

Textiles

Intent:

To build resilient and independent learners who have the skills to overcome challenges, solve problems and apply practical skills to not only projects in lessons but in life outside of school. The textiles technology schemes builds learners confidence with using tools, equipment, sewing machines and design to overcome difficulties in life by producing new innovative solutions to problems.

Context:

The use of tools, machines, processes and skills taught in textiles are not only taught to produce quality outcomes in lessons but to build learners who possess skills for life which will help with many areas of maintenance of clothing, and potentially DIY and problem solving in life after school.

The Big Picture—Intent:
 To introduce and develop the practical skills and subject knowledge of all students through practical engagement. Students will complete topics and tasks linking to studying an artist, producing design work and practical outcomes linked to their artist study. Creative designing and following the design process will broaden their range of workshop skills and build confidence working with tools and equipment.

Year 7
Textiles

Content / Units	Skills	Knowledge	Prior—Y6	Next—Y8
<ul style="list-style-type: none"> Artist Study – Jon Burgerman Design development using inspiration. Practical skills Product manufacturing 	Workshop Health and Safety Hand Tools and equipment, hand stitching, applique, decoration, themed designs, artist study.	How to work safely in a workshop environment, how to select tools and equipment and use them effectively on specific tasks linked to textiles practical work. How to develop work based on a specific criteria set for each element of the course and how to use success criteria to make progress. How to discuss and evaluate the work of others and translate it into ideas for a product.	Transition projects introduce students to cutting simple shapes using basic processes to produce outcomes which introduce the use of textiles hand tools/manufacturing.	Working with a new artist study, pupils will expand the repertoire of skills and techniques to produce a range of new design and practical pieces demonstrating a high level of skills and challenge.

Implementation	Marches Futures Links	Summative Assessment
<ul style="list-style-type: none"> Pupils will explore the work of Jon Burgerman, using his exciting and interesting artistic style to product a range of ideas and practical outcomes for their first textiles projects. Pupils will be challenged to analyse and interoperate the type of artwork seen in their artis study and use this inspiration to produce a range of skills based pieces exploring textiles skills and also produce a final outcome based on the work of Jon Burgerman. The project combines, use of inspiration, key textiles skills and key communication skills to be produce a range of challenging outcomes. LORIC promoted through organising of tasks, monitoring and use of tools and equipment, use of key words when communicating ideas, peer assessment and communicating feedback to others. Independence and thinking sills will be developed with use of WAGOLL examples, asking students to look and find out about successes within the project shown by a range of examples, reading and using success criteria to make decisions as well as the use of displays and handouts with instructions to allow students to manage their own pace of working and work as independently as possible. Home learning will be looking at background subject knowledge linked to the products, year 7 students will explore materials and their properties, revise tools and processes linked to projects for mini tests. Department WAGOLL wall will be used to celebrate achievements of pupils making excellent progress as well as students attaining high grades. Work will be photographed and presented within the department as well as communication sent home to celebrate success through from of a department postcard. Literacy developed through use and spelling of key words, numeracy developed through marking out and measuring. 	<p>Analysing the work of others encourages students to express their opinions, discuss these opinions and develop a sense of understanding when agreeing and disagreeing with others. The social elements of the discussions had in lessons support learners developing an emotional understanding and tolerance of others.</p> <p>Communication and knowledge supports the development of well rounded learners who have skills for life, being able to maintain and repair clothes at home and providing the tools needed to support a more sustainable lifestyle.</p>	<ul style="list-style-type: none"> Skills test assessment Project 1; Practical mid point assessment Project 1; Practical final assessment Project 2; Practical mid point assessment Project 2; Practical final assessment. Live tracking of data to inform intervention and praise at any point during the units.

Impact:
 Students can work safely using hand tools and equipment to produce high quality practical work, assess their practical work and understand the use of success criteria for producing a successful outcome in textiles.
 To develop further, the skills used on a basic level project into a more demanding practical challenge, students will be challenged in year 8 to use the skills they have and interleave them into a range of new skills with a high level of demand. These skills will then be added to during each project to improve the students skill set and knowledge of processes.



Year 7– Textiles Learning Journey

Key

- Course Info
- Assessment and Guides
- Universal Offer – Support and guidance.
- Skills

The Year 7 Textiles Learning Journey

In year 7 Textiles the students will focus mainly on skills. They will work through a set of small practical lessons creating samples and creating a portfolio of their work.

Once all skills have been covered and presented, students will put their skills into action and make a small product that will showcase what they have learnt.

