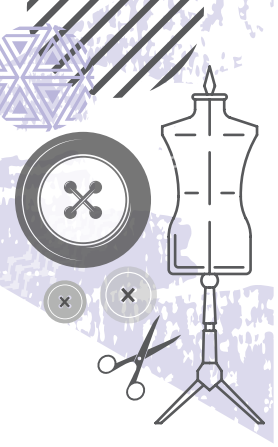




TEACHER BOOKLET

SCOTLAND



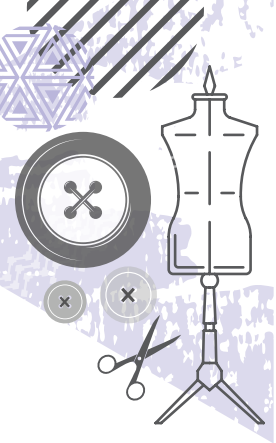


INTRODUCTION

This year, the Wool4School Design Competition is giving students the opportunity to design a multi-functional outfit that asks students to think 'out of the box' and come up with creative designs for clothing/accessories that can convert into new garments/accessories or have secondary functions. The competition asks students to be inventive and creative in their approach to designing either a male or female outfit that conveys a unique style with innovation. Working within the constraints and considerations found in the brief, students will have the opportunity to research and explore new possibilities for designed solutions using Merino wool.

In this booklet you will find the following items:

- [Unit of work](#)
- [Teacher questionnaire](#)
- [Student handouts/worksheets](#)
- [Student examples](#)
- [Testing materials](#)
- [Rubrics](#)
- [Curriculum link](#)



UNIT OF WORK

These short units of work are focused around the Design Brief as set by the Wool4School Design Competition which is run by The Woolmark Company and in conjunction with The Design and Technology Association. It is aimed at students embarking on their Higher studies into Fashion and Textile Technology and is designed to be in line with the Scottish Qualifications Authority Higher Fashion and Textile Technology Course Specification, however it is open to any students studying for a National 4, National 5 or Higher Fashion and Textile Technology qualification.

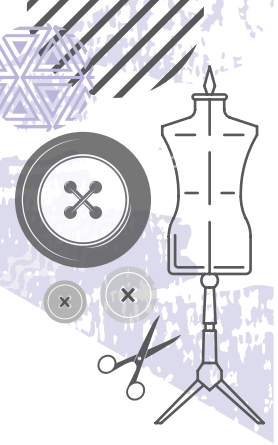
The Wool4School Design Brief is designed to be inclusive of all students. The unit of work can easily be adapted to suit your students' needs. A modified set of student resources is also included for students who have additional learning needs. [\(See Modified Resources\)](#)

The work has been divided into units, with each unit addressing an area of the curriculum which is linked to the competition. Individual teachers will decide how the time is allocated across lessons and independent learning. If class time does not permit, you could introduce the competition to your students and to those who are keen, as homework or as an extra-curricular activity.

Included in this booklet are 8 units of work – these cover the requirements of the competition and additional resources and lesson ideas should you choose to extend the unit of work.

Unit topics include the following:

- **UNIT 1:** Introduction of Wool4School design brief & creating a mood board
- **UNIT 2:** Learning about wool
- **UNIT 3:** Fabric construction
- **UNIT 4:** Wool innovations
- **UNIT 5:** Woolmark logo
- **UNIT 6:** Fashion illustration
- **UNIT 7:** Technical sketch
- **UNIT 8:** Annotation and creative statement



WOOL4SCHOOL UNIT PLANS

Before beginning the units of work, read through/print off this document that includes a number of resource worksheets. Identify which handouts you wish to use/adapt for your lessons. This year's design brief centres around students creating a multi-functional garment/outfit. A STEM/STEAM approach can be adapted whereby students design an 'engineered' garment utilising a range of problem solving skills.



UNIT 1: INTRODUCE WOOL4SCHOOL DESIGN BRIEF AND SOURCING INFORMATION

LEARNING OBJECTIVES:

- To make an initial response to a design brief by brainstorming key factors
- To be able to visually communicate ideas and themes by mood boards

TOPIC: Introduce Wool4School Design Brief & Sourcing Information

To prepare for this lesson, have some images of innovative multi-functional garments/accessories (see case studies weblinks handout) – on a PowerPoint slide show or posters for the class to reference during the lesson. Also have some large blank sheets of paper to use for brainstorming, ideas and sketching. Depending on your class you may wish to limit the choice and specify a particular theme or topic.

COMPETITION DESIGN BRIEF (presented to students):

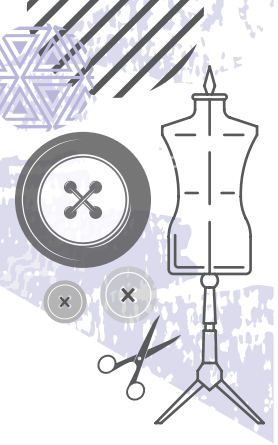
Wool4School invites you to design a multi-functional outfit which truly highlights innovation and your creativeness as a designer. From dresses turning into handbags, jumpers which can be worn as a skirt, or trousers becoming shorts – the possibilities are endless, but versatility is essential. The outfit must contain a minimum 80% Merino wool and can consist of one to four items to complete the look. This is purely a design competition, you don't actually need to make the outfit; we just want your sketched designs. So, get designing, encourage your friends and teachers to join the nation's number one school design competition, Wool4School.

SETTING THE CONTEXT:

More than ever, there is a greater focus on innovation especially in terms of sustainability and reducing waste. Many young designers are designing and creating innovative multi-functional garments that respond to various user centered problems or needs to be solved around sustainability. The Wool4School design brief asks students to use creative and critical thinking techniques to design a potential solution for a user-centred problem or need in the form of a multi-functional garment/outfit utilising Merino wool as the basis for the design. Students will need to research specific sustainability issues and visual requirements needed for the outfit as well as research innovative Merino wool fabrics that would be suitable to use.

TO BEGIN THE LESSON:

- All students receive a copy of the Wool4School Design Brief and competition outline (either photocopy or email).
- Students are to identify what the brief is asking – highlight keywords. Identify the constraints and considerations.



'Pinterest' is a free website tool that helps users save, sort and manage images or other media onto a virtual 'pinboard'. It helps store and keep all your ideas on one page.

ACTIVITY: Brainstorming Ideas

Brainstorm ideas – this can be done as a group or individually, however it is best done as a class to get the most ideas. Begin brainstorming by looking at existing multi-functional garments (check out the case studies weblink worksheet).

A great idea is for students to copy and paste ideas they find on the internet into a document or alternatively start a 'Pinterest' page. Students can create a webpage of ideas with images of multi-functional garments that appeal to them.

In looking at the ideas they have put together, students can look at each image and identify the problem that is being solved e.g. clothing that can be worn day into night, or converts into rain protection, modular clothing for travel requiring minimal garments to be packed etc. Students can identify a problem that they would like to solve through the design of an outfit. Students should also think about 'who' the end user would be. Students should complete the 'end user' profile to help identify 'who' they are.

Once a problem is chosen, expand the idea further by identifying the types of clothes and accessories that would be best suited to solving the problem or need.

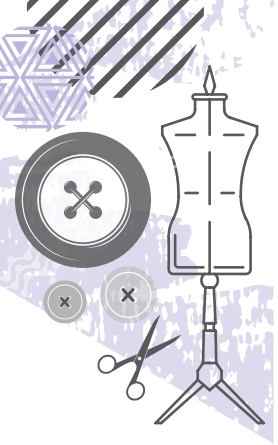
ACTIVITY: Creating a Mood Board/Inspiration Board

This task can either be done using ICT or can be made pasting images onto cardboard.

A mood board is like a collage, which is a collection of images and materials displayed on a board that express a 'mood' or 'theme'. It forms the basis of your inspiration to begin designing.

For this task:

- Ask students to find images/pictures either from *magazines/books or from the *internet that represent their end user (look for ideas from their 'end user' profile page.)
- Look for the chosen problem to be solved (e.g. sustainability, clothes that adapt to the weather, clothes that grow with you etc).
- Students should find a range of images that best reflect their end user and problem.
- The mood board should be visually appealing and create interest.



Dos and Don't's:

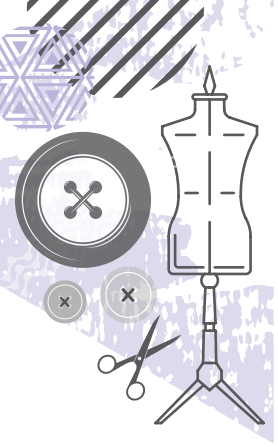
- Do play around with the arrangement of the images before they are pasted down. If using Photoshop or Illustrator, play around with proportion and layering.
- Do not just have images of clothing stuck on a page.
- Do stick to just a few key images of specific clothing and accessories. Build the board using other images that represent the end user such as colours, materials, and things that might be associated with the end user e.g. their interests etc.
- Do play around with proportions – the pictures should not all be the same size – pictures that are out of proportion usually create more interest.
Also, it is a good idea to have your main image off centre and balanced out with smaller images.
- Do not overcrowd the mood board with too many images. It can be distracting and take away from its visual impact. Less is more!
- Do think about colour. The selected images should show your intended colour palette.
- Do consider adding texture by incorporating relevant fabrics/materials.
 - Do add a title. A good idea is to give your mood board a catchy title – this also helps create the 'mood'/'theme'. Please be careful to match the text/typography to suit the theme.
 - Do not include a description about the images of the mood board – the only text should be the title.

Refer students to examples of past mood boards for presentation ideas. See [mood board handout](#) and [mood board examples](#) and refer to the examples on the Powerpoint slides.

Also get students to look at <https://www.wool4school.co.uk/inspiration/design-and-innovation/> to see what Merino wool looks like as garments.

By the end of the unit, students should have completed their mood board. If not, it can be set as a homework task. For homework, ask students to begin thinking about possible designs – sketch down some ideas and bring them to class.

*Remind your students to acknowledge any Intellectual Property (IP) where applicable.



UNIT 2: LEARNING ABOUT WOOL

LEARNING OBJECTIVES:

- Understanding key properties of wool
- Understand the processing required to turn fibre into fabric

For this lesson, you may wish to use the fabric samples that have been supplied by The Woolmark Company (or you may have some fabric samples of your own). The activities below include suggested links to video resources on the Wool4School website. As students will be designing a multi-functional outfit suitable for a particular end user, it is important that students learn about the wool innovations with a focus on functional and performance aspects.

Refer to the PowerPoint and show the videos to support understanding the fibre to fabric process. Ensure that woollen and worsted systems are understood.

ACTIVITY 1: Overview of Merino Wool

Give students a brief overview of Merino wool – natural fibre sourced from Merino sheep (a breed of sheep for which Australia is famous for).

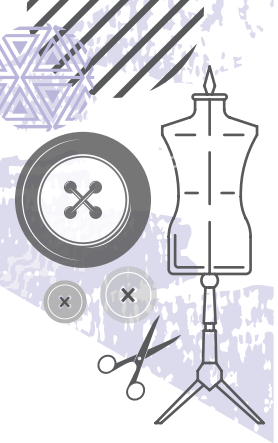
Refer to the Learn About Wool website – for more information on sheep breeds - https://www.learnaboutwool.com/globalassets/law/resources/factsheets/primary/gd0346-primary-fact-sheets_f_v4_inter.pdf

Useful links:

- Click on 'This is Wool' video for a basic overview of wool - <https://www.learnaboutwool.com/resource-library/?SearchText=what is wool&Page=6>

Investigate wool's sustainability:

- Wool is 100% biodegradable: <https://www.learnaboutwool.com/globalassets/law/resources/posters/wool-is-100-per-cent-biodegradable-131217.pdf>
- Wool is natural and renewable: <https://www.learnaboutwool.com/globalassets/law/resources/posters/wool-is-natural-renewable-131217.pdf>
- Measuring wool's environmental footprint looks at the Life Cycle Assessment (LCA) of wool <https://www.learnaboutwool.com/globalassets/law/resources/factsheets/secondary/measuring-wools-footprint-131217.pdf>
- Make the distinction to your students that different breeds of sheep produce different types of wool. Some students may think of wool as being 'itchy' but Merino is not.
- You can also refer to the Woolmark website to see why Merino wool is such a great fibre for fashion: www.woolmark.com/inspiration/fashion/



Overview of Scottish Wool

Australia produces around 20% of world wool, and the UK around 1.5%. 6.87 million of the UK's 34 million sheep are reared in Scotland. Where Merino sheep are kept for their wool, Scottish sheep are kept primarily for their meat with wool being a by-product of the industry.

- Give students a brief overview of the wool industry in Scotland by clicking on the following links:
<https://www.scotlandinfo.eu/history-of-cloth-making-and-waulking/>
<http://www.tartansauthority.com/resources/archives/the-archives/harrison/the-scottish-woollen-trade/>
- Click on the link to dispel some wool myths:
<http://www.thewoolroom.com/blog/7-wool-myths-debunked/>

Scottish sheep breeds

Make the distinction to your students that different breeds of Scottish sheep produce different types of wool. There are more than 90 different breeds and crosses of sheep in the UK. Numbers in Scotland are highest in the Borders, Dumfries and Galloway and the Highlands. The location and climate dictate the breed of sheep kept in different areas and the colour and quality of the wool produced varies significantly. Broadly speaking, breeds of sheep kept in the south of Scotland have whiter, fluffier fleece, and those breeds kept in the north have courser, darker coloured fleece.

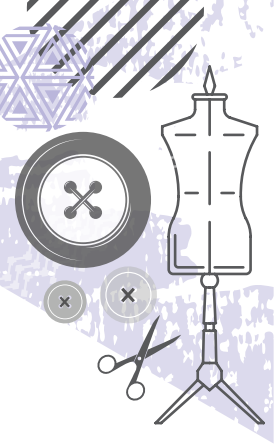
- Students can gain an insight into some of the traditional Scottish sheep breeds by clicking on the following links:
<https://www.nationalsheep.org.uk/know-your-sheep/sheep-breeds/>, http://www.britishwool.org.uk/assets/uploads/sheep_breeds/Hebridean%20NATURALLY%20COLOURED.pdf
http://www.britishwool.org.uk/assets/uploads/sheep_breeds/North%20Ronaldsay%20NATURALLY%20COLOURED.pdf
http://www.britishwool.org.uk/assets/uploads/sheep_breeds/Zwartbles%20NATURALLY%20COLOURED.pdf
http://www.britishwool.org.uk/assets/uploads/sheep_breeds/Blackface%20MOUNTAIN.pdf
http://www.britishwool.org.uk/assets/uploads/sheep_breeds/Bluefaced%20Leicester%20LUSTRE.pdf
http://www.britishwool.org.uk/assets/uploads/sheep_breeds/North%20Country%20Cheviot%20HILL.pdf
http://www.britishwool.org.uk/assets/uploads/sheep_breeds/Jacob%20NATURALLY%20COLOURED.pdf

Scottish wool processing

- Make the distinction to your students that the method of wool processing varies according to the amount of wool that is produced. You can use the following links to see the different types of Scottish wool production, from cottage industry to large scale production:
<http://www.britishwool.org.uk/page/about-bwmb/education-shopping-centre/fact-sheets/the-shepherds-calendar.php>
<http://www.britishwool.org.uk/page/about-bwmb/education-shopping-centre/fact-sheets/the-processing-of-british-wool.php>
https://www.youtube.com/watch?v=2HA_Fa4b1tM

Sustainability of Scottish wool

Students can find out about the sustainability of Scottish wool as an excellent carbon store at:
<https://www.nationalsheep.org.uk/workspace/pdfs/nsa-report-on-the-complementary-role-of-sheep-in-upland-and-hill-areas.pdf> (page 6)



ACTIVITY 2: UNDERSTANDING THE PROPERTIES OF WOOL AND BENEFITS OF MERINO WOOL

(See student handouts)

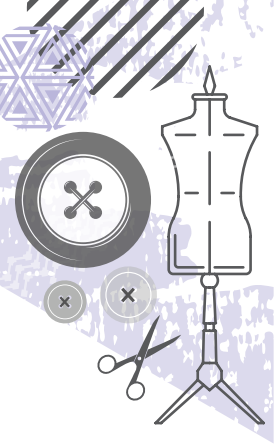
- In groups, students handle samples of wool fabric along with wool fibre.
 - Identify the crimp in the fleece.
 - Frame the learning around what properties these samples might have.
 - Consider: absorbency, strength, elasticity, flammability, thermal qualities, lustre and handle
 - Students to link a reason to each of these properties in relation to the raw wool fibre.
- You can also refer to Woolmark website to see why Merino wool is such a great fibre for fashion:
<http://www.woolmark.com/inspiration/fashion/>
Students can complete an activity on the Benefits of Merino Wool. (See student booklet)
Use the links below to support independent research to complete the worksheet.
(This will also support the annotations required when submitting their design ideas.)
- www.woolmark.com/resources/benefits-of-wool/
- www.wool4school.com/merino-wool/wool-properties/

Look at the Secondary Fact sheets on the teachers USB – especially the following:

- **A** - Wool – the Fibre
- **G** - Wool – from Farm to Fashion
- **J** - The Properties of Wool
- **N** - The Natural Fibre

Refer to the sustainability slide and the questions in the teachers notes – compare the environmental issues of using a synthetic fibre vs wool. (Look at Fact Sheet H – The Wool Producer)

- How does wool link to the 6 Rs?



UNIT 3: FABRIC CONSTRUCTION

LEARNING OBJECTIVES:

- Understand how woven fabrics are produced and how this relates to their properties
- To know and understand the different types of weave and how this relates to their end uses
- Understand how knitted fabrics are constructed and how this relates to their properties
- To know and understand the different types of knitted construction and the resultant end uses
- To be able to select fabrics appropriate to their end use and appearance

ACTIVITY: Knitted and Woven Fabrics

Resources:

- Sample lengths of Merino knitted and woven fabrics,
- Wool4School fabric pack.
- Handling collection of assorted wool fabrics e.g. crepe, colour and weave/tartan.
- Teacher USB – Introduction to Merino Wool Wovenwear
- Teacher USB Introduction to Merino Wool Knitwear

As well as learning about the properties of the wool fabrics, the students need to understand the difference between woven and knitted fabrics.

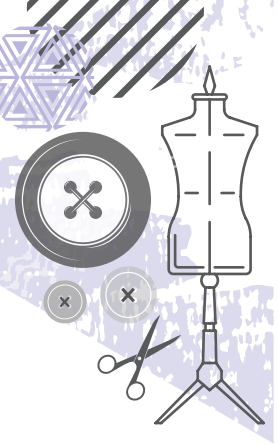
- Students should look and feel the fabric samples provided – one knitted and one woven. Ask students about the differences in look and feel.
- Look at the secondary fact sheets on the teacher's USB: P – Different Types of Wool Fabrics. Ensure the woollen and worsted processes are understood. (https://www.learnaboutwool.com/globalassets/law/resources/factsheets/secondary/gd0317-secondary-fact-sheet_p1_v5.pdf)
- Go through the information on both woollen and woven fabrics in the introduction manuals.

Wool processing

To fully understand how wool fibre is processed into yarn and then fabric watch these three short videos www.wool4school.com/merino-wool/wool-processing/

- Farm to Fashion
- Lost and Found: The Journey from Farm to Fashion
- Wool Production Process

Ask students to consider what type of garments would be made using knitted fabrics and why, and what type of garments would be made using woven fabrics and why. Complete the Knit and Woven Fabrics worksheet.



UNIT 4: WOOL INNOVATIONS: Looking at New and Interesting Wool Materials

LEARNING OBJECTIVES:

- Understand the benefits of Merino wool, with particular reference to cool wool
- Understand that innovation is driven by market forces and know what they are
- Begin to understand men's tailoring and how Saville Row makes bespoke suits
- Be able to name, explain and have a working knowledge of key visual wool innovations

When designing a multi-functional garment/outfit, it is important that students learn about wool innovations.

The Woolmark Company have developed various wool innovations for both woven and knitwear fabrics. This activity is highly recommended as this will give students a greater understanding and appreciation of the versatility of wool and they can better select and match appropriate fabrics for the outfit they design.

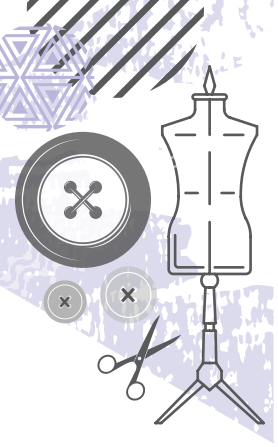
For students to learn more about these innovations, please refer to the Merino wool innovations worksheet and the website: www.woolmark.com/inspiration/textile-innovations/

Since students are designing a multi-functional garment/outfit, they need to consider both the functional and visual qualities of the materials for the design. Some suggested wool innovations to look at include:

- | | |
|---------------------|-----------------------------|
| • Neulana Protect | • Crinkle Merino |
| • Neulana Elite | • 3D Merino (woven or knit) |
| • Sculptured Merino | • Merino Devore |

There are more innovations in the development of specific types of wool fabrics which are featured in the Textile Innovations section of the website. These could also be discussed and form a useful point of reference for later studies and students' Non Examined Assessment.

Using the above information, students complete the worksheet p10 Student Booklet



UNIT 5: THE WOOLMARK LOGO

LEARNING OBJECTIVES:

- Know and explain the three Woolmark logos
- Understand the testing required to achieve Woolmark status

The Woolmark logo is a global trademark used to quality assure wool products.

Information on the three logos is given on the inside of the Fabric Pack provided in the resource kit.

Click on this link for a detailed look at the Woolmark logo:

<https://www.wool4school.com/inspiration/wool-stories/>

The key tests to be aware of are:

- Tensile strength
- Burst strength
- Abrasion
- Seam slippage
- Pilling
- Stretch and growth (elasticity)
- Colour fastness
- Laundering and cleaning performance

Complete the student worksheet on p11 of the Student Booklet.

