



National Certificate of Educational Achievement
TAUMATA MĀTAURANGA Ā-MOTU KUA TĀEA

Exemplar for Internal Achievement Standard Technology Level 2

This exemplar supports assessment against:

Achievement Standard 91354

Undertake brief development to address an issue

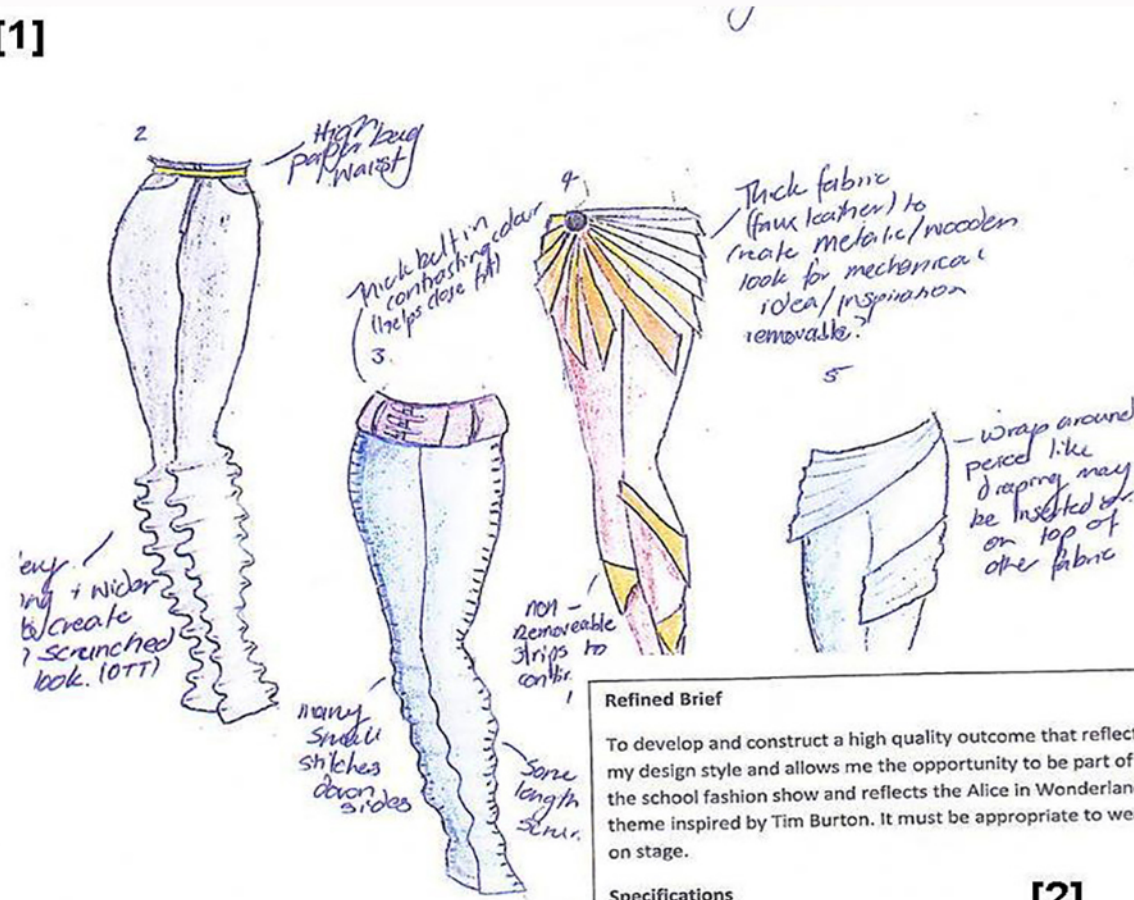
An annotated exemplar is an extract of student evidence, with a commentary, to explain key aspects of the standard. It assists teachers to make assessment judgements at the grade boundaries.

New Zealand Qualifications Authority

To support internal assessment

| | |
|----|--|
| | Grade Boundary: Low Excellence |
| 1. | <p>For Excellence, the student needs to undertake comprehensive brief development to address an issue.</p> <p>This involves:</p> <ul style="list-style-type: none"> • describing the outcome to be developed and justifying why that particular outcome should be developed • justifying the specifications in relation to the physical and functional attributes required for an outcome. <p>The student explored the context of the fashion show, identified the issue of combining high quality with sufficient ‘wow factor’ to stand out on the catwalk, and determined the need for an outfit with impact (1) (2).</p> <p>The brief development process reflected ongoing consideration and prioritisation of the environment in which the outfit would be worn. Wider stakeholders were identified and interviewed, and the student reflected on the ongoing considerations of all stakeholders (3) (4).</p> <p>The outfit was described and the purpose justified in relation to the fashion show and the modelling of the outfit (6). This included considering the impact of style, fabric choice and colour under the runway lights (5).</p> <p>The specifications described the detail of the outfit that would allow it to be evaluated as fit for purpose (7). The development work justified these in relation to the physical and functional attributes required of the garment.</p> <p>For a more secure Excellence, the student would need to show more consideration of the impact of the social and physical environment on the physical and functional nature of the outfit. This consideration should be reflected more in their decision making.</p> |

[1]



Refined Brief

To develop and construct a high quality outcome that reflects my design style and allows me the opportunity to be part of the school fashion show and reflects the Alice in Wonderland theme inspired by Tim Burton. It must be appropriate to wear on stage.

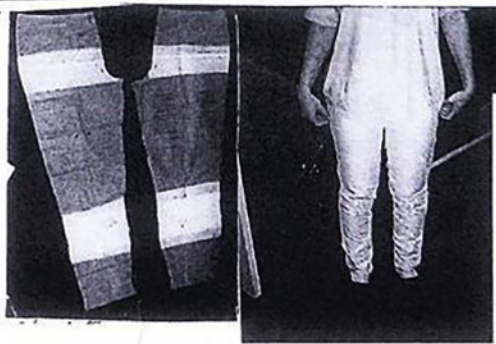
Specifications

- Needs to fit and flatter the wearer
- A two piece outfit
- Flowing top/tailored bottom for balance
- Includes an innovative feature

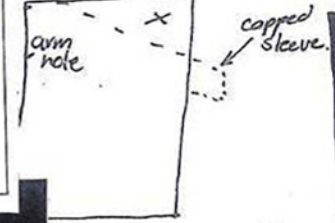
[2]

Functional Made

because I want high waisted pants my waist is a size 12 while my hips are a size 14, and I have a very curvy spine getting a close fitting pant pattern would be very difficult. to compensate for this I decided to make my own pant



To make the top I started with a square and cut diagonally across the top. I then extended this line to make a capped sleeve. I then sewed the sides to make a tube. for the first trial I forgot to cut the capped sleeve in. the mockup was too tight both around the bust and in the one shoulder arm hole. I tried again. this time I remembered to cut the capped sleeve as well



Example of Stakeholder Feedback

what is your favorite design aspect? why? I love the tie around band on the top and concept. It gives shape to the figure, that's some marking of 'Mattering'. It is also very original, and gives a nice fit to the garment.