Knowledge:

Health and Safety of the Textiles room.
 What is Textiles?
 How fabric is made?
 Equipment
 How to use a Sewing Machine.

Skills:

Hand Embroidery
 Weaving - Paper
 Tie Dye
 Foam Printing – Repeat patterns.
 Applique
 Embellishments – Buttons, sequins, beads.

Theme: Nature

Step by step support guides available for each practical skill.

How to use the Sewing machine.

Driving test Assessment Or Quiz

Live Marking – Feedback provided (coloured dot for progress)

Final Assessment of Practical work. Progress discussed with student.

Literacy Assessment

Assessment of practical skills

Mini Practical project

Skills introduction.

WAGOLL Available

Design Own Front cover showing creativity.

Skills Practical lessons.

WAGOLL Available

Introduction to Textiles. What is Textiles? Rules and Expectations Health and Safety Equipment.

Live Marking – Feedback provided (coloured dot for progress)

Designs based on theme suitable for repeat pattern

Success Criteria given

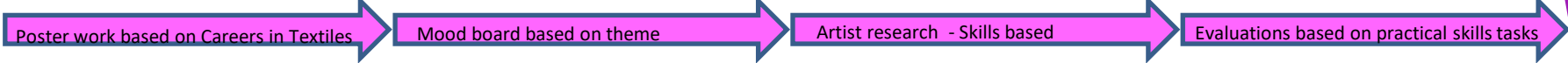
Year 8

START

Mind map Theme
 Assessment of Equipment

Jon Burgerman Project
 Mini Project studying and recreating the work of an Artist. This project is linked to the structure of the Art Textiles GCSE. Students will be applying new knowledge and skills throughout.

Home learning



The Big Picture—Intent:

In year 8 Textiles students will look at the work of Artists such as Paul Klee and Picasso, where shape is used within the work. The students will look at Artists and recreate their work through a textiles medium using skills such as printing, weaving and applique. The students will then turn their attention to the theme of Minecraft which is also created through shape. They will then explore this theme further within their skills moving on to making a final

**Year 8
Textiles**

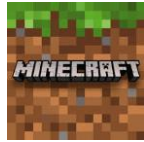
Content / Units	Skills	Knowledge	Prior—Y7	Next—Y9
Exploring inspiration for artist study Design development Skills Development Practical manufacturing skills	Hand Embroidery Applique Block Printing Weaving Designing using inspiration	Health and Safety of the Textiles room. Recap -How fabric is made? Fibers and fabrics, the building and makeup of fabrics Layered applique	How to work safely in a workshop environment, how to select tools and equipment and use them effectively on specific tasks linked to textiles practical work..	Designing to a brief, exploring innovation and problem solving. Pupils will experience more freedom to explore textiles in their own way and choose their own style and type of product to manufacture.

Implementation	Marches Futures Links	Summative Assessment
<ul style="list-style-type: none"> Year 8 textiles brings new challenges linked to the use of more technically demanding textiles processes, the use of applique, block printing and embroidery are used in a number of practical applications from skills development to a final product pieces. These skills are also developed further from year 7 by adding new layers of challenge and technical difficulty. Year 8 pupils will explore the theme of Minecraft an discover artists that are linked to this theme. The pupils will build on knowledge and skills from year 7 by selecting their own artist to study through research and analysis, providing and exciting opportunity to explore their own likes, interests and styles when selecting their inspiration for project work. The key skills will be explored, used and refined and grades will be awarded based on the marking criteria shared with the students. LORIC will be built into the projects by exploring students resilience when parts of work don't turn out as they had hoped, their determination to complete difficult tasks requiring good attention to detail and resilience. Communication and use of key words and terms will be required in all lessons and communicating ideas and problems to staff and peers will also be an important part or learners development. Independence and thinking sills will be developed with use of WAGOLL examples, asking students to look and find out about successes within the project shown by a range of examples, reading and using success criteria to make decisions as well as the use of displays and handouts with instructions to allow students to manage their own pace of working and work as independently as possible. Home learning will focus on the project materials and their sources, processing and uses in modern life, looking at more depth of knowledge and including some links to environmental factors and ethical choices when selecting materials. Revision is linked directly to tasks in practical lessons with links to technologystudent.com for homework revision tasks for prior learning before tests. Repetition of skills and knowledge, key words and vocabulary used to strengthen examination knowledge. Skills and vocabulary developed in year 8 are leading into year 9 textiles and build good communication and the ability to select tool and materials effectively. 	<p>Communication and knowledge is still a key element and continues to supports the development of well rounded learners who have skills for life.</p> <p>Communication and discussion is further developed to support understanding of others, their opinions, beliefs and faiths (some students may choose to explore their like and interests).</p>	<ul style="list-style-type: none"> Skills test assessment Live marking for project analysis and designing Project; Practical mid point assessment Project; Practical final assessment Live tracking of data to inform intervention and praise at any point during the units.