EXTENSION ACTIVITY: Testing the Properties of the Wool Fabrics

Provided in this booklet are several physical tests that you can carry out using the fabric samples provided to help demonstrate the properties of Merino wool. These tests include:

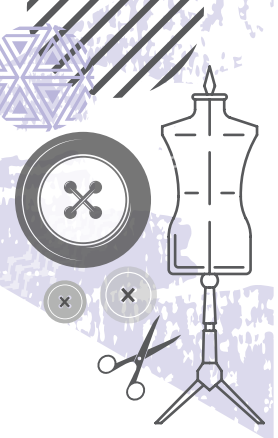
- Drape test
- Wrinkle resistance/recovery
- Fire resistant
- Comfort/softness
- Machine washability

Click [here](#) to find out how to carry out each test.

AFTERCARE AND MAINTENANCE OF MERINO WOOL GARMENTS

Find out how to keep Merino wool garments looking good for a longer period of time:

<https://www.wool4school.com/merino-wool/wool-care/>



UNIT 6: FASHION ILLUSTRATION/FINAL PRESENTATION

LEARNING OBJECTIVES:

- Understand how fashion designers generate rapid initial ideas
- Know how to make valued judgements about each in relation to the design brief/specification
- Know how techniques such as SCAMPER can help to avoid idea fixation
- Apply key concepts of composition to present a final presentation sheet

By this stage, students should have some design ideas that they can refine into a fashion illustration (Unit 1). Please see the template provided and examples of previous entries found in the student handouts, on the Wool4School website and PowerPoint slides to help understand how to present their fashion illustration.

To prepare for the lesson, you may wish to have some fashion templates photocopied for the students to use as well as some drawing materials including pencils, watercolours, fine liners, tracing paper and quality paper for them to present their work on. Teachers may find at the start of the school session they have a mixed ability class when it comes to designing – students are encouraged to develop their own style but for those who are inexperienced the templates have been provided.

ACTIVITY 1: Designing – Thumbnail Sketches

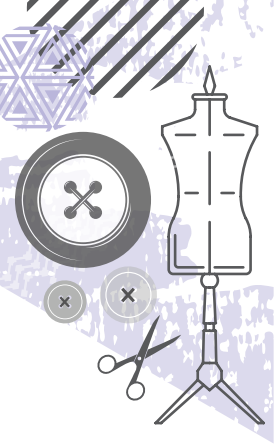
TIP: Pretatemplate app can be downloaded and used on an iPad or smartphone to create really amazing fashion illustrations. <http://pretatemplate.com/>

- Using inspiration from their mood boards – ask your students to begin sketching ideas. Students are to try and be as innovative with their ideas as possible. You may wish to introduce students to the SCAMPER model to help students develop their ideas further. Please see the SCAMPER worksheet.
- Encourage students to seek feedback from their peers and the teacher to help refine their designs.

ACTIVITY 2: Fashion Illustration

HINT: When tracing, ask students to draw the clothing on the figure first, and then draw the figure around that. A good medium to use is watercolour, and then use a fine liner to trace the outline.

- Students are to draw their final design onto a figure.
- If the design has detail on the back, students will need to draw a back view – the design will also need to show how/what the garment transforms to.
- This can be hand drawn or be done using a software package and must be in colour.
- It is preferable if students have their own style, however students may use a fashion template. Here are a couple of free sites to use with more options: <http://pretatemplate.com/> or www.designersnexus.com
- Students need to think about the final presentation. Some tips for good presentation:
 - Figures should not be floating on the page – anchor them, e.g. with a frame, or shadow
 - Fashion figure(s) can look more interesting when they are positioned off centre
 - Include text with caution – keep the same title used on the mood board. Text should be clear to read and concise – it is there to help explain your ideas but do not write an essay down the side of the page.
 - Consider where the annotations will go see Unit 8 for further details. Do not clutter the fashion illustration with arrows that dominate the page – keep them discrete.
- Please see fashion illustration examples on the Wool4School website as well as the student handouts.



UNIT 7: TECHNICAL SKETCH OR WORKING DRAWING

LEARNING OBJECTIVES:

- To understand the difference between a presentation drawing and a technical drawing
- To become familiar with content required for a technical drawing and how it is used in industry

The Fashion Illustration must be finished before commencing with this unit.

This task can be done on the computer using Illustrator or can be done by hand. If completing this task by hand, to prepare for the lesson, have some working drawing templates photocopied for the students to use as well and the following materials would be helpful: French curves, rulers, pencils, fine liners and tracing paper.

ACTIVITY: Creating Technical Sketches/Working Drawing

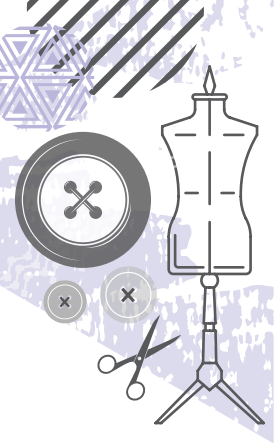
- Creating a technical sketch/working drawing of the outfit they have designed will provide an opportunity for students to demonstrate their knowledge of the 'working' or functional aspects of the outfit as well as highlight any details that may not be clearly seen in their fashion illustration.
- Please refer to working drawing worksheet – this sheet provides a template and instructions on how to create a working drawing/technical sketch.
- Explain to students how technical sketches are used in industry, sometimes called trade sketches or flats – these sketches usually are accompanied with fabric swatches and a specification sheet outlining technical details such as measurements and stitch length. This information is passed onto machinists who make the garments.
- Ensure that students' technical sketches contain the following:
 - All seam lines (these are drawn as solid lines)
 - Darts
 - Identification of type of hem (e.g. machine stitched, rolled, invisible etc)
 - Any visible top stitching (these are drawn as broken dashed lines)
 - Fastenings and closures (e.g. zips, buttons, etc)
 - Construction details (e.g. gathering, pockets, etc)
 - Any other decorative feature(s)
 - Front and back view

TIP: If using an iPad or smartphone you can download the 'Fashion Design Flat Sketch app' to complete this task.

Indicate materials and where they are used (can be annotated also.) Please see the student examples of technical sketches.

Suggested book reference: Flats: Technical Drawing for Fashion. https://www.amazon.co.uk/Technical-Drawing-Fashion-Portfolio-Skills/dp/1856696189/ref=sr_1_2?s=books&ie=UTF8&qid=1490886262&sr=1-2&keywords=technical+drawing+for+fashion

More examples of technical sketches/working drawings can be found at: www.designersnexus.com/



UNIT 8: ANNOTATION AND CREATIVE STATEMENT

Learning objectives:

- Understand the judging criteria and be able to apply them to the annotations required
- Be able to demonstrate a sound understanding of wool and Woolmark through writing the creative statement
- Students will need to have completed their fashion illustration to complete this task

ACTIVITY 1: Annotations

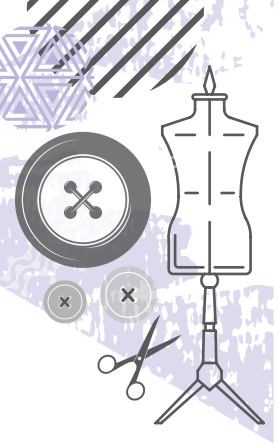
- Students need to include the following annotations on their fashion illustration (annotations need only be brief as further information and detail is provided in the creative statement). Please see sample [annotation page](#):
 - Identify the 'end user' – the type/age/gender of person who would wear this outfit
 - Reference which features make the garment/outfit multi-functional and what problem is being solved
 - Identify each of the garments (up to 4 pieces) that make up the outfit
 - Explain the key features of the outfit (both performance and aesthetic features)
 - Identify the wool fabrics and wool innovations (knit or woven)
 - Identify which Woolmark logo would be applied to each garment (Pure New wool, Wool Rich Blend or Wool Blend Performance)

Please see example layout in worksheet

- Students may need to refer to the Wool4School fabric pack or the fact sheets found on the Learn About Wool Link: www.learnaboutwool.com/wp-content/uploads/sites/11/Secondary_Different-Types-of-Wool-Fabrics.pdf

ANNOTATION EXPLANATION:

- **Identify the End User.** Students are to identify 'who' the outfit is designed for – what is their age, gender and style.
- **Reference which features make the outfit multi-functional and what problem is being solved.** Students need to identify what the garment converts to. Also need to annotate 'how' it transforms, e.g. sleeves are connected by zips and can be removed converting the jacket to a vest – garment can be worn in cool and warm weather. Identify specific innovations that have been used.
- **Explain key features of the outfit.**
- Explain to students what 'functional' and 'aesthetic' means. Functional features refer to how the garment works
- – closures (how you get in and out of the outfit) such as zips and buttons, ergonomic considerations (comfort and ease) and also functional features such as pockets.
- Aesthetic features refer to the visual aspects of the design. This can refer to any decorative detailing such as embroidery, beading, design lines, patterns, colour, prints, shapes and textures.
- **Identify the wool fabrics and wool innovations.**
- The students need to identify if woven or knitted fabrics are to be used for their outfit. Their annotations should also include comments about the properties of Merino wool to help explain why wool is a good choice, e.g. the jacket is tailored so a material that is crease resistant such as Merino wool makes it an ideal choice.
- **Identify which Woolmark logo would be applied to each garment**
- The students need to identify the appropriate Woolmark logo for each garment. If made from 100% wool, the Pure New Wool logo can be applied, for garments made with 50-99% wool, the Wool Rich Blend logo can be applied and for garments that have 30-49% wool content, the Wool Blend Performance logo can be applied. <https://www.woolmark.com/brands/>
- New Wool logo can be applied, for garments made with 50-99% wool, the Wool Rich Blend logo can be applied and for garments that have 30-49% wool content, the Wool Blend Performance logo can be applied. <https://www.woolmark.com/brands/>



ACTIVITY: Creative Statement

As well as annotating their fashion illustration, students are to write a creative statement. Go through the creative statement criteria and ensure that the students understand what each criteria means.

The creative statement needs:

- Be no more than 500 words (about 6 or 7 paragraphs)
- Show a sound understanding of wool and its natural attributes as well as how it has been used in the design.
- Creative statement should include:
 - An explanation of their design concept and description of the garment(s) design
 - An explanation of how the design is multi-functional and how it addresses a problem for a specific end user
 - Justification of the wool materials and innovations identified for the design (these need to relate to the properties of the materials)
 - An explanation of what the Woolmark logo means and how it can apply to their designed outfit.
- Please refer to [Creative Statement](#) worksheet for students to complete. Use any remaining class time to improve presentation of work.

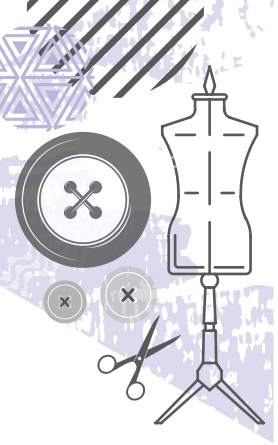
By end of this lesson, students should have finished their annotated fashion illustration and creative statement. If not yet finished, students can complete for homework.

Students are now ready to upload their entry!

Submission of work:

Competition entry must be submitted electronically. If work was done in a folio, please scan work and compile in an e-folio. Please ensure that document is in order and saved under student's name.

***Don't forget to fill in the [teacher questionnaire](#) next page to be in the running for an amazing prize!**



2018/19 WOOL4SCHOOL TEACHER PRIZE

To be eligible for the Wool4School teacher prize, complete the questionnaire below and let us know about how you implemented this competition into your school program:

TEACHER NAME:

NUMBER OF YEARS TEACHING:

SCHOOL NAME:

IS YOUR SCHOOL (PLEASE TICK):

☐

INDETERMINATE

☐

INDEPENDANT

☐

LOCAL AUTHORITY

SIZE OF SCHOOL (PLEASE TICK):

☐

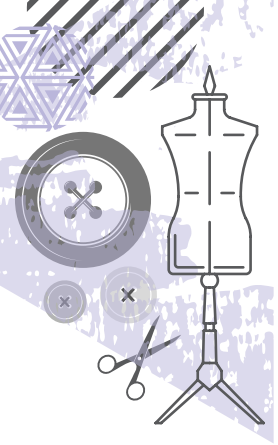
0-500

☐

500-1000

☐

1000+



TEACHER CRITERIA

1. **How did you go about implementing the 2018/19 Wool4School Design Competition in the classroom?**

What did you do? Did you adapt resources or the work to accommodate the needs of the class? Please provide/attach an example(s).

2. **Tell us how you introduced the 2018/19 Wool4School Design Brief and taught your students about Merino wool and the wool innovations.**

Did you use the resources and website links provided or did you develop other resources? Please provide evidence of how you engaged your students in learning about wool.

3. **In what ways has the 2018/19 Wool4School Design Competition assisted or helped improve the Design and Technology/Art student outcomes in your classroom?**

Please give a specific example e.g. engaged a disengaged student.

4. **What did you learn from participating in the 2018/19 Wool4School Design Competition? e.g. has it improved your understanding of wool, or helped assist you in the teaching of Design?**

5. **Please add any other information about your participation in this competition that may support your entry.**

Where possible, please provide student sample work or teacher resources. Photos can also be included to support your entry!

The creative statement needs:

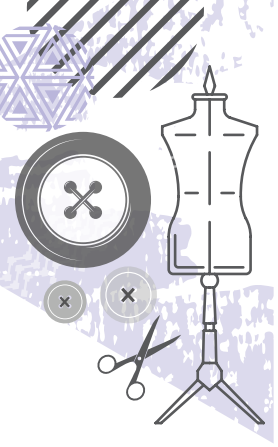
- Evidence of student success in the classroom
- Evidence of quality teaching in the classroom
- Evidence of students understanding and learning about wool
- Quality and quantity of student entries
- Reflective and thoughtful teacher responses



WOOL4SCHOOL
DESIGN COMPETITION

STUDENT HANDOUTS

The following pages are
worksheets for students



To help get you started, check out these designs of multi-functional garments
– think about who the end user of these garments would be:

1. Brand: Blessus – clothing that can be changed using concealed zippers:

<http://www.ecouterre.com/blessus-modular-clothing-you-can-customize-with-concealed-zippers/blessus-modular-clothing-2/>

2. Multi-functional clothing for refugees:

<http://www.ecouterre.com/parsons-student-designed-fashion-line-to-help-syrian-refugees/angela-luna-adiff-28/?extend=1>

3. Tee – pant – bag multi-functional garment:

<https://competition.adesignaward.com/design-image.php?y=2014&design=38289>

4. Convertible travel outfit:

<http://www.dailymail.co.uk/femail/article-2274945/Introducing-worlds-Winter-Sun-Travel-Outfit-Gatwick-Grenada-garment.html>

5. The 'Empowerment' coat – jacket that converts to sleeping bag:

<http://www.empowermentplan.org/the-coat>

6. Transformation sleeping bag – jacket:

<https://www.cpccompany.co.uk/blogs/archive/59086725-transformables-sleeping-bag-2000>

7. Modular clothing – Benjamin Shine:

http://www.benjaminshine.com/projects_to_wear/infiniti01.html

8. Multi-functional and sustainable fashion - Allenomis:

<https://www.notjustalabel.com/designer/allenomis>

9. Multi-functional dress – The Grommet:

<https://www.thegrommet.com/the-flirt-by-angelroxmulti-functional-dress>

10. 3 in 1 convertible garment:

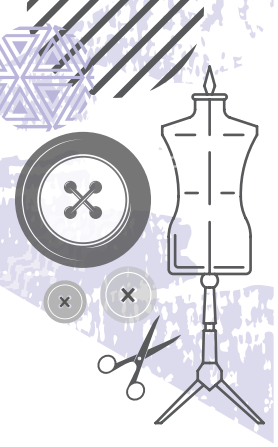
<http://elitechoice.org/2010/08/18/stephanie-simek-three-in-one-convertible-garment-can-be-touted-as-the-new-age-clothing-g/>

11. Refugee/survival wear:

<http://www.studio-orta.com/en/artworks/serie/1/Refuge-Wear>

12. Convertible clothing and accessories:

<http://jenstrendspot.blogspot.com.au/2010/09/convertible-clothes.html>

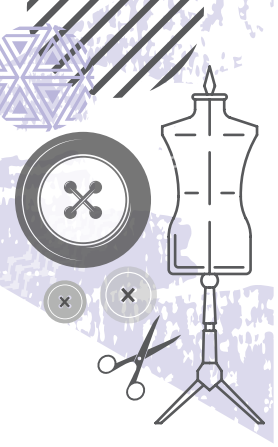


To help you get started on selecting an end-user group for your multi-functional outfit, below is a possible list.

Think about the different needs that these end users might have.

END-USER GROUPS:

- Travellers/backpackers
- Tweenagers
- Children
- Hipsters
- Sporty types
- Special needs/disabilities
- Students
- Business men/women
- Trades men/women
- Homeless
- Pet owners
- Chefs
- Skateboarders
- Unisex
- Campers
- Farmers
- Survivalists
- Fashionistas
- Other _____

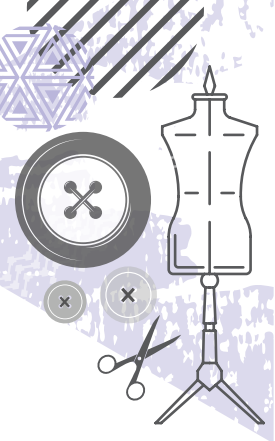


ACTIVITY:

- Create an End User Profile
- Identify the following aspects of your end user – the type of person you imagine would wear your multi-functional outfit (see previous page for list of possible end-user groups):

END USER PROFILE

| | | | |
|---|---|----------------|---------------|
| Gender | Male | Female | Either/Unisex |
| Age group | 0-3 4-12 | 13-18 19-25 | 26-35 35+ |
| Living situation (Circle all applicable) | At home with parents Apartment/flat Single Couple Living away from home Married/Couple | | |
| Tastes in the following (list them): | | | |
| Style of clothes they like to wear | | | |
| Magazines/books they like to read | | | |
| Places they like to shop | | | |
| Music they like to listen to | | | |
| Activities they like to do | | | |
| List any words that would describe your end user: | | | |
| - | - | - | |
| - | - | - | |
| - | - | - | |
| What issues are important to this end-user group? e.g., keeping up with the latest fashion, being sustainable etc. | | | |
| - | - | - | |
| - | - | - | |
| - | - | - | |
| What design elements and features would appeal to this end user group? | | | |
| Material types | | | |
| Colours | | | |
| Patterns | | | |



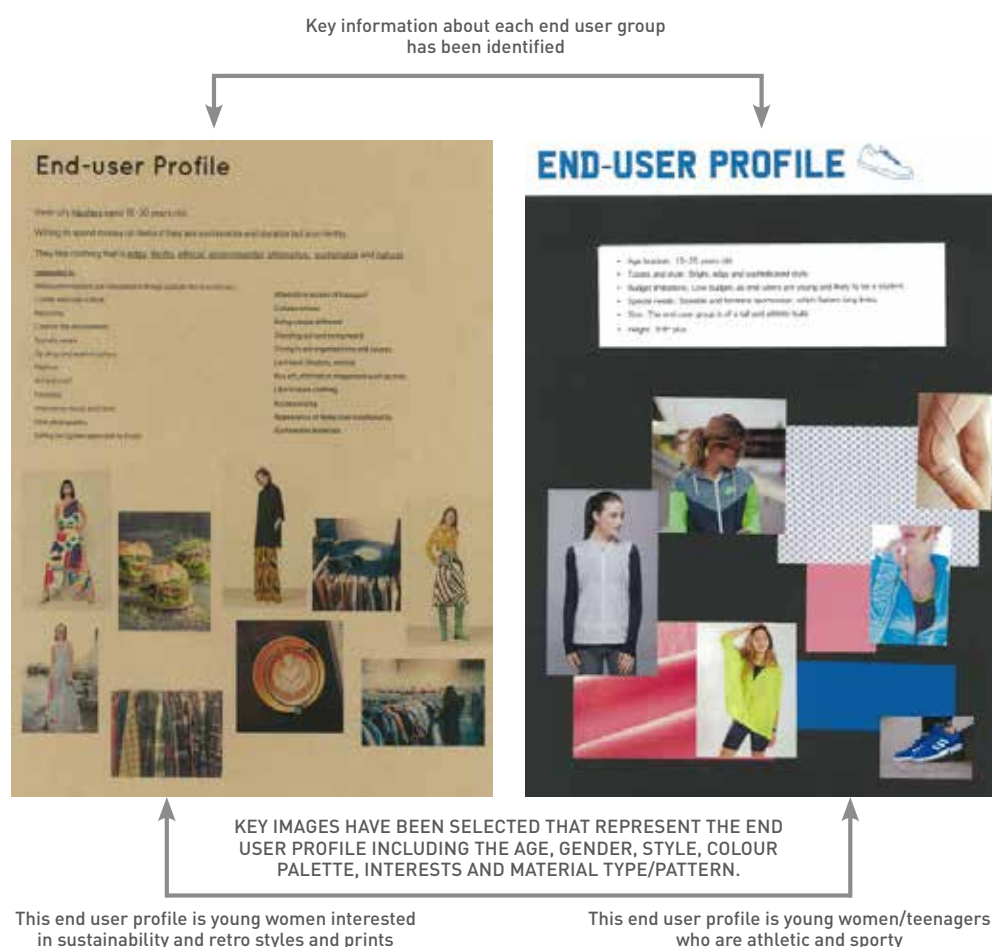
In your own word, how would you describe this end user group:

ACTIVITY:

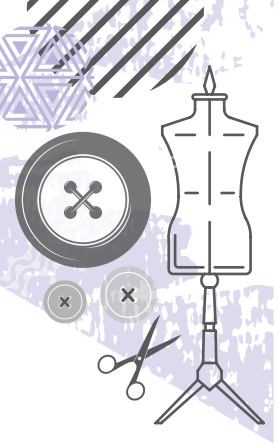
Using the information identified in your End User Profile (previous page), create an inspiration board that reflects their style.

- Collect a selection of images from magazines or from the internet that reflect your end user for whom you intend to design a multi-functional outfit
- Play around with the layout and proportion of the images before you commit to pasting them down
- **Include a heading and any other relevant information that also conveys the style of your chosen end user** – remember to choose an appropriate font.

