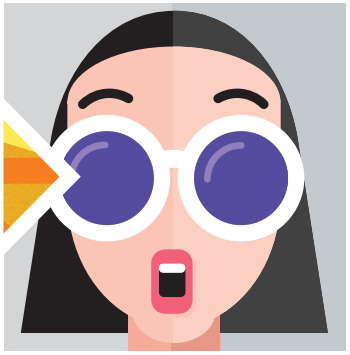
Fashion for the Sun



TEACHER NOTES 7

9 | 10

Dazzling dyes, powerful prints

DESIGN CHALLENGE 3

This design challenge is aimed at Years 9 and 10 students in Australian schools.

The purpose of the challenge is to:

- increase students' understanding of skin cancer and sun safety
- encourage their active, positive engagement in promoting sun-safe behaviour by designing an on-trend, sun-savvy outfit that promotes stylish sun safety and making one of the garments.

About the design challenge

The design challenge centres around:

- developing introductory knowledge about skin cancer and sun safety
- a design challenge that requires students to design an on-trend, sun-savvy outfit that protects a client of their choice from the harsh Australian sun. They make one of the garments, the fabric for which they print or dye themselves. Suitable garments include a pair of board shorts, kimono, wrap or sarong.

Two checklists are provided for students to keep track of their progress–one with supporting resources listed and the other without the list so that teachers can choose which best suits their needs.

An assessment guide and other student resources are also provided.

What students submit

- A set of annotated illustrations showing the design ideas and final design solution for the outfit.
- The printed or dyed garment

Students are also required to submit various tasks related to their process work.

Assessment

Student work can be assessed using aspects of the achievement standard from the Australian Curriculum Design and Technologies for Years 9 and 10.

Student work is assessed on evidence of the student's ability to:

- manage a project
- explain:
  - how fabric characteristics and fashion design features influence design decisions related to sun protective clothing
  - how fashion designers consider factors that impact on design decisions when producing sun-savvy clothing
- investigate, evaluate and define the needs of a client or target market
- develop a design solution for a sun-savvy outfit that incorporates a hand-printed or hand-dyed fabric
- communicate (draw) the design solution (the sun-savvy outfit)
- produce the printed or dyed garment
- evaluate their own work.

Assessment guides are included for both the design challenge and, where appropriate, additional work submitted.

In each case, the assessment guide indicates from where the evidence of learning is sought. If the teacher decides not to offer the stated opportunities to provide evidence of learning, or not to assess them, then alternative opportunities to demonstrate learning should be provided, or the assessment guide adjusted accordingly.

©2018 · Project funded by the Queensland Department of Health

Queensland Government

Curriculum connections

This task relates to the Australian Curriculum Design and Technologies (as at June 2018) for students in Years 9 and 10. The following content descriptions and aspects of the achievement standard are addressed in the Dazzling dyes, powerful prints design challenge.

Structure		Content descriptions	Achievement standard	Criteria
Knowledge and understanding	Technologies and society	**Critically analyse** factors, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures and the complex design and production processes involved (ACTDEK040)	• **Explain** how people working in design and technologies occupations consider factors that impact on design decisions	Knowledge and understanding (Technologies and society)
	Technologies contexts	**Investigate and make judgments** on how the characteristics and properties of materials, systems, components, tools and equipment can be combined to create designed solutions (ACTDEK046)	• **Evaluate** the features of technologies and their appropriateness for purpose	Knowledge and Understanding (Technologies contexts)
Processes and production skills	Investigating and defining	**Critique** needs and opportunities ... (ACTDEP048)	• **Critical evaluation** of needs and opportunities ...	Investigating and defining
	Generating and designing	**Develop, modify and communicate design ideas** by applying design thinking, creativity, innovation and enterprise skills of increasing sophistication (ACTDEP049)	• **Create and connect design ideas** and processes of increasing complexity and **justify** decisions • **Communicate** and document projects	Generating and designing
	Producing	Work flexibly to effectively and safely test, select, justify and use appropriate technologies and processes to **make designed solutions** (ACTDEP50)	• Select and use appropriate technologies skilfully and safely to **produce** high quality designed solutions suitable for the intended purpose	Producing
	Evaluating	**Evaluate design ideas**, **processes and solutions** against comprehensive criteria for success (ACTDEP051)	• **Establish detailed criteria** for success, and use these to evaluate their ideas and designed solutions and processes	Evaluating
	Managing	**Develop project plans** using digital technologies to plan and manage projects individually and collaboratively taking into consideration time, cost, risk and production processes (ACTDEP052)	• Independently and collaboratively **apply** sequenced production and **management plans** when producing designed solutions, making adjustments to plans when necessary.	Managing

Note that it is not necessary for any one challenge to address all content descriptions and/or all aspects of the achievement standard for the band. Other learning related to any one of the four Design and Technologies contexts will provide further evidence of learning.