Impact:

Pupils develop key workshop skills for working with a range of textiles, their skill levels increase from year 7 with projects demanding more use of key measurements, technical skills and a range of new assembly and decoration skills used effectively when manufacturing.

Key vocabulary repertoire becomes broader with the introduction of new materials and processes, pupils are more familiar with working with a range of different materials and are ready to apply them to their year 9 open brief project. Pupils can now select and work with a larger range of materials, tool and processes to create a successful outcome, they can also demonstrate independence when selecting these processes.



Year 8– Textiles Learning Journey



- Key**
- Course Info
 - Assessment and Guides
 - Universal Offer – Support and guidance.
 - Skills

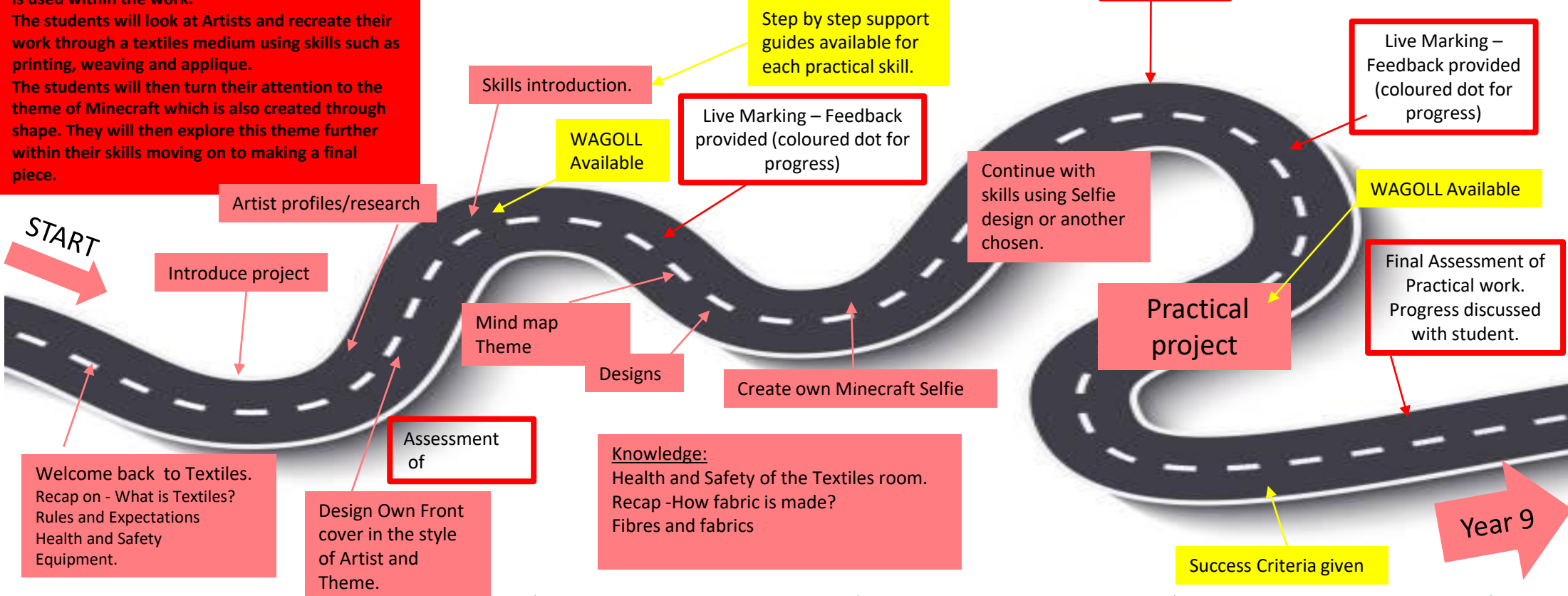
Artists/Movements
 Paul Klee
 Picasso
 Cubism

Skills:
 Hand Embroidery
 Applique
 Block Printing
 Weaving



The Year 8 Textiles Learning Journey
 In year 8 Textiles students will look into the work of Artists such as Paul Klee and Picasso, where shape is used within the work. The students will look at Artists and recreate their work through a textiles medium using skills such as printing, weaving and applique. The students will then turn their attention to the theme of Minecraft which is also created through shape. They will then explore this theme further within their skills moving on to making a final piece.