[3]

Fabric Justification: [5]

Fabric Properties:

The Nylon glass and cotton polyester blend organza have a good light draping quality that was essential to the design of the top. They would have the softness for the ruffel as well as the durability I was looking for. The Nylon glass has a different drape property to the cotton polyester blend organza as the Nylon fibres are more rigid than the cotton or polyester fibres. This means the glass has softer less defined folds within the drape.

The acetate rayon blend of the curtain fabric for the pants has the strength and structure necessary for my tight fitting high waisted pants. The good drape of the rayon allowed enough flexibility for the extra length to give the crinkle I wanted from the design. The blend also has a high level of comfort which was an essential quality for me. Unfortunately neither acetate or rayon has good durability.

All of the fabrics and fibres I have chosen are very cost effective which is good as that means my budget can be smaller.

[6] Final Brief

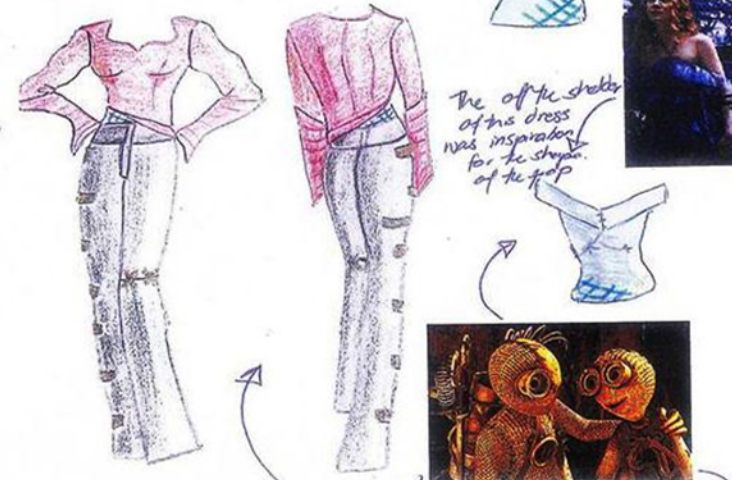
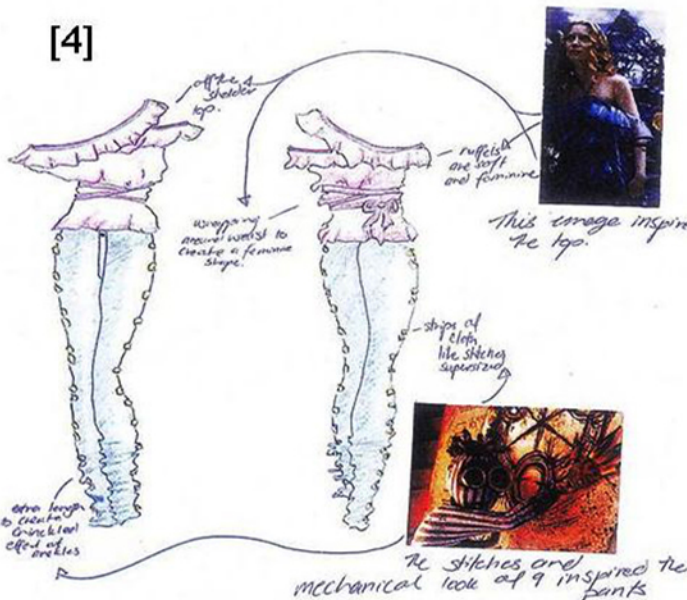
To develop and construct a high quality avante garde outfit within 20 weeks to be modelled at the school fashion show. As an entry in to the show the garment must have stage impact and respond well to stage lighting especially when viewed from the audience. The pants will be inspired by Tim Burton's film '9' and have unique detailing down the left leg. The fabric for the top must be layered and soft but not transparent to meet wider stakeholder expectations. The off the shoulder design is inspired by Tim Burton film 'Alice in Wonderland' which is the theme of the show. The garment must fit the model and not restrict movement on stage.

[7] Specifications

- suitable for modelling in a school fashion show (teacher and organiser approval)
- has an impact on stage (audience show their appreciation for the modelled outfit)
- fits in with Alice in Wonderland theme (inspired by Tim Burtons film)
- both garments fit (size 10 top and Size 12 pants)
- comfortable (allows easy movement on stage)
- design is suitable for an hour glass figure
- pants style is tailored (pants are structured and smoothly fit body)
- top is of a draped style (top is layered, draped and ruffled to give the illusion of more)
- shades of blue (responds well to stage lights and suits wearers skin colour)
- two or more textures used in the outfit (embossed and smooth fabrics chosen)
- a high quality finish (finished according to acceptable codes of practice)
- completed by the 2nd September

Concepts:

5



Conceptual Statement
To develop a high quality outcome that reflects my design style and allows me the opportunity to be part of the school fashion show and reflects the Alice in Wonderland theme.

I really like the trousers/pants in Number 5 - I like the use of the special features in the design. They are very artistic but functional.
Nicki Q3

The mechanical built look of this image was the main inspiration behind this look.

