relevance in modern artistic practices. Through hands-on experimentation with materials such as fabrics, thread and alginate, as well as the creation of 3D textile sculptures inspired by nature, students will engage in a process of artistic discovery and self-expression. By critically analysing their own work and that of others, students will deepen their appreciation for the complexities of artistic expression and gain valuable insights into the connections between art, culture, and society.		At standard students are expected to demonstrate moderate proficiency across the assessed criteria outlined in the rubric. This entails conducting research on textile artists and techniques with relevant information provided, generating ideas with documentation, and conducting experimentation of techniques and materials. Students would have displayed reflections on personal influences and styles, with moderate documentation. Sewing safety guidelines to be documented and adhered to. Sewing techniques and material use to be developed to produce a well planned and executed final art piece. Students should exhibit a basic understanding and application of visual elements and design principles in their artwork, with limited analysis provided. A contextual understanding should be demonstrated, with evaluation of technical proficiency and reflective practice showcased. Portfolio of work processes will be assessed, final pieces will be displayed.	

Materials, techniques and technologies explored to develop and represent their own artistic intention (ACAVAM126) Responding Critical analysis frameworks (Feldman) used to analyse artwork from contemporary and past times (ACAVAR131) Use of visual art language (visual art elements and principles of design), visual conventions and art terminology to respond to artwork (e.g. dot point, short answer essay, verbal format) (ACAVAR131)						
General Capabilities						
Literacy	Numeracy	ICT	Critical and Creative Thinking	Personal and Social	Ethical Understanding	Intercultural Understanding
Cross Curriculum Priorities						
Aboriginal and Torres Strait Islander Histories and Cultures		Asia and Australia’s Engagement with Asia		Sustainability		

Term 4, Week 1, Lesson 1					
Learning Intent Success Criteria	Assessment Plan	Materials and Resources	Teaching Strategies	Learning Experience	Focus Questions
Ideas for art works, drawing, book researching, drawing. (ACAVAM128) Watching videos of artists works and historical context (ACAVAM125; ACAVA M126) Visual art language (visual art elements and principles of design) used in the development of artwork (ACAVAM125) Recognition and use of visual art conventions (ACAVAM125; ACAVA M128) Introduction of ideas inspired by an artistic style in their	Textile Material Exploration verbal reflection through class discussion (Formative Assessment) Drawing exercise (summative assessment when submitted with end of term portfolio) (Formative assessment through observation throughout the lesson) Understanding of textile materials and their artistic potential Attention to detail and overall artistic quality Participation and constructive conversation/insight in group discussion activities	- Projector and screen - Computer or tablet with internet access - Printed images of nature scenes - Drawing materials (paper, colour pencils) - Textile materials (lace, fabric scraps, yarn, beads, wire, natural found objects) - Samples of textile art	<i>Cooperative Learning</i> <i>Think Pair share</i> <i>Questioning Discussion</i> <i>Discovery Experimenting</i>	Lesson Title: Exploring Textile Art: Nature and Texture Objective: Students will be introduced to textile art with a focus on nature-inspired themes and textures. They will engage in an exploration of textile materials, view examples of textile art by Julie French, and participate in a drawing exercise inspired by images of nature. Introduction (5 minutes): • Welcome students and introduce the theme of the term: Exploring Textile Art: Nature and Texture. • Discuss the importance of nature as inspiration in art and introduce textile art as a medium for expressing natural themes. Artist Introduction (15 minutes): • Show examples of textile art by Julie French, focusing on her use of nature-inspired themes and textures. • Discuss French's artistic style and the techniques she uses in her work. • Lead a discussion on French's artwork, focusing on how she incorporates nature themes and textures into her pieces. • Encourage students to share their thoughts and observations about French's work. • Briefly introduce the concept of 3D textile art and its applications. Show video - https://www.youtube.com/watch?v=utbJsMWsgbM	What are aspects of nature that you like? How has French explored nature? What does French need to explore before she starts a textile piece?

