**NZQA**

**Approved**

Achievement standard: 91346 Version 3

Standard title: Demonstrate understanding of advanced concepts used to make textile products

Level: 2

Credits: 4

Resource title: Understanding upholstery

Resource reference: Construction and Mechanical Technologies VP-2.23 v2

Vocational pathway: Manufacturing and Technology

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| Date version published | February 2015 Version 2To support internal assessment from 2015 |
| Quality assurance status | These materials have been quality assured by NZQA. NZQA Approved number A-A-02-2015-91346-02-8230 |
| Authenticity of evidence | Assessors/educators must manage authenticity for any assessment from a public source, because learners may have access to the assessment schedule or exemplar material.Using this assessment resource without modification may mean that learners’ work is not authentic. Assessors/ educators may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform. |

Vocational Pathway Assessment Resource

Achievement standard: 91346

Standard title: Demonstrate understanding of advanced concepts used to make textile products

Level: 2

Credits: 4

Resource title: Understanding upholstery

Resource reference: Construction and Mechanical Technologies VP-2.23 v2

Vocational pathway: Manufacturing and Technology

Learner instructions

# Introduction

This assessment activity requires you to demonstrate understanding of advanced concepts used in the construction of upholstered products made from different types of textile materials.

You are going to be assessed on how comprehensively you demonstrate understanding of advanced concepts used to make upholstered products made from different types of textile materials.

The following instructions provide you with a way to structure your work so you can demonstrate what you have learnt and achieve success in this standard.

Assessor/educator note: It is expected that the assessor/educator will read the learner instructions and modify them if necessary to suit their learners.

# Task

You are required to show understanding of how special features are used in the construction of upholstered products. Special features could include style features such as zips under flap pockets, pleating and piping, and/or decorative features such as pin tucking, embroidery and buttons, and/or structural features such as 3-D felting and nuno felting.

Choose at least two special features to focus on. It would be helpful to investigate what they look like in different existing products (e.g. upholstered lounge/outdoor furniture, head boards, car seats, bags) or in patterns; how they were made; and what determined that they had a quality finish.

Materials could be considered on the basis of thickness, drape, nap or pile, stretch, fray, shine, pattern to be matched, beading or sequins, crush, stickiness, tendency to perforation (with pins or needles) or a combination of these.

Present your understanding in a format agreed with your assessor/educator. This could be a report, a video or a slide show. Diagrams, pictures and photographs could be used to support your explanations.

Include these factors in your presentation:

* explain how and why special features are used when making upholstered products
* identify textile materials that require different management during the construction of your special features
* explain the construction requirements for your special features and discuss why particular materials and construction techniques are used to create high quality special features in upholstery products
* explain what must be done to ensure your special features have a high quality finish
* explain how the construction of special features changes when using different types of textile materials.

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Assessor/Educator guidelines

# Introduction

The following guidelines are supplied to enable assessors/educators to carry out valid and consistent assessment using this internal assessment resource.

As with all assessment resources, education providers will need to follow their own quality control processes. Assessors/educators must manage authenticity for any assessment from a public source, because learners may have access to the assessment schedule or exemplar material. Using this assessment resource without modification may mean that learners' work is not authentic. The assessor/educator may need to change figures, measurements or data sources or set a different context or topic. Assessors/educators need to consider the local context in which learning is taking place and its relevance for learners.

Assessors/educators need to be very familiar with the outcome being assessed by the achievement standard. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing learners against it.

# Context/setting

This activity requires learners to demonstrate comprehensive understanding of advanced concepts used to make upholstered products.

# Conditions

This is an individual assessment activity. Learners could gather and analyse their evidence in groups, but they need to write their reports independently.

# Resource requirements

Learners will require access to materials needed to report understandings (e.g. data projector, computer).

The following references may be useful:

## Websites

<http://aces.nmsu.edu/pubs/_c/c-214.html> (clothing construction standards)

<http://ebookbrowse.com/> Detailed\_Sewing\_Guide.pdf (to access the pdf enter the name in the search window)

<http://www.thesewingdictionary.com/>

<http://www.powersewing.com/power-sewing-webtv-show/> (online classes for techniques with archives)

<http://www.burdastyle.com/techniques/sew-in-seam-pockets/technique_steps/3>

<http://www.threadsmagazine.com/item/3831/video-an-easy-flat-fly-front-zipper>

<http://www.threadsmagazine.com/item/4993/sewing-lycra-blends>

<http://www.threadsmagazine.com/item/5135/a-hand-picked-zipper-is-worth-the-effort>

<http://www.craftstylish.com/item/86246/how-to-sew-with-sheer-fabrics>

## Books

Ahles, C. L., 2004, *Fine Machine Sewing: Easy ways to get the look of hand finishing and embellishing,* The Taunton Press, USA.