Theme: Minecraft



Welcome back to Textiles. Recap on - What is Textiles? Rules and Expectations Health and Safety Equipment.

Introduce project

Artist profiles/research

Skills introduction.

WAGOLL Available

Live Marking – Feedback provided (coloured dot for progress)

Mind map Theme

Designs

Create own Minecraft Selfie

Assessment of

Design Own Front cover in the style of Artist and Theme.

Knowledge:
 Health and Safety of the Textiles room.
 Recap -How fabric is made?
 Fibres and fabrics

Continue with skills using Selfie design or another chosen.

Practical project

WAGOLL Available

Final Assessment of Practical work. Progress discussed with student.

Success Criteria given

Year 9

The Big Picture—Intent:

Year 9 textiles projects aim to explore designing and manufacturing in a more in-depth way compared to previous years and allow greater freedom to explore and be creative. Pupils are challenged to use the skills they have learnt to develop new techniques and designs as well as exploring creative use of textiles, processes and techniques to create new products.

**Year 9
Textiles**

Content / Units	Skills	Knowledge	Prior—Y8	Next – Year10
Textiles Product Design	Designing to a brief, problem solving, modelling, adhesives, mechanical joining methods, surface finishes, assembly techniques.	Health and Safety of the Textiles room. Effective use of textiles techniques for manufacturing Sustainability, Recycling, Fairtrade, organic fabrics. Textile decoration methods in detail, processes used to add dye, colours to textiles.	Health and Safety of the Textiles room. Recap -How fabric is made? Fibers and fabrics, the building and makeup of fabrics Layered applique Year 8 pupils will explore the theme of Minecraft and discover artists that are linked to this theme. The pupils will build on knowledge and skills from year 7	The skills developed by students in year 9 lead on to the opportunity to join the art, 3D art GCSE options, the course skills are built around the artist study, personal choices, inspiration and producing high quality sketches in images.

Implementation	Marches Futures Links	Summative Assessment
<p>Pupils will be given the opportunity to explore design and manufacturing to meet a design brief, with the intention of creating a greater interest in the topic of textiles by giving students greater ownership of the direction of their project. The project is based around an art textiles product which pupils will design based on their own choice of artist and inspiration before using the skills covered in years 7 and 8 with additional higher level skills from year 9, used to complete the manufacturing of a quality outcome.</p> <p>Project will be organised into design tasks, exploration of project ideas, planning to manufacture and making a project. Tasks to be assessed will be practical areas of skill and details of manufacturing. The project will start with an exploration of the problem and design ideas generation, the course then covers new key skills for a successful outcome; applique, tie dye, batik, embroidery, surface embellishment, adhesives, marking out and cutting, sewing machines.</p> <p>Resilience will be important due to the explorative nature of the subject, learning from mistakes and failure will be a big part of the designing and planning phases. Key words and communication in the workshop and problem solving will show good initiative. WAGOLL examples to support independence and clarity of aims, use of displays and supporting Powerpoints to allow students to explore and stretch themselves within the project structure. The investigation section work will consist of research into areas of interest and problem solving product ideas for around the home. Supporting decision making by carrying out research into various parts of a design or manufacturing processes as needed. Quizzing and testing to look at key knowledge and ensure students have the foundations to build on to become more independent and well-rounded learners. Key skills to be revisited in demonstrations as the project progresses and in example work to ensure each skills importance and success criteria is shared before use.</p>	<p>Communication continues to be a part of discussions and practical lessons, developing tolerance, acceptance of other opinions and the ability to ask questions and develop understanding about topics other pupils have interests in or knowledge of.</p> <p>Ethical choices when looking at choosing textiles materials for projects also touches on sustainability, ethical choices, business models and fair trade in manufacturing and producing textiles products for the global market.</p> <p>Textiles, waste, alternative materials and chemical usage will be covered in discussions about ethical choices, environmental impact and modern developments in textiles technology and production. Pupils are encouraged to explore these topics in class discussions and ask questions to deeper their understanding of key global issues.</p>	<ul style="list-style-type: none"> • Skills test assessment • Live marking for project analysis and designing • Project; Practical mid point assessment 1 • Project; Practical mid point assessment 2 • Project; Practical final assessment • Live tracking of data to inform intervention and praise at any point during the units.

