

DESIGN BRIEF – Calico Challenge

BACKGROUND

Calico is a woven fabric made from 100% cotton fibres. It is unbleached, undyed and not fully processed during production. This results in the fabric being light beige colour and quite rough in appearance and texture, and it may contain unseparated cotton husks.



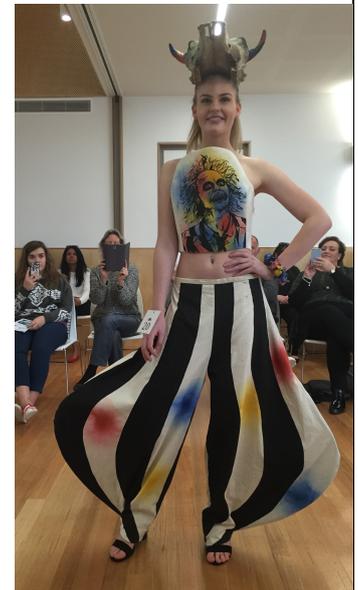
In fashion design, calico is often used to make a 'toile', that is, an early version of a garment that is first made up in cheap fabric so that the design and pattern can be tested and perfected before the final, expensive fabric is used. Many dressmakers and couture designers will have made up hundreds and thousands of toiles of their designs prior to final manufacture. For example, wedding dress designers; the customer (bride) will give the dressmaker their design brief, that is the information the designer needs to create the dress. For example, whether they want a long or short length skirt, sleeves, straps or be strapless, etc. The designer will first produce the bride's dress out of calico to be fitted before they create the final dress.



Calico has more recently been used for fashion design students to create finished pieces. Students can change the **finish** of the fabric and create the final design from calico rather than other forms of fabric. In textile manufacturing, the finishing refers to when the final steps of production are applied to the fabric such as bleaching, dyeing, printing – all of the processes that change the fabric from a hard, unusable form, into forms that are ready to be used in garment production.



Students can use several techniques to alter their calico. To add colour, for example, students can choose to dye their fabrics using natural or synthetic dyes, to print on their fabric using marbling, screen printing or eco printing techniques, or even paint new designs onto their fabric. To change the feel of the fabric, students can brush the calico with brushes of different strength. Such brushing can soften the fibres so the calico drapes better for the flow of the garment.



An interesting history about calico

During the Great Depression in the 1930s, women used to make clothes for their children and themselves out of cotton flour sacks because money was tight and there was often no other way of dressing themselves. When flour manufacturers discovered this was occurring, they started to print designs



on their sacks to make the clothing more interesting and pretty for the children to wear. It is estimated that around 3.5 million women and children were wearing clothing made from printed flour sacks during the Great Depression.



Please note: in America, the term Calico refers to cotton fabric with small all-over floral print – when you are researching, ensure you are finding information about fabric that is cheap, simple, woven, cotton and unbleached.

STATEMENT OF INQUIRY

Students will understand that fabric goes through a variety of stages to create a finished, usable product through in inquiry into *inquiry into the environmental impact of textile manufacturing*.

PROJECT LEARNING OBJECTIVES

Commercial sewing patterns can be used to create garments for clients and/or target audiences. Certain processes must be followed in order to create garments.

YOUR DESIGN BRIEF

You are required to design and produce an entire outfit using calico fabric.

As a designer, your project needs to:

- comprise of a complete outfit (eg top and shorts/pants/skirt, dress, etc);
- include only calico fabrics, however zips, buttons and other embellishments may also be used;
- incorporate at least one method of dyeing or printing on fabrics to alter the look of the calico;
- be designed appropriately for display in the school; and
- be designed for yourself, a client or target audience.

PROJECT SUCCESS CRITERIA

- Investigation of existing products (Inquiring and analysing):
 - How are fabrics produced?
 - What do designers use Calico for?
 - What other sources can I use to influence my own design?
- Designing (developing ideas):
 - Generate several ideas for your product
 - Create your final 'design specification'
- Planning and Management:
 - Construct a plan to create your product
 - Manage your time efficiently
 - Record your progress and goals in a journal
- Production (creating the solution):
 - Develop your technical skills to sew your product
 - Make and justify modifications as necessary
- Evaluation (evaluating):
 - Test your product based on the design brief
 - Evaluate the success of your product and explain how it can be improved.