[4]

"Love this tie around band on the top" (Evie, Q3)

"Contemporary, multi functional, artistic, excellent 'point of difference' features" (Nicki, Q1)

"It gives shape to the garment, therefore making it flattering. It is also very imaginative and gives a nice look to the garment". (Evie, Q3)

| | |
|----|---|
| | Grade Boundary: High Merit |
| 2. | <p>For Merit, the student needs to undertake in-depth brief development to address an issue.</p> <p>This involves:</p> <ul style="list-style-type: none"> • prioritising social and physical environmental considerations related to where the outcome will be developed and situated • reflecting ongoing feedback from key and wider stakeholders. <p>The student identified an issue of requiring hard copies of design drawings available to show clients. The teacher-given context was one of storage. A need for storage of different sized drawings and other stationary items within a limited space was determined (1).</p> <p>Social and physical environmental impacts and influences were prioritised in the process of investigating to identify initial attributes and final specifications. For example, research and stakeholder feedback determined that one specification was that three coats of Briwax Danish oil should be applied (2) (3) (4) (5).</p> <p>Feedback was regularly received from key and wider stakeholders and this was reflected on to inform the development of the final brief (2) (4). An industry expert was consulted when important decisions needed to be made, ensuring that the broader perspective/views provided by those outside the immediate designer and users were ongoing in the development process (1).</p> <p>The student described the storage unit to be developed and explained why such an outcome should be developed, and the physical and functional attributes required for the unit. A final brief, comprised of a conceptual statement and specifications, was produced.</p> <p>To reach Excellence, the student would need to show more justification for specifications, such as those related to size and design of the unit.</p> |

[1] *Thanks for agreeing to help me in addressing the issue I have identified with my main stakeholder (Pauline) . She is a designer working from home. She doesn't have a lot of space in her office, and currently her documents are all over the place. This is embarrassing when clients come.*

You have told me you had a similar storage-related issue, can you explain this please

Mark - Yes, like your main stakeholder, we hold a lot of our designs in digital form but still often require hard copy drawings to carry out consultations with our clients. Depending on the job and what stage we are at, designers will want to work with hard copies of drawings of different sizes. Of course the documents must be kept unwrinkled etc.

How have you addressed this?

Mark – We used to keep them all in hard copy, laying flat in large drawers but this takes up huge amounts of space. Now we are going through the process of scanning the historic documents and keeping them in digital form. We now use tubes for the current A2 hard copy drawings. A lot of drawings for the same client can be kept in one tube.

So looking at my early designs can you see any improvement I can make to the way I am going to store the folders and drawing for my stakeholder?

Mark – Yes, I think you should consider using tubes for your A2 drawing and store them vertically somehow so they are easy to reach and secure. With this in mind you will need to measure the sizes of tubes available and take this into account when sizing your design.

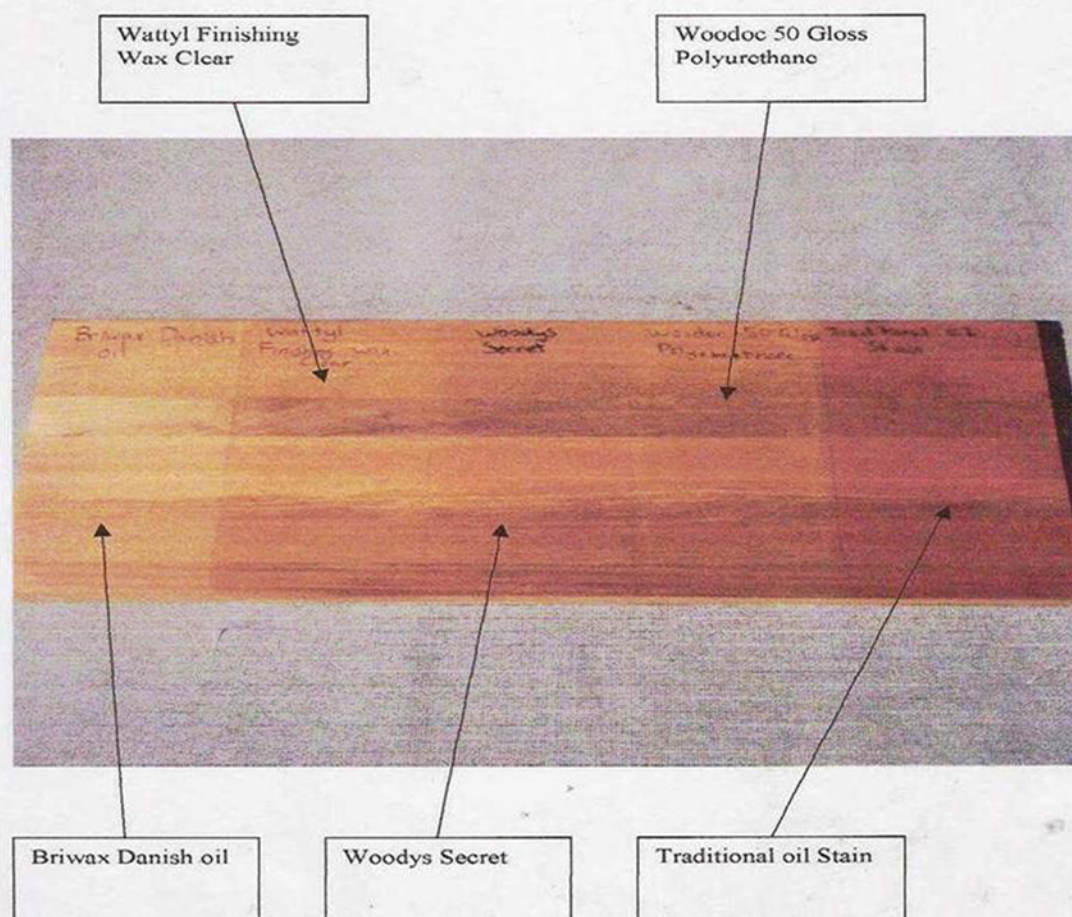
Also, you could consider having different ways to store different sized documents.

[2] The other furniture that is currently in Pauline's office is stained rimu. IT is a stain that can't be sanded back and stained again.

At this stage, while she is establishing her own business, Pauline does not want the expense of replacing all the existing furniture. However, she does want her office environment to look smart.

[3]

Wood stains on Rimu



[4] Pauline...(main stakeholder—(the designer who has the issue I am trying to address)

" My preference is for the Briwax Danish oil.

I like the light finish, it looks more natural, and also fits well with the edge tape trim of the existing workstations.

All of the other stains are darker, with the traditional oil stain being much darker.