own artwork (ACAVA M125) Materials, techniques and technologies explored to develop and represent their own artistic intention (ACAVAM126) Critical analysis frame works (Feldman) used to analyse artwork from contemporary and past times (ACAVAR131) Use of visual art language (visual art elements and principles of design), visual conventions and art terminology to respond to artwork (e.g. dot point, short answer essay, verbal format) (ACAVAR131)				Textile Material Exploration (10 minutes): • Provide students with samples of textile materials such as lace, fabric scraps, and yarn. • Allow students to explore the texture and properties of these materials through touch and observation. • Encourage students to discuss the different ways these materials can be used in textile art to evoke natural elements.  Drawing Exercise (25 minutes): • Distribute printed images of nature scenes to each student. • Instruct students to select one image and use it as inspiration for a drawing exercise. • Encourage students to focus on capturing the textures and details of the natural elements in their drawings. • Circulate around the classroom to provide guidance and feedback as students work on their drawings. Conclusion (10 minutes): • Summarize the key concepts covered in the lesson, emphasising the connection between nature, texture, and textile art.	What other items, objects could we incorporate into our textile explorations? What specific aspects of your nature image did you choose to explore and why? What did you like about your image?
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				• Encourage students to continue exploring textile art and to consider how they can incorporate nature themes into their own artistic practice. Pack Down (5 minutes): • Instruct students to clean up their work areas and return all materials to their designated places. • Thank students for their participation and engagement in the lesson.	
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Term 4, Week 1, Lesson 2					
Learning Intent Success Criteria	Assessment Plan	Materials and Resources	Teaching Strategies	Learning Experience	Focus Questions
Ideas for art works, drawing, book researching, drawing. (ACAVAM128) Visual art language (visual art elements and principles of design) used in the development of artwork (ACAVAM125) Recognition and use of visual art conventions (ACAVAM125; ACAVAM128) Introduction of ideas inspired by an artistic style in their own artwork (ACAVAM125) Materials, techniques and technologies explored to develop and represent their	Drawing exercise (summative assessment when submitted with end of term portfolio) (Formative assessment through observation throughout the lesson) Understanding of textile materials and their artistic potential Attention to detail and overall artistic quality Participation and constructive conversation/insight in group discussion activities	- Found nature objects (leaves, branches, flowers, rocks, etc.) - Drawing paper - Pencils, erasers, sharpeners - Books with images of nature (field guides, photography books, etc.) - Optional: magnifying glasses, rulers	<i>Choose one or more</i> <i>EG:</i> <i>Play</i> <i>Demonstrating</i> <i>Modelling</i> <i>Cooperative Learning</i> <i>Think Pair share</i> <i>Placemat</i> <i>Gallery walk</i> <i>PMI Card</i> <i>Cluster</i> <i>Journal</i> <i>Snowball</i> <i>Moodline</i> <i>Rotating Groups</i> <i>T Chart</i> <i>Y Chart</i> <i>Venn</i> <i>Anticipation Guide</i>	Lesson Title: Exploring Nature Through Still Life Drawing Objective: Students will develop their observational drawing skills by selecting found nature objects from the table and drawing them in a still life composition. They will then further refine their skills by selecting images from books and drawing them. Introduction (5 minutes): • Begin the lesson by discussing the importance of observation in art and the concept of still life drawing. • Explain that students will be selecting nature objects from the table and drawing them in a still life composition. Activity 1: Still Life Drawing with Found Nature Objects (25 minutes): • Place a variety of found nature objects on a table at the front of the classroom. • Instruct students to select one or more objects that interest them and arrange them on their desks in a composition they find visually appealing. • Encourage students to observe the objects closely, paying attention to details such as texture, shape, and form. • Students will then begin drawing the still life composition using pencils and drawing paper. • Circulate around the classroom to provide guidance and feedback as students work on their drawings.	How will you capture the textures and characteristics of the nature objects in your drawing? What details do you notice when observing the found nature objects for your still life composition? What techniques will

