

Kettlethorpe High School

'Together, be the best we can be.'

Present

Achieving

Excelling

Textiles Curriculum

Subject Quote	Fashions fade. Style is eternal. - Coco Chanel
Curriculum Summary	<p>At Kettlethorpe High School, we have a whole-school holistic curriculum model which seeks to plan for, teach, and assess progress against our core mission for pupils, our vision and ethos, as well as our cross-curricular 'golden threads' and our identified subject-specific knowledge and skills. Through our carefully planned curriculum maps, knowledge and skills are explicitly planned and taught in coherent and progressive steps. As pupils make progress through the curriculum, this is the main measure of success in Textiles.</p> <p>Textiles is a practical and creative subject that aims to develop the traditional skills and techniques of pupils alongside building their knowledge of safe use of tools and equipment. Textiles is taught as part of the Design and Technology curriculum at KS3 and as part of the Art and Design curriculum at KS4. The textiles curriculum commits to fulfilling the 7 whole-school curriculum principles ensuring that what we deliver, and pupils receive is:</p>
	<ul style="list-style-type: none">• Broad and Balanced• Engaging• Personalised• Transformational• Inclusive• Aspirational• Values-Based
Links to Life and Future Destinations (Careers)	<p>Leeds University of Art extended diploma in creative art.</p> <p>Fashion designer, graphics designer, theatre designer, animator, video game designer, illustrator, museum curator, photographer, Architecture, Product design, textiles design, ceramics, advertising, publishing, interior design, fashion and media journalism, hair and make-up design, retail design, exhibition design, jewellery design, artist, visual media, teaching.</p>

Textiles – Curriculum Overview

All pupils will study textiles in Year 7 and 8 on 10 week rotations and then they have the option choose to study Art and Design (Textiles Design) GCSE.

Pupils learn skills and techniques such as:

- Health and safety in the textiles room
- Basic tools and equipment
- How to use a sewing machine
- Decorative techniques, such as hand and machine embroidery
- Traditional decorative techniques, such as tie dye and printing
- Construction techniques – hems, seams and fastenings

Curriculum Overview:

Key stage 3:

Year 7 is a year where new KS3 pupils are introduced to the subject of Textiles. This year pupils need to learn basic health and safety practices and become familiar to using basic sewing equipment, materials and the sewing machine. To introduce pupils to these skills all pupils are expected to work on the stress chicken and pencil case project. This scheme of work expects pupils to develop the accuracy of their making skills. These key skills are fundamental skills that are required when pupils get into KS4 at GCSE level, so it is expected that pupils are exposed to embellishment, construction and working with different materials as early as possible.

Year 8 is a year where pupils are advancing their subject knowledge and experience in the subject of textiles from year 7. The culture cushion project challenges pupils to develop a design for an existing project brief and to work with creative themes. Pupils are expected to practice their surface design skills so that they become accustomed to a wider range of embellishment techniques so that they can design and make a creative and well-constructed quality product. The project is structured to allow pupils to experience the method of exploring textiles techniques through sampling and designing like they would be expected to do during KS4 and GCSE, this process involves research, sampling, designing, planning, then leading onto the making of the product.

Key stage 4:

AQA Art and Design (Textiles Design) GCSE

- Pupils are encouraged to develop a portfolio of work based around different themes, textiles techniques and artists.
- Pupils are given starting points to create pieces of work that show their understanding of different artists' and cultures' work.
- Textiles skills and techniques are explored, pupils are taught a range of skills including weaving, felting, free motion, photography, wire sculpture, needle lace and embroidery.
- Pupils are encouraged to be independent and creative in their final outcomes.
- Pupils have the opportunity to attend trips and work with visiting artists.
- Pupils with complete assignments that fulfil the four assessment objectives set by the AQA assessment criteria.
- Work is mounted and presented with annotation. This is worth 60% of the total marks for the pupil's grade.
- An external task is worth 40%, where the pupils investigate a question using their acquired art skills and techniques and produces a final piece for assessment.

Textiles knowledge and skills

Textiles	Project 1 – Introduction to textiles and stress chicken	Project 2 - Polyfusion pencil case
Year 7	<p>The introduction of DT & what is Textiles. Understand health and safety in the textiles room. Recognise parts and understand functions of the sewing machine. Be able to handle and set up the sewing machine safely. Be able to thread a sewing machine correctly and independently. Be able to sew a range of samples independently on the sewing using different stitch settings. Develop hand sewing skills and learn hand embroidery stitches. Use previous knowledge to use tools correctly, skilfully and safely to make a stress chicken.</p>	<p>To raise awareness of ethical, social and moral issues in the manufacturing of Textile products. Introduction of a design brief and project content. To know how to use existing products to inform design thinking. Learn how to use the technique polyfusion to make an up-cycled fabric. Apply a zip to pencil case material using a hem. use of the sewing machine to create design with machine embroidery. Sew side seams to construct pencil case. Finish material edges with pinking shears.</p> <p>Pupils who complete their pencil case are provided with a choice of craft projects/FPTs which provide the opportunity to work independently on mini projects to develop their textiles skills.</p>

	Project – Culture Cushion
Year 8	<p>Understand the brief and explore the task. Understand the term 'CULTURE'. To know & understand the tie and dye and stencilling process. Understand what a pattern is. Develop a range of surface pattern ideas suitable for cushion design using a block print. Learn how to use embroidery for creative surface design. Develop a range creative and original ideas suitable for a cushion design. Draw a final design that shows effective graphical communication skills, with detailed annotation. Make a tie dye cushion with a print and further surface design using construction techniques such as hems, seams, edge finishes and a buttonhole fastening. Pupils who complete the cushion cover will make a cushion pad.</p>