Below are examples of two different end user profiles:



*Please refer to the [mood board examples](#) for some more presentation ideas.



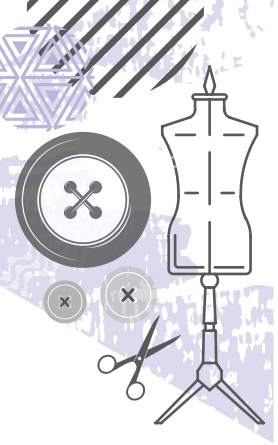
Characteristics and properties refer to how a material looks, feels and behaves. In finding out about a material's characteristics and properties we can then select the right material for the job.

So let's find out about Merino wool.

ACTIVITY:

- Click on the link below to find out why wool is so wonderful: www.woolmark.com/resources/benefits-of-wool/ (Watch the video – 'The innovator' found on this weblink).
- Click on the link below to find out why wool is especially good for sportswear/performance: <https://www.wool4school.com/merino-wool/wool-properties/> (Watch the video in the link).
- Read through the benefits of wool and identify which benefits are especially appropriate for the multi-functional outfit you intend to design for your end user.
- Fill in the table below (this will help you with your annotations for your fashion illustration):

| WOOL PROPERTY | WHY/HOW THIS MAKES WOOL SUITABLE FOR A MULTI-FUNCTIONAL OUTFIT FOR YOUR CHOSEN END USER |
|------------------|--|
| e.g. Breathable | The outfit is intended to be worn in hot weather, so it is important that the material is breathable so that the end user does not feel sweaty or clammy |
| Biodegradable | |
| Renewable | |
| Soft | |
| Elastic | |
| Machine washable | |
| Stain resistant | |
| Anti-wrinkle | |
| Odour resistant | |
| UV resistant | |

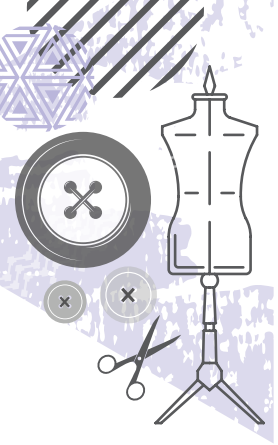


Click on the following link and watch the short videos to find out about the process wool goes through from fibre through to fashion.

Click on the wool processing link to watch the video -
www.wool4school.com/merino-wool/wool-processing/

Wool processing:

| | Woven fabrics | Knit fabrics |
|--|---------------|--------------|
| Describe the construction | | |
| How is it produced? | | |
| What are the advantages? | | |
| List some different types of this fabric (include a diagram if possible) | | |
| What types of clothing are most suitable for this fabric construction? | | |



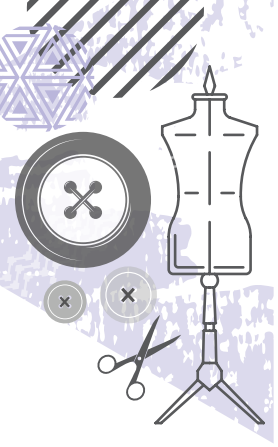
To learn more about The Woolmark Company’s innovations in wool please click on this [website](#) link:

- Watch the short video clip on knitwear innovation.
- Click on the browse innovations tab to find out about a range of textile innovations.

Think about which innovations will be most suitable for the sport you are designing an outfit for.

* These ‘visual’ (aesthetic) innovations are worth checking out: Sculpture Merino, Crinkle Merino, Merino Devore or 3D Merino (knit or woven)

| Innovation | Is it woven or knit | What are its features? | Which garment/ accessory would you use this innovation in? |
|----------------------------|---------------------|--|---|
| Neulana Protect | Woven | Shower resistant Wind resistant Wrinkle recovery Machine washable | Outer wear such as spray jackets and sportswear, also outdoor gear such as tents etc. |
| Neulana Elite | | | |
| Wool Denim | | | |
| Moisture Management Merino | | | |
| Aromatherapy Merino | | | |
| Super-Dark Merino | | | |
| Sculpture Merino | | | |
| Merino Fresh | | | |
| Machine Washable | | | |



What is the Woolmark logo?

Click on the link and answer the following questions:
<https://www.woolmark.com/about-us/the-woolmark-company/>

Read pages 4&5 and answer the following questions:

What is the Woolmark logo?

What does each of these symbols mean?

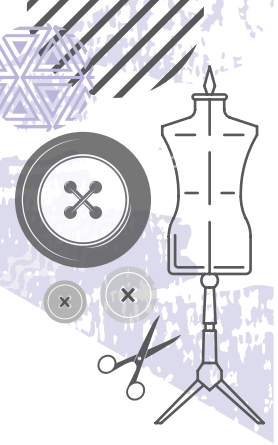
1.  [®]
PURE NEW WOOL

2.  [®]
WOOL RICH BLEND

3.  [®]
WOOL BLEND
PERFORMANCE

How does a garment get Woolmark certification?

What fashion companies or designers do you know carry the Woolmark logo?
Can you list some?



SCAMPER is a graphic organiser that you can use to help you develop your design ideas.

Sometimes you can get stuck on one idea and find it difficult to expand on or improve your design. You can use SCAMPER to help you 'think outside the square' and come up with something totally original.

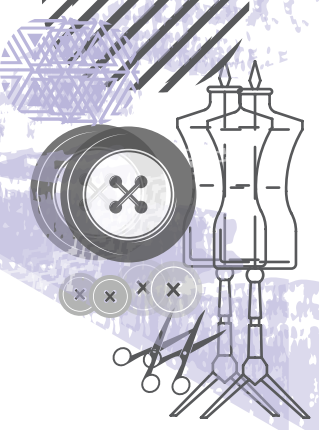
| SCAMPER STANDS FOR: | POSSIBLE DESIGN CHANGES/IMPROVEMENTS: Can you think of some more? |
|---------------------|---|
| SUBSTITUTE | <ul style="list-style-type: none"> Can you substitute a design feature for another? e.g. round neck instead of V-neck. Can you substitute a colour for another colour? e.g. hot pink instead of red. Can you substitute a fabric choice for another fabric choice? e.g. knit jersey instead of plain woven. |
| COMBINE | <ul style="list-style-type: none"> Can you combine two ideas in one? e.g. take two design ideas from different garments and use them in one look. Can you combine two looks into one? e.g., take the best features from two of your designs and incorporate them in one look. |
| ADAPT | <ul style="list-style-type: none"> Can you adapt your design to suit a different function? Can you adapt your design to suit a different client? e.g. be unisex – suits both male and female. |
| MODIFY | <ul style="list-style-type: none"> Can you modify your design so that it is easy to construct? e.g. simplify the design. Can you modify your design so that it is more comfortable to wear? e.g. modify the design lines so they sit more comfortably on the body. |
| PUT | <ul style="list-style-type: none"> Can you put/attach something on your design feature? e.g. put a frill on the neckline. |
| ELIMINATE | <ul style="list-style-type: none"> Can you eliminate/remove a design feature? e.g., remove a frill. |
| REVERSE | <ul style="list-style-type: none"> Can you reverse the position of your design features? e.g. put pocket on opposite side. |

ACTIVITY:

As you begin your designing, try writing SCAMPER down the side of your page to help you come up with as many options as possible.

| Design Ideas | | | | | | |
|--------------|---------|-------|--------|-----|-----------|---------|
| Substitute | Combine | Adapt | Modify | Put | Eliminate | Reverse |

*See page 39 for a student example of exploring ideas through visualisations.



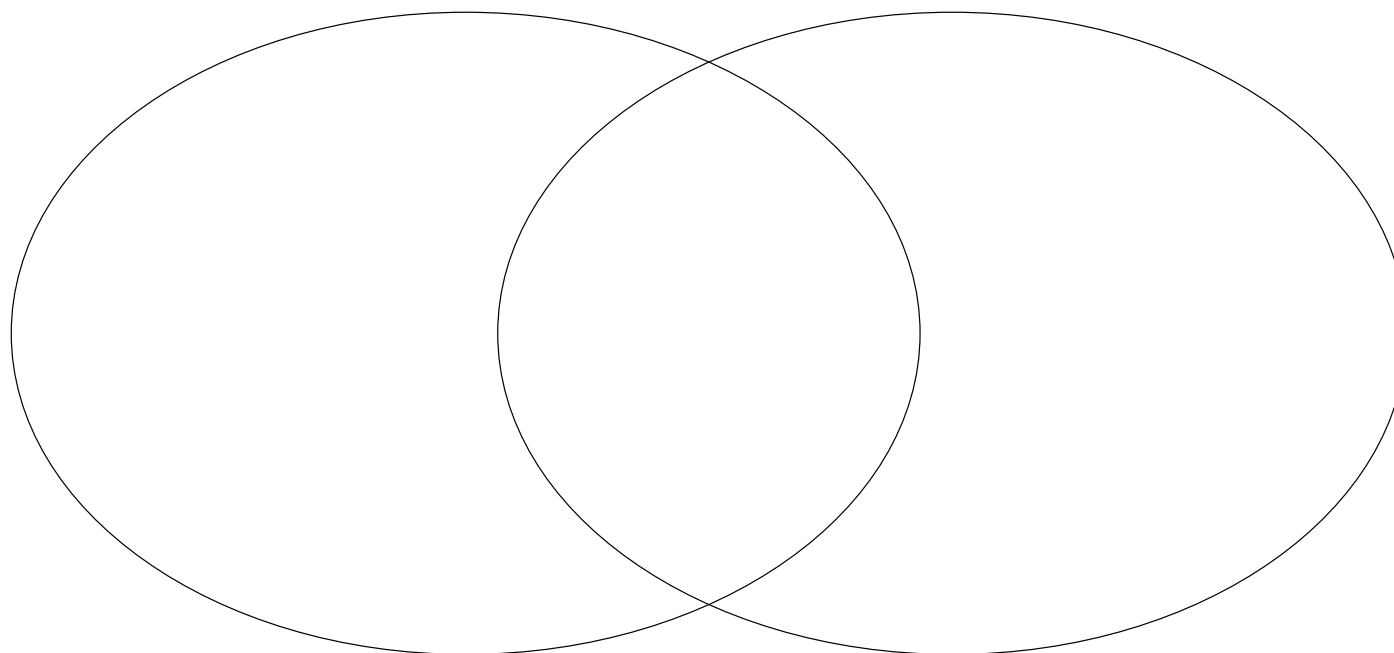
LIST 1

- Pants
- Skirt
- Dress
- Shorts
- Jumpsuit
- Jacket
- Tracksuit
- Jeans
- Shirt
- Other_____

LIST 2

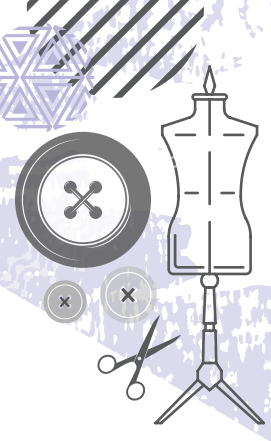
- Hat
- Bag
- Tent
- Backpack
- Umbrella
- Raincoat
- Parka
- Sleeping bag
- Fashion accessory
- Other_____

Choose one garment from each list (list 1 and 2) that you would like to combine into a multi-functional garment/outfit for your end user, and explore your ideas using a Venn diagram. On either side, brainstorm (list/draw) features of either garment/accessory that you would like to include and in the middle (where the circles overlap) identify ways you could combine the two items to design a multi-functional garment.

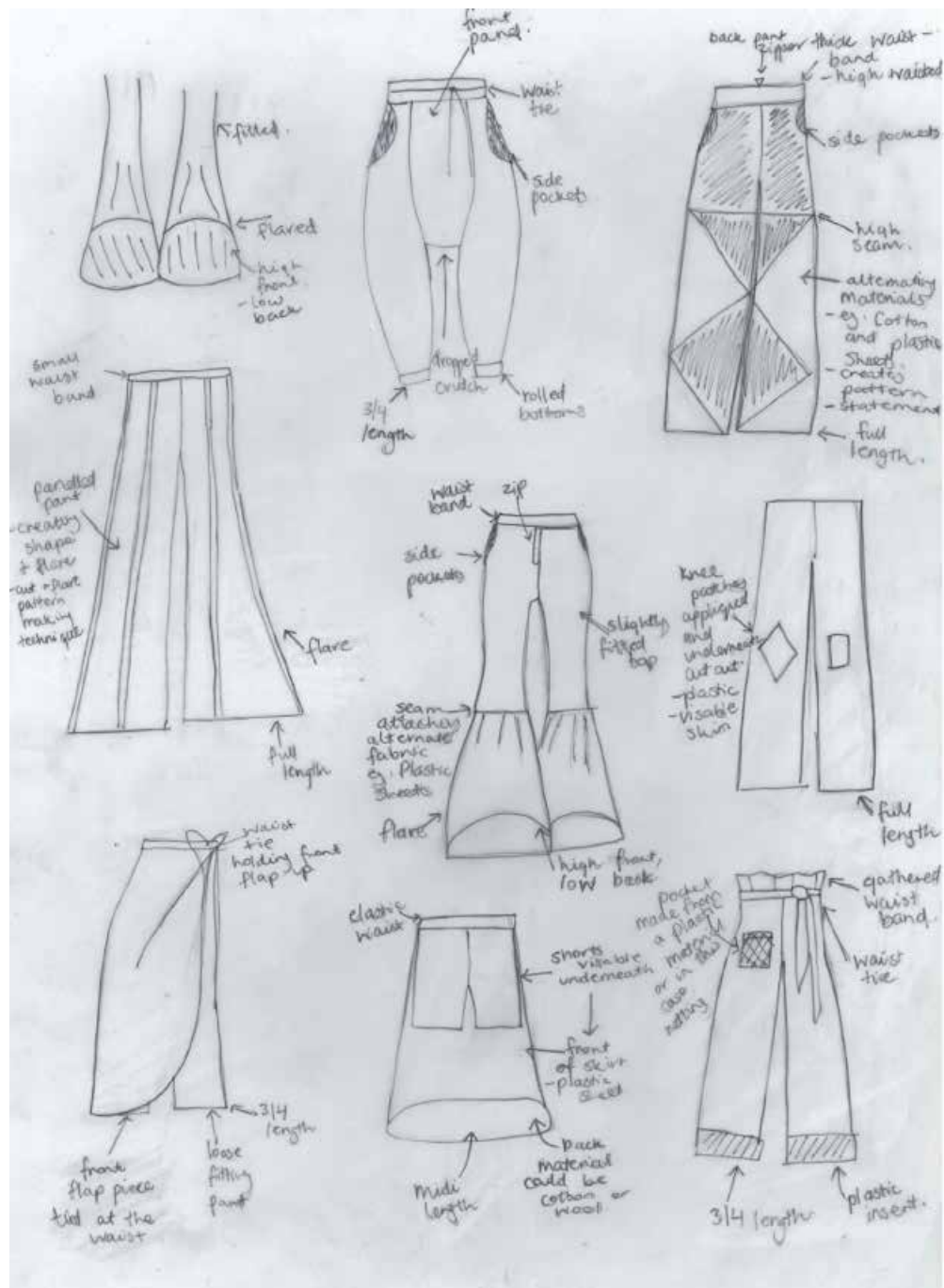


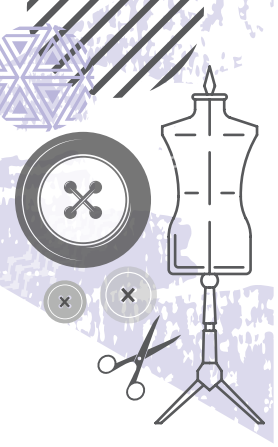
Garment or accessory 1:

Garment or accessory 2:



Student example – exploring different trouser options through visualisations and annotations:



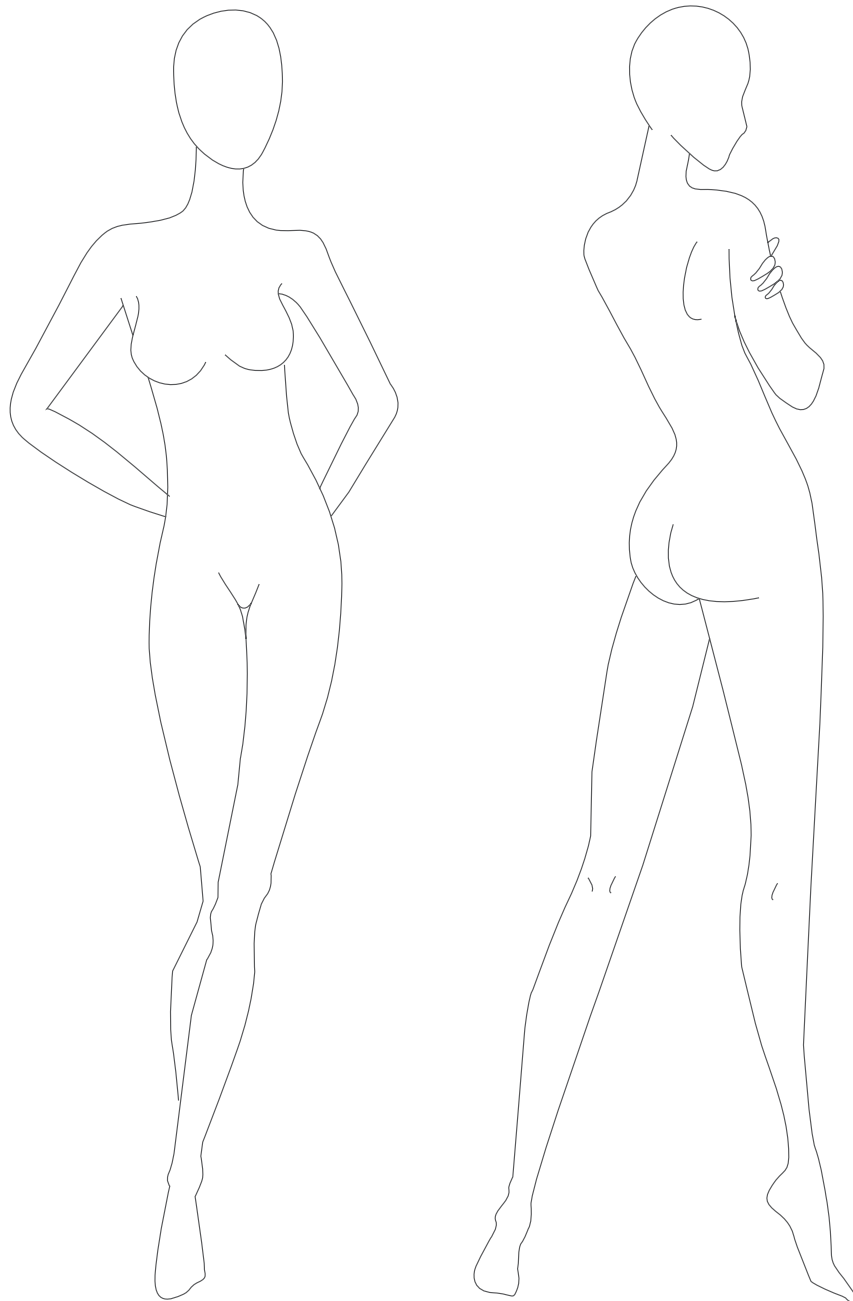


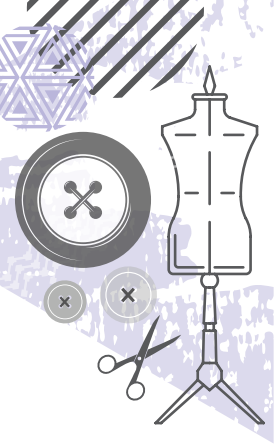
Your design option is to be presented as a fashion illustration. Whilst it is better if you can draw your design in your own style, you can however use a fashion template to help you.

* Please [see examples](#) from 2017's Wool4School competition for some ideas.

