

Long and short of it

The big picture

Task

To design and make woven fabric, cord or elasticated waisted shorts or longer trousers.

The story so far

Draw-string or elasticated waist, pull-on shorts or trousers are comfortable and are therefore often worn for leisure activities, such as sport, on holiday, or for

day, evening or In this task, students design and make a pair of shorts or trousers to wear themselves, for whatever activity they choose.



Learning

Designing

Using an existing pattern and adjusting for fit and length.

Making

Simple cutting out, machining and ironing. Using simple surface decoration techniques.

Technical matters

Matching properties to purpose with regard to wear and stain resistance.

Other matters

Retailing and costing.

Design decisions

The sort of product

This has been decided by the teacher – a pair of shorts or longer trousers.

The customer

This has been decided by the teacher – the garment is for the student.

The purpose of the product

The student can decide the occasion for which the garment will be worn – beach wear, party wear, sportswear, hot-weather leisure wear.

The appearance of the product

The student can choose the appearance of the product in relation to its purpose – the fit, length, method of 'holding up' nature of surface decoration, additional features, e.g. patch pockets.

The way the product fits together

Although the student will adjust the pattern to achieve a desired fit and length, the way the parts fit together will be governed by the pattern.

The fabrics

This has been decided by the teacher – the student will use medium woven calico.

The fastenings

The student will be able to choose from the following fastenings:

- cord;
- elastic.

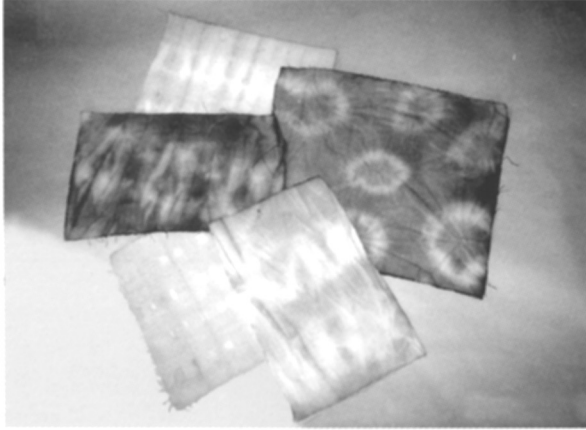
The surface decoration

The students will be able to choose from the following decorative techniques:

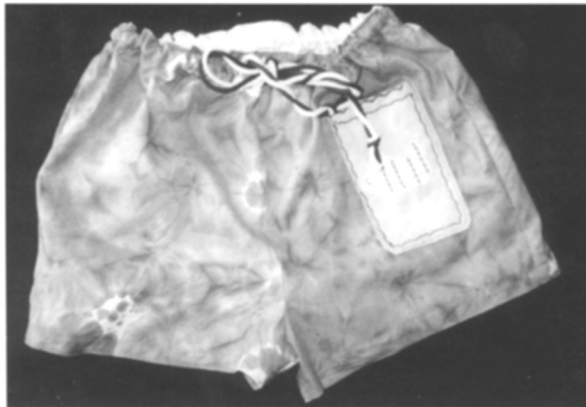
- fabric painting;
- tie and die;
- block printing;
- machine embroidery.

Products

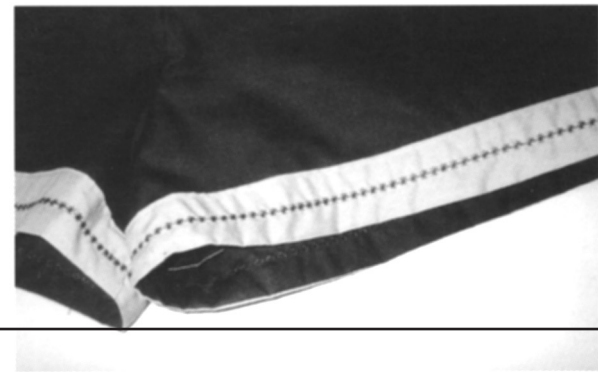
In this school the teacher encouraged students to use appliqué, tie die and machine embroidery as decorative techniques on the shorts.



