LEVEL 3 TEXTILES TECHNOLOGY
2024

Welcome to Level 3 Textiles Technology!

Kaua e rangiruatia te hāpai o te hoe; e kore tō tātou waka e ū ki uta.
Do not lift the paddle out of unison; our canoe will never reach the shore.

Our Learning Area Whakataukī encourages us to work together, to collaborate, to share our vision of where we are going and how we will get there – together. It challenges us to take this idea and incorporate it into our world view and our vision of the future. We are all in this together, and we will develop the solutions to the very real problems facing today's world if we work together to solve them.

Course outline and assessments (students will choose 2-3 internals from this list)

Achievement standard number	Subject reference	Version number	Topic/title	Mode of assessment	Credits
91610	3.3	3	Develop a conceptual design considering fitness for purpose in the broadest sense	Internal	6
91611	3.4	3	Develop a prototype considering fitness for purpose in the broadest sense	Internal	6
91621	3.21	3	Implement complex procedures using textile materials to make a specified product	Internal	6
91623	3.23	3	Implement complex procedures to create an applied design for a specified product	Internal	4
91626	3.26	3	Draft a pattern to interpret a design for a garment	Internal	6
91613	3.6	3	Demonstrate understanding of material development	External	4

Big Ideas

Level 3 standards (corresponding to level 8 of the curriculum) focus on technological practice, technological knowledge, and the nature of technology. Under these big ideas sits a firm grounding in planning for practice, extensive research and development of designs, developing and justifying briefs, rigorous modelling and testing for fitness for purpose, and sustainability. Students will understand how these concepts must be woven together during the development and creation of technological outcomes.

Students will understand:

- The role of technological modelling as a key part of technological development
- The concepts and processes employed in materials development and evaluation, and the implications of these for design, development, maintenance and ultimately disposal of technological products
- The implications of technology as intervention by design and how interventions have consequences, known and unknown/intended and unintended
- How technological outcomes can be interpreted and justified as fit for purpose in their historical, cultural, social, and geographical locations

Students will know:

- How to use rigorous planning, testing and authentic stakeholder feedback/feed forward to inform their decision-making as they develop their outcomes
- How to use technological practice to solve real-world problems and realise opportunities during the development of their outcomes
- How to justify and evaluate their outcomes using authentic stakeholder feedback and rigorous testing results in the social and physical environment of intent

Students will do:

- Justify the importance of technological modelling on moral, ethical, sustainable, cultural, political, economic and historical grounds
- Justify the nature of their intended outcomes in relation to the context and the issue to be resolved
- Justify their specifications in terms of key stakeholder feedback along with wider community and sustainability considerations
- Undertake a critical evaluation informed by ongoing experimentation, functional modelling, stakeholder feedback, trialling in physical and social environments, and an understanding of the issue as it relates to the wider context
- Select, justify and develop their outcomes
- Justify the evaluation of their outcomes, using stakeholder feedback while demonstrating a critical understanding of the issue that takes account of all contextual dimensions
- Apply complex sustainable practices during the development of their outcomes
- Practice complex pattern drafting, complex sewing procedures and complex embellishment techniques

Be the Change

Students will continue to explore and build their knowledge and understanding of a variety of sustainability concepts within the context of fashion and climate change. They will continue to build on explorations begun in Year 11, using sustainable materials and fibres, experimentation with a selection of slow fashion techniques, drafting their own zero-waste patterns, upcycling of materials, and furthering their critical understanding of the ramifications of material and fibre disposal on the earth and how to mitigate these negative effects.

Be You

Students will draft patterns for themselves, their whanau or the greater community, consolidating their learning and understanding of pattern drafting conventions, practices and complex techniques. They will grow their understanding and practice of using in-depth, authentic stakeholder feedback and feed forward in real-life contexts to critically evaluate and justify their own planning, decision making, and ultimate evaluation of their outcome and it's fitness for purpose.