	Assignment 1	Assignment 2	Assignment 3	Assignment 4	Assignment 5	Assignment 6
GCSE	<p>Nature Project: To practise and strengthen basic drawing skills in art textiles mediums and textiles techniques in preparation for creating their portfolio of work for GCSE. During this project pupils will respond to the given starting point (Nature), exploring a range of materials, decorative techniques and processes and will be given the opportunity to explore textiles techniques through sampling, presenting work into an A4 sketchbook. Making connections with the work of textiles artists and designers. Integrate the use of drawing and written</p>	<p>Fabric Postcard Project: The introduction of an artist who uses the starting point 'Nature' to complete a more independent mini assignment. Pupils to explore and research the different techniques and styles relating to the artist Cas Holmes, to produce their own main piece in appropriate medium to the artist and starting point. They mount and annotate all studies, artist copies, photography, drawings and research to support their journey to create their main piece. Links to AO1, AO2, AO3 and AO4 of the GCSE assessment criteria.</p>	<p>Weaving: Introduction to weaving using paper and recycled materials. Working with a visiting textiles artist in a workshop to complete an independent mini project. Pupils to explore and research weaving techniques, working with different appropriate materials and styles to produce their own weaving pieces. Then mount and annotate all experimentation work, research into the visiting artist and evaluate the artist led workshop to support their journey to create their studies. Links to AO1 and AO2 of the GCSE assessment criteria.</p>	<p>Tea Party Project: Pupils will complete a sustained project that will show a journey from the starting point 'Tea Party' to a final piece. This project will give pupils the opportunity to experiment and learn a variety of textiles techniques and processes. Pupils will explore and research the different artistic techniques and styles to produce their own main piece in appropriate medium to the artist and starting point they research. They will mount and annotate all studies, artist copies, observations and research to support their journey to create their main piece.</p>	<p>Landscape: To create a textiles landscape piece using one of the artists suggested. To produce an assignment that shows understanding of the starting point through artist copies, research, experimentation, observational drawing and annotation explaining their journey. Pupils to work independently and be in control of their portfolio of work. Managing their time effectively. Links to AO1, AO2, AO3 and AO4 of the GCSE assessment criteria.</p>	<p>External task: 40% of the overall marks for the final grade. To use their prior knowledge, skills and techniques to work independently to complete preparatory studies, research and annotation answering one starting point from their external task paper. To complete 10 hours supervised time to produce a final outcome. Links to AO1, AO2, AO3 and AO4 of the GCSE assessment criteria.</p>

	annotation into a project. Links to AO1, AO2 and AO3 of the GCSE assessment criteria			Links to AO1, AO2, AO3 and AO4 of the GCSE assessment criteria.		
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Textiles – Golden Threads Mapping

SMSC				
Year 7	Year 8	Year 9	Year 10	Year 11
<ul style="list-style-type: none"> • Discussion on the impact of fast fashion, sweat shops and child labour in the textiles industry. • Exploring Fairtrade. • Promoting upcycling, recycling and using sustainable materials. 	<ul style="list-style-type: none"> • Giving constructive feedback on each other's samples. • Researching and creating textiles work inspired by different cultures. • Exploring different techniques from around the world. 	<ul style="list-style-type: none"> • Sharing ideas and giving constructive feedback on each other's work. • Managing tools and equipment safely and respectfully in a shared space. 	<ul style="list-style-type: none"> • Understanding an artist historical context. • Encouraging pupils to express their ideas, beliefs or identity through design and fabric choices. • Designing a main piece inspired by a personal journey. 	<ul style="list-style-type: none"> • Understanding an artist historical context. • Encouraging pupils to express their ideas, beliefs or identity through design and fabric choices. • Designing a main piece inspired by a personal journey. • Exploring the aesthetic and emotional impact of textiles, such as colour, texture and pattern in textiles art.
Personal Development				
Year 7	Year 8	Year 9	Year 10	Year 11
<ul style="list-style-type: none"> • Learning how to safely and independently use tools and equipment such as sewing 	<ul style="list-style-type: none"> • Creativity and imagination developed as they explore different techniques to create original designs. 	<ul style="list-style-type: none"> • Learning new and more challenging textiles skills and how to improve their work through trial and error. 	<ul style="list-style-type: none"> • Increased independence. • Organisation and time management, understanding how to plan in steps during a project and 	<ul style="list-style-type: none"> • Independent studies, becoming more reflective, motivated and proud of their achievements, as they create their own response to

<p>machines, fabric shears and irons (life skills)</p> <ul style="list-style-type: none"> • Learning the importance of textiles, which we use everyday. • How to follow step by step instructions. 	<ul style="list-style-type: none"> • Showing increasing resilience, particularly when things don't go as planned. 		<p>work towards a final outcome.</p>	<p>the external task starting point.</p>
Numeracy				
<p>Year 7</p> <ul style="list-style-type: none"> • Use of a ruler and measurements (hem and seams) • Creating production plans • Creating accurate templates • Cutting out accurate shapes 	<p>Year 8</p> <ul style="list-style-type: none"> • Use of a ruler and measurements (hem and seams) • Creating production plans • Enlarging or reducing designs • Repeat patterns • Cutting out accurate shapes 	<p>Year 9</p> <ul style="list-style-type: none"> • Estimating and allocating time for different tasks • Measuring fabrics accurately with a ruler • Adding a seam allowance when cutting fabric • Calculating how much fabric is needed for a project • Efficient layout of pattern pieces to reduce waste 	<p>Year 10</p> <ul style="list-style-type: none"> • Estimating and allocating time for different tasks • Measuring fabrics accurately with a ruler • Adding a seam allowance when cutting fabric • Calculating how much fabric is needed for a project • Efficient layout of pattern pieces to reduce waste 	<p>Year 11</p> <ul style="list-style-type: none"> • Estimating and allocating time for different tasks • Measuring fabrics accurately with a ruler • Adding a seam allowance when cutting fabric • Calculating how much fabric is needed for a project • Efficient layout of pattern pieces to reduce waste
Cultural Capital				
<p>Year 7</p> <ul style="list-style-type: none"> • Developing an understanding of sustainable and ethical practices in textiles production • Extra-curricular textiles clubs e.g. Poppy Dress for Remembrance Day 	<p>Year 8</p> <ul style="list-style-type: none"> • Exploring global textiles traditions e.g. tie dye/block print • Acquiring hands on skills learning about careers in textiles (Guided Destination evening/talks) 	<p>Year 9</p> <ul style="list-style-type: none"> • Trips and visits: <ol style="list-style-type: none"> 1) Knitting and Stitching show (visiting exhibitions, speaking to artists) 2) Artist led workshops/working with local artists (weaving workshop) 	<p>Year 10</p> <ul style="list-style-type: none"> • Researching key artists in textiles design • Acquiring hands on skills • Art and Design trips (Paris, London) 	<p>Year 11</p> <ul style="list-style-type: none"> • Researching key artists in textiles design • Acquiring hands on skills
Substantive Knowledge				
Year 7	Year 8	Year 9	Year 10	Year 11