If you would like to download additional templates you can go to this website:

<http://www.deviantart.com/morelikethis/262867809> or <http://www.designersnexus.com/>

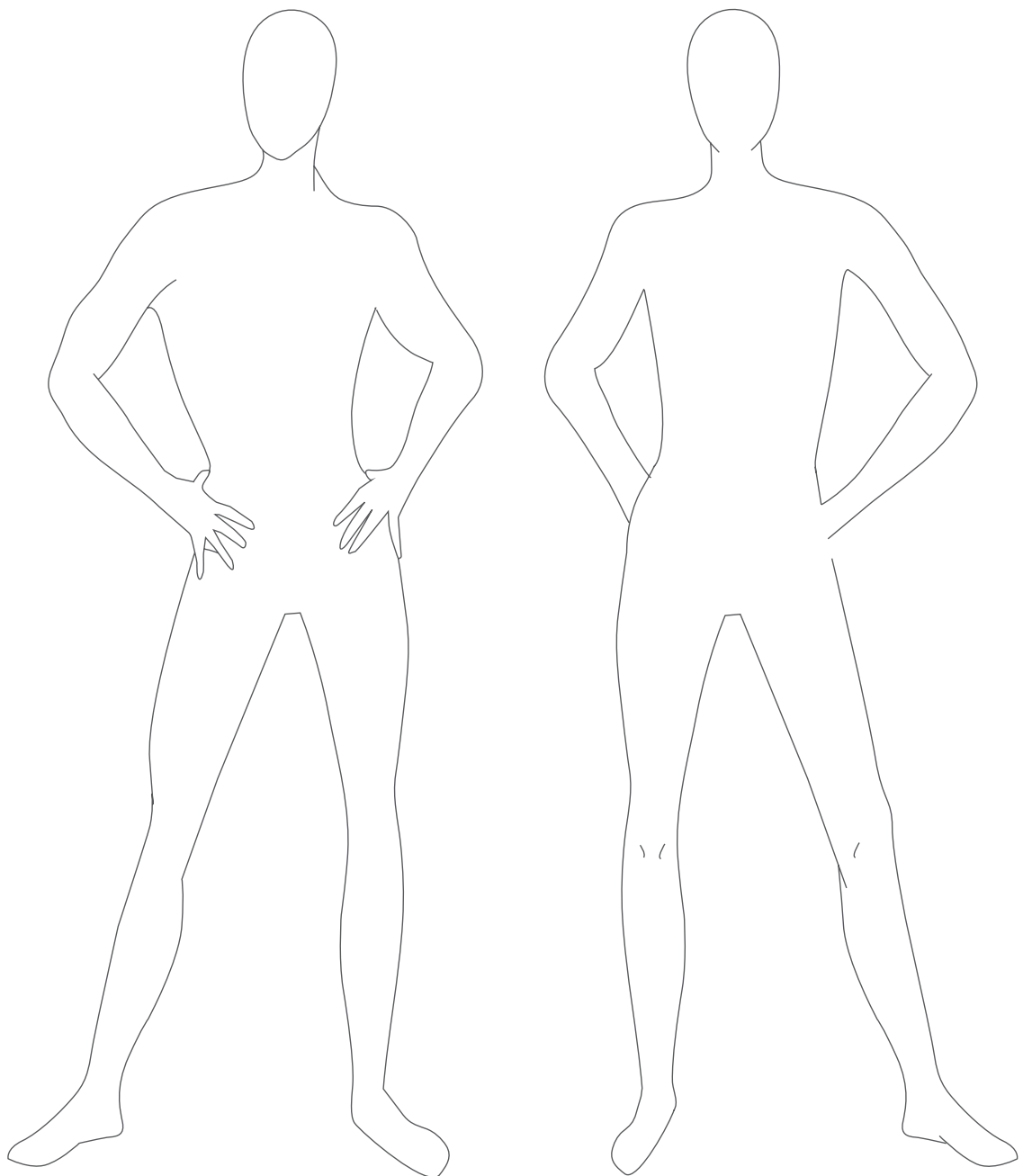


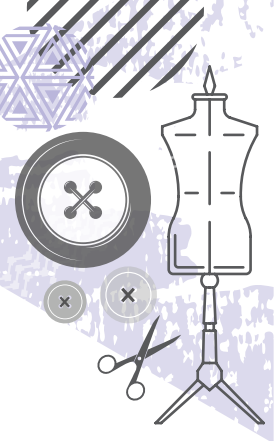


Fashion
Illustration
Male
Template

Hint: When tracing, draw the clothing on the figure first, and then draw the figure around that. A good medium to use is watercolour, and then use a fineliner to trace the outline.

Template found at <http://www.designersnexus.com/>

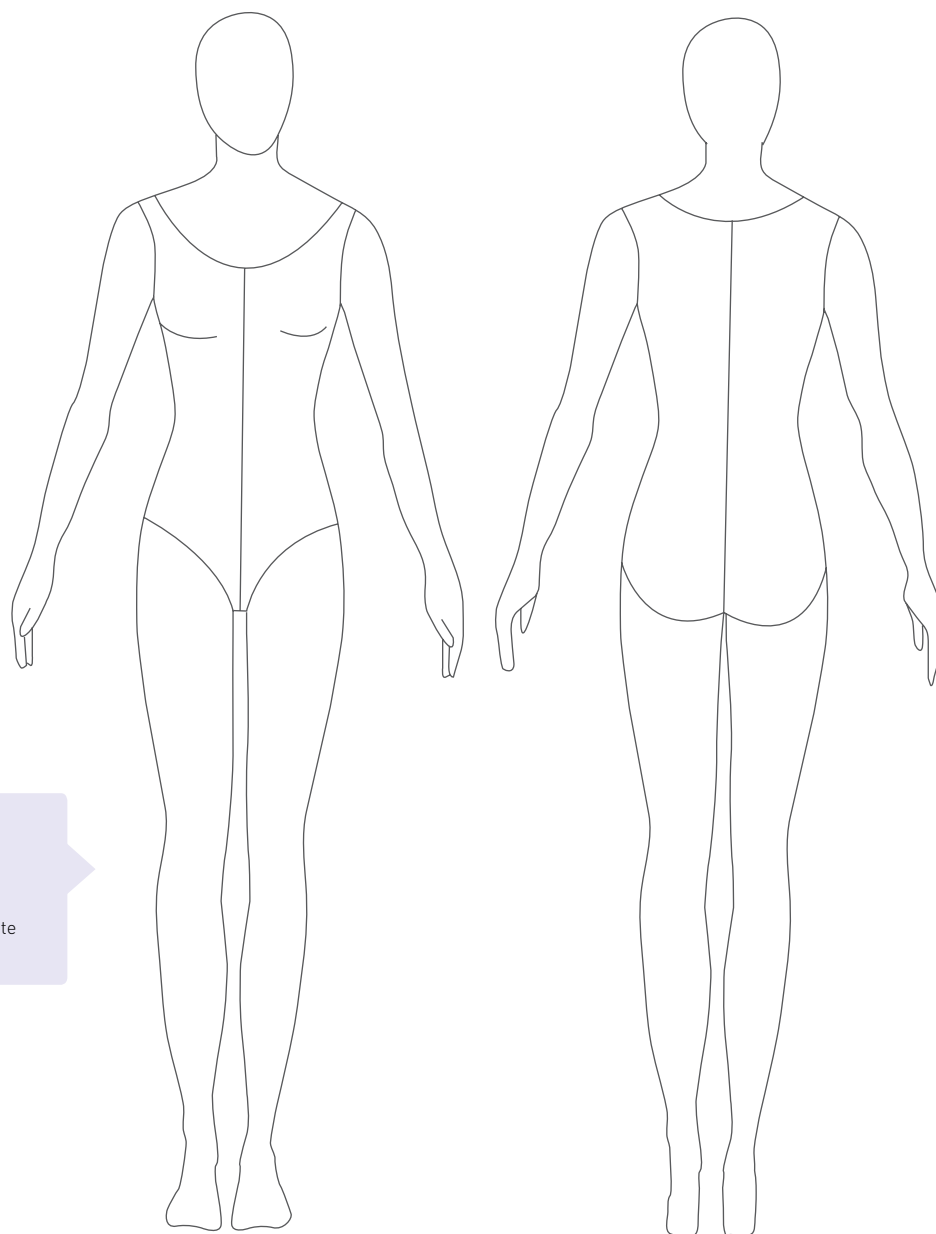




TECHNICAL SKETCHES: sometimes called working drawings are drawn outlines of the garments – they are not shown on a figure. They are not 'fashion' drawings and they need to be drawn to scale – you will see in the template below the figures are in proportion (not elongated like a fashion template).

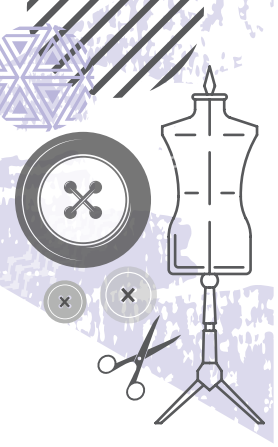
Use the template below to help draw your technical sketches of your clothing designs to scale – you can use drawing software such as Adobe Illustrator or you can draw your designs using rulers and french curves with tracing paper on top.

Include all design lines and stitching details. A front and back view of the garment needs to be shown.



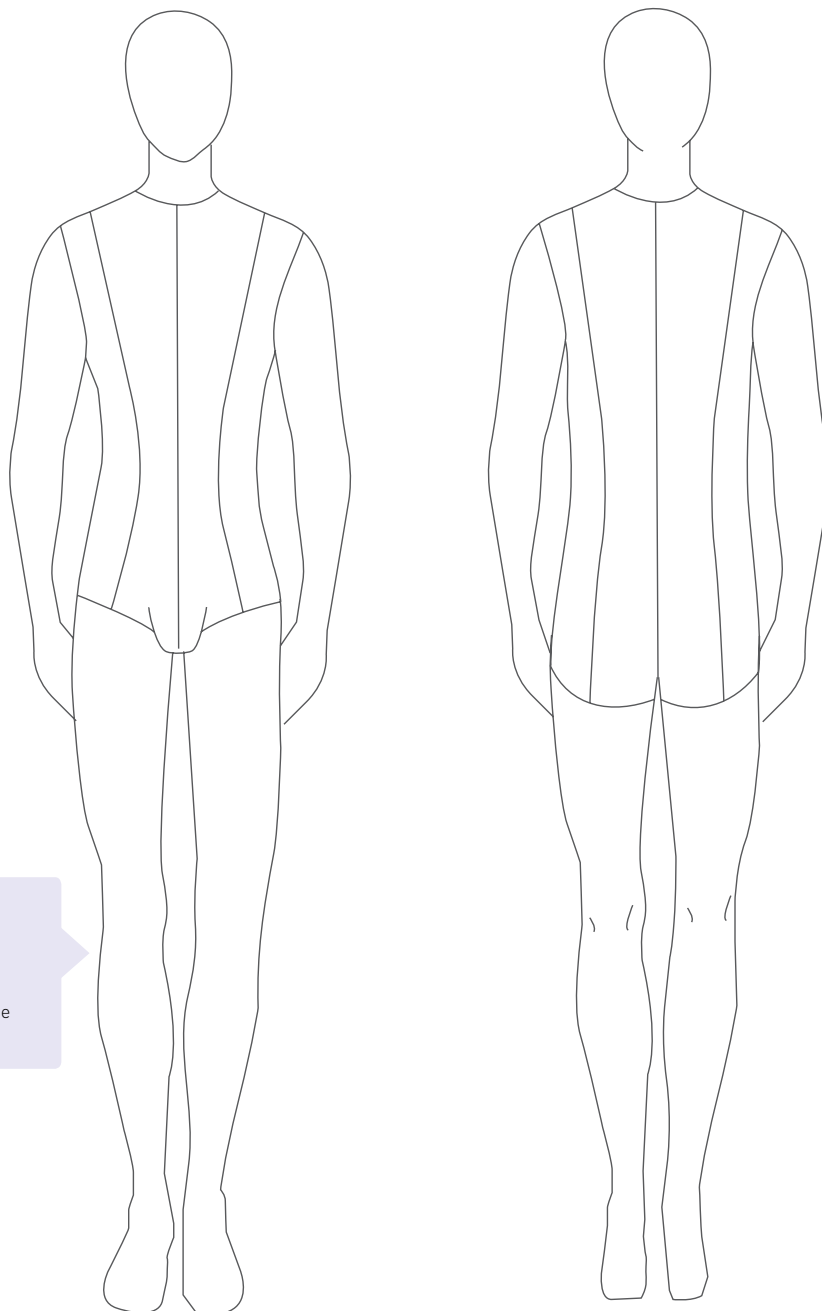
TIP: If using an iPad or smartphone you can download the 'Fashion Design Flat Sketch App' to complete this task.

Female Template



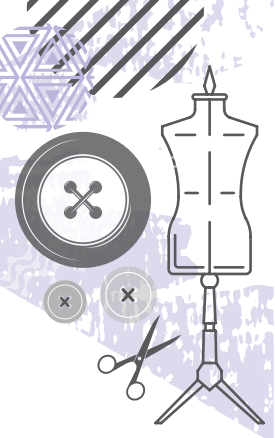
Template and further information on technical sketches found at

www.designersnexus.com/fashion-design-portfolio/fashion-design-croquis-template/fashion-templates/



TIP: If using an iPad or smartphone you can download the 'Fashion Design Flat Sketch App' to complete this task.

Male Template

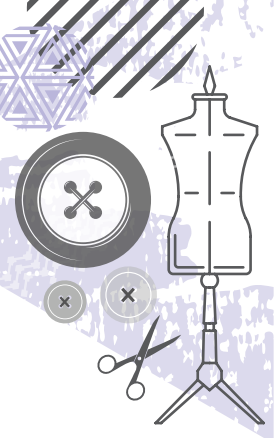


Your fashion illustrations should include the following annotations:

1. Reference which features of the outfit that reflect multi-functional
2. Identify how the outfit addresses the practical needs
3. Label each garment
4. Explain the key features of the outfit (functional and aesthetic)
5. Identify the wool fabrics (knit or woven and wool innovations)

Below are some example annotations/annotation starters to help:

| LINE | COLOUR | SHAPE | TEXTURE |
|-------------|---------------|---------------|---------|
| Bold | Bright | Round | Hard |
| Flowing | Dull | Curved | Soft |
| Narrow | Cool | Square | Smooth |
| Curved | Warm | Rectangular | Rough |
| Wiggly | Strong | Triangular | Brittle |
| Simple | Soft | Natural | Shiny |
| Straight | Dark | Irregular | Matt |
| Bent | Light | Circular | Tough |
| Long | Earthy | Abstract | Furry |
| Short | Neutral | Geometric | Fuzzy |
| Sloping | Contrasting | Large | Fluffy |
| Sharp | Complementary | Small | Velvety |
| Delicate | Vibrant | Boxy | Silky |
| Light | Harmonious | 2 Dimensional | Hairy |
| Interrupted | Seasonal | 3 Dimensional | Glossy |
| Broken | Wintery | Octagonal | Woolly |
| Dotted | Summery | Organic | Shaggy |
| Continuous | Autumnal | | Dull |
| Zig zag | Pastel | | |
| Jagged | Tonal | | |
| Even | Fluorescent | | |
| Uneven | Rainbow | | |
| Angular | Retro | | |
| Fragile | Metallic | | |
| | Primary | | |
| | Secondary | | |
| | Tertiary | | |
| | Limited | | |



Your fashion illustration should be presented on one (1) page only and needs to include the following annotations:

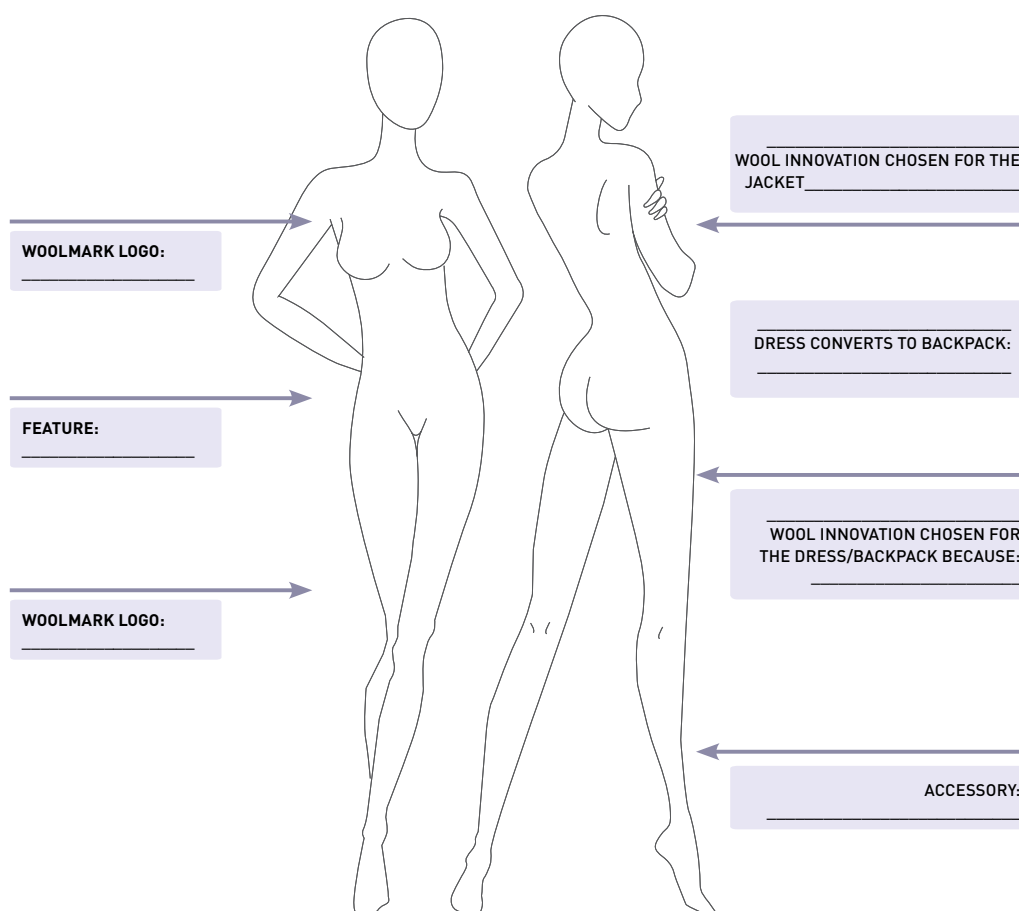
- Identify the 'end user' – the type/age/gender of person who would wear this outfit
- Reference which features make the garment/outfit multi-functional and what problem is being solved
- Identify each of the garments (up to 4 pieces) that make up the outfit
- Explain the key features of the outfit (both performance and aesthetic features)
- Identify the wool fabrics and wool innovations (knit or woven)
- Identify which Woolmark logo would be applied to each garment (Pure New wool, Wool Rich Blend or Wool Blend Performance)

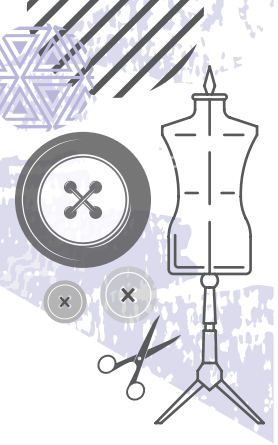
Below is an example layout you may wish to use:

END USER GROUP: Backpacker

MULTI-FUNCTIONAL OUTFIT MADE UP OF:

- Jacket
- Dress that converts to a backpack
- Accessory: Socks





The creative statement is your opportunity to demonstrate your understanding of materials and design. Your responses should be as detailed as possible. Answer the following:

DESIGNER NAME:

SCHOOL NAME:

YEAR OF SCHOOLING:

NAME OF THE DESIGN (mood board title):

CHOSEN END USER GROUP:

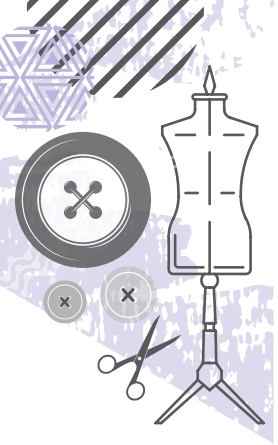
CREATIVE STATEMENT (no more than 500 words):

An explanation of their design concept and description of the garment(s) design

An explanation of how the design is multi-functional and how it addresses a problem for a specific end user

Justification of the wool materials and innovations identified for the design (these need to relate to the properties of the materials)

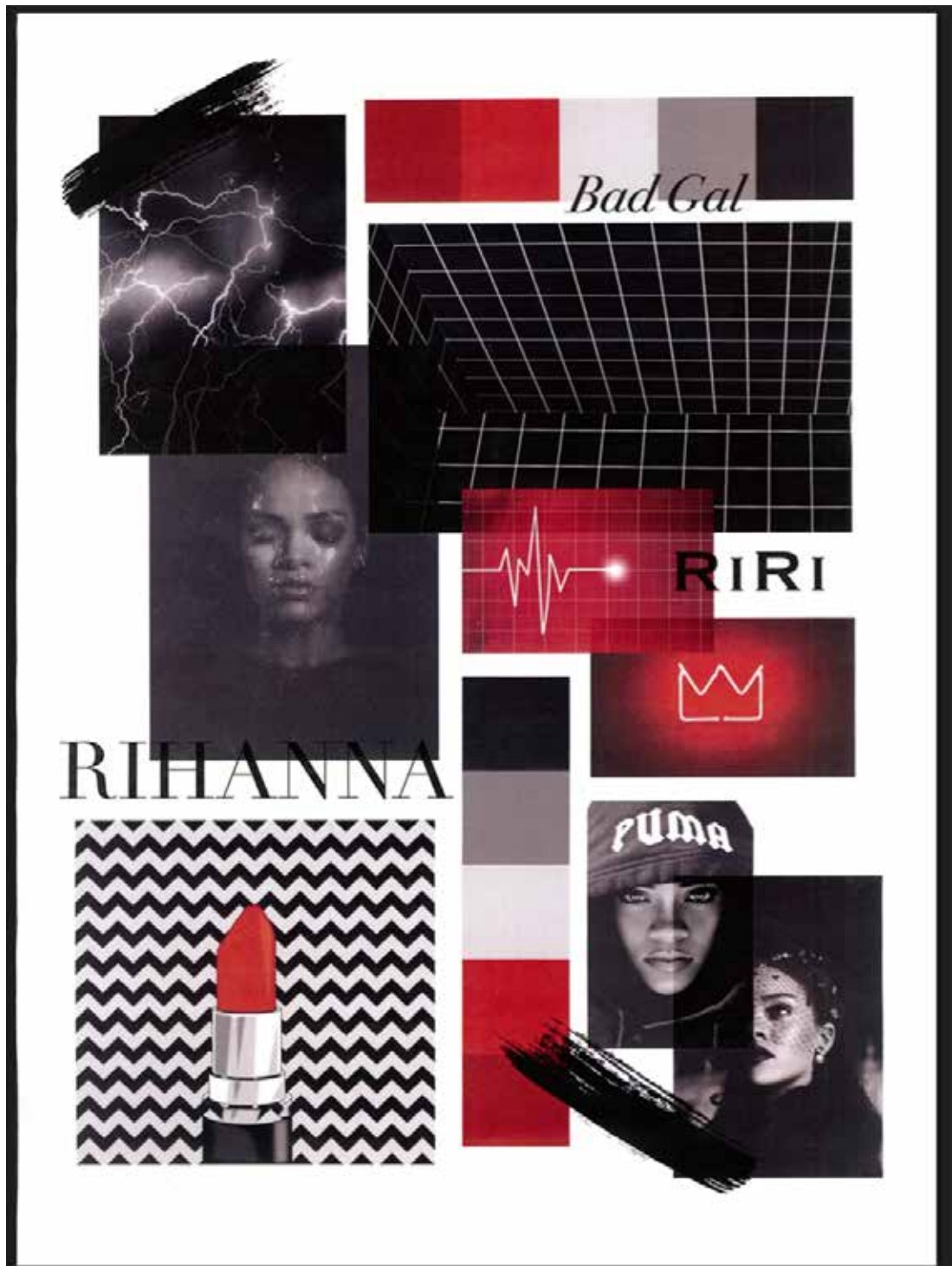
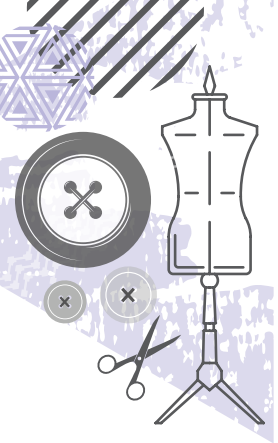
An explanation of what the Woolmark logo means and how it can apply to their designed outfit.