own artistic intention (ACAVAM126) Use of visual art language (visual art elements and principles of design), visual conventions and art terminology to respond to artwork (e.g. dot point, short answer essay, verbal format) (ACAVAR131)			<i>Questioning</i> <i>Discussion</i> <i>Problem Solving</i> <i>Role play</i> <i>Mind mapping</i> <i>Brainstorming</i> <i>Discovery</i> <i>Experimenting</i>	Activity 2: Drawing Nature Images from Books (20 minutes): • Provide students with a selection of books containing images of nature (field guides, photography books, etc.). • Instruct students to browse through the books and select an image that inspires them. • Students will then use pencils and drawing paper to create a drawing based on the selected image. • Encourage students to focus on capturing the details and characteristics of the natural subject in their drawings. • Circulate around the classroom to provide assistance and feedback as students work on their drawings. Conclusion (5 minutes): • Have students share their drawings with the class, discussing the objects they selected for the still life compositions and the images they chose to draw from the books. • Encourage students to reflect on their drawing experience and any challenges or successes they encountered. • Emphasize the importance of observation and practice in developing drawing skills and encourage students to continue exploring nature through their artwork outside of the classroom. Pack Down (5 minutes): • Instruct students to clean up their work areas and return all materials to their designated places. • Thank students for their participation and engagement in the lesson.	you use to translate the images from the books into detailed drawings? What challenges did you encounter during the drawing activities, and how will you overcome them? What feedback can you provide to your peers to help them improve their still life drawings?
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Term 4, Week 2, Lesson 3					
Learning Intent Success Criteria	Assessment Plan	Materials and Resources	Teaching Strategies	Learning Experience	Focus Questions
Ideas for art works, drawing, book researching, drawing. (ACAVAM128) Visual art language (visual art elements and principles of design) used in the development of artwork (ACAVAM125) Recognition and use of visual art conventions (ACAVAM125; ACAVAM128) Personal responses in written and visual form to illustrate understanding of themes, concepts or subject (ACAVAM125) Introduction of ideas inspired by an artistic style in their own artwork (ACAVAM125) Materials, techniques and technologies explored to develop and represent their	(Formative) Sewing Techniques Observation: Assess proficiency in sewing straight lines and zigzag stitches during practice. (Formative) Homework Safety Quiz: Gauge understanding of sewing machine safety through a short quiz. Due next lesson.	- Sewing machines - Fabric scraps - Scissors - Thread - Seam ripper - Pins - Safety goggles - Handouts on sewing machine safety rules - Books with	<i>Play Demonstrating Modelling</i> <i>Cooperative Learning Think Pair share</i> <i>Questioning Discussion</i> <i>Problem Solving</i> <i>Discovery Experimenting</i>	Lesson Title: Introduction to Sewing Machines: Safety and Basic Techniques Objective: Students will gain an understanding of sewing machine safety procedures and basic sewing techniques, including sewing straight lines and zigzag stitches. They will also learn about layering materials to create texture and depth in their sewing projects. Introduction (5 minutes): • Begin the lesson by introducing the topic of sewing machines and their importance in textile art. • Explain that today's lesson will focus on safety procedures and basic sewing techniques. Sewing Machine Safety Demonstration (10 minutes): • Demonstrate proper sewing machine safety procedures, including how to: ○ Turn the machine on and off. ○ Thread the machine. ○ Use the foot pedal.	How can we ensure our safety while using sewing machines, and what are the key safety procedures we need to remember?

own artistic intention
(ACAVAM126)

Critical analysis frameworks
(Feldman) used to
analyse artwork from
contemporary and past
times (ACAVAR131)

Use of visual art language
(visual art elements
and principles of
design), visual
conventions and art
terminology to respond
to artwork (e.g. dot point,
short answer essay, verbal
format) (ACAVAR131)

Sewing Machine Safety Quiz

Name: _____
Date: _____

Instructions: Answer the following questions to the best of your ability. This quiz will help gauge your understanding of sewing machine safety. Please complete and return this quiz by the next lesson.

Multiple Choice Questions:

1. What should you do before starting to sew on a sewing machine?
 - a) Check that the machine is unplugged and secured.
 - b) Check that the needle and presser foot are properly installed.
 - c) Remove all loose clothing and hair are secured.
 - d) All of the above.
2. Which part of the sewing machine should you avoid placing your fingers near while sewing?
 - a) The handwheel.
 - b) The needle plate.
 - c) The foot.
 - d) The presser foot.
3. Why is it important to keep your work area clear and free of clutter when using a sewing machine?
 - a) To prevent tripping hazards.
 - b) To prevent the machine from overheating.
 - c) To avoid damaging the machine.
 - d) All of the above.
4. What should you do if the sewing machine needle breaks while you are sewing?
 - a) Immediately stop the machine.
 - b) Replace the needle with a new one.
 - c) Check the presser foot and needle position.
 - d) All of the above.
5. How should you handle and store sewing machine needles?
 - a) All of the sewing machine needles should be stored in a safe, locked container.
 - b) Store them in a safe, locked container.
 - c) Place them in your carrying case.
 - d) Store them with other sharp tools.

True or False Questions:

6. True or False: You should always sew at the highest speed to complete your project quickly.
 - a) True.
 - b) False.

Short Answer Questions:

7. True or False: It is safe to use a sewing machine on any flat surface without warning.
 - a) True.
 - b) False.
8. True or False: Using a damaged presser foot on a sewing machine is acceptable when sewing with thick fabrics.
 - a) True.
 - b) False.

Bonus Question (Optional):

9. Why is it important to follow the manufacturer's manual for your specific sewing machine model?

Submission Instructions: Please complete this quiz and bring it with you to the next lesson. If you have any questions or need clarification on any of the topics covered, feel free to ask during the next lesson. - Week 2, Lesson 4, Good luck!

images of
nature

- Drawing
materials
(paper,
pencils,
erasers)

- Keep hands away from the needle while sewing.
- Emphasise the importance of wearing safety goggles while sewing.