<ul style="list-style-type: none"> • Knowledge of hand and machine sewing techniques • Tools and equipment • Health and Safety • Maintenance and set up of machines • Textiles and the environment 	<ul style="list-style-type: none"> • Knowledge of fabric properties • Surface design methods • Design process • Fabric Construction 	<ul style="list-style-type: none"> • Use of a theme to inspire textiles design • Surface decoration methods • Drawing in textiles • Creating fabrics • The study of an artist 	<ul style="list-style-type: none"> • The knowledge of the artists' work that they have chosen to interpret for their Tea Party Project assignment 	<ul style="list-style-type: none"> • The knowledge of the artists' work that they have chosen to interpret for their landscape assignment and external task
Disciplinary Knowledge				
Year 7	Year 8	Year 9	Year 10	Year 11
<ul style="list-style-type: none"> • Hand embroidery • Machine stitching – straight, corner, machine embroidery • Hems and seams • Polyfusion • Zip insertion 	<ul style="list-style-type: none"> • Dyeing • Printing • Embroidery • Hems • Seams • Button and buttonholes 	<ul style="list-style-type: none"> • Hand embroidery • Free motion embroidery • Felting • Needle lace (dissolvable fabric) • Weaving • Fabric collage • Mounting and displaying • Continuous line drawing 	<ul style="list-style-type: none"> • Hand embroidery • Free motion embroidery • Felting • Needle lace (dissolvable fabric) • Weaving • Fabric collage • Mounting and displaying • Continuous line drawing • Wire sculpture • 3D textiles • Photography • Reworking and improving 	<ul style="list-style-type: none"> • Applying the knowledge and skills to their external task.
Subject-specific Skills				
Year 7	Year 8	Year 9	Year 10	Year 11
<ul style="list-style-type: none"> • Knowledge of hand and machine sewing techniques • Tools and equipment • Health and Safety • Maintenance and set up of machines • Textiles and the environment 	<ul style="list-style-type: none"> • Knowledge of fabric properties • Surface design methods • Design process • Fabric Construction 	<ul style="list-style-type: none"> • GCSE textiles assessment objectives • Artist research and understanding • Developmental work and use of different mediums • Direct observation in drawing, photographic and written form 	<ul style="list-style-type: none"> • GCSE textiles assessment objectives • Artist research and understanding • Developmental work and use of different mediums • Direct observation in drawing, photographic and written form 	<ul style="list-style-type: none"> • GCSE textiles assessment objectives • Artist research and understanding • Developmental work and use of different mediums • Direct observation in drawing, photographic and written form

		<ul style="list-style-type: none"> Personal and meaningful response to a starting point. 	<ul style="list-style-type: none"> Personal and meaningful response to a starting point. 	<ul style="list-style-type: none"> Personal and meaningful response to a starting point.
British Values				
Year 7	Year 8	Year 9	Year 10	Year 11
<ul style="list-style-type: none"> Following H&S rules when using equipment Understand classroom expectations and maintaining behaviour Learn about legal and ethical issues in textiles 	<ul style="list-style-type: none"> Following H&S rules when using equipment Understand classroom expectations and maintaining behaviour Learning about and appreciating textiles traditions from a range of cultures 	<ul style="list-style-type: none"> Peer and self-assessment encourages shared decision making and reflection Understanding classroom expectations and respecting deadlines 	<ul style="list-style-type: none"> Opportunities to choose techniques and materials that reflect individual needs 	<ul style="list-style-type: none"> Pupils have choice in their starting point and project direction Freedom to explore ideas, themes and cultural influences in textiles work.
Life Skills				
Year 7	Year 8	Year 9	Year 10	Year 11
<ul style="list-style-type: none"> Practical skills – sewing and construction Repairs and upcycling – reusing old products Understanding quality Reflective practice - evaluating work Independent working 	<ul style="list-style-type: none"> Idea generation Problem solving Aesthetic judgement – making creative choices in colour and pattern Understanding quality Reflective practice - evaluating work Independent working 	<ul style="list-style-type: none"> Following instructions Planning projects – managing time and steps Meeting deadlines Verbal and visual communication – presenting ideas through moodboards/sketches Understanding quality Reflective practice - evaluating work Independent working 	<ul style="list-style-type: none"> Following instructions Planning projects – managing time and steps Meeting deadlines Verbal and visual communication – presenting ideas through moodboards/sketches Understanding quality Reflective practice - evaluating work Independent working 	<ul style="list-style-type: none"> Following instructions Planning projects – managing time and steps Meeting deadlines Verbal and visual communication – presenting ideas through moodboards/sketches Understanding quality Reflective practice - evaluating work Independent working
Careers				
	<ul style="list-style-type: none"> Destination evening Videos and information that links with destinations 	<ul style="list-style-type: none"> Artist visit (weaving) - talk on career as a fibre artist Visit to Knitting and Stitching Show – artist exhibitions 	<ul style="list-style-type: none"> Start to show pupils the extended diploma courses and Leeds arts university Promote open days 	<ul style="list-style-type: none"> Help pupils with applications to Leeds arts university.

Literacy				
Year 7	Year 8	Year 9	Year 10	Year 11
<ul style="list-style-type: none"> • Following written instructions • Understanding key terminology e.g. applique • Researching topics – environment • Product analysis • Peer assessment • Planning – creating step by step guides • Evaluation and reflection 	<ul style="list-style-type: none"> • Following written instructions • Understanding key terminology e.g. seam allowance • Researching topics – cultures • Annotation • Presentation ideas • Group discussions • Peer assessment • Planning – creating step by step guides • Evaluation and reflection 	<ul style="list-style-type: none"> • Demonstrations – watching and listening to techniques being modelled • Listening to instructions – essential for safety too • Peer and teacher feedback – understanding and responding 	<ul style="list-style-type: none"> • Demonstrations – watching and listening to techniques being modelled • Listening to instructions – essential for safety too • Peer and teacher feedback – understanding and responding 	<ul style="list-style-type: none"> • Demonstrations – watching and listening to techniques being modelled • Listening to instructions – essential for safety too • Peer and teacher feedback – understanding and responding
Digital Literacy (to engage confidently with technology, the various digital platforms, and the vast amount of online information which now exists)				
Year 7	Year 8	Year 9	Year 10	Year 11
<ul style="list-style-type: none"> • Understanding what CAD/CAM is 	<ul style="list-style-type: none"> • Understanding what CAD/CAM is 	<ul style="list-style-type: none"> • Research artists using the correct search engines. • Collecting images. • Use of digital cameras • Online behaviour – communicating respectfully on email/Showbie/365 	<ul style="list-style-type: none"> • Research artists using the correct search engines. • Collecting images. • Use of digital cameras • Sublimation printing • Online behaviour – communicating respectfully on email/Showbie/365 	<ul style="list-style-type: none"> • Research artists using the correct search engines. • Collecting images. • Use of digital cameras • Sublimation printing • Online behaviour – communicating respectfully on email/Showbie/365

Textiles – KS3 Assessment

ASSESSMENT KS3

Pupils will have a baseline assessment at the beginning of year 7 for their first DT rotation subject. For textiles this a fabric key ring design with labelling and annotation and is kept in their DT folder throughout their time in design and technology.