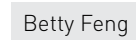
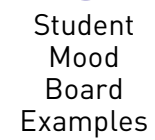
Your entry will be judged on the following criteria. Before uploading your entry, make sure you have covered all criteria!

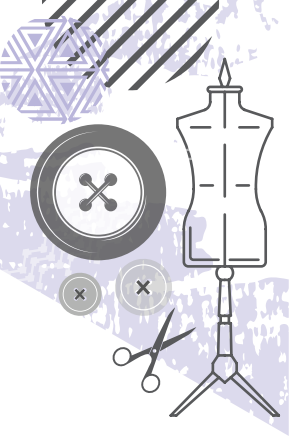
| | JUDGING CRITERIA |
|----|---|
| 1 | Innovative and creative multi-functional design |
| 2 | Multi-functional outfit conveys the needs of the end user |
| 3 | Clear link between inspiration board (visual end-user group) and multi-functional design |
| 4 | Design suitability |
| 5 | Fashion illustration – drawing style and clarity of drawing |
| 6 | Suitability of wool materials selected for design(s) including at least one example of wool innovation |
| 7 | Demonstrated understanding of the appropriate use of wool materials |
| 8 | Clear annotations to show features of the multi-functional outfit (as well as reference to Woolmark logo) |
| 9 | Quality and accuracy of technical sketch |
| 10 | Justified responses in the creative statement |
| 11 | Overall visual presentation |

***See student examples (from previous years' competitions) on the following pages!**



Jessica Oldnall

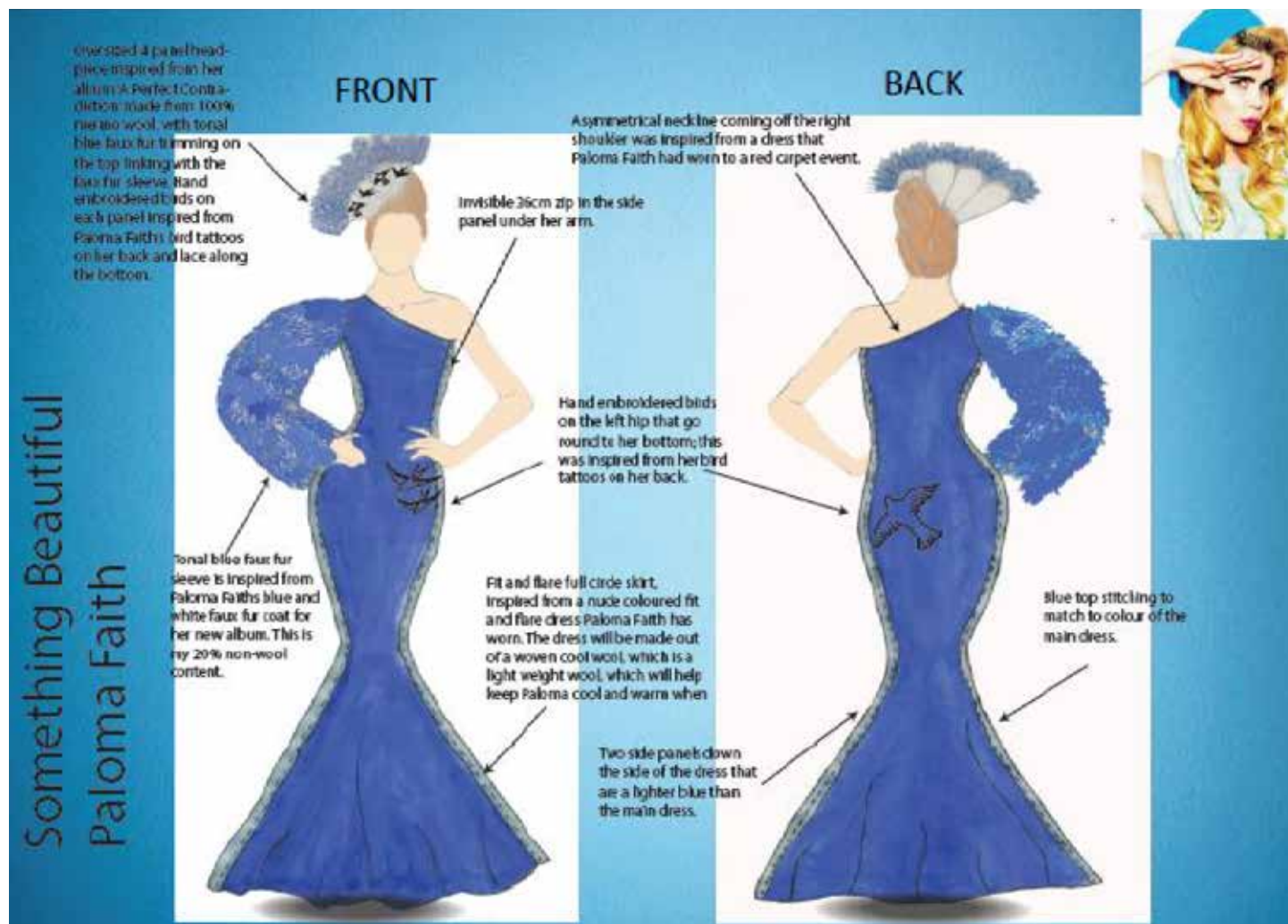




Daisy Lines



Shona Oliver

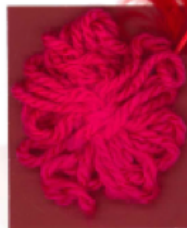


Phoebe Blackwell

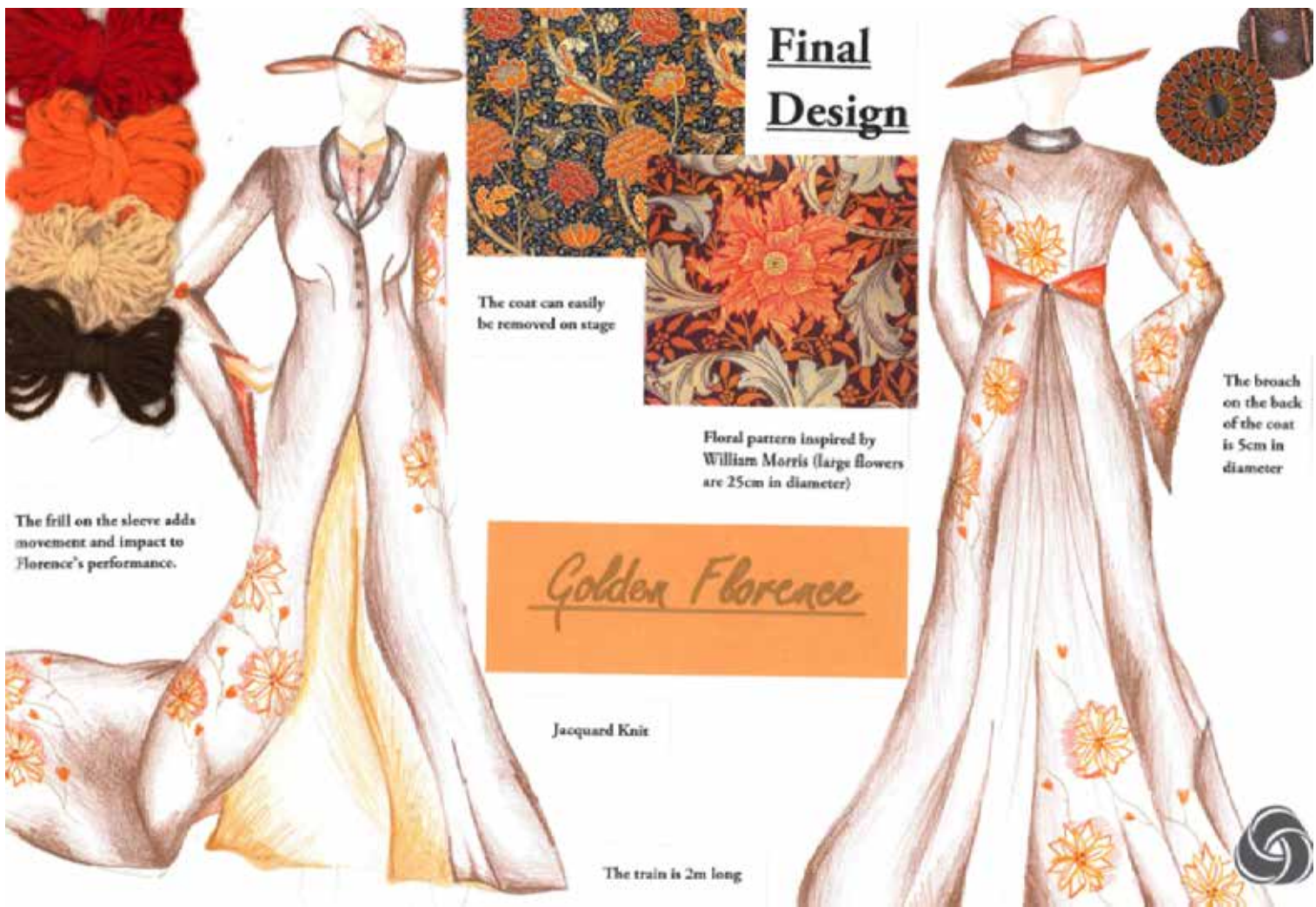


FINAL DESIGN

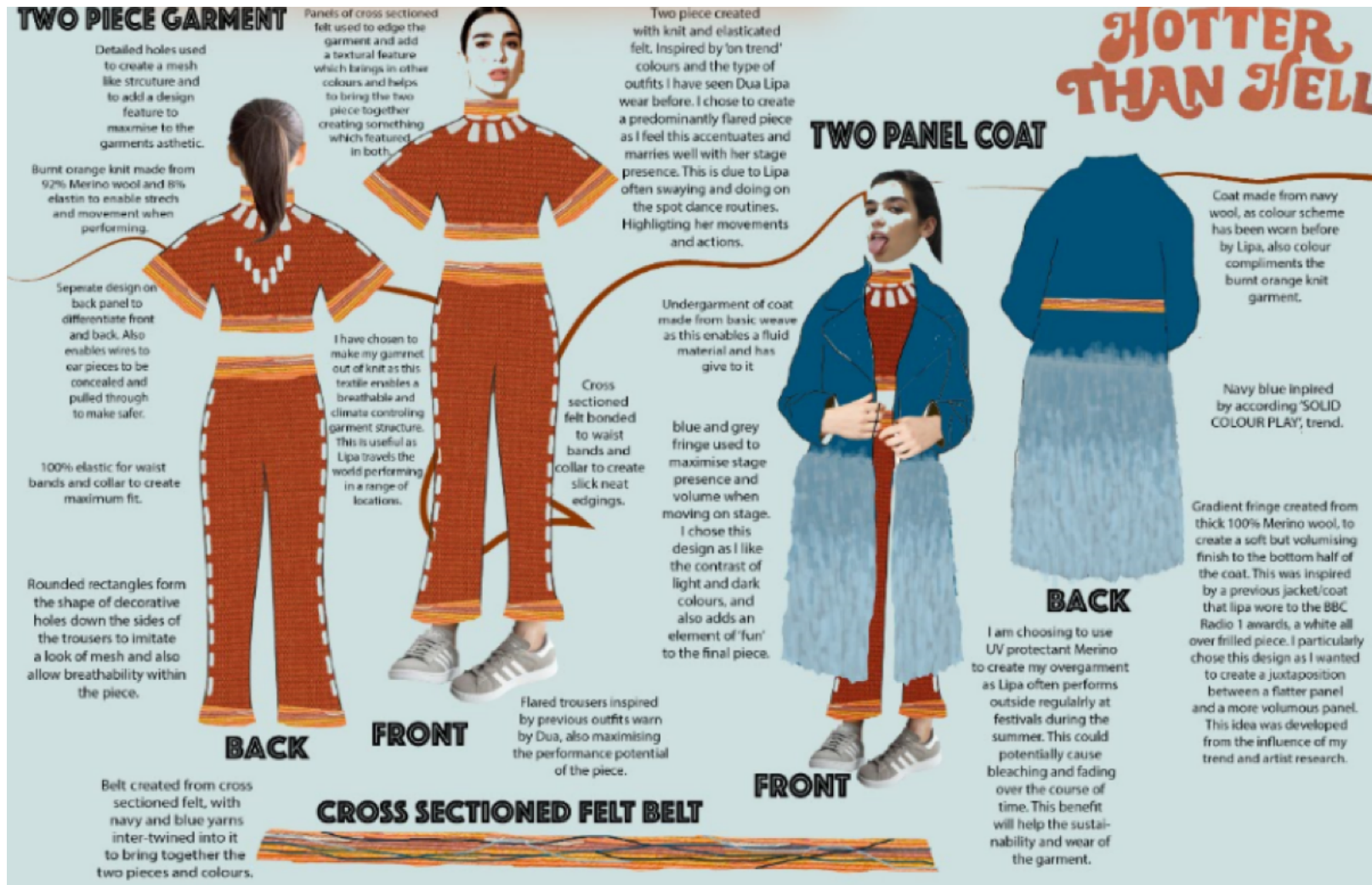
These sketches show my final design. The red dress has an orange separate collar. The dress features some decorative flowers. Shoulders and back have been cut out, and the cuffs have frilled edges. Lana may also like to have a floral headdress (this will be the additional accessory) which made by artificial flowers, feather and ribbon.