FOLIO SUCCESS CRITERIA

At the completion of your project, you must submit your finished product and your Folio piece. Use the following pages and exemplars in the classroom to help you with the content of your work.

This Folio must have the following Headings – at least one page per heading.

- Ideation
- Investigation
- Design
- Planning and Management
- Production Journal
- Evaluation
- Reflection

You may use any of the following formats to produce your Assessment Task:

- Written document (Word, Pages, etc)
- Presentation (PowerPoint, Keynote, Prezi, Poster)

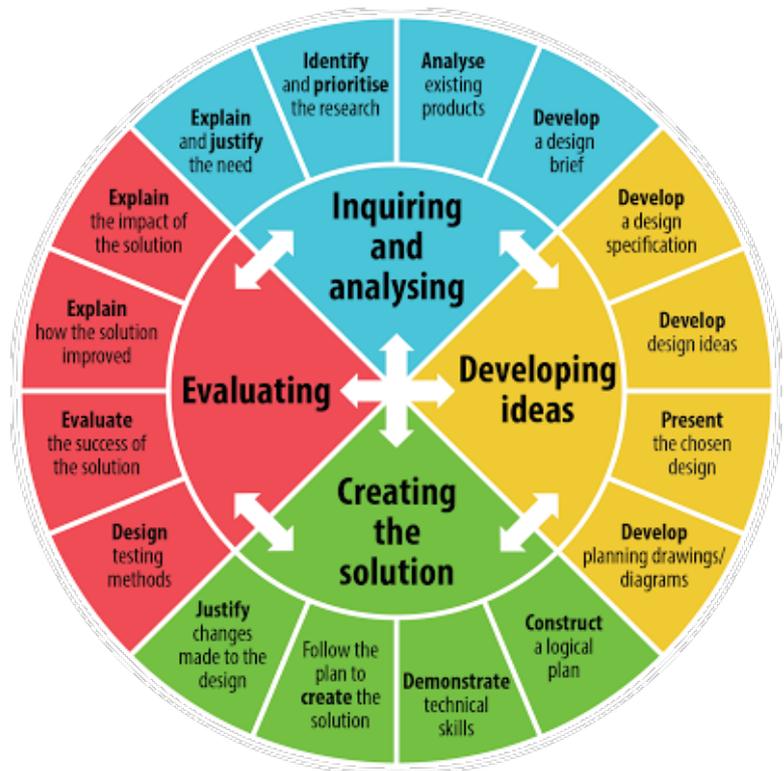
Note: This Folio will form the appendix to your final Exhibition Folio. Parts of it may also be included in your Investigation Section of you Exhibition Folio.

THE DESIGN CYCLE

Note that the arrows move back and forth between the sections; when you are completing this project, you will move fluidly between the sections.

For example, when 'creating the solution', you may modify your original design. This may be because you have changed your mind or something isn't working as you would like it to.

As you progress, you should be able to explain and understand where you are in the design cycle.



IDEATION

For your Folio:

- Explain your design brief (see first page).
- Describe the product that you will be making. What is the need for this product?
- Explain the reasons why you chose to produce this item.
- How will you use the Design Cycle to create your product?

INVESTIGATION

Learning Activities: How are fabrics produced?

- Define the following terms: fibre, yarn, fabric, woven, knitted, warp, weft, selvedge.
- How is cotton fabric produced? What are the steps to create a woven fabric? Research the following steps and create a flow-chart illustrating the steps to producing fabrics:
 - i. Cultivating and harvesting
 - ii. Preparatory process (yarn preparation)
 - iii. Spinning (yarn manufacturing)
 - iv. Weaving of fabric
 - v. Finishing
- Which parts of the processes are not applied when making calico? How do you think you can apply these processes yourself to change the finish of the calico?

INVESTIGATION continued

Learning Activities: What do designers use Calico for?

- Investigate other designers' calico garments. What sorts of products have been made from calico? Include at least five examples of calico products in your presentation.
- How do you think you can change the finishing process of calico for your own outfit design?