Here the student has explored tie dyeing to find an overall effect for her shorts and then used appliqué to decorate the patch pocket (long and thin for sun glasses) to produce shorts for beach wear.



Here the student has used a plain fabric, but added decoration through appliqué and machine embroidery to produce shorts for general leisure wear.



Values

Technical

Students should consider the degree of precision required for the product. For example, how exactly should the pieces be joined – according to an exact seam allowance drawn on a patterns or by eye?

Economic

Students should consider the idea of value for money or worth and how the price of a product is decided by the market in which it is being sold.

Environmental

Students should consider the source of the materials used their disposal after the product has completed its useful life, and the effect of the manufacturing processes.

Social

Students should consider the role of leisure activities in developing relationships.

Moral

Students should consider the significance given to fashion items.

Aesthetic

Students should consider the overall style of the product and how this has been achieved through the use of form and decoration.

Long and short of it

The detail

Sample brief

Design and make a decorated pair of shorts or longer trousers suitable for wearing on a particular occasion.

Sample specification

What the product has to do:

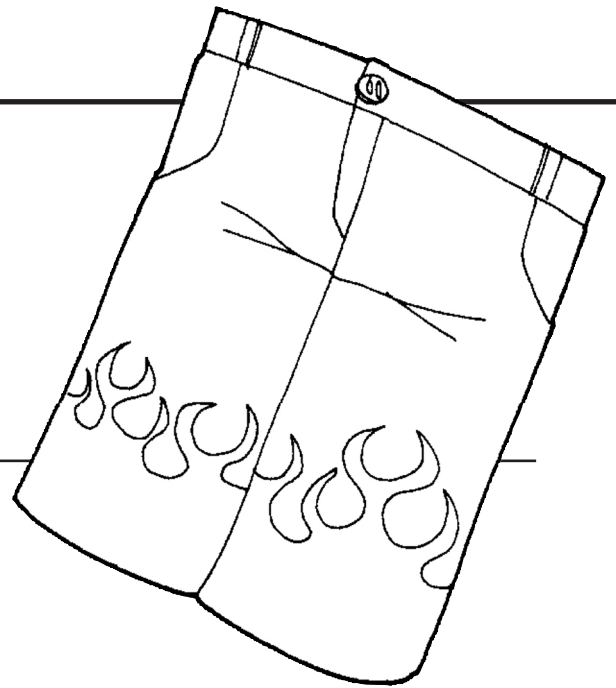
- fit well around the waist;
- be suitable for the occasion for which it is designed.

What the product should look like:

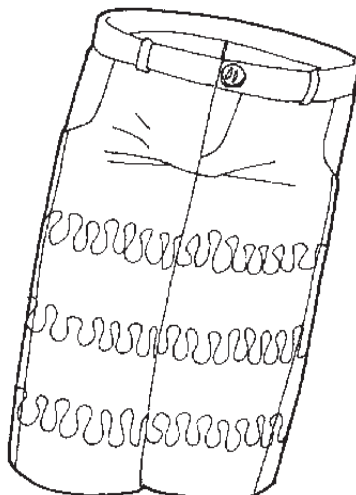
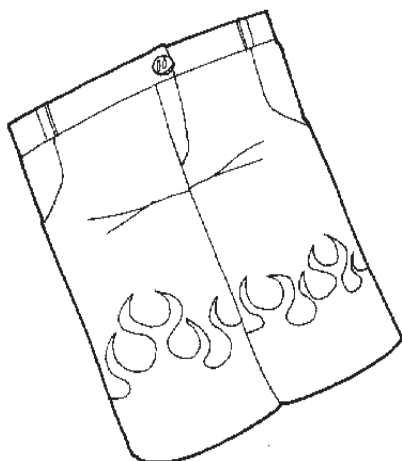
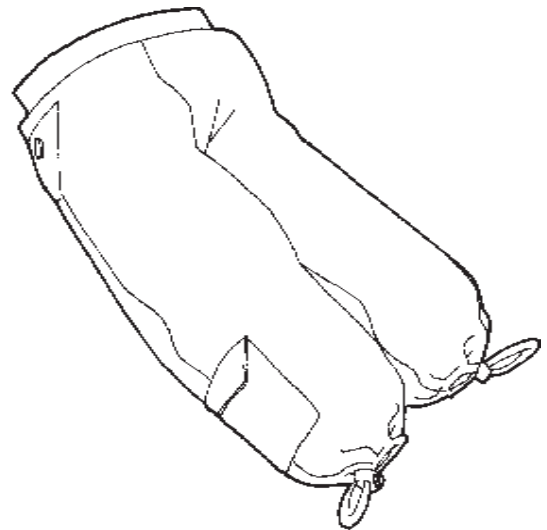
- have a style appealing to older children and young teenagers;
- be decorated in a way that is appropriate for the occasion when it will be worn.

