

Featherstone High School TEXTILES DESIGN TECHNOLOGY Department

Year: 9 Scheme of Learning Title: Design products for the Brighton Sea life centre – cushions/ Continued

The headings below can be used as a checklist to cross reference against existing schemes of learning.

Curriculum Intent	The Big Picture - Making the learning relevant – Why are pupils learning this?	<p>THIS IS PART 2 OF THE SAME POL - PUPILSWILL CONTINUE WITH THE DESIGN BRIEF BUT WILL BE INTRODUCED TO NEW TEXTILES TECHNIQUES</p> <p>To gain an understanding of Textiles Technology to explore different Textiles techniques to for fill the deign brief To understand a Design Brief. To gain an understanding of Materials and Fibres To gain an understanding of Māori culture and Artists to gain inspiration and ideas for cushions and techniques To explore different techniques using textiles: design motif and patterns looking at artists cultures around the world inspiration. To learn how to create poly block prints on fabric and embellish the design using embroidery techniques To learn how to tie dye and techniques using cotton exploring pattern and colour dyes To Learn how to use the sewing machine to apply applique and create a mini cushion. Recycling fabrics. To learn Batik and using technical tools EG: Tjantings to create Batik inspired by artists – Tamara Philips To learn about Silk painting and to gain an understanding of using Gutter and silk and silk alternatives – what is the material – how is it made? Pupils will create a 3D felt sea creature EG Star fish or turtle</p>
	Exam Specification (for years 10 to 13)	NA
	How does this scheme of learning build on prior learning?	This year is new, but it will build on year 7 making felt and Puggly soft toys - Students will get the opportunity to explore and learn how to do a wide range of Textiles techniques and making to create a cushion/ scarf a SeaLife inspired 3D toy
	How does this scheme of learning prepare pupils for their next stage of education (CEG)	In year 8 they will be Design and make a bag using a sewing machine. They will develop their design and technical skills and understand origin and use of different materials
	Cultural Capital Development	Pupils will gain a understanding of different cultures and how they create design Eg: Moari, Japanese tie dye, Indonesian Batik
Common Misconceptions		You will be learning the process of creative design, learning about the materials and fabrics and the techniques needed to accomplish this EG Sewing and use of Sewing Machines. Iti is very creative so you will me designing and making textile work
Development of Key Generic Skills: <ul style="list-style-type: none"> Literacy (Writing, Oracy, Reading including opportunities to develop wider reading) Numeracy Computational Thinking (problem solving) 		Key words learnt in textiles – Aesthetic Fabric / Yarn / product/ design / synthetic / Natural / Wool/ Fleece/ Felt/ Fibre / pattern / colour / Harmonious and Complementary, symmetry, Sewing machines, Tie dye, Batik, Silk painting Research of Artists and Cultures to gain an understanding and source of inspiration Planning design, create and make using a lot of different techniques in both 2D and 3D Creative thinking to find design solutions working with a design brief
Theme for centrally planned home learning		Home learning sheet supports the POL reviews and develops understanding for each lesson
Curriculum mapping – possible links to other subjects		Art / history / Geography/ Cultures
Curriculum Impact – key subject knowledge pupils should know and be able to recall by the end of this scheme of learning		Pupils will be able to understand the design brief and how they created a fabric pattern design taking inspiration from different sources They will be able to explain how to make felt from fleece and understand the material and fibres origins They will be able to understand how to use a template and how to hand sew a moccasin slipper. They will be able to understand the health and safety of using a Sewing machine They will learn how to do printing, embroidery and embellishment, tie dye, batik, silk paining and 3D felt sea creature
Curriculum impact – key subject skills pupils should have and be able to use by the end of this scheme of learning.		Design / Research / Make / Resolve design solutions/ Sewing Using machinery (Sewing Machines) making creating and design – Pupils will have learnt lots of techniques with different media and materials
Curriculum Inclusion - Scaffolding for all student groups e.g. <ul style="list-style-type: none"> Disadvantaged / Pupil Premium SEND EAL Higher Prior Attainment 		Support with home learning provided Work is scaffolded with writing frames to help with annotations Card and word sorts to help with understanding key words Rock to support Recall

	Oracy, Tier 2 and 3 keywords in lessons to encourage EAL to develop skills to use subject specific language – EG literacy card sorts in pairs More complex designs encouraged with embroidery and applique and more complex design using the sewing machines
For each lesson: Stage 1	
Learning Outcome / Objective/ Big Question	Pupils will gain an understanding of Japanese Tie Dye Pupils will how create different shapes and patterns Pupils will explore how adding two colours
Core Learning & development of subject specific skills	Pupils will learn how to create Japanese Tie dye and which fabric to use and why. Pupils will learn different techniques to create different patterns and shapes Pupil will learn the history of Japanese tie and will research to gain a deeper understanding
Suggested FHS6 Activities including retention and recall and formative assessment	Explicit Learning outcomes Rock Demonstration/ modelling given Questioning Formative assessment Success criteria in place (AFL) Exemplar work shown Kim Glossary for KIM words
Development of subject specific vocabulary	Japanese tie dye
For each lesson: Stage 2	
Learning Outcome / Objective/ Big Question	To gain an understanding of Batik and understand of where culturally is from - Indonesian To gain an of the artist Tamara Philips and other batik artists To create a design for batik inspired by the artists Tamara Philips looking at scale, pattern and colour
Core Learning & development of subject specific skills	Pupils will learn about the art of Textiles Batik and Indonesian cultural heritage Pupils will learn about the artist Tamara Philips and other Batik artists that meet the design brief Pupils will learn how to create a design inspired by the artist Tamara Philips for Batik Pupils will learn about the scale, pattern and colour to help them design their work
Suggested FHS6 Activities including retention and recall and formative assessment	Practical lesson where pupils using their own design sheets poly block Explicit Learning outcomes Rock Demonstration/ modelling given Questioning Formative assessment Success criteria in place (AFL) Exemplar work shown Kim Glossary for KIM words
Development of subject specific vocabulary	Batik, colour, scale, pattern, design, Tjanting
For each lesson: Stage 3	
Learning Outcome / Objective/ Big Question	Pupils will create a Batik based on the design Tamara Philips or other batik artists/ cultures Pupils will understand the health and safety of using of hot wax and batik Tjantings Pupils further gain an understanding of colour and pattern inspired by the artists
Core Learning & development of subject specific skills	Pupils will create batik designs using hot wax and Tjantings and learn different techniques of batik work Pupils will understand the health and safety of using wax and what is involved
Suggested FHS6 Activities including retention and recall and formative assessment	Practical lesson where pupils using their own design sheets poly block Explicit Learning outcomes