Pupils regularly give written feedback for self and peer assessment. Teacher written feedback is on key assessment pieces (yr7 uses of equipment and product analysis/yr8 final idea). Pupils must act upon dialogic marking given and this is reflected in their work. Use of purple zone for pupils to act upon feedback given. We use the standards; Exceptional, Excellent, highly developed, consistent, moderate and some ability when referring to pupils' work.

Pupils' projects are assessment using percentage marks in year 7 and year 8.

Year 7 assessed work:

Product Analysis - Pencil Case
Finished Product - Pencil Case

Year 8 assessed work:

Final Idea - Culture Cushion
Finished Product - Culture Cushion

At the end of each 10 week rotation pupils' percentage marks are placed on the departmental tracker to establish the progress the pupils have made.

Textiles – KS4 Assessment

Students must demonstrate the ability to:

- develop their ideas through investigations informed by selecting and critically analysing sources
- apply an understanding of relevant practices in the creative and cultural industries to their work
- refine their ideas as work progresses through experimenting with media, materials, techniques and processes

- record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses
- use visual language critically as appropriate to their own creative intentions and chosen area(s) of study through effective and safe use of:
 - media
 - materials
 - techniques
 - processes
 - technologies
- use drawing skills for different needs and purposes, appropriate to context
- realise personal intentions through sustained application of the creative process.

Pupils are then assessed against these four assessment objectives:

- AO1: Develop ideas through investigations, demonstrating critical understanding of sources.
- AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3: Record ideas, observations and insights relevant to intentions as work progresses.
- AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

KS3 Textiles Curriculum Plan for Year 7

Introduction to Textiles and Polyfusion Pencil Case Project

Purpose of study:

Year 7 is a year where new KS3 pupils are introduced to the subject of Textiles. This year pupils need to learn basic health and safety practices and become familiar to using basic sewing equipment, materials and the sewing machine. To introduce pupils to these skills all pupils are expected to work on the stress chicken and pencil case project. This scheme of work expects pupils to develop the accuracy of their making skills. These key skills are fundamental skills that are required when pupils get into KS4 at GCSE level, so it is expected that pupils are exposed to embellishment, construction and working with different materials as early as possible.

Total of 10 weeks = 30 hours. Repeated 4 times in total for the year

<u>Stages of the project</u>	<u>Guided hours</u>	<u>Objectives of each stage</u>	<u>The Success criteria for the stage is....</u>	<u>Key assessment</u>
Baseline assessment	1	Introduce DT & what is Textiles. Communicate ideas through drawing, labelling and annotation.	A completed baseline assessment showing design and annotation skills.	Baseline assessment sheets in first rotation in September.
Health and Safety	1	Introduce DT & what is Textiles. Understand what is meant by risk assessment.	Discussion on what you think textiles is and a life without textiles. Complete a risk assessment, showing an understanding between a hazard and a risk.	
Introduction to the sewing machine	1	Recognise parts and understand functions of the sewing machine. Be able to handle and set up the sewing machine safely. Use tools and equipment safely, correctly and with care.	Recognise the different parts of the sewing machine, set up and use the sewing machine safely. Complete a driving test to a good standard showing control and improving confidence on the machine.	Peer assessment – driving test sheet
Introduction to the sewing machine	1	Recognise parts and understand functions of the sewing machine Be able to thread a sewing machine correctly and independently.	Thread the sewing machine correctly, recognise parts of the sewing machine from last lesson. Practice sewing straight lines and zig zag/pattern stitches on fabric samples.	

Introduction to the sewing machine	2	Recognise parts and understand functions of the sewing machine Be able to sew a range of samples independently on the sewing using different stitch settings.	A range of sewing machine stitch samples completed, including straight stitch, corners, zig zag and decorative patterns. Solve problems that occur during sampling on the sewing machine independently.	
Tools and equipment	1	To use tools and equipment correctly, skilfully and safely.	Match descriptions with correct textiles tools and equipment, using correct key words. Cut out felt shapes accurately with smooth edges.	Teacher feedback - dialogic marking
Hand embroidery	2	Develop hand sewing skills and learn hand embroidery stitches.	Complete at least two types of hand embroidery stitches. Be able to communicate the benefits and drawbacks of a variety of embroidery techniques.	
FPT – Stress Chicken	1	Use previous knowledge to use tools correctly, skilfully and safely to make a product.	Draw on wrong side of fabric a 1.5cm seam allowance. Position felt beak and crown and hand tack fabric together. <u>Some</u> will machine sew around the 3 side seams. Complete the measurements accurately and set up the sewing machine independently.	
FPT – Stress Chicken	1	Use sewing machine with increasing skills and confidence. Be able to choose textiles equipment independently and use safety.	Completion of the tacking and use of the sewing machine to sew round three edges, reverse at beginning and end, turn 90 degree corners. Trim raw edges and clip corners.	
FPT – Stress Chicken	2	To use tools and equipment correctly, skilfully and safely.	Open bottom edge like a crisp packet and sew half way across each side. Turn correct way round. Fill with rice and stitch up bottom. Add wobbly eyes Choose the correct textiles equipment	

			independently, correctly thread up the sewing machine and use safety. Some will complete extension tasks.	
Self assessment	1	Evaluate your work in relation to progress.	A completed product – Stress Chicken. You are able to assess your work accurately and identify what you need to do to improve Completion of extension task to stretch you learning: Stress chicken storyboard.	Self assessment pupils reflecting – www.ebi