The polyurethane has a glossy finish, and I would much rather have the matt finish like the Danish wax. That would match better too.

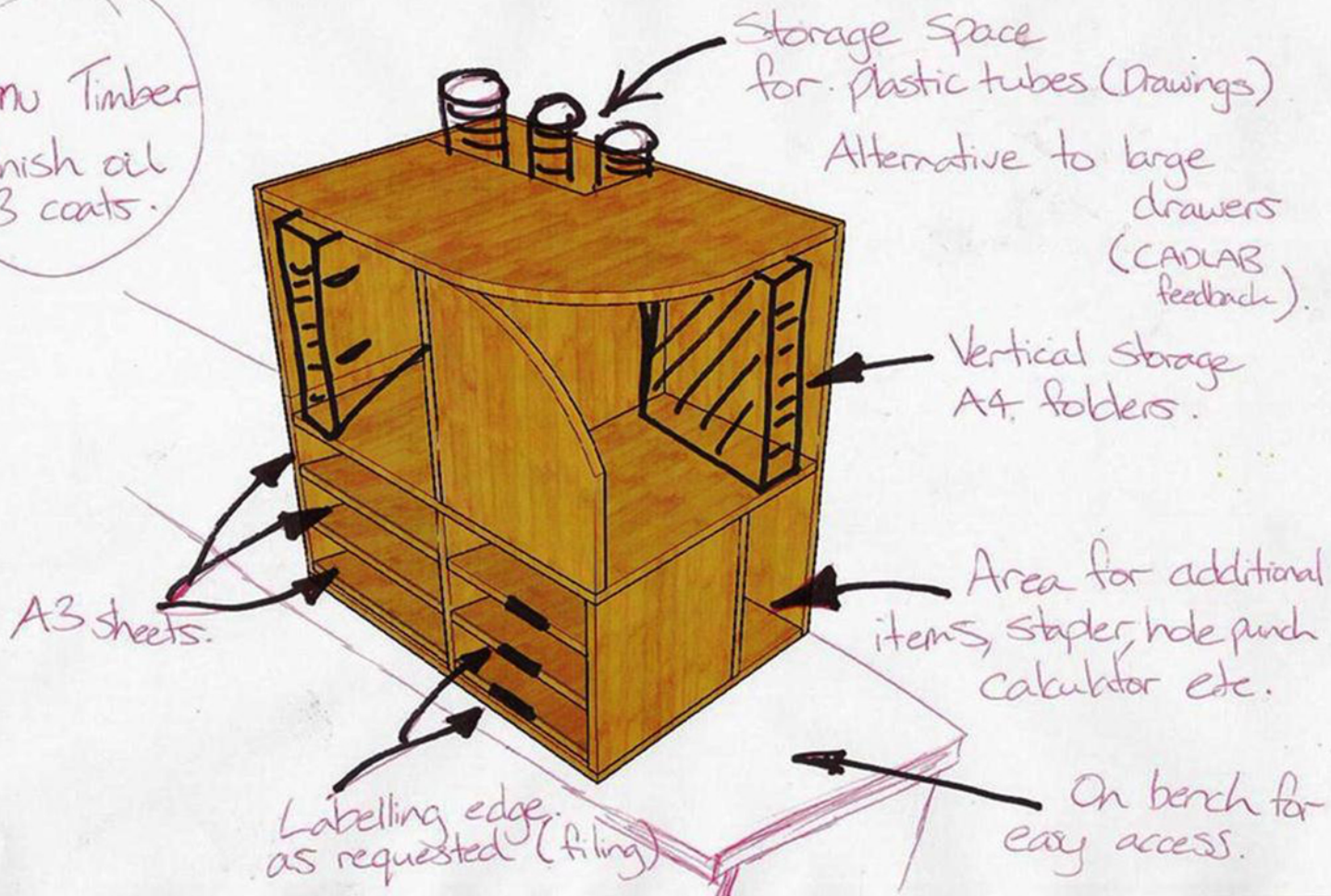
I wonder how the colour will age over time? "

I researched Briwax Danish oil. Because the furniture is inside, the stain will not age very fast. If it does, I can sand up any dents that may have occurred, wipe it with turpentine, and apply another coat of oil.

Pauline is a bit of a coffee addict, so it would be a good idea to ensure the surface is resistant to hot cups. My research tells me that this specification can be achieved by applying an extra coat or two.

[5]

Kimu Timber
Danish oil
x3 coats.



| | |
|----|--|
| | Grade Boundary: Low Merit |
| 3. | <p>For Merit, the student needs to undertake in-depth brief development to address an issue.</p> <p>This involves:</p> <ul style="list-style-type: none"> • prioritising social and physical environmental considerations related to where the outcome will be developed and situated • reflecting ongoing feedback from key and wider stakeholders. <p>The student explored the context of a fashion show to identify an issue of a garment having impact on the runway, as well as being suitable for the brother's family 21st birthday party. A number of associated needs and opportunities were identified.</p> <p>Consideration of the social and physical environment where the outcome will be developed and situated was reflected throughout the process of developing a brief. This included an internet search of the fashion show venue, interviewing the organiser, talking to family members about the dress code of the 21st birthday party, and researching existing outfits and influential designers (5) (6) (7).</p> <p>The student was the key stakeholder (1). Wider stakeholders who were associated with the fashion show and the party were identified. They included peers (1), the student's mother and friend, and the event organiser. Constant feedback from all stakeholders was reflected on (2) (3) (4).</p> <p>The final brief that included a conceptual statement and specifications was produced. The brief was the result of further development of identified attributes (8).</p> <p>For a more secure Merit, the student could present a brief that is more reflective of considering feedback from stakeholders, and the prioritisation of the physical and social environmental considerations.</p> |

Summary of research

[1] ...

- Key stakeholder is 16, therefore the teenage influence that is desired is to be fashionable (N)
- Wider stakeholders have a good opinion of the key stakeholders style, with input of improvement also

...

