

# Customised Denim Project with Further Education Students Studying BTEC National Diploma Art & Design (Fashion & Clothing)

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1. Level	FE
2. Pre-requisite knowledge required by educators	A. No background knowledge required.
3. Pre-requisite knowledge required by students	A. No background knowledge required.
4. Number of students	Any number
5. Length of time required	4-6 weeks
6. Type of activity	Group work, Student presentations, Ideas for projects, assignments and briefs, Practical
7. Discipline	Design
8. Topics covered	Student /educator defined

## OBJECTIVES / LEARNING OUTCOMES

- Students explore recycling, reuse of waste, labour issues and fair trade. Students are assessed on their communication skills in addition to creative work.



Oxford and Cherwell Valley BTEC National Diploma (Fashion and Clothing) students, inspired by a visit to Tate Modern, customise jeans donated by Oxfam and explore recycling, reuse of waste, labour issues and fair trade, and are assessed through the following BTEC units:

Unit 1 – Drawing development

Unit 2 – Materials, techniques and process

Unit 5 – Contextual influences

Unit 97 – Fabric manipulation (part of a textiles short course award)

Environmental and ethical issues are assessed through the communications portfolio.

The creative aspect of the project expects students to use research into modern art, including a visit to Tate Modern, London, for inspiration to:

- Visually record what they see at the gallery (unit 1).
- Record contextual references (unit 5).
- Research into the history of denim and its place in today's world (unit 5).
- Research into currently ethical designers and compare their work to others' (unit 5).
- Experiment with denim and manipulate fabric (units 2 & 97).
- Produce a final outcome from an old pair of jeans (units 2 & 97).
- Document all their creative developments appropriately.

Each unit has specified requirements. See [www.edexcel.org.uk](http://www.edexcel.org.uk) for more details on each unit.

We find that the project generates good debates and discussions and is therefore great for students' communications portfolio at either Level 2 or 3. This portfolio is a file of work that is put together to show the students' ability in talking, discussing, comparing information and writing. We ask students to complete the following tasks which are then assessed:

- Watch 'China Blue', taking notes and forming opinions on what they view.
- Participate in Fashioning an Ethical Industry's role play on the impact of buying decisions on workers (available in this Handbook), offering the opportunity for them to discuss in small groups and as a class.
- Read, analyse, synthesise and compare a selection of documents (largely available on the Fashioning an Ethical Industry website, or on Oxfam's, Labour Behind the Label's and Tearfund's websites).
- Write a short piece about modern art.

- Write an extended piece about ethical fashion. Students decide the subject of this piece - they have varied from researching organic cotton to writing about the industrial revolution and whether the textiles trade has really changed.
- Give a selection of talks - and subjects have included their trip to Tate Modern and/or a final presentation of their work.

Resources to support this learning are available on <http://www.fashioninganethicalindustry.org/>, and include worksheets, role plays and films.

The project has been wholly successful. Students have thoroughly enjoyed the various creative workshops and the links to the theoretical studies they have done. They have learnt a great deal (see learning outcomes below), and achievement has been high in both course grades and key skills portfolios.

## LEARNING OUTCOMES

Students will learn about the following ethical and environmental issues:

- Waste and alternatives to landfill, including reusing in creative ways.
- The supply chain and how current industrial practices can be unethical, including: labour and living conditions of workers; the impact western buying practices have on factory owners from Less Economically Developed Countries; the influence consumers can have on buying practices and boardroom decisions.



This is an excerpt from:

### **Sustainable Fashion: A Handbook for Educators**

Edited by Liz Parker on behalf of Fashioning an Ethical Industry, UK, and Marsha A. Dickson on behalf of Educators for Socially Responsible Apparel Business, USA.

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**[www.halomedia.co.uk](http://www.halomedia.co.uk)**

Download the complete Handbook, chapters or individual contributions from

**<http://fashioninganethicalindustry.org/resources/teachingmaterials/handbook/>**

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