

TEXTILE DESIGN V (S.S.A.)

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| 1 | Course Title: | TEXTILE DESIGN V (S.S.A.) |
| 2 | Course Code: | |
| 3 | Type of Course: | Optional |
| 4 | Level of Course: | First Cycle |
| 5 | Year of Study: | 4 |
| 6 | Semester: | 7 |
| 7 | ECTS Credits Allocated: | |
| 8 | Theoretical (hour/week): | |
| 9 | Practice (hour/week): | |
| 10 | Laboratory (hour/week): | |
| 11 | Prerequisites: | none |
| 12 | Language: | Turkish |
| 13 | Mode of Delivery: | Face to face |
| 14 | Course Coordinator: | Öğr. Gör. AYSUN YÜREKTEN |
| 15 | Course Lecturers: | Yok |
| 16 | Contact information of the Course Coordinator: | yurekten@uludag.edu.tr |
| 17 | Website: | |
| 18 | Objective of the Course: | <p>Shows how they can use textile materials with different arrangements in the visual arts lesson. Forming the basic weaving groups of weaving by teaching plain, twill and satin weaves derivatives thereof. Carpet that constitutes traditional weaving techniques, weaving techniques of rug, cicim, bell and sumac</p> <p>It is aimed to be taught. Weaving main knitting groups that form their basic structures textile arts using (fabric and clay) individual or group work in the field It is aimed to create.</p> |
| 19 | Contribution of the Course to Professional Development: | Shows how they can use textile materials with different arrangements in visual arts lesson. Shows how they can use textile materials with different arrangements in visual arts lesson. |
| 20 | Learning Outcomes: | |
| | 1 | By recognizing textile fibers, natural artificial, burning on fibers of synthetic and cellulosic origin Being able to make fiber separation by applying the test |
| | 2 | General of fabric weaving techniques knowing the features |
| | 3 | I can find the fabric knit report |
| | 4 | Knit dobby and drawing-in plan ability to create |
| | 5 | Ability to prepare weaving preparations |
| | 6 | Warp on Kirkitli weaving loom unwinding ready for weaving can bring |
| | 7 | Knowing Kirkitli weaving techniques (carpet, rug, cicim, bell, sumac) being able to weave them |

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| | | 8 | Your own original design using techniques (rug, carpet, crochet, bell and sumac) to produce artistic work | | |
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| 21 | Course Content: | | | | |
| | Course Content: | | | | |
| Week | Theoretical | | Practice | | |
| 1 | What is textile? What is weaving? How is it formed? The yarn, which is the raw material of the weaving, determination of number, breed and characteristics and the properties of the yarn types. determination is explained. | | Combustion experiment test applying thread characteristics of its varieties practically introduced | | |
| 2 | The main weave that forms the woven fabric structure groups; meringue, twill and satin weaves are explained. | | Given unit weaves method of removing dobby pattern paper is enforced. | | |
| 3 | What are the warp and weft threads in Kirkit weaving? Description of kilim technique from its varieties in Kirkitli weaving | | The transfer of kilim technique to square paper is applied. | | |
| 4 | Technical characteristics of Kirkitli weaving design and the patterns to be drawn in 10 * 10 sizes its features and drawing method are | | 5 pieces of size 10 * 10 the pattern is drawn. | | |
| Activites | | | Number | Duration (hour) | Total Work Load (hour) |
| Theoretical | Determination of the proportions of the paper | | 14 | 1.00 | 14.00 |
| Practicals/Labs | | | 14 | 2.00 | 28.00 |
| Self study and preperation | | | 8 | 1.00 | 8.00 |
| Homeworks | | | 1 | 15.00 | 15.00 |
| Projects | Unit by determining weaving densities pattern according to warp and weft density in | | 0 | 0.00 | 0.00 |
| Field Studies | | | 0 | 0.00 | 0.00 |
| Midterm exams | Determination of the proportions of the paper is explained. | | 1 | 10.00 | 10.00 |
| Others | | | 0 | 0.00 | 0.00 |
| Final Exams | | | 1 | 15.00 | 15.00 |
| Total Work Load | | | | | 90.00 |
| Total work load/ 30 hr | | | | | 3.00 |
| ECTS Credit of the Course | | | | | |
| 8 | Carpet, rug, cicim, bell and sumac weaving techniques are explained. | | Determined rates according to your pattern Weaving on checkered paper will show your technique too to be knitted and for honey, bell and sumac checkered pattern It is drawn on paper. | | |
| 9 | Carpet, rug, cicim, bell and sumac weaving techniques are explained. | | Determined rates according to your pattern Weaving on checkered paper will show your technique too to be knitted and for honey, bell and sumac checkered pattern It is drawn on paper. | | |