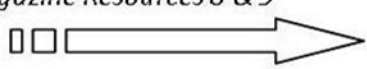
[2] Considerations of the key stakeholder

- 16 years old
- size 10/12
- Female
- Olive skin & light brown hair
- Personal preferences are to make sure it is comfy (breathable, flowing fabric so non huggy & easy to move in), to be fashionable 'avant garde' but somewhat different, and to be formal so it fits the issue. I would like it to be above the knee, include something (eg a bow) that draws the eye to it
- Favourite colours are black & purple
- Love lace, bows and buttons
- Being a teenager, I will be judged on what I wear
- Don't have endless money available. The school bobbins, machines, scissors and needles can be used. Fabric, thread, zips etc are my expense.
- Will need to reflect national and international design trends when the garment is worn on the runway at the opera house

[3]

3. **Feats:**

Inspiration from: Existing Solutions
 Twenty-seven Names (10 & 16)
 Magazine Resources 8 & 9




This concept consists of:

- Straight, normal thin straps.
- A light, heart-shaped neckline.
- A thin band around the waistline.
- The bodice is tight up until the band, and then the dress flows out from the band.
- On the bodice, there are some panels for decoration, which wrap tight around the bodice.
- There is a light 'tutu' effect with a puffy skirt for the bottom half, could be gathered.
- The final cut is just above the knee.
- The complete dress could have light colours on the top half with dark colours on the bottom half to give contrast.

[4] Wider stakeholder: opinion.

| Suitable question. | Concept draft number. | | | | | |
|--|-----------------------|--------------|-------------|--------------|-------------|------------|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| Which garment/s is going to suit the key stakeholder (Erin) most, while considering her preferences and body shape? | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Which garment/s is the most suited for Adam's 21 st birthday party? (A party in spring (September), something that will let me fit in with the suited age group, while being unique to let me stand out). | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Which garment/s is the most suited for the runway show at HB Opera House? (Has the appearance and quality of being produced at a professional level). | | ✓ | ✓ | | ✓ | |
| Which garment/s has the most influence from the chosen designer 'Twenty-seven Names'? | ✓ | | ✓ | | ✓ | ✓ |
| Which garment/s has a bit of an 'Alice in wonderland' look, as this is the theme (if chosen) for the runway show? | | | ✓ | ✓ | | |
| Total number of ticks. | three | three | five | three | four | two |

| | |
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| | Grade Boundary: High Achieved |
| 4. | <p>For Achieved, the student needs to undertake brief development to address an issue.</p> <p>This involves:</p> <ul style="list-style-type: none"> • identifying an issue as a result of exploring the context • determining a need or opportunity and associated stakeholders • reflecting ongoing consideration of the social and physical environment where the outcome will be developed and situated • reflecting ongoing key stakeholders' opinions • describing the outcome to be developed and explaining why such an outcome should be developed • explaining the physical and functional attributes required for an outcome • producing a final brief comprised of a conceptual statement and specifications. <p>The student identified an issue of the electronic equipment being in disarray (2) (9). This was a result of exploring the suggested teacher-given context of 'the household' (1). A need for a storage unit was determined (3).</p> <p>The mother was determined to be the key stakeholder. She was consulted throughout the development of the brief (4).</p> <p>Consideration of the environment was shown, e.g. equipment was analysed and classroom constraints were acknowledged (7).</p> <p>The outcome to be developed was described (5) (7) (12). An explanation was given for why it should be developed (3) (4) (5) (8) (9).</p> <p>The required physical and functional attributes of the outcome were explained. For example, the student explained how their mother wanted the outcome to fit with the existing décor (8).</p> <p>A final brief comprising a conceptual statement (5) and specifications (5) was presented.</p> <p>To reach Merit, the student would need to reflect on the opinions of other key stakeholders, for example, other family members.</p> |

[1] The context that Mr R gave us is 'the household'. At school, we brainstormed about what this context meant to us. We came up with things like what our homes were like inside, what we did in them, who made decisions about how our houses should be organised/decorated etc. Mum is the boss in our house, so I talked to her about whether I had got it right for our home. ...

[2] My issue At home there is no place for the DVD player and Wii. A new TV has been purchased without an entertainment cabinet as our budget would not stretch that far. The DVD player, Wii and controllers are sitting on the floor. The TV is too big to sit on a cabinet. This is a worry for the family as they are concerned they will trip over and damage them, or the new TV. Mum thinks this is currently the biggest issue in our home.

[3] We need some kind of cabinet/unit for our DVD, Wii, controllers, DVD's etc. Our room is a funny shape, so we can't just go and buy a custom made one...

[4] My key stakeholder is Mum. Throughout this project, she has given me her opinions, and I have used this to make decisions. Other stakeholders are the other members of my family.

...Mum wants the unit to hold everything that the old one did, plus have room for other things in the future...

...Mum doesn't want it to stick out, she wants it in a particular place, and she wants it to blend in with the room...

...Mum doesn't want it so things can be placed on the DVD player, each thing should have its own space...

—all the cords etc should be out of site...

...DVD's should be easy to find,...

...prefer drawers and not shelves...

Final Brief

[5] Conceptual Statement

I will develop a purpose built home entertainment cabinet that will safely store our family DVD, Wii, TV, and controllers. This will keep things out of harms way and tidy.

[6] Specifications.

Budget is \$85 (our materials fee for technology)

The functioning cabinet must be safe to all users and close foot traffic.

The DVD player will have a separate enclosed space as the stakeholder does not want it possible to place things on top of it.

There must be a specific area for the Wii and controllers, its games and remote controls.

There must be a separate vertical storage area for up to 24 DVDs, which allows them to be located and sorted quickly.

There must be separate storage for a box of loose DVD's that measures 500X130X140

All wires must enter and exit from the rear of the cabinet where they are less visible. These will all enter/exit through 1x80mm diameter hole

Storage will be through drawers rather than shelves where possible.

All edges will be arised to 2mm.

Must utilize biscuit jointing in construction (specified by teacher)

Will be laminated using PVA glue (specified by teacher)

Hettich international draw runners to be used

Must fit DVD player of size 45mmx430mmx245mm

Must fit Wii console size 260mmx120mmx245mm

Drawers required for all remotes and extras.

Predominant material will be Macrocarpa 20mm thick

[7] Considering the social and physical environment where the unit will be developed and situated

- a dark brown finish would fit in with the existing furniture et

DVD player

Sizes: 45x430x245 (H-W-D)

All the cables are connected to the back of the DVD player 300mm from the right hand side (from back view), therefore there must not be a hard back in the area that DVD player is going to be placed in so there is cable clearance and it can be connected to the TV.