Other features:

- the decoration and any additional features should have a long life whatever wear and care.



Starter sketches



Nuffield teacher talk

'Are you sure that the waist isn't too big for you? How can you check?'

'That's it - pin the paper pattern together and try them on really carefully.'

'You're not sure how the bits will fit together? Get one we've got in pieces and try to pin them together so that you can find the waist and leg holes.'

'You want them long and flared. So the legs will be wider at the bottom than the top. Have you worked out how much wider?'

'You're not sure.'

'Make them wider than you think you'll need and then pin them up so that you get the flair you want. You can then trim off the excess.'

'What can you do with the leftover bits?'

'Yes - the bits-bag - great for dye and stitch testing'

'So they are long shorts for summer evening wear?'

'And you're stuck on ideas for decoration. What colours do you get in summer sunsets? Not sure - check out the poster collection. I know there are some sunsets in that.'

'Oranges, reds and purples.'

'Yes, circles and sunbeam shapes are fairly art deco - 1930s - too ... check out the decorative shapes they used then ...'

'Or, yes, Afro-Caribbean wax-print fabrics - check out those shapes ... Try working those into a pattern - maybe orange for the shapes on a purple background. You could dye the trousers purple and make up some shapes in polystyrene ceiling tiles so that you can block print your pattern in orange and red.'

Resource Tasks

General design

For the first Capability Task in Year 7:

SRT 1 *Writing design briefs*

SRT 2 *Specifying products*

SRT 5 *Using image boards*

SRT 21 *Using simple shapes and guidelines*

SRT 37 *Evaluating outcomes — user trips*

For the second Capability Task in Year 7:

SRT 11 *Brainstorming*

SRT 12 *Metamorphosis*

SRT 22 *Using grids – enlarging and reducing*

SRT 29 *Putting products on to backgrounds*

SRT 17 *Appreciating products – style*

For the third Capability Task in Year 7:

SRT 13 *Pattern design*

SRT 9 *Choosing and manipulating images*

SRT 10 *Capturing and manipulating images*

SRT 18 *Appreciating products — colour*

SRT 41 *Cool or what? Developing your design vocabulary*

Focus area design

TRT 2 *User trip*

Communication

CRT 10 *Fabric design presentation*

Making

TRT 9 *Shorts*

HSRT1 *Being safe with textiles*

Technical

TRT 1 *Vocabulary*

TRT 14 *Matching properties to purpose*

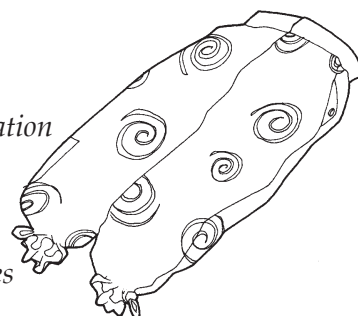
TRT 17 *Testing for absorbency and stain resistance*

TRT 18 *Testing for wear resistance*

Commercial

TRT 3 *Retailing — why are shops different?*

TRT 4 *Costing — why do some clothes cost more than others?*



Case Studies

Clothing manufacture, *Student's Book*, page 142—4.