Topic	Guided hours	Objectives	Outcomes	
Exploring the task – design brief	1	To raise awareness of ethical, social and moral issues in the manufacturing of Textile products. To introduce the design brief and project content.	Sensible discussions on environmental/moral issues raised. Map out where clothes come from around the world. Complete mind map on textiles and the environment research.	
Product analysis	1	To know how to use existing products to inform design thinking.	PMI of a pencil case and use of the ACCESSFM strategy to analyse a pencil case. Full sentences, use of key words and phrases. Consider quality of analysis – correct <u>spelling, grammar and punctuation</u> .	Teacher Assessment & Peer assessment on literacy skills
FPT - Polyfusion	1	Learn how to use the technique polyfusion to make an up-cycled fabric. To use tools and equipment correctly, skilfully and safely.	An understanding of how to use the iron/heat press safely. A step by step plan of how to produce the polyfusion technique. Use of technical language within your descriptions e.g. polyfusion, 6ply.	
Making – polyfusion and pattern cutting	1/2	Use previous learning to create polyfusion fabric.	A further understanding of the polyfusion technique by producing your own recycled material using your own	

			plans. Working independently to select the correct tools and equipment to create then cut and shape recycled material. Practice machine embroidery.	
Making – zip insertion	3	Apply a zip to pencil case material.	<u>Complete</u> ironing polyfusion materials <u>Accurately</u> mark on wrong side of material a 2cm hem allowance. Pin and tack zip in position. Sew <u>straight</u> hems on sewing machine with zipper foot. <u>Some</u> will add further surface design	
Making - embellishment	5	Use previous learning to create polyfusion fabric. Extend learning by developing a design for machine embroidery.	Safe use of irons and correct set up of the sewing machines. Follow previously learnt safety rules at all times. Log progress and problems encountered on the progress log.	
Making – construction	2	Sew side seams to construct pencil case	Complete zip insertion, use prior knowledge to pin and tack neatly, then stitch the side seams on sewing machine. Trim raw edges with the pinking shears and turn right way round. Work independently on the sewing machine.	Teacher Assessment - end of project assessment of making skills
Extension tasks – independent projects		Pupils who complete their pencil case are provided with a choice of craft projects/FPTs which provide the opportunity to work independently on mini projects to develop their textiles skills.		

KS3 Textiles Curriculum Plan for Year 8

Culture Cushion Project

Purpose of study:

Year 8 is a year where pupils are advancing their subject knowledge and experience in the subject of textiles from year 7. The culture cushion project challenges pupils to develop a design for an existing project brief and to work with creative themes. Pupils are expected to practice their surface design skills so that they become accustomed to a wider range of embellishment techniques so that they can design and make a creative and well-constructed quality product.

The project is structured to allow pupils to experience the method of exploring textiles techniques through sampling and designing like they would be expected to do during KS4 and GCSE, this process involves research, sampling, designing, planning, then leading onto the making of the product.

Total of 10 weeks = 30 hours. Repeated 4 times in total for the year

<u>Stages of the project</u>	<u>Guided hours</u>	<u>Objectives of each stage</u>	<u>The Success criteria for the stage is....</u>	<u>Key assessment</u>
Exploring the task – design brief	1	Understand the brief, and explore the task. Understand the term 'CULTURE'.	Working in teams to solve and record the problems of the task – What is Culture? Showing understanding of the design brief. Look a range of existing projects to see if they meet the design brief. Research a range of cultures using fact sheets, drawing appropriate diagrams.	
FPT - tie dye	1	To know & understand the tie and dye process	A sample of tie dye of your choice based on demonstrations carried out by the teacher. Independent working to identify the tie dye outcomes, and use good technical language in the method.	FPT - peer assessment
FPT – stencil printing	1	To know & understand how to print using blocks and stencils	A sample of stencilling with a clean crisp stencil print with no 'bleeding' edges. Experimentation with windows and bridges on the stencil design, cutting out safely with a craft knife and cutting mat.	FPT – peer assessment
Repeat patterns	1	Understand what a pattern is.	Sort patterns into types and understand	

		Develop a range of surface pattern ideas suitable for cushion design.	what makes types of patterns different. Show an understanding of different types of repeat patterns. Start to develop and prepare a block for printing.	
FPT – block printing	1	To know & understand how to print using blocks and stencils	A sample of a block printing, using previous learning on types of repeat patterns. Experiment with creating and printing with different types of block printing tools.	FPT – peer assessment
FPT – hand embroidery	3	Use surface design to produce quality embellishment safely and accurately.	Produce a surface design using hand embroidery techniques and equipment to a produce quality sample accurately. Add additional components and work independently on a range of embroidery stitches using the examples/support resources provided.	FPT – peer assessment
Development of theme	1	Develop a range of surface pattern ideas suitable for cushion design.	Working in teams to develop motifs relating to the theme. Use of a viewfinder to develop surface patterns. At least 1 repeat pattern – straight, half drop, mirroring or rotation. Some of you will use colourways creatively to develop surface patterns further.	
Design ideas	2	Develop a range creative and original ideas suitable for a cushion design.	Develop a range of original & creative designs by repeating patterns, different tie and dye backgrounds & colour ways, mirroring, or rotating motifs. Label design ideas showing knowledge of techniques sampled, then justify why you have selected idea 1 or 2.	Design ideas - teacher feedback
Plan of making	2	Draw a final design that shows effective graphical communication skills. Improve annotation using a research mat.	Develop a final idea, showing tie and dye effect background, position of surface pattern design, back view, and chosen dye and fabric paint colours.	Plan of making - assessment piece dialogic marking

			Detailed annotation using the research mat to improve the level of detail. Start to prepare for tie-dyeing.	
Making – tie dye and printing prep	3-5	To be able to tie own fabric to create an individual tie-dye pattern. Be able to plan an accurate and creative stencil using previous knowledge and skills developed during sampling.	Tie up fabric and place in dye bath. Planning and prepare a stencil design, cut out safely using the correct tools and equipment. Print onto tie dyed fabric with no bleeding edges.	
Making – surface design	6	To learn how to work independently on my next stages of making in textiles, following individual plan of making.	Use making journey and work from own plans to create further surface design e.g. hand embroidery, sequin work, applique, and machine embroidery.	
Making - hems	3-4	Neaten the raw edges with a rolled hem. Understand tolerance levels.	Rolled hem prepared and machine top stitched on cushion fabric with a tolerance level: 1.3cm/1.7cm (+ or – 2).	
FPT - buttonholes	1	Be able to produce a good quality button hole.	Correct use of the button hole stitch/functions on the sewing machine. Produce a neat and accurate button hole sample. Prepare and apply button holes on your cushion fabric.	
Making – construction	3-6	Understand how to construct a cushion and edge finishes to complete a good quality product. To use tools and equipment safely and correctly. To manage tasks independently.	Complete using hand or machine embroidery, embellish the finer details on your cushion and apply Appliqué to enhance the design. Independently attach buttonholes and buttons. Mark on side seams, pin and tack, then sew a straight stitch on the sewing machine – zig zag to finish the frayed edges. Some will make a cushion pad to fit their	End of project assessment of making skills