Divide class into two groups

Divide the class into two groups: Group A and Group B.

- Group A will continue working on their nature book drawings.
- Group B will begin the sewing machine introduction activity.

Activity 1 - Basic Sewing Techniques (5 minutes):

- Each student is assigned a sewing machine.
- Provide each student with a piece of fabric and demonstrate how to sew a straight line and a zigzag stitch with a freehand motion foot.
- Have students practice sewing straight lines and zigzag stitches on scrap fabric, adjusting stitch length and width as needed.
- Circulate around the classroom to provide assistance and guidance as students practice sewing techniques.

Activity 2 - Layering Material Activity (10 minutes):

How can
layering
different
materials add
depth and
texture to our
sewing
projects, and
what
combinations
are most
effective?

In what ways
do you think
the
combination of
sewing and
nature-
inspired art

				• Introduce the concept of layering materials to create texture and depth in sewing projects. • Provide students with a variety of fabric scraps and demonstrate how to layer them to create interesting textures. • Encourage students to experiment with different combinations of fabric scraps and layering techniques to create their own textured fabric samples. • Allow students time to explore and experiment with layering materials, providing guidance and support as needed. Rotate groups – group B do activity 1 and 2. Conclusion (5 minutes): • Recap the key safety procedures and basic sewing techniques covered in the lesson. • Encourage students to continue practicing their sewing skills and experimenting with layering materials to create unique textile art projects. Pack Down (5 minutes): • Instruct students to turn off their sewing machines and unplug them. • Have students clean up their work areas, return all materials to their designated places, and store the sewing machines properly.	can be used to convey messages or stories through your textile creations? How do you plan to continue practicing and improving your sewing skills while drawing inspiration from the natural world around you?
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				• Thank students for their participation and remind them of the importance of safety when using sewing machines.	
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Term 4, Week 2, Lesson 4					
Learning Intent Success Criteria	Assessment Plan	Materials and Resources	Teaching Strategies	Learning Experience	Focus Questions
Ideas for art works, drawing, book researching, drawing. (ACAVAM128) Visual art language (visual art elements and principles of design) used in the development of artwork (ACAVAM125) Recognition and use of visual art conventions (ACAVAM125; ACAVAM128) Personal responses in written and visual form to illustrate understanding of themes, concepts or subject (ACAVAM125) Introduction of ideas inspired by an artistic style in their own artwork (ACAVAM125) Materials, techniques and technologies explored to develop and represent their	(Formative) Sewing Techniques Observation: Assess participation in Molas discussion and understanding of task. Assess works creativity and exploration of the style. (Formative) Homework Molas technique and history visual diary page A4 size 12, images can be on separate page. Can be cut up and put in A3 visual diary	- Images of Molas - Paper - Pencils, erasers - Coloured paper or fabric scraps - Scissors - Glue - Optional: Sewing needles, thread	<i>Play</i> <i>Demonstrating</i> <i>Modelling</i> <i>Cooperative Learning</i> <i>Think Pair share</i> <i>Questioning</i> <i>Discussion</i> <i>Problem Solving</i> <i>Discovery</i> <i>Experimenting</i>	Lesson Title: Exploring Textile Style: Molas Objective: Students will be introduced to the textile style of Molas, originating from the indigenous Kuna people of Panama. They will learn about the history and cultural significance of Molas, as well as basic techniques for creating their own Mola-inspired designs. Introduction (5 minutes): • Begin the lesson by introducing the textile style of Molas and its cultural significance among the Kuna people of Panama. • Show images of Molas to the class, highlighting their vibrant colours, intricate designs, and storytelling elements. 	

