

## ALL ABOUT CARPETS

#### CURRICULUM

Technology:	<i>Knowledge, Capability and Society</i>
English:	<i>Reading, Writing, Speaking, Listening</i>
The Arts	<i>Developing Ideas and Communicating in the Visual Arts</i>

#### LEARNING INTENTIONS

- *Understanding and using technology*
- *Developing ideas, strategies and promoting outcomes*
- *Understanding the impact of technology on society and the human environment*

#### SKILLS USED AND DEVELOPED

- *Communication: Writing instructions, explanations, factual accounts and advertisements*
- *Creative: Exploring colour and pattern to create, draw and paint original designs*
- *Problem Solving: Evaluating processes and outcomes*

#### SUCCESS CRITERIA

- *Explore the history of carpets. Using reference materials, discover how and why the making of carpets has changed over time.*
- *Create a timeline to show why and when these major developments have occurred.*
- *Carry out web research to find out about carpet manufacturing in New Zealand. Investigate the process from raw wool to finished product, identify all the machinery required and write reports on the information gathered.*
- *Investigate and understand the choice and colour of carpets for particular rooms and venues stating the reasons for colour choice.*
- *Examine methods of preserving carpet quality and appearance and produce a booklet for parents on carpet care and maintenance and procedures to follow in case of accidents*
- *Explore advertising mediums and in groups, select one and prepare and present an advertisement for carpet suited to that medium.*

#### TUNING INTO CARPET

- Tell the students that carpets are as old as the history of human beings themselves and that Turkey and Persia were the famous centres of carpets in the ancient world.
- In groups have students discuss and speculate on why carpets are as old as human history itself.
- Research and make a timeline of at least 10 important events in carpet history from information found at:  
[www.carpetinfo.co.uk/pages/aboutpp/history.htm](http://www.carpetinfo.co.uk/pages/aboutpp/history.htm)

- Challenge the students to recall the following facts about carpets in their own homes:
  - *how many different coloured carpets are there?*
  - *what rooms have carpets in them?*
  - *are the carpets plain or are they patterned?*
- Develop the idea that carpet today is such a normal and accepted part of a home that we tend to take it for granted.

#### WHY WE HAVE CARPETS

- Develop the idea that the reasons we have carpets in our homes today could be divided simply into two categories - *decorative* and *practical*. What does this mean? Discuss.
- Challenge groups to list reasons under each heading in tableform and present to the class, eg
 

- <i>practical</i>	- <i>decorative</i>
- <i>warmth</i>	- <i>colour co-ordination</i>
- <i>sound absorption</i>	- <i>adding visual interest</i>
- <i>comfort</i>	- <i>matching other furnishings</i>

#### WEB RESEARCH

- Divide into groups and have students conduct the following web research to give them some understanding of the carpet manufacturing process, carpet care, carpet types and styles.
- Tell students they will be visiting the website of a well known carpet manufacturer in New Zealand, CavalierBremworth Ltd. at [www.cavbrem.co.nz](http://www.cavbrem.co.nz)
- Answers to the questions can be found by clicking on....
  - **manufacturing** - **products**
  - **carpet care** - **buying**
  - *what is the main purpose of wool scouring?*
  - *how old is the craft of wool scouring?*
  - *what is special about the new wool scouring technology used in carpet making?*
  - *use your atlas to locate the two cities where Cavalier Bremworth has its two spinning plants? Why are they centred here?*
  - *what do the spinning plants produce?*
  - *how does Cavalier Bremworth make use of computer technology in designing carpets? (CAD)*
  - *Describe the difference between loop pile and cut pile carpets?*
  - *what are the 3 important steps we should take to make sure our carpet lasts longer and looks better?*
  - *how often should we vacuum our carpet?*
  - *what should we never do to the pile of the carpet when it is wet or damp?*
  - *explain the difference between domestic and commercial carpets.*
  - *why is carpet underlay very important?*



## ALL ABOUT CARPETS

### CARPET COLOUR

- Ask students what colour carpet they would choose if they had the responsibility of choosing the carpet for their lounge or main room of their house? Why would they choose that colour?
- Either paint a series of colour swatches or cut out squares of colours from magazines that they think would make good colours for carpet.
- Tell students that interior designers will often choose carpet colour for a room to make people:
  - *feel cool and calm*
  - *warm and welcome*
- Have students classify the colours they have chosen into these two categories. Test their choices on other class members (blues and greens create calm and cool surroundings while pinks, lemons and apricots create warm and welcoming feelings).
- Are there any colours they have chosen which do not fit these two categories? How do they make people feel?
- Would they choose just one colour for every room of a house or several colours? Justify choices.
- Debate: 'When decorating a new room in the house, the choice of carpet should always be left till last'.

### DESIGN A CARPET CHALLENGE

- Have the class brainstorm and list different rooms of many different buildings, eg
  - *the foyer of a local cinema*
  - *a busy office*
  - *the doctor's waiting room*
  - *a beach house living area*
  - *a public library*
  - *a spare bedroom*
- In group have students consider the particular use of each room including
  - *amount and type of traffic*
  - *impression or style needed to be created*
- Each student now becomes an interior designer and has the task of designing from scratch a new carpet to fit that particular room.
- Before designing begins, students will write down the special requirements the room has and/or the particular atmosphere or impression they are trying to create.
- Introduce the idea that carpet design relies on three main ingredients ...
  - *colour*
  - *design*
  - *texture*
- Talk about how loop piles and cut piles can add texture to carpet.
- Have students present their design to the class along with brief notes to show how they have achieved the requirements of the design brief.

### CARE BROCHURE

- Introduce the idea that a regular maintenance programme will keep carpets looking better and help them last longer.
- Visit [www.cavbrem.co.nz](http://www.cavbrem.co.nz) > click on Students > Carpet Care and print out the section on maintenance and care. Photocopy and distribute. Read and discuss the pages paying particular attention to the difference between maintenance and the need to take immediate action in the event of an accident.
- Students now design a one page home fridge brochure to promote regular carpet maintenance and outline the prompt action to take in the event of an accident.

### CARPET PROMOTION

- Tell groups that they are the 'creative' team at an advertising agency who have been tasked with coming up with fresh ideas to promote carpets in different mediums, eg
  - *roadside billboards,*
  - *glossy home decor magazines*
  - *television and/or radio.*
- Discuss the different requirements of each medium. How will this affect the content of the advertisement.
- Using the website for reference, have students identify any special features they would emphasise.
- Have each group choose one medium and design and present an advertisement to promote a brand of carpet.

### ASSESSMENT CRITERIA

- *Understanding the historical evolution of carpets - when designing a time-line showing the important events in its development.*
- *Understanding current trends in the use of carpet - when analysing carpets in homes and public buildings etc.*
- *Knowledge of the technology involved in carpet manufacturing in New Zealand - when exploring a carpet manufacturer's web site and writing factual reports.*
- *Understanding how to care for carpets - when producing a brochure for parents*
- *Ability to use relevant information in the visual arts - when designing an appropriate carpet for a particular venue*
- *Knowledge of advertising mediums - when planning and presenting a carpet advertisement.*