Wii

Size: 260x120x245 (H-W-D)

The Wii has an opening on the top where additional controls can be connected (see site investigation photos above). There is difference in height for when it is closed and when it is open. When the additional control is connected, the minimum height needs to be further raised for cable clearance. The size above is considering these features and the cable clearance.

DVDs/Wii games

Number of hard covers: 24

I found that the DVD's and the Wii games are the same size. As I will most likely be using plastic DVD inserts as the DVD storage, I have just counted the number of DVD's and Wii games that is required to fit in the product at this stage. I will confirm my decision of the DVD storage option during my Materials research where I will look at different options and materials that I could use.

DVD's

Size: 130x140x500 (H-W-D)

At the site, there are more DVD's of recorded movies and TV programs which are not in hard cover cases. The above size is not the individual sizes of DVD's but the minimum area needed that will fit all the DVD's. The cases are 130mm x 140mm, but these measurements can be put as **height or width** to suit the design of the product. The existing box for storage is 300mm long and all the DVD's do not fit. At least 400mm is needed to stall all of them. There must also be different intervals/sectioning to make looking through DVD's easier (need and desires of stakeholder), resulting in a depth of 500mm.

Remotes+Extras

Size: 150x600x400 (H-W-D)

This storage area was measured by laying out all the remotes and controls out and measuring the expected area that is needed to fit all of it in. Any other remotes or extra objects that may arise have been taken into consideration. I have also made the sizes slightly larger than required so it will be ergonomically user friendly as it will allow more space for free movements.

(see pictures on next page)

- Mr R said we had to try to make our outcomes not too large - a new workshop is currently being built, and we don't have a lot of space.

- Mr R also wants us to do some laminating and to use biscuit

[8] Attributes Mum is pretty fussy about what her home looks like, so she said the unit must fit the general theme of the lounge where this unit will be located. The coffee table is a darker timber...she also likes things to be tidy and non-cluttered looking...she definitely wants all that gear off the floor!

Situation Photos

[9]

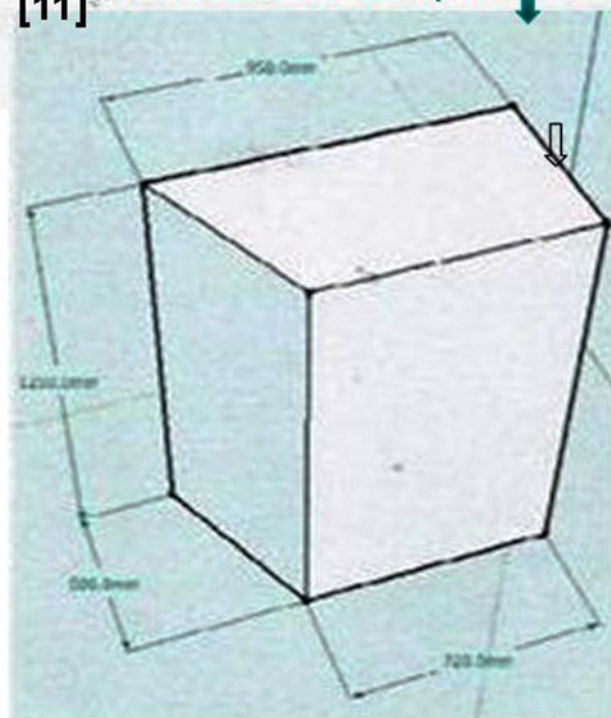
The new TV has no TV cabinet.



The DVD player and the Wii left on the ground as the result of the issue.

[11]

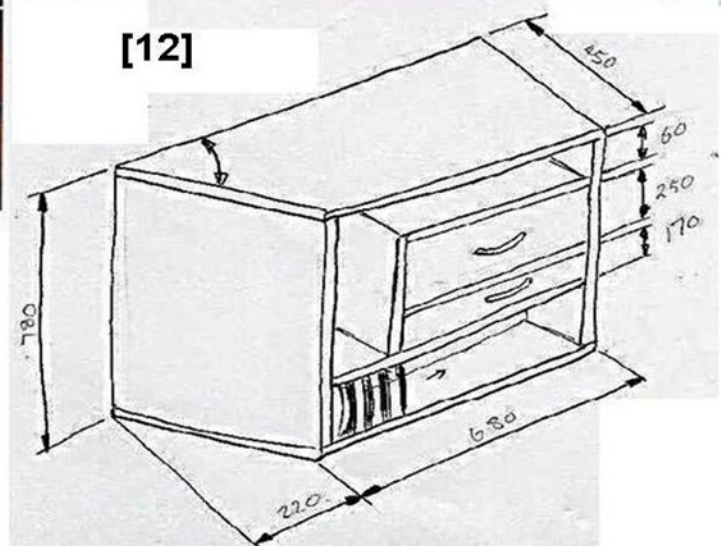
The unit must fit in this space



[10]



[12]



| | |
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| | Grade Boundary: Low Achieved |
| 5. | <p>For Achieved, the student needs to undertake brief development to address an issue.</p> <p>This involves:</p> <ul style="list-style-type: none"> • identifying an issue as a result of exploring the context • determining a need or opportunity and associated stakeholders • reflecting ongoing consideration of the social and physical environment where the outcome will be developed and situated • reflecting ongoing key stakeholders' opinions • describing the outcome to be developed and explaining why such an outcome should be developed • explaining the physical and functional attributes required for an outcome • producing a final brief comprised of a conceptual statement and specifications. <p>The student researched the context of the fashion show and established an authentic issue (2). An opportunity to show design skills at an event was determined (2).</p> <p>Stakeholders were established. They were consulted, and their opinions reflected on (4) (5).</p> <p>Consideration was given for the environment of where the garment would be worn. As well as making an outfit for the fashion parade in spring where the audience and stage had to be considered (3), the student was also to wear the outfit in winter in Canada (5).</p> <p>A final brief comprising a conceptual statement and specifications was presented (1). Previous development work further described the outfit, and explained why it should be developed and the required attributes.</p> <p>For a more secure Achieved, there should be more ongoing reflection of stakeholder opinions. Also, consideration should be shown for where the outfit was to be developed. The physical and functional nature required of the outcome should be more fully explained.</p> |

[1] Final Brief

Conceptual Statement: To design, develop and create a one-off dress that I can wear to a family xmas in Burlington, Ontario, Canada. This dress also needs to enter the fundraiser Alice and Wonderland fashion show on 2 September at The Opera House.