©2018 · Project funded by the Queensland Department of Health

To reflect the intent of the curriculum, students are given the opportunity to:

- **Independently develop, use and adjust as necessary** a management plan for the project and a production plan for the production of the printed or dyed articles **(Managing)**.
- **Explain** how fashion designers consider factors that impact on the design of sun-safe fashion **(Knowledge and Understanding [Technologies and society])**.
- **Investigate and evaluate** fashion design features with reference to sun-protection **(Knowledge and understanding [Technologies contexts])**.
- **Investigate and evaluate** fabric characteristics with reference to sun protection **(Knowledge and understanding [Technologies contexts])**.
- **Investigate** different printing and dyeing techniques and **evaluate** their suitability for use in sun-savvy fashion **(Knowledge and understanding [Technologies contexts])**.
- **Investigate, critically evaluate and define** the client's needs with respect to fashion preferences, style and personality to produce an image board that reflects these needs **(Investigating and defining)**.
- **Establish detailed criteria for success** for their response to the challenge **(Evaluating)**.
- **Create** design ideas and a design solution for a sun-protective outfit that incorporates a printed or dyed garment such as a pair of board shorts, kimono, wrap or sarong that meets the client's needs **(Generating and designing)**.
- **Develop fashion illustration/s** for the design solution **(Communicating and designing)**.
- Annotate their illustrations with comments that explain and **justify** the decisions made with reference to their appropriateness for sun safety and the client **(Generating and designing)**.
- **Make the printed or dyed garment (Producing).**
- Using their detailed criteria for success, **evaluate** the effectiveness of the final design solution, how well it was illustrated, the printed or dyed garment and the processes used **(Evaluating)**.

The challenge addresses those aspects of the achievement standard related to:

- Knowledge and understanding
- Investigating and defining
- Generating and designing
- Producing
- Evaluating
- Managing.

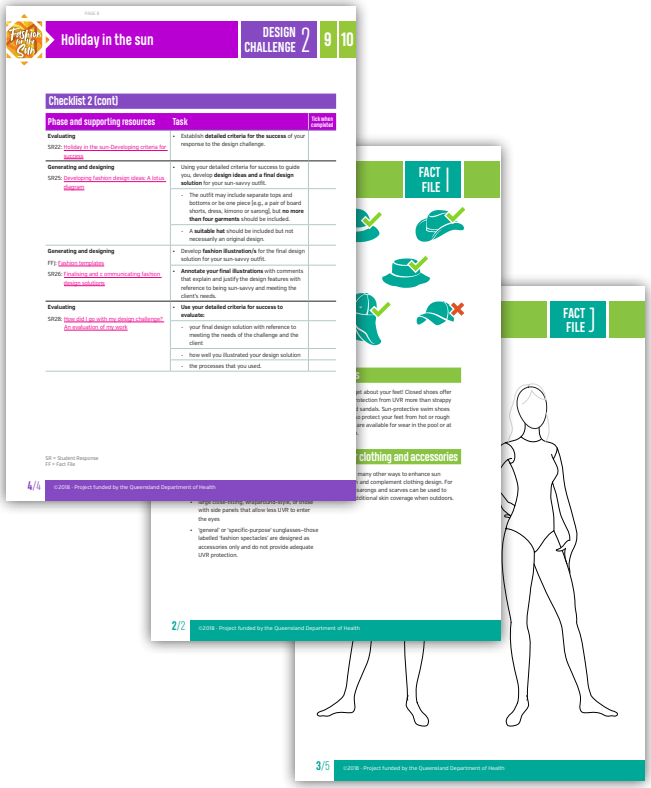
Some suggested learning experiences

Establishing introductory knowledge about skin cancer and sun safety

Please see Teacher notes 1: Establishing knowledge about skin cancer and sun safety.

Design challenge

Please see Teacher notes 5: Overview of the Years 9 and 10 suite of materials.



©2018 · Project funded by the Queensland Department of Health