



NCCA

An Chomhairle Náisiúnta
Curaclaim agus Measúnachta
National Council for
Curriculum and Assessment

Junior Cycle Home Economics – Second Year

CBA 1: Creative Textiles Cushion Cover: The Seasons

FEATURES OF QUALITY FOR CLASSROOM-BASED ASSESSMENT 1

See Junior Cycle Home Economics: [Guidelines for the Classroom-Based Assessments](#)

Contents

03

Cushion Cover: The Seasons

27

Teacher Feedback

Cushion Cover: The Seasons

Creative Textiles
Classroom Based
Assessment

T H E



S E A S O N S

Design Brief Process



Define the task or problem.

Applying the design brief process and the principles of design and sustainability, students make a textile item for an individual or Recycle or upcycle a textile item for an individual or the home

As part of the project, students will show evidence of:

- Applying the design brief process
- Applying the principles of design and sustainability
- Using basic hand sewing and/or machine sewing techniques in the making of the product
- Fabric embellishment techniques (where applicable)
- Appropriate textile care and maintenance.

Task Analysis:

I will apply the design brief process in the making of my product.

I will apply the principles of design and sustainability.

I will incorporate basic hand sewing skills in the making of my product.

I will embellish my product with buttons/sequins if it suits my design.

I will design a textile care label.

I will explain how the product would be cared for.

Sustainability

I could use an old white pillowcase from home which I am not using anymore instead of buying a new pillowcase.

I could use an old frame which I am not using anymore instead of buying a new frame.

I could use old shoes for example convers and upcycle them with buttons, sequin, and embroidery's.

Features Of Design

I must consider what colours will look good together, and how to include different patterns and textures.

I must consider if the item I will make will be functional or for decorative purposes.

Principles Of Design

Proportion: I must ensure that the parts of my design are in the correct proportions to one another.

Emphasis: I can draw the eye to a part of my design by using different colours, patterns or textures. This will highlight certain features of my design.

Balance: I must ensure that I have an equal spread of colour, pattern and texture in my design to create balance.

Rhythm: Repeated patterns/colours could be used in my design to connect each part of the design.

Skills

I will use the running stitch, the backstitch, the chain stitch, and the French knot.

I will learn how to finish or secure the stitch at the back of the decorative purposes.

I will learn how to apply the design and brief process.

I will also learn how to tie-dye a pillowcase for decorative purposes.

Cost

I will try to keep the cost down by reusing material I already have or by recycling and upcycling things I already have.

Time

I will have 8-10 weeks to complete my Home Economics classroom-based assessment.

I will have to complete my classroom-based assessment during class time when I am in school.

Equipment

I will check to see what equipment is available to me in school and make use of it.

Generate and present two possible solutions

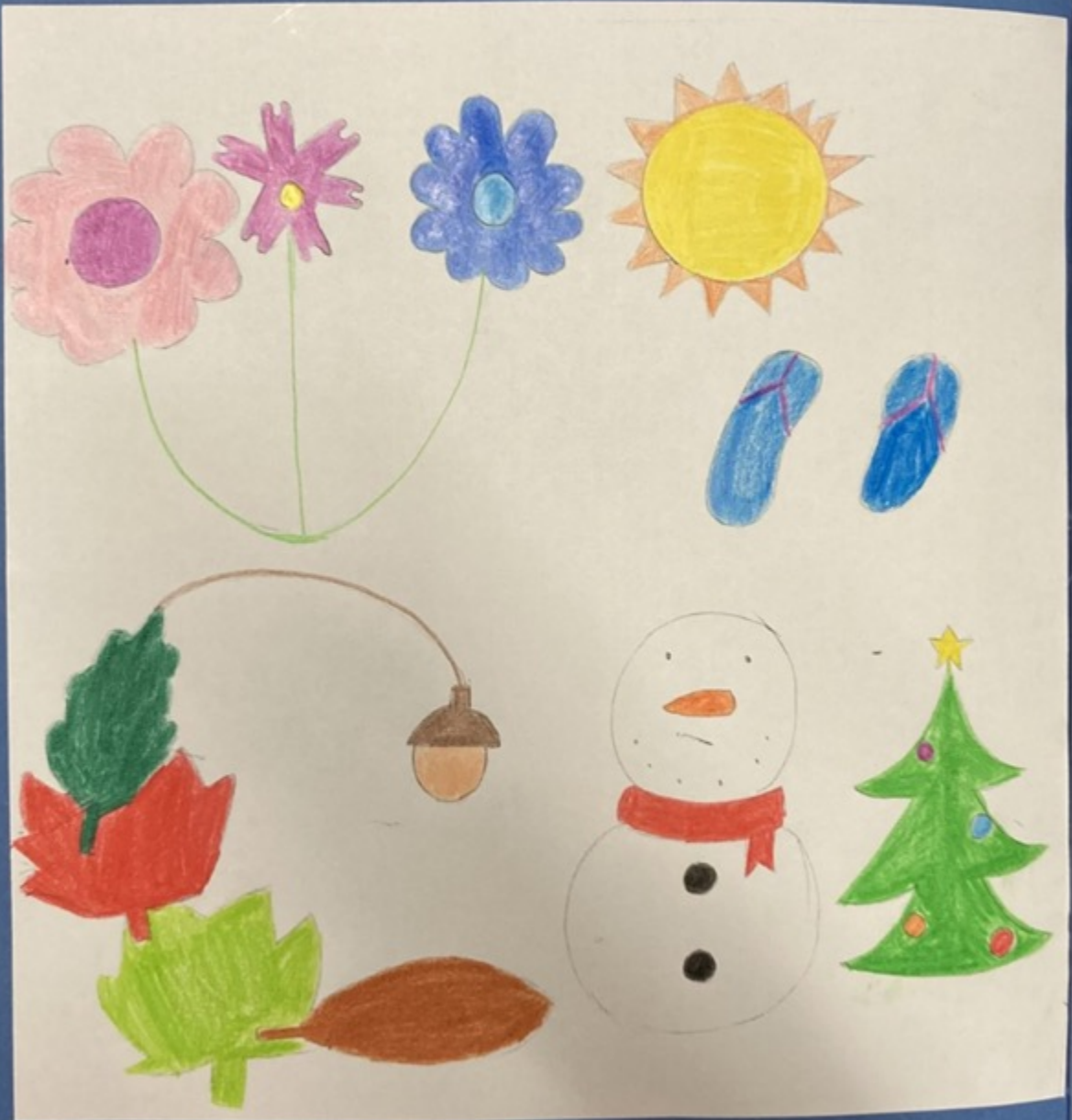
I could make an appliquéd frame picture of a Teddy bear out of old felt so I do not have to buy more felt. I have a frame at home with a print in it that I have outgrown, and I would use this frame for the appliquéd picture.

