

Double Filet Crochet

– A Syllabus –

[revised 2016]

Aims: To develop wider crochet and design skills by introducing the student to the techniques of Double Filet crochet. At the first three levels basic skills will be developed (recognised by Certificates), while levels 4 and 5 (Diploma level) are designed to promote confidence and variety in the use and extension of these techniques, independence of design, and a readiness to pass on skills to other learners.

* *The student learns the basic interweaving technique of Double Filet through a standard sample square worked in rounds, together with techniques of joining and finishing to produce larger pieces*

Work 4 Double Granny Squares from the pattern

Finish & join with flat seam (1dc alternating with 1ch or 1ss). *Note:* close attention will be paid to accurate joining at Levels * and ** as foundation skills. Worksheet available.

Edge with crab stitch (reverse dc, ch)

** *Working in alternating rows and introducing a second basic stitch, the student can now produce a variety of symmetrical patterns and work from a basic chart*

Work 8×8 contrast squares in rows starting from foundation chain

Use horizontal and vertical stitches to create symmetrical pattern

Show understanding of graph patterns

Display harmonious use of colour

As a test piece to demonstrate these skills, create a cushion front with a 17×17 contrast central panel framed by twelve 8×8 contrast squares, finished and joined around it as a frame (Worksheet available). The squares may follow patterns on the worksheet, or be of the student's own design. Note that while the contrasts may be light on dark or dark on light, the charted patterns on the worksheet will be drawn black on white.

*** *With increasing experience the student is able to work larger pieces with patterns that may be asymmetrical, in more than two colours, and incorporating diagonal lines*

Work crochet item(s) to show:

- asymmetrical patterns
- introduction of second colour in background yarn. Work submitted should include neat colour transitions (wiped feet, intarsia and Fair Isle/Jacquard colour carry) – on side samples if not in main work
- Ashanti work (DF mimicking warp-faced plain weaving inspired by Ashanti *kente* cloth)
- colour harmony
- short and long diagonals (without colour change in background yarn)
- combining patterns by working out from initial panel (as opposed to joining panels); component designs do not need to be original

****+ *The student demonstrates independence and understanding by creating and executing their own DF project including a charted pattern (hand- or machine-drawn), without further commentary at this stage*

***** *New techniques allow the creation of pieces that are no longer simply rectangular, and may include garments; there is an increasingly intricate use of colour; the student is now expected to document their designs in a fashion that would allow another person to recreate them*

Additional techniques are listed below, of which an appropriate selection should be incorporated:

- background colour changes within outlined shapes including short/long diagonals
- increases and decreases to achieve
 - chevron patterns
 - octagons or triangular infill for garment edges
 - triangular or hexagonal-shaped fabrics

The presented item(s) should now be larger or more elaborate than presented at earlier levels, eg a hat, baby's clothing or Afghan blanket

***** *At this final level, the student presents a collection of larger items exhibiting their own personal stamp, with full documentation, side samples, sketch books and other evidence attesting their experimentation and research; the examination panel will include an external assessor*