			individual cushion cover.	
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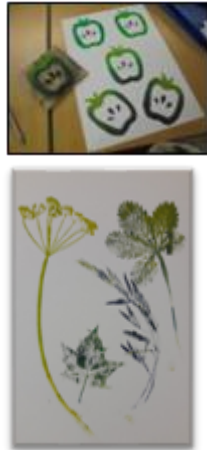

Year 9 Art Textiles Curriculum Plan Project 1

Purpose of Study To practise and strengthen basic drawing skills in art and textiles mediums and textiles techniques in preparation for creating their portfolio of work for GCSE.

Natural Forms Project - During this project pupils will explore a range of materials, decorative techniques and processes and you will be given the opportunity to:

- explore textiles techniques through sampling, presenting work into an A4 sketchbook (AO2)
- make connections with the work of textiles artists and designers (AO1)
- integrate the use of drawing and written annotation into a project (AO3)
- respond to a given starting point - NATURAL FORMS (AO1)

Skills, techniques and knowledge	Learning intentions and Steps to success	AfL TEACHER PEER	Weeks	Exemplar
How to explore a theme as a starting point. How to present a mind map. How to create a moodboard to inspire shape, pattern and colour based on a theme.	A mind map presented in a visually stimulating way. A collection of images, fabrics, drawings, natural objects, papers, mounted in a sketchbook reflecting a chosen theme.		1	 

<p>Be able to draw from direct observation.</p> <p>Develop colour blend and layering.</p> <p>Show understanding of light and dark.</p> <p>How to record through written annotation and own photography.</p>	<p>Observational drawing of cut fruit completed in colour pencils.</p> <p>Evaluation of direct observation – what, why, how, next steps</p>		2	
<p>How to apply pattern to fabric using fabric paint and advanced printing techniques.</p> <p>How to record through written annotation and present creativity in a sketchbook.</p>	<p>Samples of surface designs and pattern developed from your starting point, using a range of printing techniques, including:</p> <ul style="list-style-type: none"> Prints from nature Block printing Mono printing Printing foam Masking <p>Evaluation of printing techniques - what, why, how, next steps</p>		3-4	
<p>Develop hand sewing skills and learn a range of hand embroidery stitches.</p> <p>How to record through written annotation and present creativity in a sketchbook.</p>	<p>Produce sample of skilled hand embroidery, using at least 5 different types of stitching.</p> <p>Evaluation of hand embroidery stitching - what, why, how, next steps</p>		5-6	

<p>Learn how to scale up, plan and transfer an embroidery design onto fabric (moodboard copy).</p> <p>Develop hand embroidery skills by identifying and more independently copying stitches used on an existing embroidery design.</p>	<p>Produce sample of embroidery copied from an image from a moodboard.</p> <p>Evaluation of moodboard copy - what, why, how, next steps</p>		7-8	
<p>Develop skills further in observation drawing with watercolour and ink.</p> <p>Develop skills in using wet on wet and wet on dry watercolour, brush and painting with dye techniques.</p> <p>Be able to paint, draw with stitch using free motion.</p>	<p>Watercolour drip and ink piece.</p> <p>Experiment on fabric with watercolour and dye techniques to use as backgrounds, paint with and draw with stitch to create bug and butterfly shapes.</p> <p>Evaluation of watercolour/ink, dye and stitch pieces - what, why, how, next steps.</p>		9-11	
<p>Learn how to create a weaving piece incorporating nature.</p>	<p>Be able to string a branch loom, demonstrate a plain weave and have understanding of basic weaving materials and techniques.</p> <p>Evaluation of nature weaving - what, why, how, next steps.</p>		13-14	
<p>Develop free motion skills with the use of dissolvable fabric to create needle lace pieces.</p>	<p>Use of unusual more challenging materials on the sewing machine.</p>		15-16	

	<p>Use of different marks on the sewing machine to construct with thread – swirls, scribbles, zig zag.</p> <p>Evaluation of needle lace - what, why, how, next steps.</p>			
<p>How to structure detailed artist research.</p> <p>Understand the techniques and processes of chosen artist.</p> <p>How to use the technique of wet felting to produce an artist copy.</p>	<p>Detailed artist research on Moy Mackay.</p> <p>Artist copy using wet felting of a flower, with needle felting and hand embroidery details.</p> <p>Evaluation of artist copy - what, why, how, next steps.</p>		17-19	

NOTE: Examples available of previous pupil's sketchbooks of high quality. Also teacher's demonstrations and example pieces available to support pupils in succeeding in completing samples, as well as guidance sheets giving step by step advice.


All pupils have a booklet with assessment criteria linking to GCSE, framework for annotation, literacy terminology and word bank, how to use VLE to support their learning. Knowledge organiser sheets to support pupils' learning.

Year 9 Art Textiles Curriculum Plan Project 2

Purpose of Study To introduce an artist who uses the starting point 'Nature' to complete more independent mini projects. Pupils to explore and research the different artistic techniques and styles to produce their own main piece in appropriate medium to the artist and starting point they research. To mount and annotate all studies, artist copies and research to support their journey to create their main piece. **This covers AO1.AO2, AO3, and AO4 of the GCSE assessment criteria.**

Fabric Postcard Project - During this project pupils will develop skills and explore a range of materials, decorative techniques and processes and they will be given the opportunity to:

- Explore a textiles artist through analysing their style and sampling their techniques (AO1 & AO2)
- Develop observational skills of plants, through a range of sources - photography and drawing (AO3)
- Produce own interpretation of a photograph/direct observation in the style of the artist (AO2)
- Develop ideas to embellish and construct a final piece in textiles – FABRIC POSTCARD (AO4)