Specifications:

- under \$100 to make
- high quality (evaluated through the snag, crease and stain tests)
- fit me (size 10) perfectly
- inspired by Alexander McQueen
- suitable for a family occasion
- respect the key stakeholders ethics and values
- black & silver
- some embroidery detail on the bodice, with a Maori influence

| Fashion Show | | |
|-------------------------------|-----------------------------|---------------------------------------|
| Positive | Negative | Interesting |
| Good opportunity | Needs to be around a theme | Shown at the Hawke's Bay Operas House |
| To show off my fashion skills | Has to be of a high quality | |
| Learn new skills | | |

[2]

" I understand that this context has two angles to it. The given context is the fashion parade and therefore I need to consider the appearance and the quality of the garment I develop as this is a professional show.

The second angle is the constraints, like the TV programme 'Project Runway' the constraints we are working to is that the garment will be for a named person to wear in a specified place and reflects the influence of a particular designer."

" This issue provides me with the opportunity to show my design and fashion knowledge skills in a school fund raising event"



This is the view of the stage from the audience's point of view. As you can see in the picture the stage and the theatre are used for music shows, dance recitals, plays, and other theatrical performances and of course fashion shows. The models in the fashion will walk from the back of the stage to the front little pontoon and then across to either side of the stage and then back to the beginning. The rest of the stage will be blocked off so then the audience won't be able to see the models getting ready for the show.

[3]

| Family Function | | |
|-----------------------------------|-----------------------------|---|
| Positive | Negative | Interesting |
| Shows your family what you can do | Needs to be age appropriate | You can dress in a tutu and fluro colours and your family will still love it. |
| Be yourself | Could become offensive | |

[4] Concept Screening

Name: Emily ~~Johnson~~

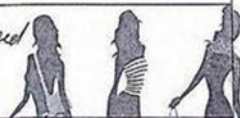
Which is your favourite concept? Why?
 Concept 1. It is gorgeous. I love how you have taken the simplicity of the design (classic, A-line) and enhanced it in a detailed way with the bodice embroidery. The edgy hem line gives it an avant garde appeal and sets it aside from the usual little black dress!

Which is your least favourite concept? Why?
 Concept 2. It's not a bad concept, it just dulls in comparison to the rest and its simplicity does not really suit your avant garde themed influence.

Which concept best suits my personal style? Why?
 Concept 1. It is original and cute, and has a slight edginess yet still in sync with its otherwise feminine elegance!

Which concept is best suited for the fashion show? Why?
 I like elements from both concepts 1 and 2. They are both quite high fashion and suit the showy style of runways avant garde.

Anything else?
 I love concept 1, but I'd like to see it developed into more of a showy, runway piece.



[5] I contacted my relatives in Ontario, Canada. We are having xmas with them. I was concerned about whether my garment that I was going to be making for the spring fashion show would be warm enough for winter in Canada. They told me the semi formal xmas dinner would be indoors and the house was well heated and insulated.

| | |
|----|---|
| | Grade Boundary: High Not Achieved |
| 6. | <p>For Achieved, the student needs to undertake brief development to address an issue.</p> <p>This involves:</p> <ul style="list-style-type: none"> • identifying an issue as a result of exploring the context • determining a need or opportunity and associated stakeholders • reflecting ongoing consideration of the social and physical environment where the outcome will be developed and situated • reflecting ongoing key stakeholders' opinions • describing the outcome to be developed and explaining why such an outcome should be developed • explaining the physical and functional attributes required for an outcome • producing a final brief comprised of a conceptual statement and specifications. <p>The student identified an issue associated with dining out (1). A need for an outfit to wear to a winery for dinner as well as to enter in a fashion show was determined. An internet search of the winery was conducted.</p> <p>Research of a chosen designer (2) enabled some attributes to be established. These included the required fit of the garment. Based on this, a conceptual statement was developed (3). Some design ideas were established, and feedback was gained from stakeholders who were to attend both events (4).</p> <p>Further attributes were established at a later date (5). From those, functional modelling (6) helped to establish specifications in a final brief (7).</p> <p>To reach Achieved, the student would need to give more explanation for why such an outfit should be developed, and why it should have particular physical and functional attributes. There should also be more consideration of the social and physical environment and stakeholder opinion.</p> |

[1]

I find that when i'm invited to go out for dinner with family & friends, I have nothing suitable/appropriate to wear.

Considerations of the physical environment

Formal Dress - must be presentable in a formal environment. e.g. restaurant.

Considerations of the key stakeholder

Climate - you can wear it when it's both warm and cold. (Put things with it/layers.)

Comfortable - must be comfortable in it over a period of time.

Research Reviewed

[2] Throughout my research pages I have collected a range of different styles which I like.

I especially like the leggings with cut-outs. Also I enjoy the large tops which can be used as dresses.

The ~~tee~~ jersey/cardigan which is longer at the front is cool because it's different.

I like how they have put a collared t-shirt over a dress or skirt and top because it gives another edgy look.