For your Folio:

- Analyse and synthesise the information you have learned during the investigation, and present it in a professional manner with headings, photos and references of where you found your information.

DESIGN

Learning Activities: Designing your product

- Look at the sewing patterns available to help you with your designing.
- Brainstorm your ideas – sketches, photos, clippings, notes etc.
- Sketch your ideas on paper, sketching different angles, making comments.
- Choose your final design within your known constraints and objectives (time, equipment, skill level, resources). Produce detailed, annotated drawings of your design on A3 paper. In this final design, you need to include the following information:
 - Draw your design from different views: front, side, back. Include notations on your designs, for example colour, fabric, zips, buttons, special features etc.
 - Your body measurements (or those of your model).
 - The methods you will use to alter your calico, dyeing, printing, brushing etc.
- Discuss your design. What were your inspirations?

For your Folio:

- Identify the materials you will need to make the item and the purpose they will serve.
- Identify the tools that you will need to make your product, and how to use them safely.
- What were your/your client's body measurements? How did you determine which size pattern to use?
- Include your final design (annotated drawing as above) in your Folio.
- Discuss your finishing processes.
 - What notions other than calico did you use for your product?
 - What inspiration did you use for your design?
 - Did you dye, tie-dye, screen print your product?
 - Why did you choose this design over the other ideas you had for your product?

PLANNING AND MANAGEMENT

Learning Activities:

- Write out your production steps in a table format. Make sure you include all the details so other students would be able to following your production if they were to make a copy of your designed product. You also need to include a timeline for each step and keep on track each week.
- If you modify your plan for any reason, make sure you make a note of this in an updated version of your production plan.
- Establish materials and equipment needed to make your products.
- Keep your journal up to date during the production process and be prepared to show your teacher at each lesson. Write this up formally for assessment at completion of your project.
- Use the following template for your plan:

| No. | Step | Details of techniques | Time (approx.) | Class |
|------|------|-----------------------|----------------|-------|
| 1 | | | | |
| 2 | | | | |
| Etc. | | | | |

For your Folio:

- Include your production plan.
- Include your notes and modifications.

PRODUCTION JOURNAL

Learning Activities:

- Follow your production plan to create your product/s.
- Document each production step as you work (make notes and take photos) and include these in your journal. Write explanations of what you are doing and interpret your drawings with annotations.
- During production, you need to make appropriate selection and safe use of tools, equipment, fabrics, materials and components to carry out processes appropriate to the fabrics and materials to produce a quality product.

For your Folio:

- Keep an up to date reflection on your progress and alter plans as appropriate. Progress and changes to plans should be reflected upon and altered to your project as appropriate.
- Discuss what went well for you and what you had difficulty with.
- Does your garment fit you or your client?
- Describe any modifications to your design that needed to be made during production. Why did you make these modifications? (e.g. changed your design ideas, ran out of time, found it too difficult etc).
- Include your journal in your Folio.
- Include a photograph of you or your client wearing the finished garment.

EVALUATION

For your Folio:

Create an evaluation criteria based on the following questions in order for you to self-assess your design and production:

- In which ways does your product fulfil the design brief? In what ways does it not meet the brief? Consider the following:
 - Have you made a complete outfit?
 - Does your product/s fit yourself or your client?
 - Have you only used calico fabric?
 - Does your product appeal to your own unique style?
- What do you think of your overall design? What changes would you make?
- Are you happy with the finishing processes you chose for your calico? Would you make adjustments next time?
- Is the colour scheme exactly what you expected? How would you change the scheme if remaking your product?
- How were your time management skills during the investigation, design and creation of your product?
 - Did the project take too long to make? How could you reduce the production time?
 - Make recommendations for future productions — what might you do differently in your production plan?
- Would it be easy to set up a production line for the manufacture of your product?
- Are the techniques (eg. cutting, machine sewing, overlocking, hand sewing etc.) you used to make your solution adequate/suitable? How would you improve these techniques? Will the product be durable? Were the techniques well executed?
- What are the views of other people regarding your design and final product?

REFLECTION

Identify and reflect upon your learning process and development in textiles and design.