Skills, techniques and knowledge	Learning intentions and Steps to success	AfL TEACHER PEER	Weeks	Exemplar
<p>Understand a GCSE art textiles mini project and expectations/outcomes.</p> <p>How to explore a starting point and artist.</p> <p>How to structure detailed artist research.</p> <p>Understand the techniques and processes of chosen artist.</p>	<p>Detailed research on an artist using technical art/textiles language.</p> <p>Evaluation of the textiles work of an artist, describing how this will influence own work (image analysis).</p>		1	

Further understand the textiles work of the artist Cas Holmes through artist technique workshops.	<p>Completed samples in workshops, showing skill and technique development:</p> <ul style="list-style-type: none"> • Momigami (paper kneading) • Heat transfer – masking • Stitch print plates • Revisit printing 		2-3	
How to create artist copies inspired by and in the style of an artist.	<p>Study artists work, sketch and plan samples more independently. Minimum of 2 artist study samples.</p> <p>Evaluate artist copies – what, why, how, next steps</p>		4-6	
<p>Develop skills in evaluating own photography, showing the link to the artist.</p> <p>(Photography must be taken by the pupils themselves outside of lessons, of plants and flowers with stems to</p>	<p>Annotation of <u>own photography</u> discussing the subject matter and link to the artist being studied, with a short paragraph explaining memories/journey/travels.</p>		7	

reflect the subject matter the artist uses in her pieces).				
Develop drawing skills of plants/flowers in the style of the artist (working from own photography or direct observation).	Use of watercolour, ink and stitch to draw in the style of the artist. Evaluate studies – what, why, how, next steps.		8-9	
Developing use of studies to develop ideas, skills and techniques to lead onto a main piece.	Experimentation with different techniques, inspired by artist to find out the best way of building the textiles postcard based on own photography/drawings.		10	
Understand how to plan and develop a personal response (main piece), that demonstrates an understanding of the artist.	Work independently to complete a main piece (fabric postcard), using appropriate techniques and materials to the artist.		11-14	
Presentation of work for an audience (on mount board) - mount and annotate all studies, artist copies and research to support their journey to create their main piece.	Mounting shows the journey from artist research/copies to studies and main piece. Annotation relevant to the work produced.		15	

NOTE: Examples available of previous pupil's completed projects of high quality. Also teacher's demonstrations and example pieces available to support pupils in succeeding in completing samples, as well as guidance sheets giving step by step advice.



All pupils have a booklet with assessment criteria linking to GCSE, framework for annotation, literacy terminology and word bank, how to use VLE to support their learning. Knowledge organiser sheets to support pupils' learning.




Year 10 Art Textiles Curriculum Plan Project 2 – Tea Party Project


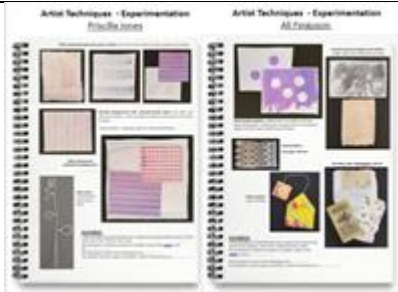


Purpose of Study Pupils will complete a sustained project that will show a journey from the starting point 'Tea party' to a final piece. This project will give pupils the opportunity to experiment and learn a variety of textiles techniques and processes. Pupils will explore and research the different artistic techniques and styles to produce their own main piece in appropriate medium to the artist and starting point they research. They will mount and annotate all studies, artist copies, observations and research to support their journey to create their main piece. **This covers AO1.AO2, AO3, and AO4 of the GCSE assessment criteria.**

Tea Party Project –

- Design and make textiles art piece based upon the theme 'Tea Party'.
- Decorate the surface of the main piece using a range of the following techniques: - appliqué, free machine embroidery, hand embroidery, printing, dyeing, mix media and some textiles construction techniques.
- Include evidence of drawing through direct observation.
- Aim to create an eye catching and creative piece of art textiles that challenges conventional textiles products.

Skills, techniques and knowledge	Learning intentions and Steps to success	AfL TEACHER PEER	Weeks	Exemplar
<p>Understand a GCSE art textiles sustained project and expectations/outcomes.</p> <p>How to explore a theme as a starting point.</p> <p>How to present a mind map.</p>	<p>Discussion on the theme TEA PARTY, using language to describe shapes, patterns and colour schemes.</p> <p>A mind map presented in a visually stimulating way.</p>		1	
<p>How to create a moodboard to inspire shape, pattern and colour based on a theme.</p>	<p>A collection of images, fabrics, tea party objects, papers, components mounted in a sketchbook reflecting a chosen theme.</p>		1	

<p>Develop hand embroidery skills by identifying and more independently copying stitches used on an existing embroidery design.</p> <p>Develop annotation skills</p> <p>Learn how to present sample pieces in a sketchbook</p>	<p>Produce sample of embroidery copied from an image on your moodboard.</p> <p>Draft annotation explaining:</p> <ul style="list-style-type: none"> • WHAT IS IT? • WHY DID YOU MAKE IT? • HOW DID YOU MAKE IT? • HOW GOOD IS IT? • WHAT DID YOU LEARN? <p>Plan layout of visual and written work in sketchbook</p>		2	
<p>Gain confidence when using the sewing machine</p> <p>Be able to use the free motion embroidery functions to do mark making</p>	<p>Safe and correct setting up of a sewing machine.</p> <p>Winding a spool and threading up correctly.</p> <p>Samples of mark making using the free motion embroidery foot</p>		1	
<p>Understand the use of free motion to draw, add texture and interest to the surface of fabric.</p>	<p>Produce a range of observational studies of free motion stitch and appliqué from tea party objects.</p> <p>Work independently and with skill on the sewing machine.</p>		2	

<p>How to explore an artist/s</p> <p>How to structure detailed artist research</p> <p>Understand the mixed media work of suggested artists</p>	<p>Detailed research on an artist using technical art/textiles language Evaluation of the textiles work of an artist, describing how this will influence own work</p>		2	
<p>How to explore an artist/s further through sampling.</p>	<p>Further research and understanding of artist/s by experimenting and producing samples of their techniques.</p>		1	
<p>Further understand the mixed media work of suggested artists.</p> <p>How to create mixed media samples inspired by an artist.</p>	<p>Study artists work, sketch and plan samples more independently</p> <p>Minimum of 3 artist study samples.</p>		4-5	
<p>Be able to draw from direct observation.</p> <p>Colour blend and layering .</p> <p>Show understanding of building up tone, line, shape and shadowing .</p>	<p>Observational drawings of tea cups, tea pots, biscuits and cakes completed in pencil, colour pencils, fine liner and watercolour paint.</p>		2-3	

