

- 1** Identify and collect contextual images that fit within the broad categories of floral, geometric, world culture and conversational. Purposely find images to include which are from other eras, such as the 1950s and Art Deco, and not just contemporary. Finding these images will expand your awareness of design styles and the visual languages that they produce. (See pages 16-21)
- 2** Spend time looking at fabric in local stores, in your own wardrobe and in a textile or fashion museum to examine the type of printing methods which have been used. Remember that a fabric may have the visual qualities of a particular printing process but may not have used that method. Find one example for each printing process: resist, relief, roller printing, screen, heat transfer, four-colour process, digital. (See pages 22-28)
- 3** Visit the nearest shopping environment to where you live and map how the shops fit into the market i.e. high, mid and mass. Remember to consider shops you don't normally frequent, and include supermarkets and independents and the individual brands evident in a department store. Evaluate what you think are the key differences between the three market levels. As these bandings are broad, you may wish to break each level down further into high, mid and low - or high end fashion, haute and ready-to-wear. (See pages 29-31)



COLOUR ACTIVITIES

- 1 Produce a subtractive colour wheel. (See page 46)
- 2 Explore simultaneous contrast. Try at least three variations to see the impact on the colours. For example, red against green and red against violet or yellow against violet and yellow against green. (See page 49)
- 3 Take one colour through a temperature change. Take a pure colour and add red to it in five stages. Using the same pure colour repeat the process adding blue in five stages. Evaluate if one change feels warmer and one cooler. (See page 49)
- 4 Try out tints and shades. Take one colour and add white in five stages. Repeat this process adding black instead of white. Try to keep the proportions equal so that the effect appears even. (See page 50)
- 5 Begin to investigate a colour palette from your visual research by painting some flat colour on A4 or A5 sheets. Then cut out small squares, or chips, at the same size so that you can view and evaluate them in equal proportions. You can also cut out strips of varying widths of each of the colours you have chosen and place them together in groups as stripes. This activity can be done digitally, but it is a valuable skill to learn how to use paint and to mix colour to achieve what you want. In particular, you could try building several harmonious colour palettes using the descriptions on page 54.

PATTERN MAKING ACTIVITIES

- 1 Find at least 5 different types of pattern on a range of textiles from your clothes and on fabrics/wallpapers/wrapping paper in your home. Work out how the pattern repeats and identify what type of repeat it is. (See pages 56-57)
- 2 Try out some repeats either by hand (see Step by Step on page 61) or digitally (see Step by Step on pages 62-63). Start by doing this with one motif and trying out a block repeat and a half drop repeat (see page 56). If doing this by hand, use either simple black and white photocopies of your motif or alternatively use tracing paper to trace a motif.
- 3 Begin to develop patterns with more than one motif and build up other types of repeat. Consider what happens to the dynamics of the image when you are building up patterns. (See pages 58-59)

- 1** In order to explore scale and composition, photocopy five different elements or textures from your visual research at different scales (e.g. 25 per cent and 50 per cent smaller and larger). Black and white is fine at this stage. Ensure that you have three or four copies of each texture/element. Cut out the individual textures/elements and arrange them with consideration to their composition, negative space and the flow and balance of images. Mix the textures/elements and different scales together. Complete 5 A3 compositions using this approach. (See page 75)
- 2** Evaluate how scale and pattern are affected by the form and shape of a three-dimensional product. You can do this by creating your own simple patterns, printing them out on A4 paper at different scales and wrapping them around a shape, such as a water bottle or an orange. How do the scale and the shape interact? (See pages 114-115)



- 1** Select a specific product type and investigate the sustainable and ethical issues which need to be considered when developing the product from fibre to garment. Consider the issues from different points in the supply chain: from raw materials through to fabric production and then the printing process itself. Present your findings as a PowerPoint presentation. (See pages 120-149)
- 2** Create a file of fabric samples with small swatches of fabric, noting down the composition of the fabric and what type of dye stuff is suitable for printing on it. Evaluate the drape and handle of the fabric considering its suitability for a range of product types - a coat, upholstery and a formal dress. (See pages 122-135)
- 3** As part of a small group, research a topic related to design responsibility and make a presentation to the whole class about your findings. Topics might include the use of water, the reduction of waste, contamination, ethical responsibility and slow fashion. (See pages 145-149)

- 1 Consider the different employment scenarios described in this chapter and use the following questions to help you evaluate the type of employment that best suits your skills. Use the 1-5 scoring system where 1 = strongly agree, 2 = agree, 3 = neither agree nor disagree, 4 = disagree and 5 = strongly disagree.

In relation to self-employment and freelance designing:

- Do you enjoy working in isolation?
- Is it important to you to follow your design project through to a finished product?
- Are you self motivated?
- Are you self confident and able to sell your own work?
- Do you shake off rejection or criticism relatively easily?
- Are you able to be flexible and change your approach quickly?
- Does having two or three different jobs to enable you to make a living, appeal to you?
- Are you able to negotiate on sales and finance?
- Would you be able to cope with irregular earnings?
- Are you able to cope with job insecurity?

If you score mainly 1s and 2s this may be a good option for you.

In relation to working in a design studio or for a brand or manufacturer:

- Do you like producing original designs to design led briefs?
- Do you prefer being directed in what you produce?
- Is working for a particular brand something that interests you?
- Is a regular income important to you?
- Is job security something you need?
- Do you prefer specific design parameters?
- Do you enjoy working with other people?
- Is being in control of what happens to your design important to you?

If you score mainly 1s and 2s this could be a good option for you.

In relation to being a designer-maker:

- Are you interested in being in control of production or manufacture of your own product?
- Are you comfortable with risk-taking?
- Are you confident in doing your own PR and branding yourself?
- Are you good at selling and influencing people?
- Are you tenacious and determined?
- Do you consider the making of the product an important part of the design process?
- Are you interested in being a specialist or pushing boundaries?

If you score mainly 1s and 2s this could be a good option for you.

- 2 Research potential companies that appeal to you and that you would be interested in approaching for potential work experience while studying textile design.



- 1** Think about what you want to achieve from your career and who you would like to work for. Set yourself goals for the short, medium and long term and outline a strategy for moving forward. Give yourself a time when you should evaluate your progress and develop a new approach if the existing one is not working.
- 2** List the specific information which should always be included on a CV. Design/draft a CV for yourself which includes all this relevant information. Ask another student to check your CV for legibility and any spelling or punctuation mistakes.