	<p>Rock</p> <p>Demonstration/ modelling given</p> <p>Questioning</p> <p>Formative assessment</p> <p>Success criteria in place (AFL) Exemplar work shown</p> <p>Kim Glossary for KIM words</p>
Development of subject specific vocabulary	Batik, wax pots, Tjantings design colour blending shape colour harmonious complementary, iron wax resist
For each lesson: Stage 4	
Learning Outcome / Objective/ Big Question	<p>Pupils will gain and understanding of silk painting</p> <p>Pupils will learn about natural and man made materials and research the pros and cons</p> <p>Pupils will design a silk painting based on the silk artist Jean Baptiste</p>
Core Learning & development of subject specific skills	<p>Pupils will learn about silk and compare with man made materials</p> <p>Pupils will learn how silk is made and compare and contrast it with synthetic materials</p> <p>Pupils will learn how to research the silk painting artist Jean Baptiste and will create a design inspired by the artist.</p>
Suggested FHS6 Activities including retention and recall and formative assessment	<p>Explicit Learning outcomes</p> <p>Rock</p> <p>Demonstration/ modelling given</p> <p>Questioning think, pair share</p> <p>Formative assessment</p> <p>Success criteria in place (AFL) Exemplar work shown</p> <p>Kim Glossary for KIM words/ SEEC</p>
Development of subject specific vocabulary	Silk, manmade, synthetic, design, nylon
For each lesson: Stage 5	
Learning Outcome / Objective/ Big Question	<p>Create a 3 soft toy made out recycled materials or handmade felt inspired by sea life (time depending)</p> <p>Pupils will research soft toy</p> <p>Pupils design with look at recycling and pattern and fabric to create ideas for their designs</p>
Core Learning & development of subject specific skills	<p>Pupils will focus on design they will research soft toys on the market</p> <p>Pupils will create a design for their recycled soft toy which will be inspired by sea life</p> <p>Pupils will annotate their work explaining their ideas and the embroidery and embellishment techniques they will be using</p>
Suggested FHS6 Activities including retention and recall and formative assessment	<p>Explicit Learning outcomes</p> <p>Rock</p> <p>Demonstration/ modelling given</p> <p>Questioning think, pair share</p> <p>Formative assessment</p> <p>Success criteria in place (AFL) Exemplar work shown</p> <p>Kim Glossary for KIM words/ SEEC</p>
Development of subject specific vocabulary	Recycled pattern shape, annotations
For each lesson: Stage 6	
Learning Outcome / Objective/ Big Question	<p>Pupils will create a 3D design of a soft toy out of recycled materials</p> <p>Pupils will gain an understanding of patterns and templates</p> <p>Pupils will make and cut a template for their soft toy</p> <p>Pupils will understand the importance of Seam and how to add this to the design</p>

Core Learning & development of subject specific skills	Pupils will learn how to make a template and understand what a pattern is. Pupil create a pattern and templates for their 3D soft toy and cut out the fabric.
Suggested FHS6 Activities including retention and recall and formative assessment	Explicit Learning outcomes Rock Demonstration/ modelling given Questioning think, pair share Formative assessment Success criteria in place (AFL) Exemplar work shown Kim Glossary for KIM words
Development of subject specific vocabulary	Pattern, design, template, seam
For each lesson: Stage 7	
Learning Outcome / Objective/ Big Question	Pupils will gain a further understanding of embroidery and embellishment and applique Pupils will add beads/ buttons to the design and pupils
Core Learning & development of subject specific skills	Pupils will understand how to creatively embellish their design with bead buttons and applique
Suggested FHS6 Activities including retention and recall and formative assessment	Explicit Learning outcomes Rock Demonstration/ modelling given Questioning think, pair share Formative assessment Success criteria in place (AFL) Exemplar work shown Kim Glossary for KIM words
Development of subject specific vocabulary	Pattern and template
For each lesson: Stage 8	
Learning Outcome / Objective/ Big Question	Pupils will further gain a use of the sewing machine and sew their 3D soft toy Pupils will understand the importance of the seam and how to use different stitches on the sewing machine Pupils will stuff and make the sewing machine 3D and sew it together Pupils will evaluate their work
Core Learning & development of subject specific skills	Pupils will gain a deeper understanding of using a sewing machine Pupils will gain a deeper understanding of how to make 2D pattern and template 3D Pupils will learn the importance of Seams
Suggested FHS6 Activities including retention and recall and formative assessment	Explicit Learning outcomes Rock Demonstration/ modelling given Questioning think, pair share Formative assessment Success criteria in place (AFL) Exemplar work shown Kim Glossary for KIM words
Development of subject specific vocabulary	Seams pattern template 2D 3D