own artistic intention (ACAVAM126) Critical analysis frameworks (Feldman) used to analyse artwork from contemporary and past times (ACAVAR131) Use of visual art language (visual art elements and principles of design), visual conventions and art terminology to respond to artwork (e.g. dot point, short answer essay, verbal format) (ACAVAR131)	page combined. Due Week 3, lesson 5.			History and Cultural Significance (5 minutes): • Provide a brief overview of the history and cultural significance of Molas, including their origins as traditional clothing worn by Kuna women and their role in preserving Kuna culture and identity. • Basic Mola Design Techniques (15 minutes): • Demonstrate basic Mola design techniques, such as layering coloured fabric scraps and drawing a nature design on the top layer. • Have examples of the different stages of Mola, demonstrate the sewing stage, the cutting stage, and explain the folding stage as a possible further exploration.  Guided start of Mola (25 minutes): • Have students begin creating their own Mola technique. Layer material, pin, use one of their nature drawings to create a lined drawing, sew lines. • Circulate around the classroom to provide assistance and guidance as students work on their designs, encouraging creativity and experimentation.	What elements of Molas stand out to you the most? How do you think they contribute to the overall aesthetic and storytelling aspect of the textile?
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				Conclusion (5 minutes): - Summarize the key concepts covered in the lesson, emphasising the cultural significance of Molas and the creativity and artistic expression demonstrated by students in creating their own designs. - Encourage students to continue exploring textile style and history of the molas style. - Portfolio Homework task – 1 page, size 12 text - describing the Mola technique and historical context. Can include images on a secondary page. Pack Down (5 minutes): - Instruct students to clean up their work areas and return all materials to their designated places. - Thank students for their participation and creativity during the lesson.	Have you imagined exploring this technique more? What have you envisioned?
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Term 4, Week 3, Lesson 5					
Learning Intent Success Criteria	Assessment Plan	Materials and Resources	Teaching Strategies	Learning Experience	Focus Questions
Ideas for art works, drawing, book researching, drawing. (ACAVAM128) Visual art language (visual art elements and principles of design) used in the development of artwork (ACAVAM125) Recognition and use of visual art conventions (ACAVAM125; ACAVAM128) Personal responses in written and visual form to illustrate understanding of themes, concepts or subject (ACAVAM125) Introduction of ideas inspired by an artistic style in their own artwork (ACAVAM125) Materials, techniques and technologies explored to develop and represent their	(Formative) Sewing Techniques Observation: Assess participation in Molas discussion and understanding of task. Assess works creativity and exploration of the style. (Formative) Homework Molas technique and history visual diary – assessment marked with portfolio	- Sewing needles - Thread - Fabric scraps in various colours - Scissors - Paper and pencils (for sketching designs) - coloured pencils or markers (for planning designs) - Images of Molas (for inspiration)	<i>Play Demonstrating Modelling</i> <i>Cooperative Learning Think Pair share</i> <i>Questioning Discussion</i> <i>Problem Solving</i> <i>Discovery Experimenting</i>	Continuation Lesson: Further Exploration of Mola Sewing Pieces Objective: Students will continue to develop their understanding and skill in creating Mola-inspired sewing pieces, building upon the techniques learned in the previous lesson. They will be encouraged to experiment with different designs and materials to further enhance their knowledge and creativity. Review and Reflection (5 minutes): • Begin the lesson by reviewing the key concepts learned in the previous Mola lesson, including the history, cultural significance, and basic design techniques. • Allow students to reflect briefly on their experience with creating Mola-inspired designs in the previous lesson and share any insights or challenges they encountered. Guided Practice (40 minutes): • Allow students to continue working on their Mola sewing pieces, using the techniques demonstrated and experimenting with different designs and materials.	What is something interesting that you have learnt in your research of mola? How did studying the cultural significance of Molas influence you're thoughts and ideas for how you would like to progress in this lesson?

own artistic intention (ACAVAM126) Critical analysis frameworks (Feldman) used to analyse artwork from contemporary and past times (ACAVAR131) Use of visual art language (visual art elements and principles of design), visual conventions and art terminology to respond to artwork (e.g. dot point, short answer essay, verbal format) (ACAVAR131)				• Circulate around the classroom to provide assistance, guidance, and feedback as students work on their projects. • Encourage students to challenge themselves by incorporating more complex designs and techniques into their sewing pieces. Extension Activity: • For students who finish their first Mola sewing piece early, encourage them to start on a second piece to further develop their skills and creativity. • Provide additional fabric scraps, sewing needles, and thread for students to use in their second sewing piece. • Challenge students to explore different themes or motifs in their second Mola sewing piece and to push the boundaries of their creativity. Conclusion and Reflection (10 minutes): • Have students reflect on their progress and accomplishments during the lesson, discussing what they learned and how they improved their skills in creating Mola-inspired sewing pieces. • Encourage students to share their completed or ongoing projects with the class and to provide feedback and support to their peers. • Introduce the ideas behind the next class – lace making on Alginate.	How did studying the cultural significance of Molas influence your design choices? In what ways did your approach or design change between your first and second Mola pieces?
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				Pack Down (5 minutes): • Instruct students to clean up their work areas and return all materials to their designated places. • Thank students for their participation and creativity during the lesson.	
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Term 4, Week 3, Lesson 6					
Learning Intent Success Criteria	Assessment Plan	Materials and Resources	Teaching Strategies	Learning Experience	Focus Questions
Ideas for art works, drawing, book researching, drawing. (ACAVAM128) Visual art language (visual art elements and principles of design) used in the development of artwork (ACAVAM125) Recognition and use of visual art conventions (ACAVAM125; ACAVAM128) Personal responses in written and visual form to illustrate understanding of themes, concepts or subject (ACAVAM125) Introduction of ideas inspired by an artistic style in their own artwork (ACAVAM125) Materials, techniques and technologies explored to develop and represent their	(Formative) Sewing Techniques Observation: Assess participation in Alginate discussion and understanding of task. Assess works creativity and exploration of the technique and appropriate use of the material.	- Alginate sheets - Embroidery hoops - Thread in various colours - Needles - Scissors - Towels - Water and basin for washing alginate sheets - Nature images and drawings	<i>Play Demonstrating Modelling</i> <i>Cooperative Learning Think Pair share</i> <i>Questioning Discussion</i> <i>Problem Solving</i> <i>Discovery Experimenting</i>	Lesson Title: Introduction to Lace Making on Alginate Sheets: Pattern Making and Nature-Inspired Designs Objective: Students will learn the basics of lace making using alginate sheets and freehand sewing. They will practice making thread connections and interlocking patterns, then develop nature-inspired lace designs using their nature images, drawings, books or clippings. Introduction (5 minutes): • Introduce the concept of lace making with alginate sheets and the basics of freehand sewing. • Explain the objective of the lesson: to create interlocking thread patterns and then develop nature-inspired lace designs. • Show website on projector - https://www.agytextileartist.com/blog/3d-textile-art-sewing-more-corals Demonstration (10 minutes): • Have demonstration pieces to show and hand around. • Show students how to set up alginate sheets in embroidery hoops. • Demonstrate freehand sewing techniques to make thread connections, ensuring the thread interlocks and overlaps.	

