

	Year 7	Year 8
Content- WHAT will be learned? What previous learning can be linked? Why this order/sequence?	<ul style="list-style-type: none"> Students come to Textiles in Yr 7 demonstrating very little prior knowledge from Primary School. Our biggest barriers are language and skills as students only work with felt and plastic sewing needles which are threaded for them. Textiles therefore starts for the majority of students with the very basics from teaching them to talk about fabric and being able to thread a needle. Sewing machines on the whole are a completely new piece of equipment that in many cases students have never even seen. The scheme of work therefore deals with textiles from a very base level in order to introduce students to the subject. Students make bunting which is aesthetically pleasing and allows students to see progress made quickly and effectively and allows them to use a variety of skills in a short 10 week rotation. Start of unit test to determine knowledge from Primary school. Introduction to Health and Safety Fabric construction How textiles are used Textiles tools Introduction to the sewing machine Introduction to working to a design brief. Designing Evaluation End of Unit test <p>National Curriculum Links:</p> <ul style="list-style-type: none"> To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas To use a range of techniques and media, including painting To increase their proficiency in the handling of different materials To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work About the history of craft and design and styles 	<p>Yr 8 begins to mirror more closely the elements of GCSE coursework. Students embark on a more independent learning journey this year while building on what they have learnt in Yr 7. They further develop their skills applying surface decoration to a bag. The message this year is skill and technique to show environmental awareness, with all three being interwoven in a seamless fashion to enthuse and ignite creativity and individuality. They do a designer research task and build on skills that are new to Yr 8. We look at surface decoration as a way to incorporate skills and cognitive research, students include recycled plastics to decorate their bags. To achieve this they have to come up with ways to use the plastic in a new and interesting way and in such a way that it still has a design quality. The results are a bag that can be used by anyone while giving a positive message to those who use and see it.</p> <ul style="list-style-type: none"> Start of unit test Project 1: Under the Sea Image board Research task Textiles equipment Using the sewing machine Design Brief Artist research The environment: Sustainability and pollution End of unit test <p>National Curriculum Links:</p> <ul style="list-style-type: none"> To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas To use a range of techniques and media, including painting To increase their proficiency in the handling of different materials To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work About the history of craft and design and styles
Skills- What will be developed?	<ul style="list-style-type: none"> Students create bunting using a range of skills and techniques (see below) The idea behind bunting is that it is a surface that students can decorate using the skills and techniques being learnt. If you give students a product to make they refer to logos and icons that are familiar to them like football and clothing emblems. By giving students a small blank canvas they only have room for their surface decoration in terms of techniques which in turn creates an interesting sampler. Skills and techniques: Cutting Creating templates Embellishment Surface decoration Machine Sewing 	<p>This year we move into larger territory with a tote bag the product being surface decorated. This is a challenge for students as they are given a theme to work to which leads them closer to GCSE requirements. Research is an important skill for students to learn and here they have to complete research of at least one artist along with mood boards, both elements are essential to success in the Textiles GCSE. Students have to work to the theme which includes incorporating plastic as a sustainable message. Students are to follow the theme rigorously and as in Yr 7 are not to revert to using familiar logos seen in football and clothing. Students are encouraged to be creative and inventive with their product.</p> <ul style="list-style-type: none"> Students create a tote bag using a range of skills and techniques including: Cutting Embellishment, using a range of resources

	<ul style="list-style-type: none"> Hand Sewing 	<ul style="list-style-type: none"> Surface decoration Applique Machine Sewing Hand Sewing <p>The project will include:</p> <ul style="list-style-type: none"> Design specification Artist research Designing Plan of making and decorating Evaluation
Key 'How'/'Why' Questions- What powerful knowledge will be gained? What areas/themes/concepts will be explored?	<ul style="list-style-type: none"> Bunting flag represents them as an individual: Self-expression Learning to interpret a theme Individual creativity 	<ul style="list-style-type: none"> Project 1: Under the Sea. samples using applique and embroidery techniques. Plastic pollution The environment Sustainability Learning to interpret a theme Individual creativity
SEND - how will support be seen? Seating plans? Simplified questions?	<p>Seating Plans Questions tailored to suit ability Students given individual assistance to complete theory Practical: Students are teamed with more able students. Power Points to assist with instructions</p> <p>Instructions are written on the work surface in both theory and practical to break down activities.</p>	<p>Seating Plans Questions tailored to suit ability Students given individual assistance to complete theory Practical: Students are teamed with more able students. Power Points to assist with instructions</p> <p>Instructions are written on the work surface in both theory and practical to break down activities.</p>
Assessment - What? Why?	<ul style="list-style-type: none"> Health and Safety Practical Skills Creativity and presentation. <p>End of unit test</p>	<ul style="list-style-type: none"> Health and Safety Practical Skills Creativity and presentation. <p>End of unit test</p>
What memory for learning skills will be required- modelling? Concrete answers? Retrieval?	<p>Modelling of products at the start of practical lessons Power Points with specific instructions: techniques/skills End of unit test</p>	<p>Modelling of products at the start of practical lessons Power Points with specific instructions: techniques/skills End of unit test</p>
Literacy - reading, extended accurate writing and oracy opportunities	<p>Reading and writing in the workbook</p>	<p>Reading and writing in the workbook</p>
Numeracy /computing skills	<p>Templates: Measuring, accuracy to design Research Measuring stitch Measuring fabric Accuracy for design placement</p>	<p>Research Measuring stitch Measuring fabric Accuracy for design placement</p>
Character development	<p>Lessons relate to industry: Fashion Design Textile Design Textiles Artist Artist University Degrees/Diplomas</p>	<p>Lessons relate to industry: Fashion Design Textile Design Textiles Artist Artist University Degrees/Diplomas</p>

Equality/Diversity opportunities	<p>Learning styles incorporate: Visual, Kinaesthetic, Audio, Read/Write Learning accessible to all students.</p> <p>Students work as teams during practical lessons to clean work areas.</p> <p>Students explore bunting and the tradition of hanging bunting out during public events eg: Coronations</p> <p>Global majority is supported within the work book. Support is provided to all students and all students have equal access to enable participation and opportunities. The department actively encourages the team to avoid using stereo types within the classroom in resources and examples.</p>	<p>The environment and sustainability Learning styles incorporate: Visual, Kinaesthetic, Audio, Read/Write Learning accessible to all students.</p> <p>Under the sea: Students learn about sustainability and how the environment is affected by pollution and the effects of waste being disposed of irresponsibly.</p> <p>Students work as teams during practical lessons to clean work areas.</p> <p>Global majority is supported within the work book. Support is provided to all students and all students have equal access to enable participation and opportunities. The department actively encourages the team to avoid using stereo types within the classroom in resources and examples.</p>
Homework/Independent learning	<p>Artist research Mood board</p>	<p>Artist research Mood board</p>
CIAG coverage/links		