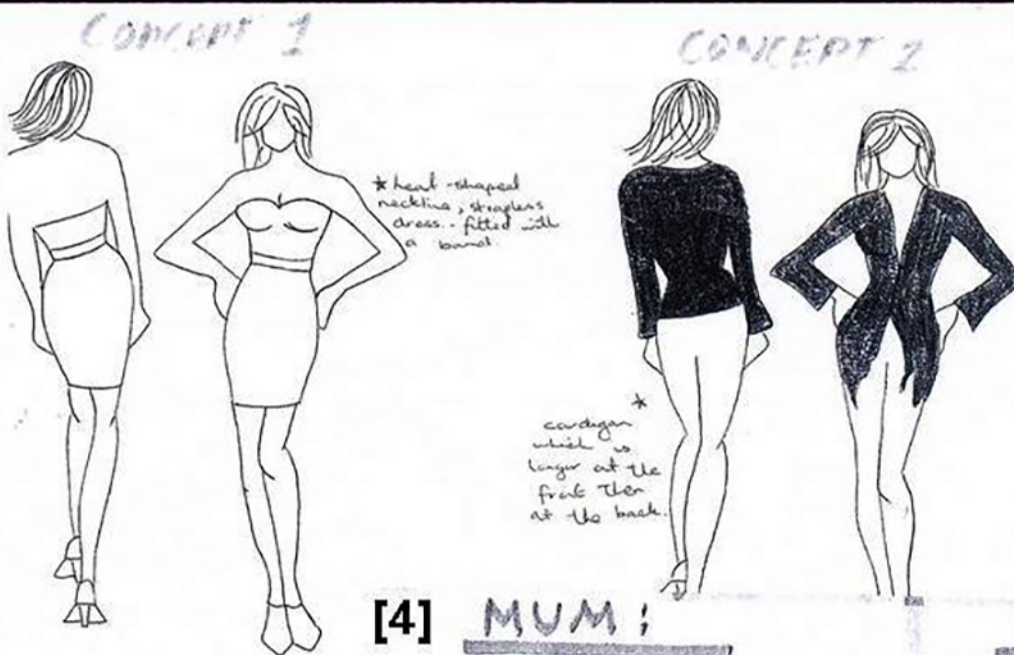
The heart-shaped neckline of the strapless top is flattering too.

Conceptual Statement

[3] I will design and develop a garment/s for myself to wear to dinner with my friends &/or family but also when I go out with friends.

→ This garment/s will need to be suitable & appropriate for other members of the public which will be present at these places (e.g. restaurant).

My designs will be influenced by Sherr Hill.



[4] MUM:

Which Design do you think is most fitting?

Design One

What do you like about it?

The shape an elegance

How could I improve it?

put a bit more detailing into it or a point of interest.

ERIN:

Which design do you think is most fitting?

one and four

What do you like about it?

one: gives shape to the body, the band moves your eye to the pant.

four: I like the split of material through the bottom half.

How could I improve it?

one: add some detail (print or design)

four: add a band or change the neckline.

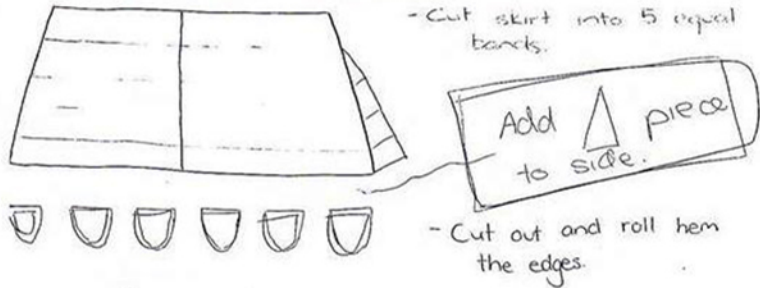
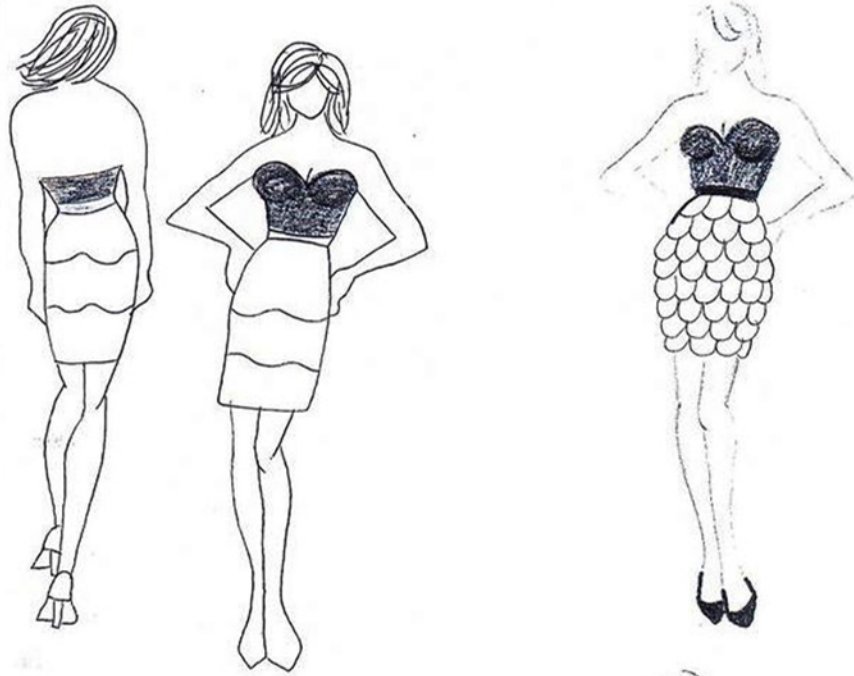
to design and construct a dress to be worn on the runway at the

[5] High School fashion show, which will be held at the Opera House. It will also be worn when going out to dinner at The

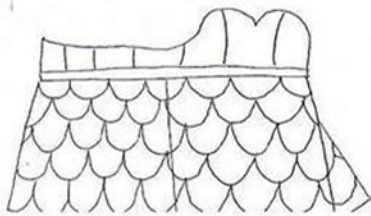
Winery. I will also have to consider copyright laws and consumer guarantees act.

I would like to include the following in my garment;

- Size 10
- Comfort
- Versatile both inside & out.
- Heated environment (inside)
- Worn on a catwalk
- Black & Ivory
- Allows Movement
- Flattering



[6] Functional Modelling



- Sew and attach back to skirt (right sides together!)

Final Brief.

[7]

To design & construct an evening type dress for myself to enter in the fashion show at the Opera House along with other designers. I will also wear this dress when I go out to dinner with friends and family at the winery. I will make this at school

& will need it finished by the 2nd of September. I will also have to consider copyright and consumer guarantees laws.

I would like my garment to include the following;

- It must fit properly - size 10
- Fully lined - does it cling
- Look formal & evening - satin & chiffon
- Comfortable - silk to skin, not irritating
- Allows Movement - can I move freely
- Emphasis on skirt - black & cream/ivory
- Stays up - correct fit.
- Petal movement - chiffon
- Fitted design - body shaped
- Invisible zip

- Satin Shantung -
- Princess Satin -
- High Multi Chiffon -
- Sunsilky Lining -