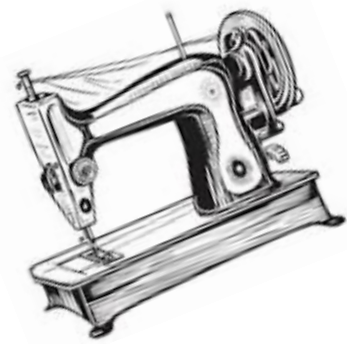
own artistic intention (ACAVAM126) Critical analysis frameworks (Feldman) used to analyse artwork from contemporary and past times (ACAVAR131) Use of visual art language (visual art elements and principles of design), visual conventions and art terminology to respond to artwork (e.g. dot point, short answer essay, verbal format) (ACAVAR131)				- Explain the importance of creating a stable structure with the thread.  Guided Practice: Pattern Making (15 minutes): - Distribute embroidery hoops with alginate sheets to students. - Provide thread and needles, and guide students in making simple connections of thread, working with different colours. - Emphasise the need for interlocking and overlapping threads to create a cohesive pattern. - Circulate around the room to provide assistance and feedback. Wash and Review (5 minutes): - Have students carefully wash their alginate sheets in a basin of water to reveal the emerging lace patterns. - Lay the washed sheets on towels to dry. - Allow students to observe and discuss the patterns that have emerged. Second Activity: Nature-Inspired Lace Designs (20 minutes): - Have students select a nature image or drawing to use as inspiration for their lace design. - Guide students in sketching their nature-inspired design on paper if needed.	What challenges did you face when creating thread connections on the alginate sheet, and how did you overcome them? What patterns emerged when you washed your alginate sheet, and how did they compare to how you had envisioned? How did you
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				• Have students set up a new alginate sheet in the embroidery hoop. • Encourage students to use freehand sewing to create their nature-inspired lace design, using their sketches or directly referring to the nature images. Conclusion and Pack Down (5 minutes): • Have students carefully place their second activity nature alginates in the storeroom to continue with next lesson. • Review the key concepts of lace making with alginate and freehand sewing. • Encourage students to reflect on their work and share their experiences with the class. • Ensure all materials are cleaned up and put away.	incorporate elements from nature into your lace design? What did you learn about the process of lace making and working with alginate sheets?
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Sewing Machine Safety Quiz

Name: _____

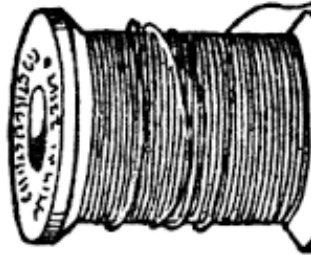
Date: _____



Instructions: Answer the following questions to the best of your ability. This quiz will help gauge your understanding of sewing machine safety. Please complete and return this quiz by the next lesson.