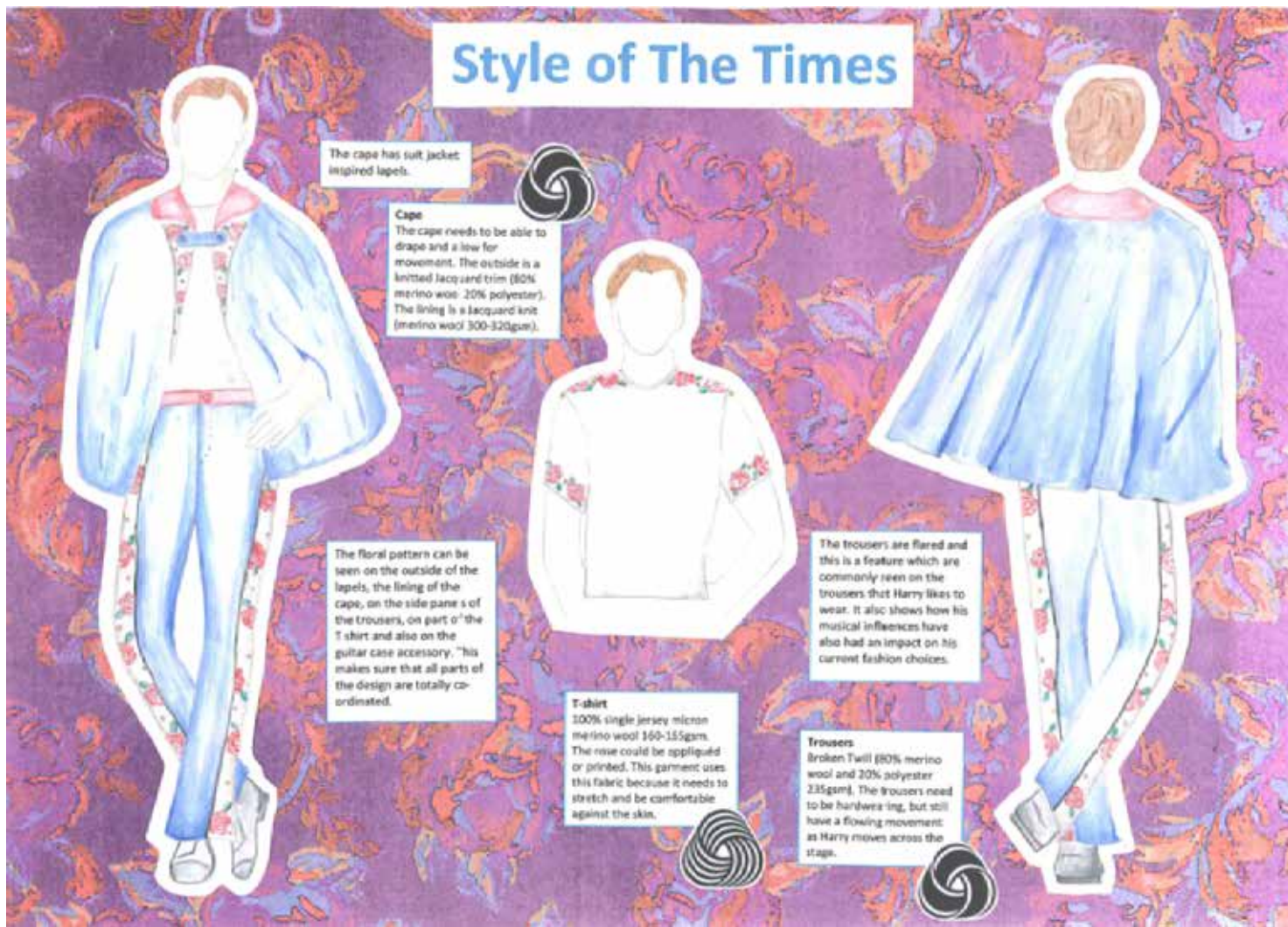
Betty Feng



Bridget Calthrop



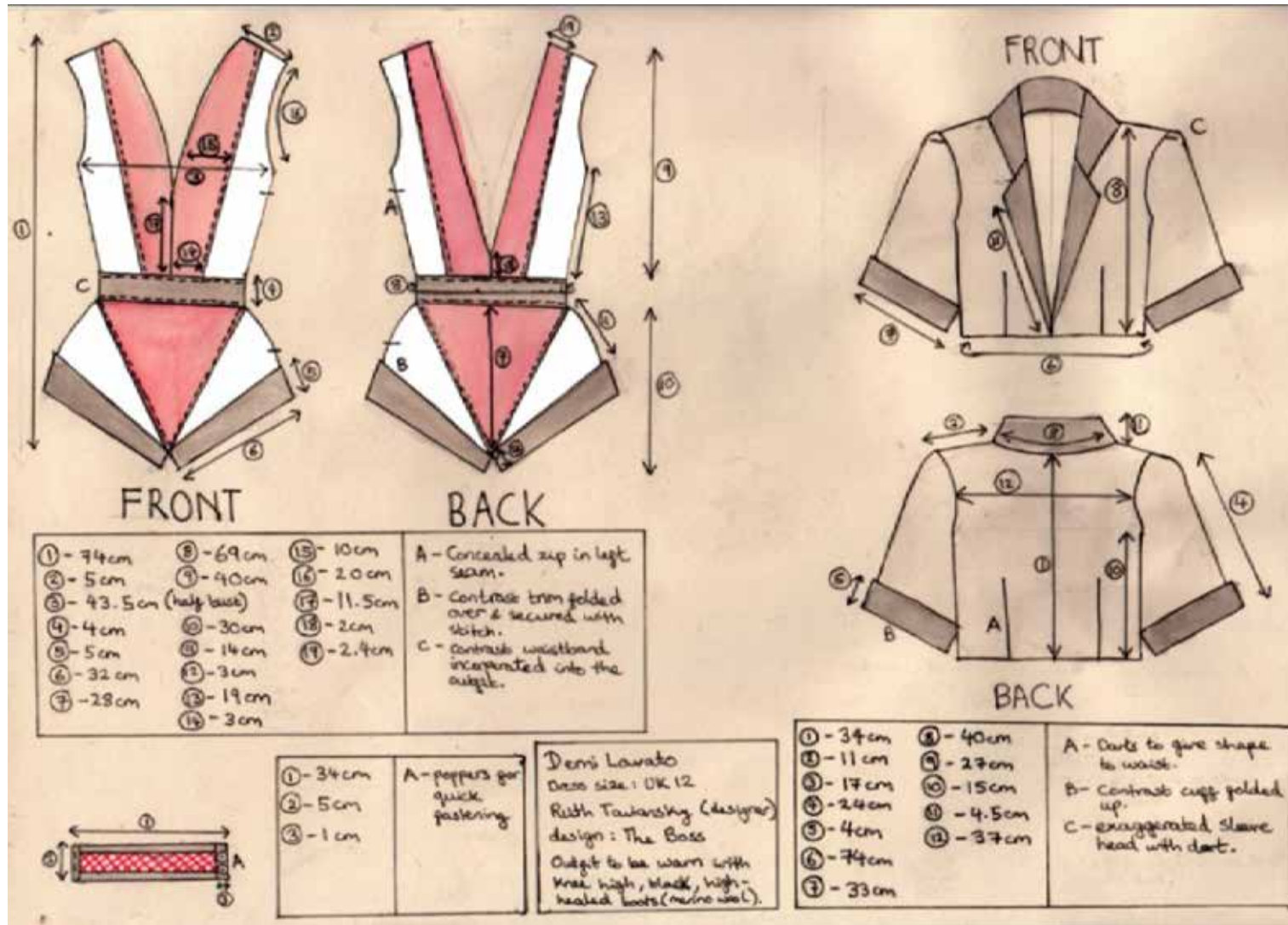
Evan Peck



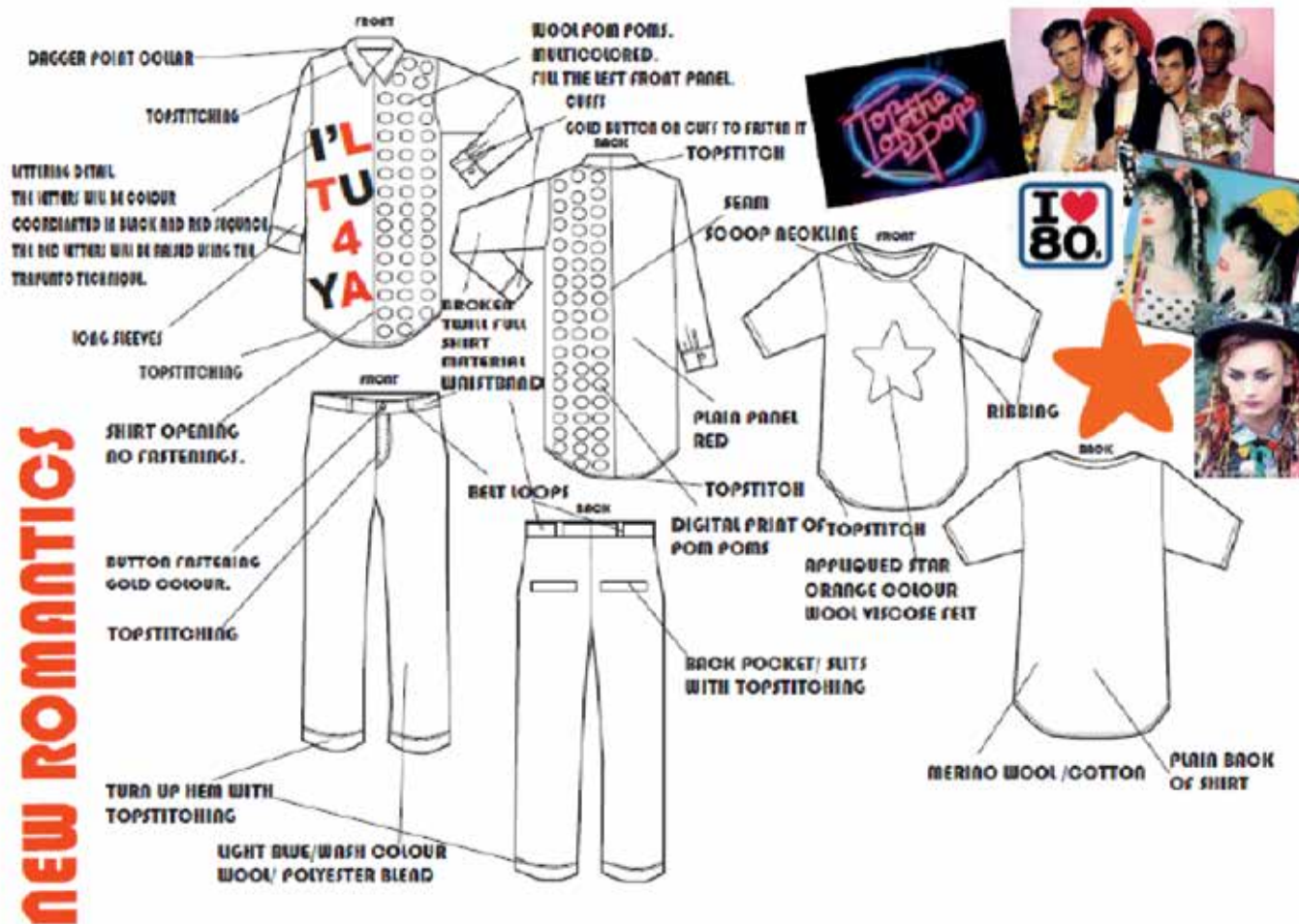
Isabel Woodings



Jessica Oldhall



Ruth Taviansky



Shona Oliver



Cry Baby ~ Creative Statement

Design Concept

The musician I'm designing for and inspiration for my garment is Melanie Martinez, her alternative music and unique fashion sense sculptured the design, taking ideas from what she previously wore for concerts and festivals I was able to see how her fashion sense was influenced by the type of music she made and the way she presented herself to her peers was individual and showcased her quirky and creative personality, I was very interested in the way her music could turn something seemingly innocent into something more ominous and how it came through in what she wore.

Designed Garments

My design has four parts including the accessory, there is a floral bra with black tight high-waisted fitted shorts, both of these pieces have black ribbon incorporated, the bra top will also be gathered down the middle. The floral pattern is feminine while the black shorts bring out a bolder look. For the halter neck net dress, the top shall be somewhat form fitting whereas the bottom half will have 3 gathered skirts with a small waistband in-between. The wide net means that the garments underneath are visible, the halter neck gives it a slightly more conservative look and compliments the figure, the multiple gathered skirts give it a slightly softer look while the net makes it look slightly more punk. The third garment is a holographic skirt with a corset style belt, the holographic print is very striking and unusual, it catches the light can changes colour due to the reflection making it very fun and colourful. The corset belt has the same black ribbon as the shorts and top this links it together as well as making it more luxurious. The belt is attached to the skirt that means that during a performance it can be taken off revealing the other two garments better. The accessory I designed is a 50's style headband with crochet knitted flowers, the headband matches the floral bra top and the multi-colours match the holographic skirt without being too heavy or inconvenient the more vintage look can also be associated with Melanie's love of vintage clothing too.

How does the design represent my musician?

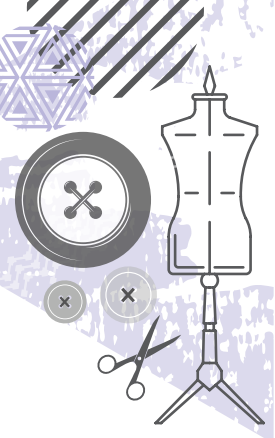
My design represents my musician personality and music style by using pastels and feminine fashion designs like the floral pattern and the baby pinks and blues on the headband, then contrasting them with dark purples and blacks. This gives the cute, baby Lolita style clothing a dark and punk twist. Her signature is usually rompers and lace, I wanted to incorporate this however I wanted to adapt it to produce my own design as well as changing it so that it could be made out of merino wool.

Design Process

To start designing I first had to choose a musician and gather inspiration, I listened to her songs as this gives me an idea of her personality and what my garment has to reflect as well. Using this I created my mood board which was a condensed collection of images I thought represented Melanie's style and showed my design concept. Using this I created my initial designs, I did around 20 rough sketches. After this I then developed them using the best parts of each design and making them fulfil the prospects better. Using this I developed my final fashion illustration, from this I drew a technical drawing explaining all the



Daisy Lines



Andre 3000

Creative statement

I have made my design for the musician, Andre 3000, he is a member of the duo group 'Outkast' and performed energetic pop songs in the late 90's/early 2000's. Due to this, I have used bright colours on my design. Andre has a funky 50's style, influenced by Jimi Hendrix and therefore I decided to create a 3 piece suit including the 50's style tailoring. After researching more about Andre's style I discovered his own clothing line called Benjamin Binxby, I have incorporated this into my designs using checked/tweed styles.

Creating a suit made it simple for me to introduce wool into my designs because of its wide use in tweed and formal/tailored wear. Wool is a breathable, natural fibre. This makes it more suitable for a performer with a lot of enthusiasm. I decided to go for a classic blend of cashmere and wool for the waistcoat, blazer, trouser and flat-cap.

The waist coat has 4 fabric covered buttons so they match the rest of the suit and should be fitted with a lining of royal blue, to match the shirt.

The blazer has a single fabric covered button, with the same blue contrasting lapel and a lining, this will create a professional look for the performer and adds to the fit of the garment, structure with the ability to move. The sleeves of the blazer should have royal blue turn ups to make the suit more casual and unique. This also adds extra detail, making the overall outfit more interesting.

The trousers have got a hook and bar fastening with a zip in the centre and matching royal blue turn ups, this will create fluidity throughout the suit, ensuring the main pieces had the same texture and style.

However, because Andre's performances are energetic I decided to use an innovative type of wool for the shirt: moisture management merino wool. This means the performer wouldn't feel unhygienic whilst wearing a heavy tailored suit. The shirt is a royal blue colour to create a contrasting look against the warm toned orange colours.

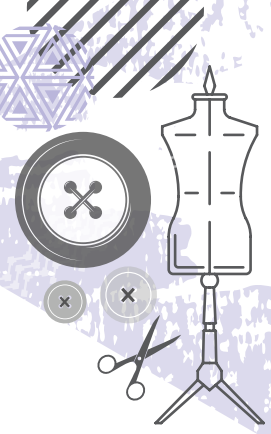
The flat-cap featured in my designs should be fully lined using the same royal blue and perfectly match the rest of the suit to complete the outfit.

My woollen accessory for the design is a bow tie. The bow tie should be made of mercerised merino wool so that it has a smooth texture and a sheen appearance, this will create a formal look. Another accessory available for the performer is a pair of socks, I have designed bright orange socks for my user, that match the colour of the blazer, made of 60% wool and 40% polyamide. The socks continue my choice of colour throughout the design and make the outfit more eye-catching.



The Woolmark logo signifies the amount of wool used on the garment(s) the logo shows that the product has been tested at independent Authorised Laboratories and approved by The Woolmark Company. The Woolmark brand is the world's best-known textile quality fibre brand. The value of the brand is well established and highly appreciated.

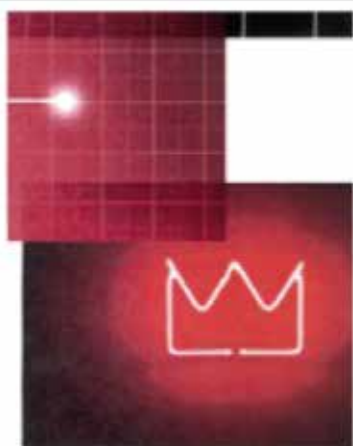
Reece Sheikh



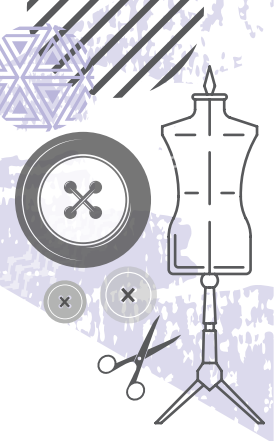
CREATIVE STATEMENT

My final design is a stage costume for the performer Rihanna. After researching her in more detail, finding more about her as a musician and fashion icon, I gained inspiration for the mood I wanted the garments of the outfit to create. Rihanna is well known for her attitude and fierce fashion style. She does not play by regular fashion rules, and has tried numerous different styles. However, recently, after lots of trial and error over the years, she has conclusively found a unique style and made it her own, which I have continued to portray through my design.

In order to reflect my design concept, I have designed a black cape-like jacket, a red turtle-neck leotard, black knee high boots and a bold zig-zag necklace as the accessory. I have specifically chosen the black, white and red colour scheme as I believe that they are bold and striking colours, work great as a combination, and reflect the mood and style of Rihanna. The main focus of the outfit as a whole I would say is the black cape-like jacket, with the zig-zag patterned lining that draws immediate attention, and the red zig-zags around the circumference of the sleeves and the bottom of the garment. As mentioned on my final design page, I have made the choice of using zig-zags (both for the lining and the outer layer) for aesthetic reasons, but also to suggest a heart monitor signal (for the outer zig-zags made from yarn), which represent, in terms of being onstage in front of thousands of people, adrenaline and excitement when performing. Focusing on the main garment of the outfit, which I consider to be the jacket, the outer layer is made from black 100% merino wool crepe fabric, which is a woollen woven fabric. I made this choice of fabric because crepe has an excellent drape and flow yet would be able to hold the structure and shape of the jacket. It has a unique look and comfort, which is essential for the wearer as they would be wearing it for a substantial amount of time before removing it to reveal other outfits underneath. The patterned lining of the garment I have chosen to be made out of 80% merino wool and 20% silk jacquard weave with the zig-zag pattern woven into the structure of the fabric. This too would help retain the structure, flow and weight of the garment without being too bulky. The merino wool and silk blend would give excellent next to skin comfort and softness. Finally, for the red turtle-neck leotard I have chosen to be made from 100% merino wool single jersey, with a possible finish applied. This choice of fabric because it is light-weight and stretchy, meaning it would be tight fitting and figure hugging like a leotard should be.



Jessica Oldnall



MATERIAL TESTS: EXTENSION ACTIVITY

INTRODUCTION

The Woolmark Company provides resources to support schools and teachers in helping students learn about wool.

Learning about the properties and characteristics of wool helps people understand why they should choose wool over other fibre alternatives.

The purpose of carrying out material tests is for students to understand and learn about these characteristics and properties.

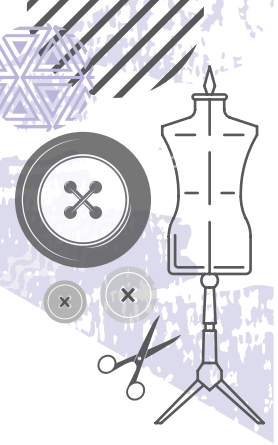
If you have registered for this competition, The Woolmark Company should have provided your school with a sample of woven and knit Merino wool. Using these fabric samples, you may wish to carry out a number of material tests with your students to demonstrate a number of properties and characteristics.

The testing of materials works best if you are comparing at least two different materials. You may wish to compare the results of knit fabric versus woven fabric (using the Merino fabric provided) or you may wish to compare the Merino wool against another fibre e.g. cotton or polyester.

Provided in this teacher booklet are a number of worksheets outlining some physical tests that you can carry out using the fabric samples provided to help demonstrate the properties of Merino wool. These tests include:

- Drape test
- Wrinkle resistance/recovery
- Fire resistance
- Comfort/softness
- Machine washability
- Moisture absorbency
- Odour control
- Photo

A material test recording template is also provided to record all results from the tests carried out.

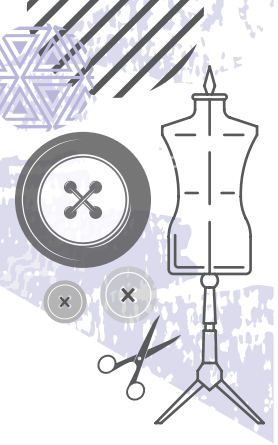


MATERIAL TEST RECORDING SHEET

Use this template to record your results for each test:

WRITE RESPONSES BELOW:

| | |
|--|--|
| WHAT ARE YOU TESTING? (What property or characteristic are you looking for?) | |
| WHAT MATERIALS ARE YOU TESTING? (Knit vs woven Merino wool – or Merino wool vs another fibre. e.g. cotton) | |
| MATERIAL PREDICTION (What do you think the results might be?) | |
| TESTING PROCEDURE (What are the steps that you need to do? List any equipment that you also might need) | |
| RECORD YOUR RESULTS (Maybe in the form of a table or photos) | |
| OBSERVATIONS (What did you observe/see) | |
| CONCLUSIONS (Which material demonstrates the property or characteristic best?) | |



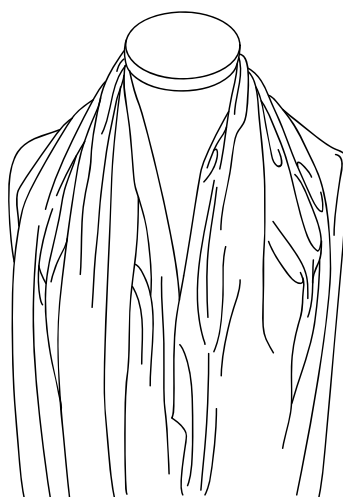
WHAT IS DRAPE?

Drape refers to the way a material falls or how it hangs over a form. It relates to how flexible the material is. It also takes into account the fabric's construction and density (heaviness) of the fabric. In general terms, if a material has a lot of flexibility, it will fall softly and create a lot of folds if draped on a form.

HOW CAN YOU TEST FOR DRAPE?

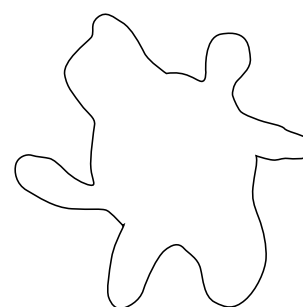
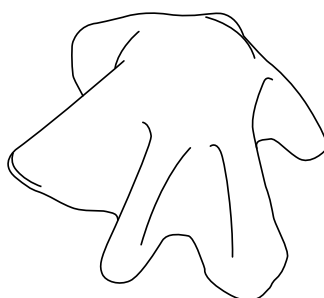
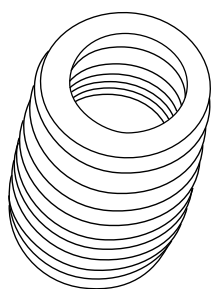
There are a couple of ways you can test for drape.

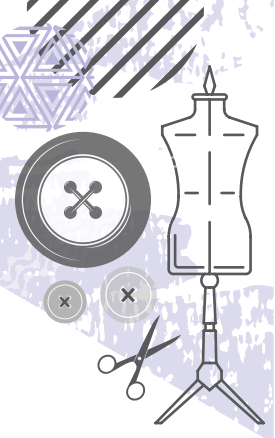
One way is, you can drape the piece of material over a mannequin or a body and record/observe the amount of folds that are created – a quick way to see.



For a more accurate result, cut a large circle of each testing material (big enough to hang over a glass).

- Place glass on a piece of paper and then place circle of material over glass.
- Trace the shape of the fall of the cloth.
- The higher the number of folds and the smaller the shape created, the greater/softer the drape.

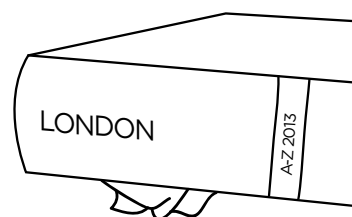
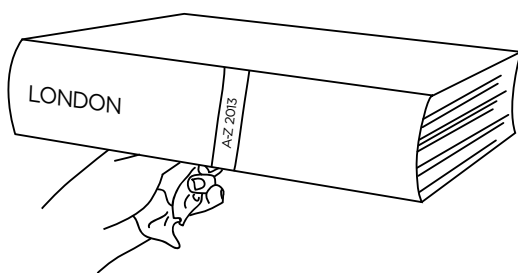




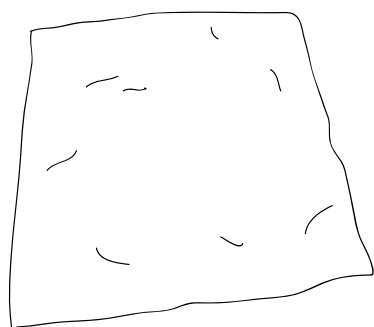
WHAT IS WRINKLE RESISTANCE OR RECOVERY?

Wrinkle resistance refers to the likelihood of a material creasing and wrinkle recovery refers to how easily/quickly the creases drop out and/or how easily the creases can be ironed out. Fibres that have a lot of elasticity will usually return back to their original state. Fibres with little elasticity will usually crease easily. Wrinkle resistant material is highly desirable for suiting and outer wear.

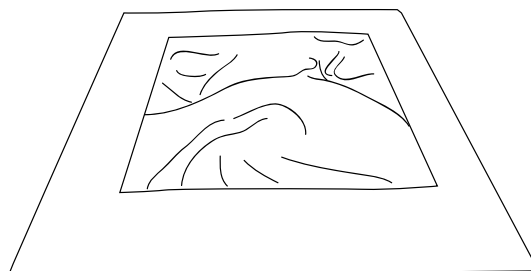
HOW CAN YOU TEST FOR WRINKLE RESISTANCE/RECOVERY?



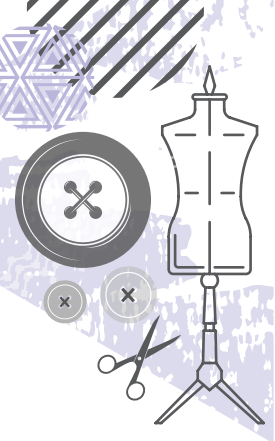
Cut a square of fabric (about 15cm x 15cm) and scrunch it up and place a weight on it for a set period of time, 5 minutes.



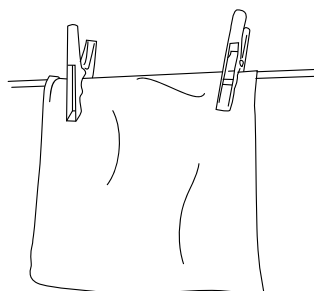
Remove weight and un-scrunch fabric carefully. Record the number of folds and creases.



Using a cardboard frame, place over the top of testing fabric and record the depth of the creases – deep, medium or shallow.



Hang your fabric samples up and see if either of the fabric samples creases drop out over a set period of time.

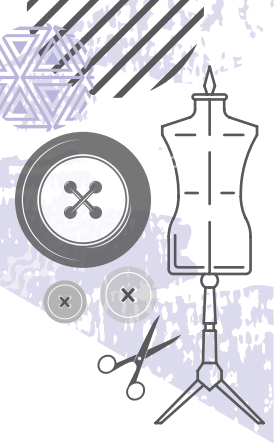


Finally, you can further test for wrinkle recovery by ironing the fabric samples. Test your fabrics at a low-heat setting and then slowly increase the heat.

Record which fabric best recovered to its original crease-free state.

Results table:

| | Material 1: | Material 2: |
|--|-------------|-------------|
| Which material had the most creases after being scrunched? | | |
| Depth of creases (deep, medium, shallow) | | |
| Did any creases drop out after being hung? | | |
| Did creases come out after ironing on: <ul style="list-style-type: none"> • Low heat setting • Medium heat setting • Hot heat setting | | |
| Did fabric return back to original state? | | |



WHAT IS FIRE RESISTANCE?

Fire resistance refers to the length of time it takes for a material to ignite and how quickly the material burns when alight. Materials that are slow to ignite and burn slowly are more desirable for items such as camping clothing where a camp fire may be present and also household furnishings and insulation in case of fire.

HOW CAN YOU TEST FOR FIRE RESISTANCE?