The decorative cushion could be made from an old pillowcase by sewing it up and cutting off the excess fabric. The cushion could be tie-dyed to give it a brand-new look and to create a pattern which would add emphasis and rhythm. The eye would be drawn to the centre of the tie-die. This is sustainable as I would be repurposing an old pillowcase that I had at home rather than buying a new cushion.

Possible Solution 1



Possible Solution 2



Peer Feedback

Glow



My friend said that she liked my two designs but preferred the season one because no one else in the class was doing it. Another girl was doing a bear.

Grow



She said I could add an arrow pointing to my favourite season and add a hat to the snowman to finish him off.

She said I could use an old button from a shirt for the start of the arrow.

Reflect



I will use an old button for the arrow to and point the arrow the Summer as this is my favourite season when we are on holidays from school. I will also add a hat to the snowman.

Chosen Solution



Reasons for Choice

I chose to make a decorative cushion because the colours go with the colours in my room.

Resources

- Scissors.
- Different coloured felt pieces.
- Needles.
- Thread the same colours as the felt.
- Pins to put the paper to the felt.
- Pillowcase for my decorative cushion.

Back Stitch



Running Stitch

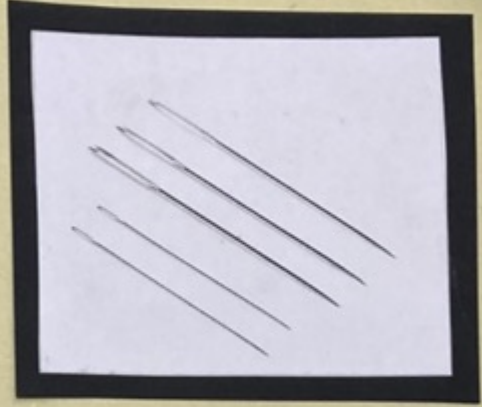


Chain Stitch



French Knot





Flowchart/Workplan

Printed out the outline of the items for my decorative cushion

I cut out the outlines of the items for decorative cushion

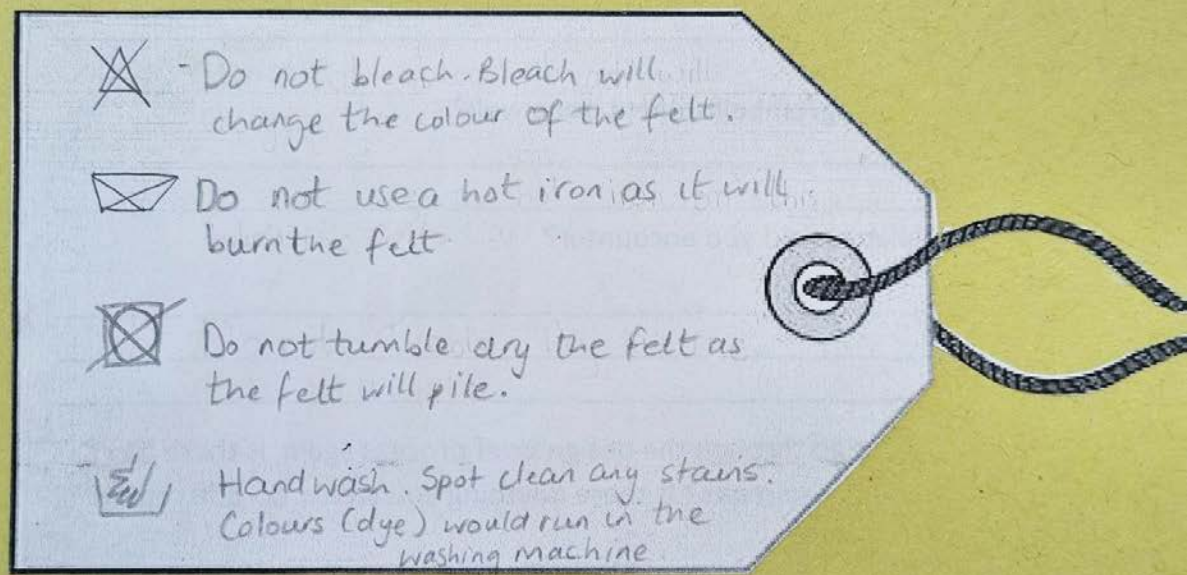
I pinned the cut out outlines of the items for my decorative cushion onto the felt

I cutted the pinned outlines on the felt out

I pinned the cut out felt onto the pillowcase

I sowed the felt items onto the pillowcase

Care Label



Student Reflection

1. Are you happy with the result?

Yes, I am very happy with the result of my decorative cushion. I think it turned out great, I put a lot of hard work and time into my decorative cushion and overall I am pleased with how it turned out.

2. Does the product meet the brief?

Yes, I think the product meets the brief and here are my reasons. Firstly I applied the design and brief process by defining the problem/task by writing out the task analysis. Then I generated ideas by drawing a Teddy bear and drawing the four Seasons. Finally, I picked my final solution which was the four seasons decorative cushion.

3. Is the item appealing, creative and original?

Yes, I think my decorative cushion is appealing, creative and original because my decorative cushion has bright colours which adds emphasis. I also think I used balance by using lots of different colours, patterns and textures and especially by tie-dyeing my pillowcase.

4. Could the design be improved in any way?