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| 10 | Carpet, rug, cicim, bell and sumac weaving techniques are explained. | Determined rates according to your pattern Weaving on checkered paper will show your technique too to be knitted and for honey, bell and sumac checkered pattern It is drawn on paper. |
| 11 | Çarpana weaving technique and braiding is told | Theoretical and application learned by doing weaving techniques drew 10 * 10 of patterns in size technical drawings looking to weave starts. After this this stage student lesson to study out of time completes. By preparing cardboard the pattern of preparation weaving technique is applied to the impactor |
| 12 | Çarpana weaving technique and braiding is told | Theoretical and application learned by doing weaving techniques drew 10 * 10 of patterns in size technical drawings looking to weave starts. After this this stage student lesson to study out of time completes. By preparing cardboard the pattern of preparation weaving technique is applied to the impactor |
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| 22 | Textbooks, References and/or Other Materials: | <p>ALPAY H.R. Weaving Machines, Chamber of Mechanical Engineers Publication, p. 114, Bursa 1985.</p> <p>İMER.Z Weaving Technique I II, Sistem Ofset Ltd.Şti. Ankara 1989</p> <p>Commission Textile Technology I, II State Books, National Education Press, Istanbul 1997</p> <p>VON EİNEM AUITOREN COLLECTIVE Gevebeteknik Germany</p> <p>Textile Design I, III Traditional Japanese Small Motif Şeber, B. Alpan, D. Fabric Structure Knowledge, Istanbul 1989</p> <p>BAŞER.İ: Textile Chemistry and Technology-istanbul University Press-Istanbul.1983</p> <p>HARMANCIOĞLU.M: Regenerated and Synthetic Fibers-İzmir-bornova.1981</p> <p>İBER, F: Textile Printing and Machinery 1980</p> <p>ÖZCAN.Y: Textile Fiber and Dyeing Technique Fatih Publishing House - Istanbul. 1978</p> <p>SAGEM: 100% PES and PES / Cellulose Blends Printed by Y.NO.130, BURSA.1992</p> <p>SAGEM: Pigment of Various Thickening Agents and Binders</p> <p>Effects on Color Tone and Fastness of Prints Y.NO:105.BURSA.1990</p> <p>SAGEM: Reactive Dyed Floors in Cotton Products Etching and Reserve Prints Y.NO:108.BURSA.1990</p> <p>SST-SEİDENFABRİK A.G: Hand Book For The Screen Printer .Thalschveiz / Switzerland-1995</p> <p>TÜBİTAK-MAM: Use of Textile Products Labels, BURSA, 1997</p> <p>SAGEM: Reactive dye and application of various pretreatment methods the effects of prints on color yield examination.Y.NO:109 1990.BURSA</p> <p>Nevber GÜRSU: Turkish Art of Weaving Asst.Prof.Dr.A.BİROL-Çiçek DERMAN Turkish Decoration Motifs in His Arts</p> <p>DRIVE Ayten: Ege Regional Traditional Clothing Motif and Composition Layouts</p> <p>Symbolic meanings and effects of colors. Science and Tech Magazine, issue 467, October 2006, p. 73-74</p> <p>Bu kaynak metin hakkında daha fazla bilgiEk çeviri bilgileri için kaynak metin gerekli</p> <p>Geri bildirim gönder</p> <p>Yan paneller</p> |
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| 23 | Assesment | |
| TERM LEARNING ACTIVITIES | NUMBER | WEIGHT |
| Midterm Exam | 1 | 40.00 |
| Quiz | 0 | 0.00 |
| Home work-project | 0 | 0.00 |
| Final Exam | 1 | 60.00 |
| Total | 2 | 100.00 |
| Contribution of Term (Year) Learning Activities to Success Grade | | 40.00 |
| Contribution of Final Exam to Success Grade | | 60.00 |
| Total | | 100.00 |
| Measurement and Evaluation Techniques Used in the Course | | Written exam, practical exam, |
| 24 | ECTS / WORK LOAD TABLE | |

| 25 | CONTRIBUTION OF LEARNING OUTCOMES TO PROGRAMME QUALIFICATIONS | | | | | | | | | | | | | | | |
|---|---|-----|-----|-------|-----|-----|----------|-----|-----|--------|------|------|-------------|------|------|------|
| | PQ1 | PQ2 | PQ3 | PQ4 | PQ5 | PQ6 | PQ7 | PQ8 | PQ9 | PQ10 | PQ11 | PQ12 | PQ13 | PQ14 | PQ15 | PQ16 |
| ÖK1 | 1 | 1 | 2 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| ÖK2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 |
| ÖK3 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 3 | 1 | 2 | 1 | 2 | 1 | 1 |
| ÖK4 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| ÖK5 | 1 | 1 | 1 | 1 | 2 | 2 | 1 | 1 | 2 | 1 | 1 | 2 | 1 | 1 | 1 | 1 |
| ÖK6 | 1 | 2 | 1 | 1 | 1 | 2 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| ÖK7 | 1 | 1 | 1 | 1 | 2 | 1 | 2 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 |
| ÖK8 | 1 | 1 | 2 | 3 | 2 | 1 | 1 | 1 | 1 | 2 | 1 | 2 | 1 | 1 | 1 | 1 |
| LO: Learning Objectives PQ: Program Qualifications | | | | | | | | | | | | | | | | |
| Contribution Level: | 1 very low | | | 2 low | | | 3 Medium | | | 4 High | | | 5 Very High | | | |