Multiple Choice Questions:

1. **What should you do before starting to sew on a sewing machine?**
 - ☐ a) Make sure the machine is plugged in and turned on
 - ☐ b) Check that the needle and presser foot are properly installed
 - ☐ c) Ensure all loose clothing and hair are secured
 - ☐ d) All of the above
2. **Which part of the sewing machine should you avoid placing your fingers near while sewing?**
 - ☐ a) The handwheel
 - ☐ b) The spool pin
 - ☐ c) The needle
 - ☐ d) The power switch
3. **Why is it important to keep your work area clean and free of clutter when using a sewing machine?**
 - ☐ a) To prevent tripping hazards
 - ☐ b) To ensure the machine operates smoothly
 - ☐ c) To avoid damaging the machine
 - ☐ d) All of the above
4. **What should you do if the sewing machine needle breaks while you are sewing?**
 - ☐ a) Immediately turn off the machine
 - ☐ b) Replace the needle with a new one
 - ☐ c) Check for any remaining broken pieces
 - ☐ d) All of the above
5. **How should you handle and store sewing machine needles?**
 - ☐ a) Leave them in the machine when not in use
 - ☐ b) Store them in a safe, labelled container
 - ☐ c) Place them in your sewing box loose
 - ☐ d) Store them with other sharp tools



True or False Questions:

6. **True or False: You should always sew at the highest speed to complete your project quickly.**
 - ☐ True
 - ☐ False

7. **True or False: It is safe to use a sewing machine on any flat surface without securing it.**

- True
- False

8. **True or False: Using a damaged power cord on a sewing machine is acceptable as long as it still works.**

- True
- False



Short Answer Questions:

11. **What should you do if the sewing machine starts making unusual noises or does not operate properly?**

12. **Explain the proper way to dispose of a broken needle.**

Bonus Question (Optional):

16. **Why is it important to follow the manufacturer's manual for your specific sewing machine model?**

Submission Instructions: Please complete this quiz and bring it with you to the next lesson. If you have any questions or need clarification on any of the topics covered, feel free to ask during the next lesson – Week 2, Lesson 4. Good luck!

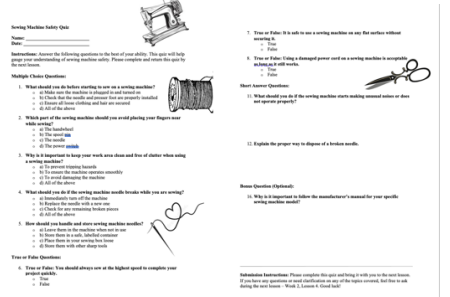
Learning Experience Plan

Learning Area: Art Strands: Textile	Date: Term 4, Week 2, Lesson 3	Time: 1.30pm	Year Level: Year 9 Group A
Content Descriptor: 3D textile nature sculpture. Research Textile artists and techniques. Research alginate – manufacture and mix uses. Research history of lace making and modern day renditions. Research history of textile art.			
Specific Learning Goals: At the conclusion of this learning experience each student should be able to: • Drawing • Textiles Sculpture • Develop sewing techniques, pattern building, mixed textile arrangement and assembly. Explore the use of alginate to create pattern and image. • Assignment – Develop freehand sewing lace making techniques, incorporate wire. Create piece of nature and human elements, develop into a 3D Scenery of A4 size.			
Achievement Standard: At standard students are expected to demonstrate moderate proficiency across the assessed criteria outlined in the rubric. This entails conducting research on textile artists and techniques with relevant information provided, generating ideas with documentation, and conducting experimentation of techniques and materials. Students would have displayed reflections on personal influences and styles, with moderate documentation. Sewing safety guidelines to be documented and adhered to. Sewing techniques and material use to be developed to produce a well planned and executed final art piece. Students should exhibit a basic understanding and application of visual elements and design principles in their artwork, with limited analysis provided. A contextual understanding should be demonstrated, with evaluation of technical proficiency and reflective practice showcased.			
Assessment: What will you monitor? Portfolio of work processes will be assessed; final pieces will be displayed.		Recording: How will you monitor? Formative Assessment & Summative Assessment. Safety Quiz	

Students' Prior Knowledge: Most students will have some knowledge about sewing machines, they will have a brief understanding of sewing machine safety and how to operate a machine. The students who don't have any knowledge will benefit from this introductory class.