Yes, I do think my design could be improved, if I was to do it again I would change a few things like for example I would put *hands* on my snowman and I would put a tree trunk under the Christmas tree. But overall I wouldn't change much.

5. Is your stitching/embellishment done well?

I think my stitching/embellishment overall turned out well but there are a few parts where I could have done better like for example I could have done better with my French knots on the Christmas tree.

6. What challenges did you encounter?

Some of the challenges I encountered included stitching into the pillowcase which was hard because I had to make sure I didn't go through the pillowcase and the biggest challenge was time especially to complete the booklet/scrapbook because I underestimated the amount of work there was to do.

7. If you were to go through the design and brief process again, is there any changes you would make? Is there anything you would do differently?

No not really because I am really happy with how my decorative cushion and my scrapbook turned out.

8. Was the task finished on time?

Yes, the task was finished on time because the due date for my Home Economics classroom-based assessment was January 14th which by this date I had handed in both my scrapbook and my decorative cushion.

Images of the cushion cover







Teacher Feedback

FOQ 1: The design brief process is completed to an acceptable standard. The principles of design and features of design are evident in the item and the written evidence. Evidence of sustainability and thinking about sustainability could be more explicit in the possible ideas, chosen solutions, and evaluation. i.e. throughout the design brief process. More detail would be useful on the possible ideas e.g labeling etc. Reasons for choice need to be developed further by making greater links to the brief, sustainability and the principles of design.

FOQ 2: The design of the item demonstrates a good level of originality and creativity. The application of craft/textiles skills has been executed well overall. The execution of the stitches in parts could be improved. The chain stitch on the top left of the cushion is uneven and the tension is loose. The shape of the stitching above the acorn is slightly off. Ending stitches correctly will keep them secure and keep the back neat. Raw edges on the inside seams may cause fraying in time. Pressing seams and reducing bulk in the corners will give a better finish.

FOQ 3: The reflection is completed to an acceptable standard. The explanation of how the brief was met could have been analysed further. While the student evaluated the execution of some stitches e.g. french knots, it would be important to say how the work could be improved. There is scope to evaluate more effectively for example the evaluation of the design brief process.

Overall Judgment: In line with expectations



NCCA

An Chomhairle Náisiúnta
Curraim agus Measúnachta
National Council for
Curriculum and Assessment