Be able to create compositions in the style of the artist, recording observations through own photography.	Range of quality photographs of tea party objects.		1-2	
Be able to sum up the 'journey' throughout this project so far, take inspiration from the artist studied and incorporate other inspirational sources to develop main piece ideas.	Sketch out and label the main piece designs to plan the materials, skills and processes required to develop studies for these ideas.		1-2	
How to plan and create a range of high quality studies to develop ideas, skills and techniques to lead onto a main piece.	Experimentation with different techniques, inspired by artist to refine ideas for the main piece based on own photography/drawings.		4	
Work independently to plan and develop a personal response (main piece), that demonstrates an understanding of the artist.	Completed main piece, demonstrating a high quality range of textiles skills.		10-15	

NOTE: Examples available of previous pupil's completed projects of high quality. Also teacher's demonstrations and example pieces available to support pupils in succeeding in completing samples, as well as guidance sheets giving step by step advice.



All pupils have a booklet with assessment criteria linking to GCSE, framework for annotation, literacy terminology and word bank, how to use VLE to support their learning. Knowledge organiser sheets to support pupils' learning.


Year 10 Art Textiles Curriculum Plan Project 1 – Weaving a Wall Hanging

Purpose of Study To introduce working with a textiles artist in a workshop to complete an independent mini project. A portfolio in art textiles can include a selection of mini projects, skills based workshops, responses to gallery visits and sustained projects. Pupils to explore and research weaving techniques, working with different appropriate materials and styles to produce their own weaving pieces. To mount and annotate all experimentation work relating to the technique of weaving, research into contemporary weaving artists and evaluation of artist led workshop to support their journey to create their studies. **This covers some of AO1 and AO2 of the GCSE assessment criteria.**

Weaving a Wall Hanging Project – Pupils will complete a mini project working on the following skills:

- How to present textiles practical, visual and written work into a mountboard
- Make connections with your work and the work of craft people/textiles artists
- The use of written annotation and evaluation in a project
- Celebrating achievements from completing a skills based workshop (presenting the story)

Skills, techniques and knowledge	Learning intentions and Steps to success	AfL TEACHER PEER	Weeks	Exemplar
How to work from an artist led workshop as a starting point. How to develop a textiles technique through experimentation of process and materials.	Complete a range of weaving pieces (over the summer holidays) to refine skills and develop the technique, considering materials, texture, pattern, shape and colourways.		1 (July yr9)	
How to research artists, evaluate and annotate outcomes completed from a skills based workshop.	Complete weaving pieces/samples and remove and tie off from the loom. Artist research – contemporary weavers Evaluation of own work – 1) Weaving workshop with artist 2) Comparison of own work to artist		2 – 3 (Sept yr10)	

	3) Development/next steps			
How to present outcomes completed from a skills based workshop.	Present practical, visual and written work on mountboard for assessment		4 (Sept yr10)	

NOTE: Examples available of previous pupil's completed projects of high quality. Also teacher's demonstrations and example pieces available to support pupils in succeeding in completing samples, as well as guidance sheets giving step by step advice.


All pupils have a booklet with assessment criteria linking to GCSE, framework for annotation, literacy terminology and word bank, how to use VLE to support their learning. Knowledge organiser sheets to support pupils' learning.


Year 11 Art Textiles Curriculum Plan Additional Mini Project – Fabric Landscapes

Purpose of Study Pupils are encouraged to work more independently during this project. Pupils to explore and research the different artistic techniques and styles to produce their own main piece in appropriate medium to the artist and starting point they research. To mount and annotate all studies, artist copies, photography and research to support their journey to create their main piece. **This covers AO1, AO2, AO3, and AO4 of the GCSE assessment criteria.**

Fabric Landscape Project – During this project you will further develop skills and explore a range of materials, decorative techniques and processes. Pupils will be given the opportunity to:

- Explore textiles artists through analysing their style and sampling their techniques
- Develop observational skills through own photography of landscapes
- Produce own interpretation of a landscape in the style of an artist
- Develop ideas to embellish and then construct a main piece - Fabric Landscape

Skills, techniques and knowledge	Learning intentions and Steps to success	AfL TEACHER PEER	Weeks	Exemplar
<p>How to structure detailed artist research.</p> <p>Explore and understand the techniques and processes of chosen artist.</p>	<p>Independently research a range of textiles landscape artists and select one based on own strengths in textiles skills and techniques.</p> <p>Detailed research on an artist using technical art/textiles language.</p> <p>Evaluation of the textiles work of an artist, describing how this will influence own work (image analysis).</p>		1-2	

Further understand the textiles work of your chosen textiles landscape artist. How to create textiles samples inspired by and in the style of an artist	Study artists work, sketch and plan samples more independently. Range of artist copy samples completed, using the same techniques and materials. Evaluate artist copies – what, why, how, next steps		4	
Independently organise own photography of relevant subject matter related to the artist chosen. Develop skills in evaluating own photography, showing the link to the artist.	Annotation of <u>own photography</u> discussing the subject matter and link to the artist being studied, with a short paragraph explaining memories/journey/travels.		1	
Develop drawing skills to plan main piece and experiment with colour, layering, texture and tone.	Experiment and explore colours through your choice of colour pencil or watercolour paints. Evaluate studies – what, why, how, next steps.		1	
Use of studies to develop ideas, skills and techniques to lead onto a main piece.	Experimentation with different techniques, inspired by artist to find out the best way of building the textiles postcard based on own photography/drawings.		2	
Understand how to plan and develop a personal response	Work independently to complete a main piece (fabric		5	

(main piece), that demonstrates an understanding of the landscape artist.	landscape), using appropriate techniques and materials to the artist.			
Presentation of work for an audience (on mount board) - mount and annotate all studies, artist copies and research to support their journey to create their main piece.	Mounting shows the journey from artist research/copies to studies and main piece. Annotation relevant to the work produced.		1	

NOTE: Examples available of previous pupil's completed projects of high quality. Also teacher's demonstrations and example pieces available to support pupils in succeeding in completing samples, as well as guidance sheets giving step by step advice.

All pupils have a booklet with assessment criteria linking to GCSE, framework for annotation, literacy terminology and word bank, how to use VLE to support their learning. Knowledge organiser sheets to support pupils' learning.