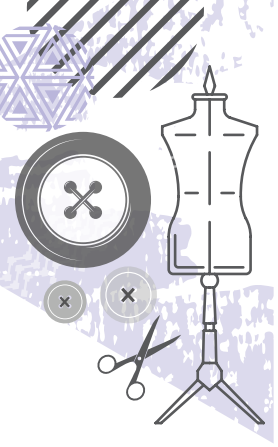
Cut a small square of testing fabrics (about 5cm x 5cm).

***A teacher must carry out this test in a safe environment, e.g. kitchen or science lab.**

Light a match and using metal tongs, hold the edge of the fabric and slowly bring the testing fabric to the flame. Record the results of the material as it approaches the flame, in flame and after it has been extinguished.

RECORD THE FOLLOWING

| MATERIAL (Testing fabric) | APPROACHING FLAME <ul style="list-style-type: none">• What happened to testing fabric approaching the flame?• How long did it take to ignite?• What was the colour of the flame? | IN FLAME (BURNING) <ul style="list-style-type: none">• What happened to testing fabric when it was alight?• How quickly did it burn?• What colour was the flame?• What did it smell like? | EXTINGUISHED <ul style="list-style-type: none">• What happened to testing fabric when flame was put out?• How easy was the flame to put out?• What does it smell like? |
|-------------------------------------|---|---|---|
| | | | |
| | | | |



WHAT IS COMFORT/SOFTNESS?

Comfort and softness refers to how the material feels against the skin. Comfort and softness of material is very desirable for clothing that is worn next to the skin such as underwear and sportswear. Comfort allows for movement and ease of wear.

HOW CAN YOU TEST FOR COMFORT/SOFTNESS?

The easiest way to test for comfort and softness of material is to carry out a blind survey.

Have at least two different materials to compare (either the knit vs. the woven, or the Merino wool samples vs. another fibre, e.g. cotton).

Place a blindfold on a sample of students and get them to feel each of the sample materials. Record their responses. You may wish to use a table like the one below to record your results:

PERSON 1:

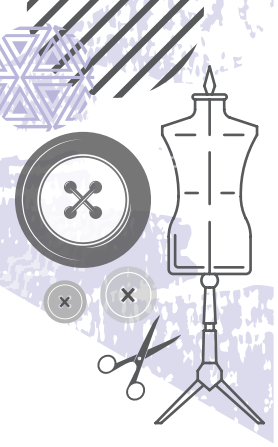
| Material | Rate the level of softness/comfort against the skin (1 rough – 5 very soft) | | | | |
|----------|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| | 1 | 2 | 3 | 4 | 5 |

PERSON 2:

| Material | Rate the level of softness/comfort against the skin (1 rough – 5 very soft) | | | | |
|----------|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| | 1 | 2 | 3 | 4 | 5 |

PERSON 3:

| Material | Rate the level of softness/comfort against the skin (1 rough – 5 very soft) | | | | |
|----------|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| | 1 | 2 | 3 | 4 | 5 |



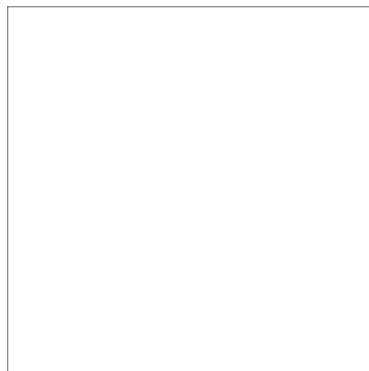
WHAT IS MACHINE WASHABILITY?

Machine washability refers to whether the fabric is able to be washed in a washing machine without altering the fabric's appearance or feel. It can also refer to the strength and elasticity of the fibre – its ability to retain its shape.

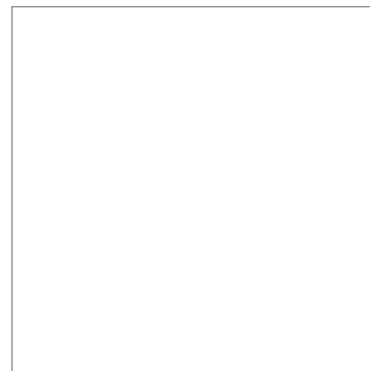
HOW CAN YOU TEST FOR MACHINE WASHABILITY?

Measure and cut a square of equally sized fabric pieces of your testing materials. Place testing materials in a wash bag and wash repeatedly in a washing machine.

After a set amount of machine washes, record any changes (if any) including size, shape, colour loss, elasticity, feel and handle. You will need to have a test material (unwashed) to compare the samples with.



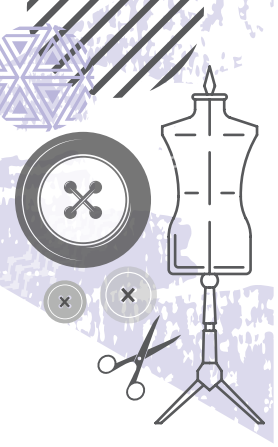
FABRIC SAMPLE
(UNWASHED)



FABRIC SAMPLE
(WASHED SEVERAL TIMES)

Record the following:

| Material: | Recorded changes |
|-----------------|------------------|
| Colour/dye | |
| Shape | |
| Elasticity | |
| Feel and handle | |



WHAT IS MOISTURE ABSORBENCY?

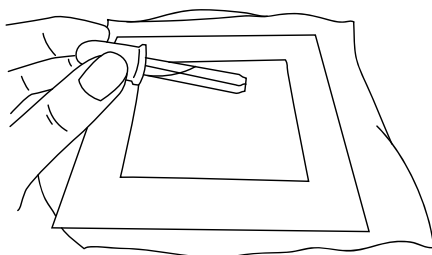
Moisture absorbency refers to how much moisture a material can hold (absorb). The more moisture it can hold, the more absorbent the fabric is. Moisture absorbent fabrics are desirable for sportswear and underwear as they draw sweat away from the body allowing the wearer to feel more comfortable.

HOW CAN YOU TEST FOR MOISTURE ABSORBENCY?

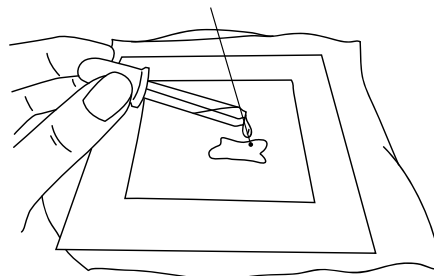
Put test materials in an embroidery hoop or place underneath a cardboard frame.

Use an eye dropper to drop a measured amount (X amount of drops) of water into the centre of the fabric.

Measure how far the water spreads.

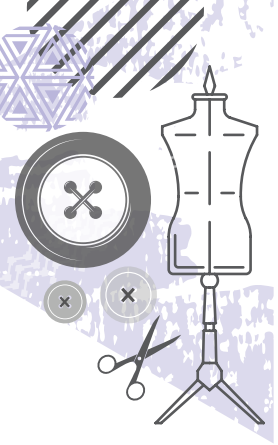


Measure how far the water spreads



Record the following:

| Material: | Result |
|---|--------|
| How far the water travelled? | |
| Did the fabric absorb or repel the water? Could the material have been treated (coated) to repel the water? | |
| Does the material feel cool or warm to touch after it is wet? (Relates to comfort) | |
| How quickly did the material dry? (Also relates to comfort) | |



WHAT IS ODOUR CONTROL?

Odour control refers to a materials ability to withhold smells (especially body odour). Materials that do not smell after wear usually require less washing making them ideal for many clothing items such as sportswear and school uniforms.

HOW CAN YOU TEST FOR ODOUR CONTROL?

This test works best when you are comparing at least 2 different materials. Cut 2 small squares of fabric (about 10x10cm) – one wool fabric and another of your choice (maybe cotton or polyester).

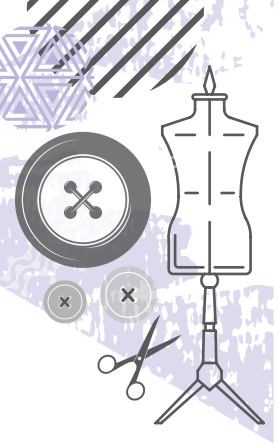
Wearing a tight fitting top, place one fabric square underneath each armpit. You can either keep the fabric under your armpits all day or you can choose to do a controlled fitness activity such as running for 30 minutes. After the activity, remove the fabric samples from your armpits and smell them to see which fabric has the best odour control.

Record your results below: _____

What activity did you do? (e.g. running): _____

How long did you keep the fabric samples next to armpits (e.g. all day, 30 minutes): _____

| | Material 1 | Material 2 |
|--|------------|------------|
| How strong was the odour immediately after removing from armpits (rating 1-5. 1 being little/ no smell, 5 being very strong odour) | | |
| How strong was the odour 5 minutes after removing from armpits (rating 1-5. 1 being little/ no smell, 5 being very strong odour) | | |
| How strong was the odour 30 minutes after removing from armpits (rating 1-5. 1 being little/ no smell, 5 being very strong odour) | | |
| How strong was the odour 1 day after removing from armpits (rating 1-5. 1 being little/no smell, 5 being very strong odour) | | |
| Tick which material had the best odour control | | |



WHY CARRY OUT A PHOTO TEST?

Fashion is often photographed for many different purposes. It is important that fashion is shown in its best light especially when quality materials have been used. Quality photos can help highlight the

details and textures of the materials. This is a good test to do to see which lighting conditions best suit your chosen materials if carrying out a photo shoot.

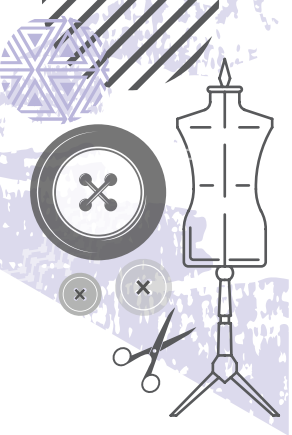
HOW CAN YOU TEST YOUR FABRICS FOR PHOTOGRAPHY PURPOSES?

Wool fabrics are known for their beautiful textures. With the introduction of wool innovations, this has created a large variety of wool materials with different textures and visual effects.

Gather together a variety of materials (different types of wool if possible – chunky knits through to fine weaves) and photograph them under different lighting conditions to see the different effects.

Record your results below:

| | Material 1 | Material 2 |
|--|------------|------------|
| Photo taken inside – no flash | | |
| Photo taken inside – with flash | | |
| Photo taken outside – natural lighting | | |
| Photo taken inside – use a lamp to light materials | | |
| Other condition: | | |

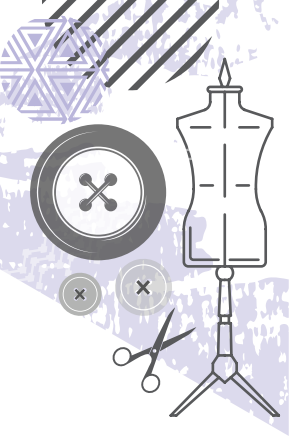


Student Name:

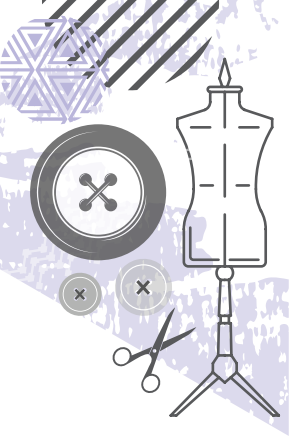
School:

End user who will wear the multi-functional outfit:

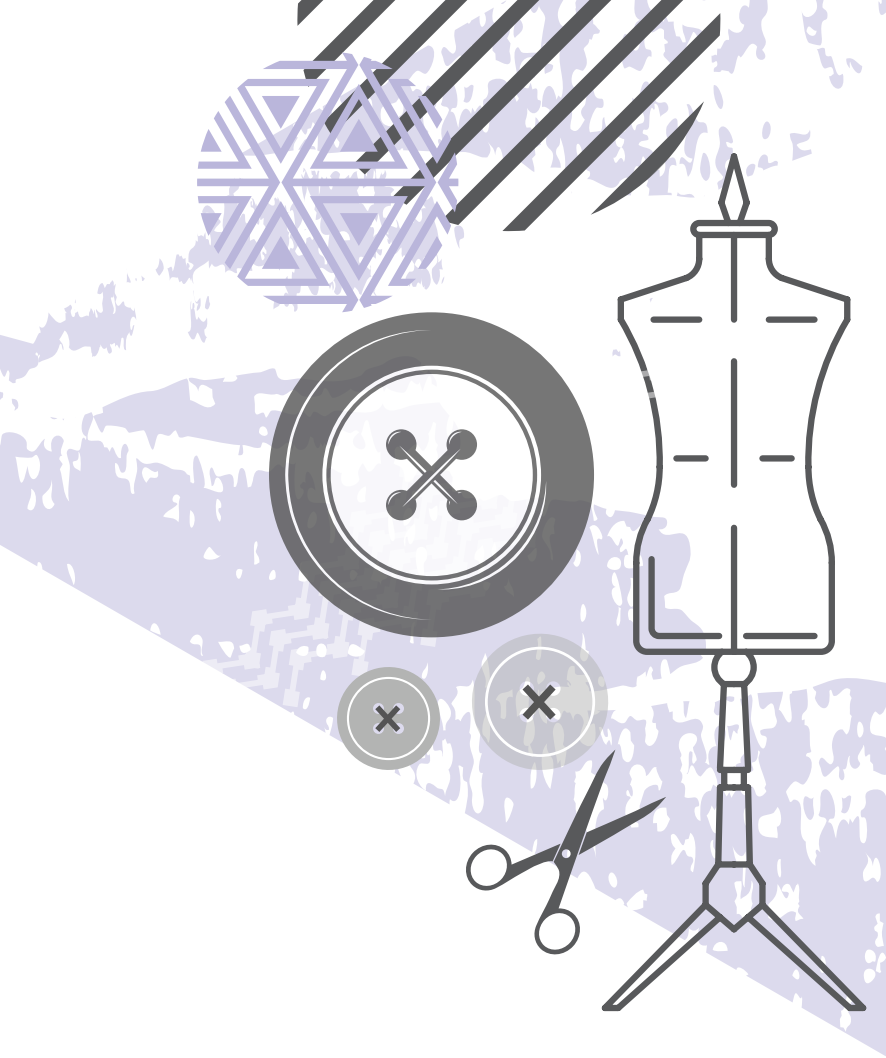
| Criteria | Not shown / 0 | Very low / 1 | Low / 2 | Medium / 3 | High / 4 | Very high / 5 | Total /55 |
|--|--|--|--|--|--|--|-----------|
| Innovative and creative multi-functional design | No designs submitted | Very little or no innovation or creativity shown in multi-functional outfit design – not unique. | Little innovation or creativity shown in multi-functional outfit design – not unique. | Some innovation and creativity shown in multi-functional outfit design – some uniqueness. | Designs are highly innovative and creative. | Designs are very highly innovative and creative – very unique and surprising. | |
| Multi-functional outfit conveys the needs of the end user | Design does not convey the needs of the end user | Outfit bares very little reference to the needs of the end user. | Outfit shows little reference to the needs of the end user. | Outfit somewhat conveys the needs of the end user. | Outfit clearly conveys the needs of the end user. | Outfit very clearly conveys the needs of the end user. | |
| Clear link between inspiration board (visual end user group) and multi- functional design | No link or connection between end user inspiration board and multi-functional design | Very weak link/connection between the end user inspiration board and multi-functional design. Very little understanding of what the design brief is asking – designs don't look like they were developed in response to the inspiration board. | Weak link/connection between the end user inspiration board and multi-functional design. Little understanding of what the design brief is asking – designs don't look like they were developed in response to the inspiration board. | Some connection between the end user inspiration board and design. Some understanding of what the design brief is asking – designs look like they were developed in response to the inspiration board. | Multi-functional outfit design is clearly developed from the end user inspiration board. Demonstrated understanding of the design brief. | Multi-functional outfit design is very clearly developed from the end use inspiration board. Demonstrated understanding of the design brief. | |



| | | | | | | | |
|--|---|--|--|---|---|--|--|
| Design suitability (suits the functional and aesthetic needs of the end user) | Design is not suitable. Design does not address specifications in the design brief. Multi-functional outfit not suitable to be worn by the end user identified. | Designed multi-functional outfit addresses very little of the criteria set in the brief. Multi-functional outfit meets very little of the functional and aesthetic requirements of the end user. | Designed multi-functional outfit addresses some of the criteria set in the brief. Multi-functional outfit meets little of the functional and aesthetic requirements of the end user. | Designed outfit addresses most of the criteria set in the brief. Multi-functional outfit and accessory meets some of the functional and aesthetic requirements of the end user. | Designed outfit addresses all of the criteria set in the brief. Multi-functional outfit including accessory meets most of the functional and aesthetic requirements of the end user. | Designed outfit very clearly addresses all the criteria set in the brief. Multi-functional outfit including accessory meets all of the functional and aesthetic requirements of the end user. | |
| Fashion illustration – drawing style and clarity of drawing | No fashion illustration submitted. | Very weak fashion illustration submitted. Unfinished and/or lacking detail or style. | Weak fashion illustration submitted. Finished but lacking detail or style. | Good fashion illustration submitted. Some detail and clarity shown. | Strong fashion illustration submitted. Sophisticated and stylised. Drawing is detailed and shows clarity. | Very strong fashion illustration submitted. Highly sophisticated and stylised. Drawing is highly detailed and shows clarity. | |
| Suitability of wool materials selected for design/s (wool innovations) | No detail or clarity shown on drawing. | Wool materials are not suitable for the designs and very little understanding of the wool innovations. | Wool materials are somewhat suitable for the designs. Little understanding of the wool innovations. | Wool materials are suitable for the designs. Some understanding of the wool innovations. | Wool materials are most suitable for the designs. High understanding of the wool innovations. | Wool materials are most suitable for the designs. Very high understanding of the wool innovations. | |
| Demonstrated understanding of the benefits of Merino wool | No understanding of the benefits or appropriate use of wool. | Very little understanding of the benefits of wool. Inappropriate use of wool materials. | Little understanding of the benefits of wool. Inappropriate use of wool materials. | Some understanding of the benefits of wool. Appropriate use of wool materials. | High understanding of the benefits of wool. Appropriate use of wool materials. | Very high understanding of the benefits of wool. Very appropriate use of wool materials. | |
| Clear annotations to show features of the outfit | No annotations on fashion illustration given. | Limited annotations given on fashion illustration. Features not clearly identified. | Some annotations given on fashion illustration. Features are identified but lack detail. | Satisfactory annotations given on fashion illustration. Features are identified. | Ample annotations given on fashion illustration. Features are clearly identified and explained. | Ample annotations given on fashion illustration. Features are very clearly identified and explained. | |

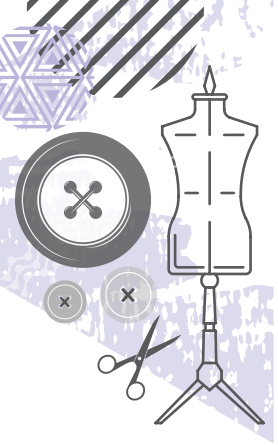


| | | | | | | | |
|--|----------------------------------|---|--|--|--|---|-----|
| Quality and accuracy of technical sketch | No technical sketch submitted. | Technical sketch demonstrates very little understanding of construction. Technical sketch is not accurate and lacks detail. | Technical sketch demonstrates little understanding of construction. Technical sketch is not accurate, yet shows some detail and a front and back view. | Technical sketch demonstrates some understanding of construction. Technical sketch is somewhat accurate with some details shown and shows a front and back view. | Technical sketch demonstrates a good understanding of construction. Technical sketch is accurate, detailed, drawn to scale and shows a front and back view. | Technical sketch demonstrates an excellent understanding of construction. Technical sketch is accurate, highly detailed, drawn to scale and shows a front and back view. | |
| Justified responses in creative statement | No creative statement submitted. | Very little understanding of what the design task was – not clearly articulated, justified or reflective. | Little understanding of what the design task was – not clearly articulated, justified or reflective. | Some understanding of what the design task was – articulated, justified and reflective. | High understanding of what the design task was – clearly articulated, justified and reflective. | Very high understanding of what the design task was – very clearly articulated, justified and reflective. | |
| Overall visual presentation | No presentation. | Overall visual presentation of mood board, fashion illustration, technical sketch and creative statement incomplete and/or completed to a very low standard | Overall visual presentation of mood board, fashion illustration, technical sketch and creative statement completed to a low standard | Overall visual presentation of mood board, fashion illustration, technical sketch and creative statement completed to a good standard. | Overall visual presentation of mood board, fashion illustration, technical sketch and creative statement are very good – sophisticated and cohesive in appearance. | Overall visual presentation of mood board, fashion illustration, technical sketch and creative statement are excellent – highly sophisticated and cohesive in appearance. | |
| COMMENTS | | | | | | TOTAL | /55 |



WOOL4SCHOOL
DESIGN COMPETITION

CURRICULUM LINKS



ADVICE FOR TEACHERS

The Wool4School Design Competition is designed to support the Fashion and Textile Technology Curriculum that is taught in Scotland.

The units of work have been mapped against the Scottish Qualifications Authority Fashion and Textile Technology Course Specifications.

The following links to the National 4, National 5 and Higher Fashion and Textile Technology Course Specifications are for indication purposes only and are to give a **suggestion** of how parts of the specification may be covered by the units in the Wool4 School project. Please do not substitute this booklet for the exact criteria required by SQA.

