

# MADE BY HAND / MADE BY MACHINE

## INTRODUCTION

The shift from a handcraftsmanship based methodology to new models of productive processes was marked by the first industrial revolution: the handcraft knowhow had been gradually flanked and, for some sectors, entirely replaced by the use of machine tools, with significant benefits in terms of quantity, speed and efficiency. The industrial revolution, witnessed the transition from the artisanal manufacture to the mass production, and that for the first time the contrast between manus (hand) and machina (machine) comes to light: two opposing elements which have characterised every productive and artistic sphere for the centuries ahead.

## UNIT OUTLINE

The idea of luxury is often tied to labour and time intensive techniques. Changing how something is made changes the meaning and our perception. This brief is about making conscious decisions about the processes employed, the meaningful relationship of emerging technologies and traditional handcrafts and how this relationship can inform their concepts. Working alongside a fashion or accessory designer, students will research, ideate, prototype and present projects that respond in an innovative way to the brief.

Students will explore the evolution of traditional techniques and materials in the field of fashion and accessories with a focus on the relation between digital and craft. From theory to practice, the aim is to design and prototype a piece (such as a garment, jewellery, or bag,) , informed in design and manufacturing process by digital technology, as well as handcrafts.

To better acquire the knowledge of this learning unit, it is suggested as pre-requisite, to successfully complete Design Process, Digital Manufacturing, and 3D Software and Prototyping units.

## INDICATIVE CONTENT AND TEACHING AND LEARNING METHODS

- Handcraftsmanship
- Digital craftmanship
- Traditional making techniques
- Digital technologies
- Emerging Technologies
- Manufacturing processes

Lectures, workshops, interdisciplinary group work, problem-based learning, work-based learning, and self-directed learning.



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## LEARNING OUTCOMES

Upon successful completion of the unit, students will be able to:

1. Explore the potential relationship of design and craft technologies, and comprehend its limitations and opportunities;
2. Create a clear design concept through to prototype making;
3. Demonstrate an ability to think critically in contexts of creativity, innovation, problem-solving, communication and collaboration;
4. Demonstrate innovation in fashion design by incorporating new methods of thinking in craft technology, creative arts and digital engineering.

## ASSESSMENT METHODS

The aim of the unit is to develop a piece or set of pieces, informed in design and manufacturing process by digital technology as well as handcrafts. The aim is to finalize a presentation including:

- Inspirational Moodboard
- Concept Research
- Technical Drawings
- 3D Prototype Outcomes

## READING AND RESOURCE LIST

To be negotiated