Time:	Teaching and Learning Strategies: Introduction:	Focus Questions:	Preparation and Resources:
1.30pm	Body: Sewing Machine Safety Demonstration (10 minutes): - Demonstrate proper sewing machine safety procedures, including how to: - Turn the machine on and off. - Thread the machine. - Use the foot pedal. - Keep hands away from the needle while sewing. - Emphasise the importance of wearing safety goggles while sewing. Divide class into two groups Divide the class into two groups: Group A and Group B. - Group A will continue working on their nature book drawings. - Group B will begin the sewing machine introduction activity. Activity 1 - Basic Sewing Techniques (10 minutes):	How can we ensure our safety while using sewing machines, and what are the key safety procedures we need to remember? How can layering different materials add depth and texture to our sewing projects, and what combinations are most effective? In what ways do you think the combination of sewing and nature-inspired art can be used to convey	- Sewing machines - Fabric scraps - Scissors - Thread - Seam ripper - Pins - Safety goggles - Handouts on sewing machine safety rules - Books with images of nature Drawing materials (paper, pencils)

1.40pm	- Each student is assigned a sewing machine. - Provide each student with a piece of fabric and demonstrate how to sew a straight line and a zigzag stitch with a freehand motion foot. - Have students practice sewing straight lines and zigzag stitches on scrap fabric, adjusting stitch length and width as needed. - Circulate around the classroom to provide assistance and guidance as students practice sewing techniques. Activity 2 - Layering Material Activity (10 minutes):	messages or stories through your textile creations? How do you plan to continue practicing and improving your sewing skills while drawing inspiration from the natural world around you?	
1.50pm	- Introduce the concept of layering materials to create texture and depth in sewing projects. - Provide students with a variety of fabric scraps and demonstrate how to layer them to create interesting textures. - Encourage students to experiment with different combinations of fabric scraps and layering techniques to create their own textured fabric samples. - Allow students time to explore and experiment with layering materials, providing guidance and support as needed. Rotate groups – group B do activity 1 and 2.		
2.00pm			
2.20pm	Conclusion: (5 minutes): - Recap the key safety procedures and basic sewing techniques covered in the lesson. - Encourage students to continue practicing their sewing skills and experimenting with layering materials to create unique textile art projects.		Have printed out – Sewing machine safety quiz

2.25pm	- Explain and hand out Sewing Machine Safety quiz Pack Down (5 minutes): - Instruct students to turn off their sewing machines and unplug them. - Have students clean up their work areas, return all materials to their designated places, and store the sewing machines properly. - Thank students for their participation and remind them of the importance of safety when using sewing machines.		 Sewing Machine Safety Quiz Name: _____ Instructions: Answer the following questions to the best of your ability. This quiz will help measure your understanding of sewing machine safety. Please complete carefully. The quiz is multiple choice. Multiple Choice Questions: 1. When should you be before starting to use on a sewing machine? a) Check that the machine is plugged in and connected. b) Check that the machine is unplugged and disconnected. c) Check that the machine is plugged in and connected. d) Check that the machine is unplugged and disconnected. 2. Which part of the sewing machine should you avoid placing your fingers near? a) The needle. b) The foot. c) The bobbin. d) The presser foot. 3. Why is it important to keep your work area clean and free of clutter when using a sewing machine? a) To prevent tripping hazards. b) To prevent the machine from overheating. c) To prevent the machine from overheating. d) To prevent the machine from overheating. 4. What should you do if the sewing machine needle breaks while you are sewing? a) Stop sewing immediately. b) Turn off the machine. c) Turn off the machine and unplug it. d) Turn off the machine and unplug it. 5. How should you handle and store sewing machine needles? a) Leave them in the machine when not in use. b) Store them in a safe, dry place. c) Store them in a safe, dry place. d) Store them in a safe, dry place. True or False Questions: 6. True or False: You should always use the highest speed to complete your sewing project. a) True b) False 7. True or False: It is safe to use a sewing machine on any flat surface without sewing. a) True b) False 8. True or False: Using a damaged power cord on a sewing machine is acceptable. a) True b) False Short Answer Questions: 9. What should you do if the sewing machine starts making unusual noises or does not operate properly? a) Stop sewing immediately. b) Turn off the machine. c) Turn off the machine and unplug it. d) Turn off the machine and unplug it. 10. Explain the proper way to dispose of a broken needle. a) Throw it in the trash. b) Throw it in the trash. c) Throw it in the trash. d) Throw it in the trash. Home Questions (Optional): 11. Why is it important to follow the manufacturer's manual for your specific sewing machine model? a) To prevent tripping hazards. b) To prevent the machine from overheating. c) To prevent the machine from overheating. d) To prevent the machine from overheating. Submission Instructions: Please complete this quiz and bring it with you to the next lesson. If you have any questions or need clarification on any of the topics covered, feel free to ask during the next lesson. Thank you for your participation!
	Learning and Teaching Adjustments:		
The following sections are to be completed AFTER the learning experience			
Evaluation of Students' Learning:			
Future Action for Students:			
Self-Evaluation: Planning and preparation:			
Learning Experience Structure:			
Management:			
Future Action for Self:			
Mentor Teacher: Please sign to indicate you have reviewed this Learning Experience Plan _____ (Mentor Teacher)			

