



Technology Curriculum

Understand that today's fashion and textile industries make use of a wide range of materials from both natural and synthetic sources. Although this variety allows greater choice for the consumer, ethical and environmental issues include low-paid, "sweatshop" conditions for workers in third-world countries and the contamination of soil and water by synthetic microparticles.

At school, pre-visit:			
<p>Creativity Think about what you prefer to wear (what's in your wardrobe) and why you prefer that type of style. Do you shop at charity outlet stores? Design your perfect outfit – describe it in your head or on paper/tablet.</p>	<p>Collaboration Within your class, analyse what similarities there are with other's ideal outfit. Identify common threads – (that's a uniform). Are there things about the other groups' outfits that you don't understand?</p>	<p>Critical thinking Consider how the clothing you have designed sends a message. Is this what you want other people to know about you? In your design process what influenced the choices of symbols that you have used?</p>	<p>Success criteria Students are thinking about clothing and the messages it sends.</p>

At the museum:			
<p>Creativity Colours can be associated with rank e.g. purple is known as a regal (royal) colour, red is associated with rank in the Army, in Chinese culture white is associated with death. Do you think colour can affect mood? Give examples.</p>	<p>Collaboration In groups explore the museum to see what people wore. Did Army commanders wear the same as their troops? Describe women's uniforms. British uniforms in the NZ bush?</p>	<p>Critical thinking Look at the main boy in the Hitler Youth picture. How do you think wearing the uniform changes the way he thinks and acts? Can uniforms help you get what you want?</p>	<p>Success criteria Students can identify a uniform in the museum displays, discuss what they observe, and what they can read from it.</p>

Back at school:			
<p>Creativity Design a uniform that expresses things that are important to you. Would your uniform appeal to others? Could you get it mass produced to sell? What would be the costs? Where would you source the materials and get the sewing done?</p>	<p>Collaboration With your buddy, put together a presentation about your uniform designs. Break down all the elements of the uniform and the significance of buttons, badges, belts, footwear, headwear, bags, and jewellery.</p>	<p>Critical thinking What is 'fast fashion'? What are these clothes primarily made from? Who sews them and in what work conditions? What are the social and environmental impacts of people buying and quickly throwing away clothing?</p>	<p>Success criteria Students can clearly identify the attributes of a uniform. Students can comment knowledgeably about the positive and negative impacts of fashion, especially fast fashion.</p>