ICT opportunities

Use www to find out about fashionable shorts and similar garments. Try putting '+clothing +shorts' in the search engine. Look directly at <http://www-oneilleurope-com> and <http://gap-com>.

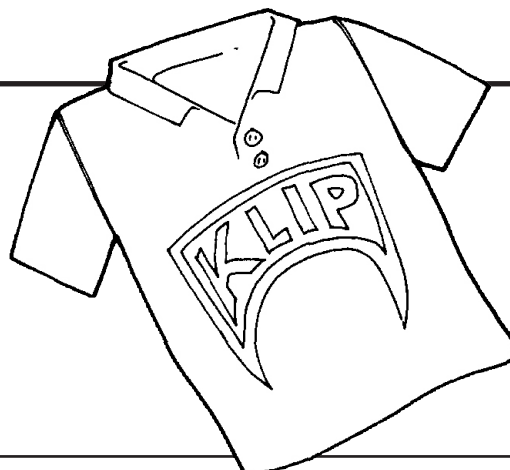
Use CAD to develop patterns for decorating the shorts. Use CAD/CAM to develop printing blocks for decorative patterns. Use CAD/CAM to produce embroidered motifs.

T-tops

The big picture

Task

To design and make a woven fabric T-shape style top.



The story so far

T-shape tops are comfortable and so are often worn for leisure activities, such as sport, on holiday, or for day, evening or nightwear.

In this task, students design and make a T-top to wear themselves, for whatever activity they choose.

Learning

Designing

Using an existing pattern and adjusting for fit, overall length and sleeve length,

Making

Simple cutting out, machining and ironing. Using simple surface decoration techniques.

Technical matters

Matching properties to purpose with regard to wear and stain resistance.

Other matters

Retailing and costing.

Design decisions

The sort of product

This has been decided by the teacher – a T-shape top.

The customer

This has been decided by the teacher – the garment is for the student.

The purpose of the product

The student can decide the occasion on which the garment will be worn – beach wear, party wear, sportswear, hot-weather leisure wear.

The appearance of the product

The student can choose the appearance of the product in relation to its purpose – the fit, overall length and sleeve length, nature of surface decoration, additional features, e.g. patch pockets.

The way the product fits together

Although the student will adjust the pattern to achieve a desired fit, overall length and sleeve length, the way the parts fit together will be governed by the pattern.

The fabrics

This has been decided by the teacher – the student will use medium woven calico.

The surface decoration

The students will be able to choose from the following decorative techniques:

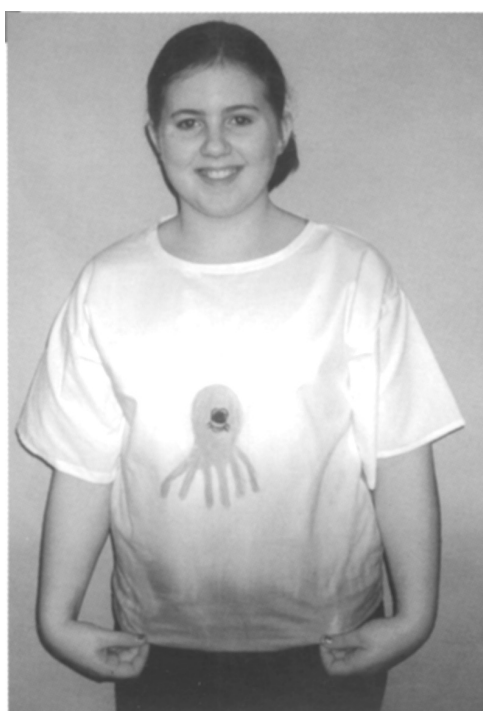
- fabric painting;
- tie and die;
- block printing;
- machine embroidery.

Products



This student used transfer crayons

In this school the teacher taught some basic fabric decoration techniques, dyeing with slow withdrawing from the dye bath, tie dyeing and use of transfer crayons. Each student had to adapt a pattern for a simple sleeved T-shirt to achieve a good fit and decorate either the starting fabric or the finished shirt with one of the taught techniques.