Betzina, S., 2004, *More Fabric Savvy*, The Taunton Press, USA.

Betzina, S., 2010, *Power Sewing Toolbox 1 & 2*, The Taunton Press, USA.

## DVDs

Threads Archive 2010, DVD-ROM available from <http://www.tauntonstore.com>

Threads Industry Insider Techniques DVD, Vol.1 and Vol. 2, available from <http://www.tauntonstore.com>

# Additional information

None.

## Other possible contexts for this vocational pathway

Demonstrating understanding of advanced concepts in shoemaking, hat making, clothing design/making.

# Assessment schedule: Construction and Mechanical Technologies 91346 – Understanding upholstery

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The learner demonstrates understanding of advanced concepts used to make textile products by:* explaining how and why special features are used in textile products

For example:The learner explains how and why: zips are inserted under flaps for some cushions; chairs include skirts; headboards are tufted with buttons; patterned fabric is centred on sofas; piping/welting is used on a patio swing.* explaining how special features are constructed in a textile material

For example:The explanation outlines the steps followed to make at least two special features. The explanation might include samples, diagrams and/or photographs and may cover such things as cutting fabric on the bias to cover piping cord and to enable the finished piping to be used on curves, and using a zipper foot to sew close to the cord.* explaining the requirements of quality finish of special features

For example:The explanation should cover the codes of practice expected for special features that have been constructed to a high quality finish. Part of the explanation may include choosing an appropriate batting/filling; the care required in measuring and using a template to ensure patterned material is placed on the centre of a seat so the whole pattern is visible.*The above expected learner responses are indicative only and relate to just part of what is required.* | The learner demonstrates in-depth understanding of advanced concepts used to make textile products by:* explaining how and why special features are used in textile products

For example:The learner explains how and why: zips are inserted under flaps for some cushions; chairs include skirts; headboards are tufted with buttons; patterned fabric is centred on sofas; piping/welting is used on a patio swing.* explaining how the construction of special features changes when using different types of textile materials

For example:The learner explains how special features are constructed differently, e.g. materials that have stretch and those that are woven; are of different thicknesses; have a nap. The explanation might relate to such things as puckering, pre-washing, stabilising the material, the tools used, adjustments to machines such as stitch length or specialist machine feet to cope with different thicknesses of fabric, and might include samples, diagrams and/or photographs.* explaining the requirements of quality finish of special features

For example:The explanation should cover the codes of practice expected for special features that have been constructed to a high quality finish. Part of the explanation may include choosing an appropriate batting/filling; the care required in measuring to ensure patterned material is placed appropriately; pinning seams when using vinyl or leather; ironing velvet.*The above expected learner responses are indicative only and relate to just part of what is required.* | The learner demonstrates comprehensive understanding of advanced concepts used to make textile products by:* explaining how and why special features are used in textile products

For example:The learner explains how and why: zips are inserted under flaps for some cushions; chairs include skirts; headboards are tufted with buttons; patterned fabric is centred on sofas; piping/welting is used on a patio swing.* discussing why particular materials and construction techniques are used to create high quality special features in textile products

For example:The learner discusses the techniques used to make at least two special features, the reasons for the choice of techniques, and how the techniques change to make the most of or manage different types of textile materials (e.g. those with nap, stretch, etc).The discussion includes why particular techniques are chosen for different types of materials to produce a quality finish in the special features. The discussion might relate to such things as puckering, pre-washing, stabilising the material, the tools used, adjustments to machines and finishing techniques, and include samples, diagrams and/or photographs.For example:The use of piping: a woven fabric would be cut on the bias to avoid roping when covering the cord. The bias cut allows some movement enabling the upholsterer to use the piping around corners and on curves.If the fabric was a stretch knit the fabric would be cut along the weft threads or the grain with the greatest amount of stretch to allow for movement.*The above expected learner responses are indicative only and relate to just part of what is required.* |

Final grades will be decided using professional judgement based on an examination of the evidence provided against the criteria in the Achievement Standard. Judgements should be holistic, rather than based on a checklist approach.