Points to be covered in your reflection:

- What has your progress been like throughout the project?
- What are your strengths in textiles? Why? How can you extend your strengths?
- What have been your biggest challenges and weaknesses? Why? What steps can you do to improve them?
- How do you think your time management skills are going? What improvement could you make to this area?
- What are you most proud of with your achievements in textiles? Why?

****Please include examples and photographic evidence of your work throughout your reflection.**

| | A. Inquiring and Analysis | B. Developing Ideas | C. Creating the solution | D. Evaluating |
|--------------|---|--|---|--|
| A | <ul style="list-style-type: none"> • Demonstrates an excellent understanding of the design brief. • Describes, draws and evaluates other similar products, especially those that inspire their design with excellent detail. • Lists at least three findings of their relevant investigation with an excellent amount of detail and justification. | <ul style="list-style-type: none"> • Presents more than two or more feasible design ideas. • Presents the chosen design, outlines the reasons for its selection with reference to the design specification. • Develops accurate and detailed planning drawings/diagrams/design specification and outlines requirements for the creation of the chosen solution. | <ul style="list-style-type: none"> • Presents a logical plan, which outlines the efficient use of time and resources. • Demonstrates excellent technical skills. • Creates the product, which functions as intended and is excellently presented. • Demonstrates excellent time management. | <ul style="list-style-type: none"> • Completes the evaluation to an excellent level. • Explains changes made to the chosen design and plan. • Self-reflects on issues and achievements. • Lists, evaluates and describes several ways in which the product could be improved and how they would achieve the improvement. |
| B+ | <ul style="list-style-type: none"> • Demonstrates a very good understanding of the design brief. • Describes, draws and evaluates other similar products, especially those that inspire their design. • Lists at least two findings of their relevant investigation with a good amount of detail and justification. | <ul style="list-style-type: none"> • Presents at least one feasible design idea(s). • Presents the chosen design and outlines the main reasons for its selection with reference to the design specification. • Develops accurate planning drawings/diagrams/design specification and lists requirements for the creation of the chosen solution. | <ul style="list-style-type: none"> • Presents a plan, which considers time and resources. • Demonstrates competent technical skills. • Creates the product, which functions as intended and is presented appropriately. • Demonstrates competent time management. | <ul style="list-style-type: none"> • Completes all aspects of the self-guided evaluation of the product to a sound level. • Outlines changes made to the chosen design and plan. • Lists at least two ways in which the product could be improved and how they would achieve the improvement. |
| B | <ul style="list-style-type: none"> • Demonstrates a good understanding of the design brief. • Describes, draws and evaluates at least one other similar product. • Lists at least one finding of their relevant investigation with good amount of detail and justification. | <ul style="list-style-type: none"> • Presents at least one feasible design idea(s). • Outlines the main reasons for choosing the design with reference to the design specification. • Creates basic planning drawings/diagrams/ design specification or lists requirements for the chosen solution. | <ul style="list-style-type: none"> • Outlines each step in a plan that contains some details. • Demonstrates satisfactory technical skills. • Creates the product, which partially functions and is adequately presented. • Demonstrates satisfactory time management. | <ul style="list-style-type: none"> • Adequately completes the evaluation. • Outlines changes made to the chosen design or plan. • Lists at least one way in which their product could be improved. |
| C | <ul style="list-style-type: none"> • Demonstrates a basic understanding of the design brief. • Lists at least one findings of their relevant investigation. | <ul style="list-style-type: none"> • Presents one design idea, which can be interpreted by others. • Creates incomplete planning drawings/diagrams. | <ul style="list-style-type: none"> • Demonstrates minimal technical skills. • The product is non-functional or incomplete. • Demonstrates minimal time management. | <ul style="list-style-type: none"> • Briefly completes the evaluation. • Does not outline changes made to the chosen design or plan. • Does not critically review their work. |
| D | <ul style="list-style-type: none"> • The student does not reach the standard identified. | <ul style="list-style-type: none"> • The student does not reach the standard identified. | <ul style="list-style-type: none"> • The student does not reach the standard identified. | <ul style="list-style-type: none"> • The student does not reach the standard identified. |
| Score | | | | |

Final Grade: _____