This student used tie and dye.

This student used transfer crayons and dyeing with slow withdrawal from the dye bath.

Values

Technical

Students should consider the degree of precision required for the product. For example, how exactly should the pieces be joined – according to an exact seam allowance drawn on a pattern, or by eye?

Economic

Students should consider the idea of value for money or worth, and how the price of a product is decided by the market in which it is being sold.

Environmental

Students should consider the source of the materials used, their disposal after the product has completed its useful life, and the effect of the manufacturing processes.

Social

Students should consider the role of leisure activities in developing relationships.

Moral

Students should consider the significance given to fashion items.

Aesthetic

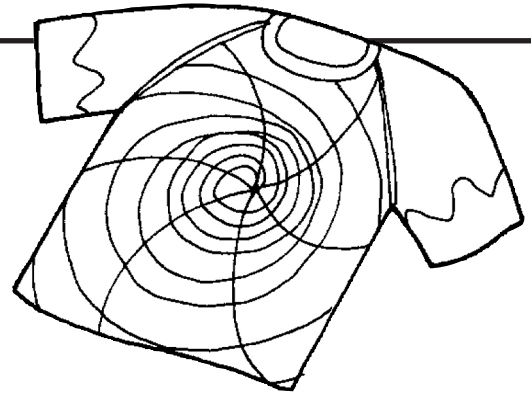
Students should consider the quality of the images that are used on T-shirts – the kitsch, the tacky, the unusual and intriguing, the respectful, the derisive.

T-tops

The detail

Sample brief

Design and make a decorated T-shape top that is suitable for wearing on a particular occasion.



Sample specification

What the product has to do:

- be easy to put on and take off;
- be suitable for the occasion for which it is designed.

- be decorated in a way that is appropriate for the occasion when it will be worn.

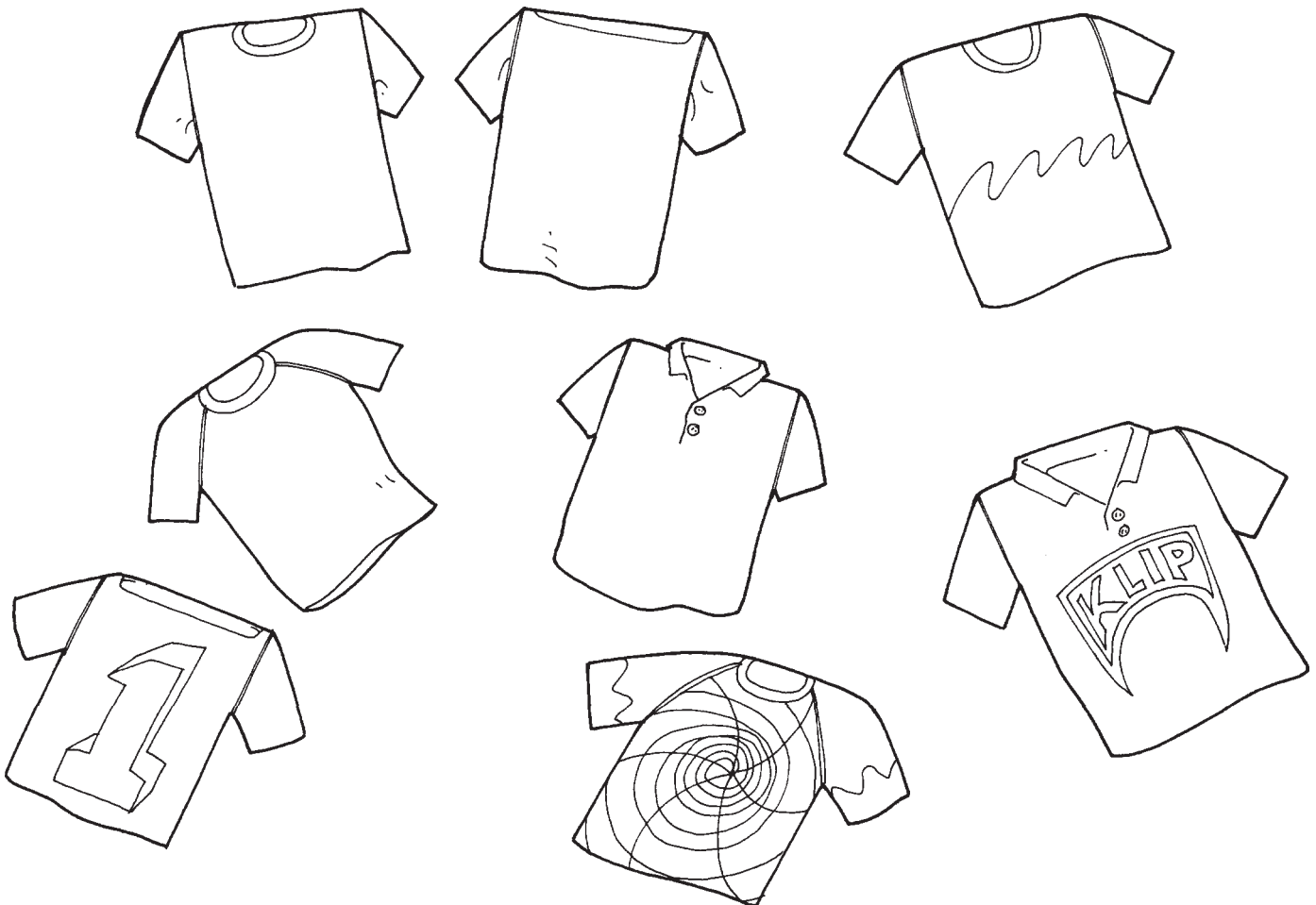
Other features:

What the product should look like:

- have a style appealing to older children and young teenagers;

- the decoration and any additional features should have long life, despite wear and care.

Starter sketches



Nuffield teacher talk

'Are you sure that neck-hole will stretch over your head? How can you check? That's right, find a woven material T-shaped top that does and compare the size of that neck-hole, body width and armhole size with yours.'

'If you want it to be loose-fitting, what have you got to do to the back and front pieces? You're not sure? Well, try thinking like this: "What will happen if you make them narrower across the width? When you join them together, will the T-shirt be tighter or looser?"'

'Still not sure? Well, get one of those which we've got all in bits and pin it together so that it's narrower across the width and see whether it'll be tighter or looser on the dummy.'

'You want it long but you're not sure exactly how long will look best. Why not make it up too long and then pin it up to check what looks best? Oh and what will you do with the strip that's left over? Yes - the bits-bag - or you could try a head band.'

'OK, so it's a T-shirt for beach sports.'

'No, you can't use the Nike tick - anyway it's a trademark.'

'What colours remind you of sunny days? Yes, yellow and blue. Why not tie-dye blue and then block print some really bright yellow suns?'

Resource Tasks

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SRT 9 *Choosing and manipulating images*

SRT 10 *Capturing and manipulating images*

SRT 18 *Appreciating products – colour*

SRT 41 *Cool or what? Developing your design vocabulary*

Focus area design

TRT 2 *User trips with textile products*

Communication

CRT 10 *Presenting fabric designs*

Making

TRT 10 *T-shirt style top*

HSRT 1 *Being safe with textiles*

Technical

TRT 1 *Describing the feel of fabric*

TRT 14 *Matching properties to purpose*

TRT 17 *Testing for absorbency and stain resistance*

TRT 18 *Testing for wear resistance*

Commercial

TRT 3 *Retailing: Why are shops different*

TRT 4 *Costing: Why do some clothes cost more than others*

Case Studies

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ICT opportunities

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Use CAD to develop patterns for decorating the shorts. Use CAD/CAM to develop printing blocks for decorative patterns. Use CAD/CAM to produce embroidered motifs.