National 4

- National 4 Fashion and Textile Technology Course Specification (C728 74)
https://www.sqa.org.uk/files/nq/CfE_CourseSpec_N4_HealthWellbeing_FashionTextileTechnology.pdf
- National 4 Fashion and Textile Technology Added Value Unit Specification (H253 74)
https://www.sqa.org.uk/files/nu/CfE_Unit_N4_FashionandTextileTechnology_AddedValueUnit.pdf

National 5

- National 5 Fashion and Textile Technology Course Specification (C828 75)
https://www.sqa.org.uk/files_ccc/FashionTextileTechnologyCourseSpecN5.pdf

Higher

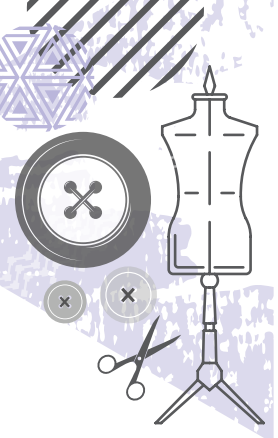
- Higher Fashion and Textile Technology Course Specification (C828 76)
https://www.sqa.org.uk/files_ccc/HigherFTTCourseSpec.pdf

Whilst the expectation is to produce the work required for the competition entry, there is plenty of scope to go beyond this and research other related areas; for example,

- producing samples to demonstrate the use of decoration techniques, fastenings and components that feature in their designs.
- discussions around the factors affecting consumer choice of fashion/textile items and principles of design.
- use this competition as a starting point for developing manufacturing skills and students manufacture part or all of their design idea.

Although the units of work have been mapped against the Course Specifications for Fashion and Textile Technology, there is no reason why students following other courses could not benefit from the learning and resources provided within this competition.

Entries from all students aged between 16-18 studying for a National 4, National 5 or Higher qualification and in full time education are welcome.

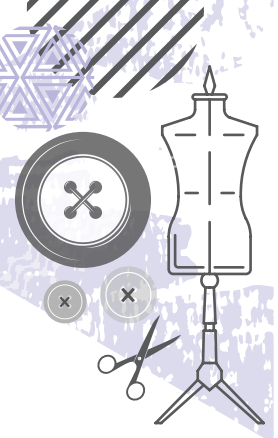


SCOTTISH QUALIFICATIONS AUTHORITY

NATIONAL 4 FASHION AND TEXTILE TECHNOLOGY COURSE SPECIFICATION LINKS

The Wool4School units of work support the following Aims, Unit Assessment Standards and Skills, Knowledge and Understanding for the National 4 Fashion and Textile Technology Course

| Aims - Enable learners to develop: | Unit Assessment Standards | Skills, knowledge and understanding | Unit Links |
|---|---|--|---|
| Straightforward knowledge of textile properties and characteristics | Textile Technologies AS 1.2 <ul style="list-style-type: none"> Describing appropriate textile(s) for the chosen item, taking into account properties and characteristics | Textile Technologies <ul style="list-style-type: none"> Choose suitable textiles for different purposes based on their properties and characteristics | <p><u>Unit 2</u></p> <ul style="list-style-type: none"> Understand the key properties of wool Understand the process required to turn fibre into fabric Know about Merino and Scottish wool production Understand how the properties and characteristics of wool affect its functional and performance aspects/end use Care required for wool garments <p><u>Unit 3</u></p> <ul style="list-style-type: none"> Understand how the method fabric construction affects the performance and aesthetic qualities of a fabric <p><u>Unit 4</u></p> <ul style="list-style-type: none"> Research why wool is appropriate for active wear <p><u>Unit 5</u></p> <ul style="list-style-type: none"> Fabric testing Understand how a garment gets Woolmark certification <p><u>Unit 6+7</u></p> <ul style="list-style-type: none"> Identify the wool fabrics used in the design <p><u>Unit 8</u></p> <ul style="list-style-type: none"> Justify the wool fabrics used in the design |
| Straightforward knowledge of textile construction techniques | Textile Technologies AS 1.3 <ul style="list-style-type: none"> Identifying a straightforward range of appropriate textile construction techniques for the chosen item | Textile Technologies <ul style="list-style-type: none"> Use a range of textile construction techniques correctly Use surface decoration techniques where appropriate | <p><u>Unit 6 -8</u></p> <ul style="list-style-type: none"> Identify appropriate construction techniques to be used in the design Justify the choice of construction techniques used in the design |

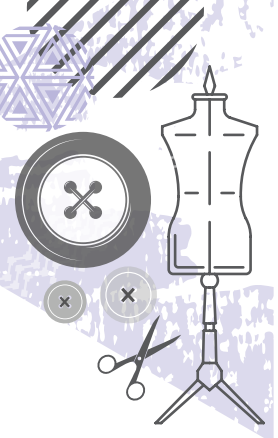


SCOTTISH QUALIFICATIONS AUTHORITY

NATIONAL 4 FASHION AND TEXTILE TECHNOLOGY COURSE SPECIFICATION LINKS

The Wool4School units of work support the following Aims, Unit Assessment Standards and Skills, Knowledge and Understanding for the National 4 Fashion and Textile Technology Course

| Aims - Enable learners to develop: | Unit Assessment Standards | Skills, knowledge and understanding | Unit Links |
|--|--|---|---|
| Straightforward understanding of fashion/textile trends | Fashion/Textile Item Development AS 1.1 <ul style="list-style-type: none"> Describing a fashion/textile trend | Fashion/Textile Item Development <ul style="list-style-type: none"> Describe fashion/textile trends | <u>Unit 1</u> <ul style="list-style-type: none"> Investigate current fashion trends |
| Straightforward understanding of a range of factors that influence fashion/textile choices | Fashion/Textile Item Development AS 1.2 <ul style="list-style-type: none"> Developing a solution for a straightforward fashion/textile item, based on a trend in response to a given brief Fashion/Textile Choices AS 1.2 <ul style="list-style-type: none"> Presenting and justifying a solution for a straightforward fashion/textile item that will meet the fashion/textile choices of this group Added Value Unit AS 1.2 <ul style="list-style-type: none"> Developing a solution based on the brief | Fashion/Textile Item Development <ul style="list-style-type: none"> Interpret briefs and develop solutions for fashion/textile items to meet those briefs Fashion/Textile Choices <ul style="list-style-type: none"> Develop solutions for items that meet the fashion/textile choices of consumers | <u>Unit 1</u> <ul style="list-style-type: none"> Identify key factors in the brief What are the 'end user's' requirements for a multi-function garment Investigate current multi-function garments and accessories Create an annotated mood board of ideas <u>Unit 2</u> <ul style="list-style-type: none"> Know that wool is biodegradable Understand the sustainability of wool <u>Unit 5</u> <ul style="list-style-type: none"> Understand the impact of wool production on the environment <u>Unit 6</u> <ul style="list-style-type: none"> Develop initial ideas into a final fashion illustration What problem is being solved by the multi-functional garment(s) Why are the performance and aesthetic aspects of the garment(s) important for the 'end user'? <u>Unit 8</u> <ul style="list-style-type: none"> Justify design for 'end user' Demonstrate understanding of the significance of the use of Merino wool and the Woolmark logo for the final design |

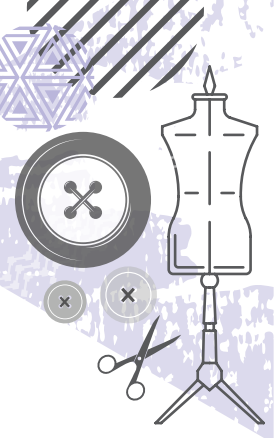


SCOTTISH QUALIFICATIONS AUTHORITY

NATIONAL 4 FASHION AND TEXTILE TECHNOLOGY COURSE SPECIFICATION LINKS

The Wool4School units of work support the following Aims, Unit Assessment Standards and Skills, Knowledge and Understanding for the National 4 Fashion and Textile Technology Course

| Aims - Enable learners to develop: | Unit Assessment Standards | Skills, knowledge and understanding | Unit Links |
|---|--|--|--|
| Straightforward investigation, evaluation and presentation skills | <p>Fashion/Textile Choices AS 1.1</p> <ul style="list-style-type: none"> Carrying out a straightforward investigation into factors affecting fashion/textile choice for a chosen group of consumers <p>Added Value Unit AS 1.1</p> <ul style="list-style-type: none"> Carrying out an investigation based on the brief | <p>Fashion and Textile Choices</p> <ul style="list-style-type: none"> Use investigative techniques to carry out straightforward investigations into fashion/textile choices | <p><u>All Units</u></p> <ul style="list-style-type: none"> Work from given Woolmark resources to gather then interpret relevant data about identified aspects of Merino wool <p><u>Unit 1</u></p> <ul style="list-style-type: none"> Identify an 'end user' What would be their requirements for a multi-functional garment? Carry out fabric testing <p><u>Unit 7</u></p> <ul style="list-style-type: none"> Present the solution as a technical sketch <p><u>Unit 8</u></p> <ul style="list-style-type: none"> Justify the choices made for the final design |

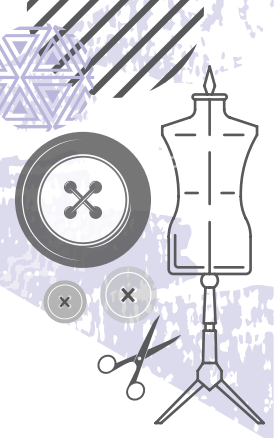


SCOTTISH QUALIFICATIONS AUTHORITY

NATIONAL 5 FASHION AND TEXTILE TECHNOLOGY COURSE SPECIFICATION LINKS

The Wool4School units of work support the following Aims and Skills, Knowledge and Understanding for the National 5 Fashion and Textile Technology Course

| Aims: Enable learners to develop: | Skills, knowledge and understanding | Unit Links |
|--|--|--|
| Detailed knowledge of textile properties and characteristics | <ul style="list-style-type: none"> choose textiles based on their characteristics and properties, and evaluate their suitability for different purposes types of fabric construction | <p><u>Unit 2</u></p> <ul style="list-style-type: none"> Understand the properties of wool Understand the process required to turn fibre into fabric Know about Merino and Scottish wool production Understand how the properties and characteristics of wool affect its functional and performance aspects/end use Care required for wool garments <p><u>Unit 3</u></p> <ul style="list-style-type: none"> Know the different methods of construction for woven and knitted fabrics Understand how the method fabric construction affects the performance and aesthetic qualities of a fabric <p><u>Unit 4</u></p> <ul style="list-style-type: none"> Research new innovations in wool production Understand why wool is appropriate for active/ performance/ leisure wear <p><u>Unit 5</u></p> <ul style="list-style-type: none"> Fabric testing Understand how the results of fabric testing can be used to influence the choice of fabric for a design Understand how the properties and characteristics of wool affect its care Understand how a garment gets Woolmark certification <p><u>Unit 6+7</u></p> <ul style="list-style-type: none"> Identify the wool fabrics used in the design <p><u>Unit 8</u></p> <ul style="list-style-type: none"> Justify the wool fabrics used in the design |

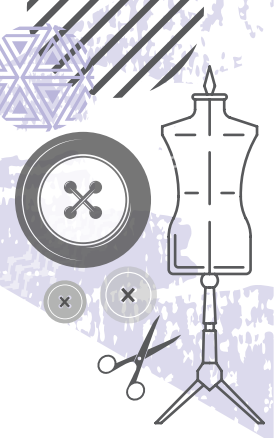


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NATIONAL 5 FASHION AND TEXTILE TECHNOLOGY COURSE SPECIFICATION LINKS

The Wool4School units of work support the following Aims and Skills, Knowledge and Understanding for the National 5 Fashion and Textile Technology Course

| Aims: Enable learners to develop: | Skills, knowledge and understanding | Unit Links |
|--|---|--|
| Detailed textile construction techniques | <ul style="list-style-type: none"> choose and use a range of textile construction techniques and evaluate their suitability for purpose use surface decoration techniques where appropriate | <p><u>Unit 6 – 8</u></p> <ul style="list-style-type: none"> Identify appropriate construction techniques to be used in the design Justify the choice of construction techniques used in the design of a multi-functional garment How could the construction of the garment contribute to its longevity? |
| Detailed understanding of fashion/textile trends | <ul style="list-style-type: none"> explain fashion/textile trends | <p><u>Unit 1</u></p> <ul style="list-style-type: none"> Investigate current fashion trends Would the design follow current trends or be trend-setting? |

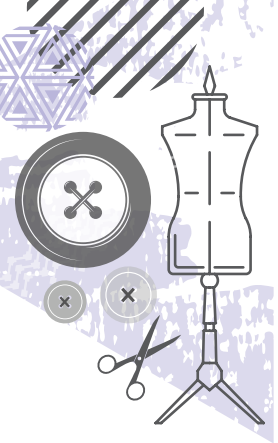


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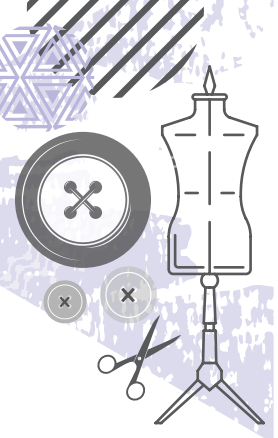
NATIONAL 5 FASHION AND TEXTILE TECHNOLOGY COURSE SPECIFICATION LINKS

The Wool4School units of work support the following Aims and Skills, Knowledge and Understanding for the National 5 Fashion and Textile Technology Course

| Aims: Enable learners to develop: | Skills, knowledge and understanding | Unit Links |
|--|--|---|
| Detailed understanding of factors that influence fashion/textile choices | <ul style="list-style-type: none"> explain the fashion/textile choices of consumers interpret and develop solutions for detailed fashion/textile items to meet given briefs | <p><u>Unit 1</u></p> <ul style="list-style-type: none"> Identify key factors in the brief What are the 'end user's' requirements for a multi-function garment Investigate current multi-function garments and accessories Consider the impact of celebrity/role models Create an annotated mood board of ideas <p><u>Unit 2</u></p> <ul style="list-style-type: none"> Know that wool is biodegradable Understand the sustainability of wool <p><u>Unit 5</u></p> <ul style="list-style-type: none"> Understand the impact of wool production on the environment What are the assurances offered by the Woolmark logo(s) <p><u>Unit 6</u></p> <ul style="list-style-type: none"> Develop initial ideas into a final fashion illustration What problem is being solved by the multi-functional garment(s) Why are the performance and aesthetic aspects of the garment(s) important for the 'end user'? <p><u>Unit 8</u></p> <ul style="list-style-type: none"> Justify the design for the 'end user' Demonstrate understanding of the significance of the use of Merino wool and the Woolmark logo for the final design |
| Detailed investigation, evaluation and presentation skills | <ul style="list-style-type: none"> use investigative techniques to carry out detailed investigations into given briefs present and justify solutions for detailed fashion/textile items with reference to given briefs | <p><u>All Units</u></p> <ul style="list-style-type: none"> Work from given Woolmark resources to gather, record then interpret relevant data about identified aspects of Merino wool <p><u>Unit 1</u></p> <ul style="list-style-type: none"> Identify an 'end user' What would be their requirements for a multi-functional garment? Carry out fabric testing to gauge the performance of Merino wool in comparison to other fabrics <p><u>Unit 7</u></p> <ul style="list-style-type: none"> Present the solution as a technical sketch <p><u>Unit 8</u></p> <ul style="list-style-type: none"> Justify the choices made for the final design |



| SCOTTISH QUALIFICATIONS AUTHORITY | | |
|---|---|---|
| HIGHER FASHION AND TEXTILE TECHNOLOGY COURSE SPECIFICATION LINKS | | |
| The Wool4School units of work support the following Aims and Skills, Knowledge and Understanding for the Higher Fashion and Textile Technology Course | | |
| Aims: Enable learners to develop: | Skills, knowledge and understanding | Unit Links |
| Analyse and apply understanding of textile properties and characteristics | <ul style="list-style-type: none"> choose textiles based on their characteristics and properties, and analyse their use for different purposes types of fabric construction technological developments linked to technical textiles physical and chemical fabric finishes | <p><u>Unit 2</u></p> <ul style="list-style-type: none"> Understand the properties of wool Understand the process required to turn fibre into fabric Know about Merino and Scottish wool production Analyse how the properties and characteristics of wool affect its functional and performance aspects/end use Understand how the properties and characteristics of wool affect the care required for wool garments <p><u>Unit 3</u></p> <ul style="list-style-type: none"> Know the different methods of construction of woven and knitted fabrics Understand how the method fabric construction affects the performance and aesthetic qualities of a fabric <p><u>Unit 4</u></p> <ul style="list-style-type: none"> Research new innovations in wool production and their impact on potential end use Understand why wool is appropriate for active/ performance/ leisure wear <p><u>Unit 5</u></p> <ul style="list-style-type: none"> Fabric testing Understand how the results of fabric testing can be used to influence the choice of fabric for a design Understand how a garment gets Woolmark certification <p><u>Unit 6+7</u></p> <ul style="list-style-type: none"> Identify the wool fabrics used in the design <p>Unit 8</p> <ul style="list-style-type: none"> Justify the wool fabrics used in the design |

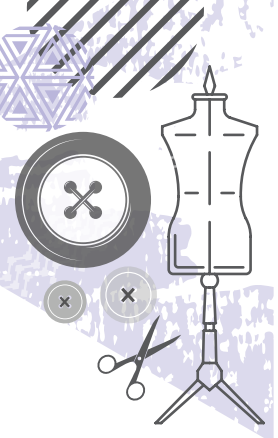


SCOTTISH QUALIFICATIONS AUTHORITY

HIGHER FASHION AND TEXTILE TECHNOLOGY COURSE SPECIFICATION LINKS

The Wool4School units of work support the following Aims and Skills, Knowledge and Understanding for the Higher Fashion and Textile Technology Course

| Aims: Enable learners to develop: | Skills, knowledge and understanding | Unit Links |
|--|--|--|
| Demonstrate and apply understanding of textile construction techniques to make complex fashion/textile items | <ul style="list-style-type: none"> choose and use a range of construction techniques and analyse their suitability for purpose demonstrate knowledge and understanding of surface decoration techniques, and use where appropriate applying knowledge and understanding of textile construction techniques used in: <ul style="list-style-type: none"> bespoke items mass production | <p><u>Unit 6-8</u></p> <ul style="list-style-type: none"> Identify appropriate construction techniques to be used in the design Justify the choice of construction techniques used in the design How could the construction of the garment contribute to its longevity? <p><u>Unit 4</u></p> <ul style="list-style-type: none"> Would the design be suitable for the mass market/Could the design be adapted for the mass market? |
| Apply understanding of the impact of fashion/textile trends on the fashion/textile industry | <ul style="list-style-type: none"> demonstrate knowledge, understanding and application of: <ul style="list-style-type: none"> the origin of fashion trends influences on fashion design the application of trends in the development of fashion/textile items | <p><u>Unit 1</u></p> <ul style="list-style-type: none"> Investigate current fashion trends Would the design follow current trends or be trend-setting? <p><u>Unit 4</u></p> <ul style="list-style-type: none"> How might the features of the design be applied to make versions of the outfit suitable for the mass market? <p><u>Unit 6+7</u></p> <ul style="list-style-type: none"> Identify the origin of fashion trends incorporated in the design |

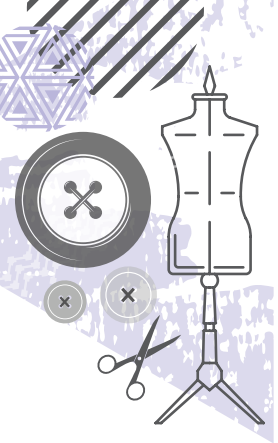


SCOTTISH QUALIFICATIONS AUTHORITY

HIGHER FASHION AND TEXTILE TECHNOLOGY COURSE SPECIFICATION LINKS

The Wool4School units of work support the following Aims and Skills, Knowledge and Understanding for the Higher Fashion and Textile Technology Course

| Aims: Enable learners to develop: | Skills, knowledge and understanding | Unit Links |
|---|---|--|
| Investigate issues which influence the fashion/textile industry and consumers | <ul style="list-style-type: none"> explain the ways a range of issues affect the fashion/textile industry and the choices of consumers interpret and develop solutions for complex fashion/textile items to meet given briefs apply knowledge and understanding of fashion/textile development including: <ul style="list-style-type: none"> stages in the development process principles of design: function, aesthetics, safety, hygiene, quality, durability | <p><u>Unit 1</u></p> <ul style="list-style-type: none"> Identify key factors in the brief What are the 'end user's' requirements for a multi-function garment Investigate current multi-function garments and accessories Consider the impact of celebrity/role models Create an annotated mood board of ideas <p><u>Unit 2</u></p> <ul style="list-style-type: none"> Know that wool is biodegradable Understand the sustainability of wool <p><u>Unit 5</u></p> <ul style="list-style-type: none"> Understand the impact of wool production on the environment What are the assurances offered by the Woolmark logo(s) <p><u>Unit 6</u></p> <ul style="list-style-type: none"> Develop initial ideas into a final fashion illustration Present the final idea as a technical sketch What problem is being solved by the multi-functional garment(s) Why are the performance and aesthetic aspects of the garment(s) important for the 'end user'? <p><u>Unit 8</u></p> <ul style="list-style-type: none"> Justify design for 'end user' Demonstrate understanding of the significance of the use of Merino wool and the Woolmark logo for the final design How are the principles of design addressed in the final design? |



SCOTTISH QUALIFICATIONS AUTHORITY

HIGHER FASHION AND TEXTILE TECHNOLOGY COURSE SPECIFICATION LINKS

The Wool4School units of work support the following Aims and Skills, Knowledge and Understanding for the Higher Fashion and Textile Technology Course

| Aims: Enable learners to develop: | Skills, knowledge and understanding | Unit Links |
|---|---|--|
| Develop research, planning, presentation and evaluation skills to produce complex fashion/textile items in response to given briefs | <ul style="list-style-type: none"> • use and justify investigative techniques to carry out detailed investigations into given briefs • present and justify solutions for complex fashion/textile items with reference to given briefs | <p><u>All Units</u></p> <ul style="list-style-type: none"> • Work from given Woolmark resources to gather, record then interpret relevant data about identified aspects of Merino wool <p><u>Unit 1</u></p> <ul style="list-style-type: none"> • Identify an 'end user' • What would be their requirements for a multi-functional garment? • Carry out fabric testing to evaluate the performance of Merino wool in comparison to other fabrics <p><u>Unit 6+7</u></p> <ul style="list-style-type: none"> • Develop initial ideas into a final fashion illustration based on the results of research • Present the final idea as a technical sketch <p><u>Unit 8</u></p> <ul style="list-style-type: none"> • Justify the choices made for the final design |



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