Impact:

Pupils have a full picture of the elements of textiles that are built on at GCSE and are fully informed for options choices. Pupils understand to the demands of problem solving with an open design brief and are skilled up to allow independent working on the range of tasks and projects they could undertake in year 10.

Pupils have the skills to communicate ideas and develop ideas into a working solution to a problem, they also have experience of making informed decisions about materials, finishes and assembly methods needed to manufacture successful products.



Year 9 – Textiles Learning Journey

Key

- Course Info
- Assessment and Guides
- Universal Offer – Support and guidance.
- Skills

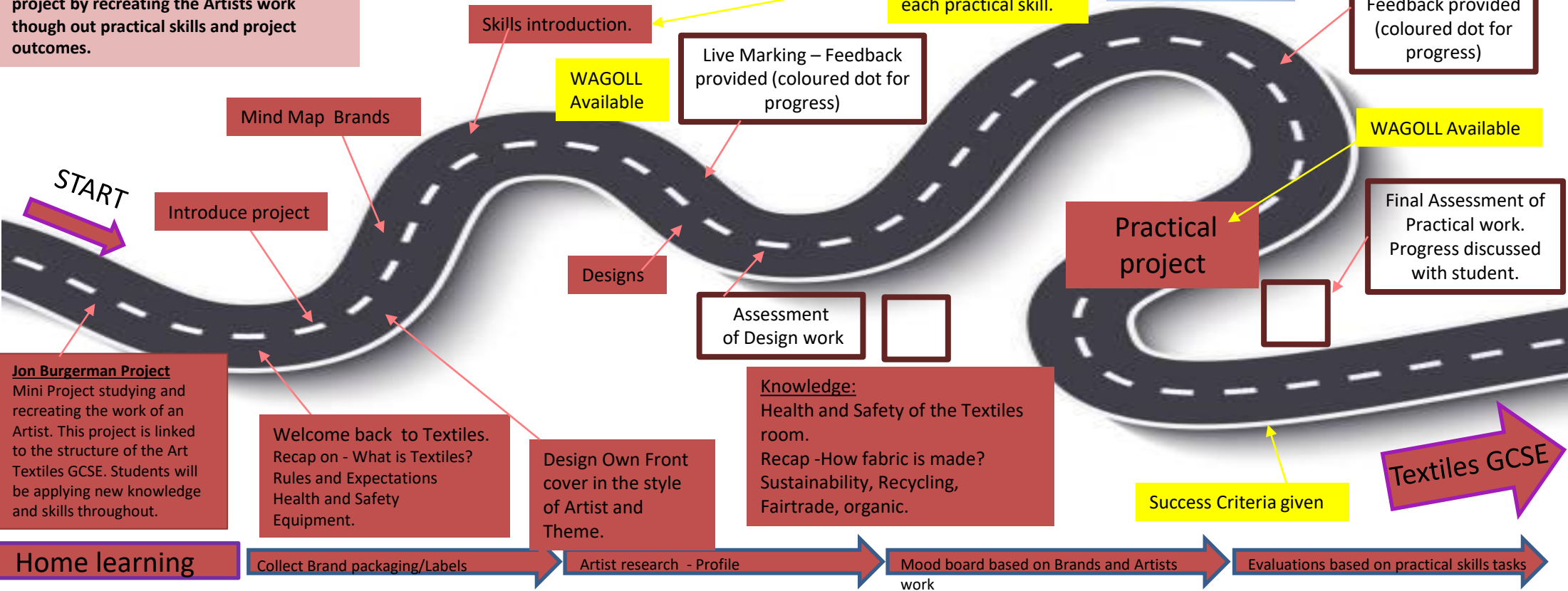
The Year 9 Food Learning Journey
 In year 9 students will be looking the work of Holly Levell and Lucy Sparrow. Both of these textiles artist create food items out of felt.
 Students will follow a design and make project by recreating the Artists work though out practical skills and project outcomes.



Artists:
Holly Levell
 Lucy Sparrow

Other Artists:
 Michael Craig Martin
 Claes Oldenburg

Skills:
 Hand Embroidery and Embellishments
 Applique
 Batik
 Felting
 Free Machine Stitching



Glossary of Key Terms:

Assessment Acronyms

- BRAG – Assessment colours, Blue, Red, Amber and Green (Blue 2 grades over minimum grade, green 1 grade over, amber on, red below minimum grade).