Featherstone High School TEXTILES DESIGN TECHNOLOGY Department

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

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?**	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. Recyling fabrics. To learn Batik and using technical tools EG: Tjantings 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 fel/ recycled material t sea creature EG Star fish or turtle
	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 an understanding of different cultures and how they create design EG: Māori, 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: • **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. • **Disadvantaged / Pupil Premium**		Support with home learning provided
• **SEND** • **EAL**		Work is scaffolded with writing frames to help with annotations Card and word sorts to help with understanding key words

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• **Higher Prior Attainment**	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	Gain an understanding of Textiles Gain You Will understand what the subject Textiles Design Technology You will understand what a Design brief and the You will explore different materials and fabric You will brainstorm your ideas for responding to the design brief
Core Learning & development of subject specific skills	What is a design Brief Learn about fabric and materials Brainstorm ideas inspired by Culture Māori
Suggested FHS6 Activities including retention and recall and formative assessment	Word and card sort of Key words Think pair share Brainstorm of ideas with writing and drawing to support learning
Development of subject specific vocabulary	Yarn, fabric, material, synthetic, Natural, wool, design
For each lesson: Stage 2	
Learning Outcome / Objective/ Big Question	You will develop your understanding of what a design brief and create motif design inspired by Māori Art You will design a surface pattern motif for a textile print You will annotate your work using Tier 2 and 3 keywords
Core Learning & development of subject specific skills	You will learn: Māori Art and the culture How to respond to a design brief To draw and design your own motif taking inspiration from Māori Art To annotate work using Tier 2 and 3 keywords
Suggested FHS6 Activities including retention and recall and formative assessment	Create a design sheet based on the design brief You will have a modelled demonstration on how to do it with both numeracy and literacy Annotations with writing frame to support SEND Success criteria will link to the design brief with Exemplar, demonstration and explains expectations
Development of subject specific vocabulary	Design Brief / symmetry / complementary colours harmonious / shape pattern Motif
For each lesson: Stage 3	
Learning Outcome / Objective/ Big Question	You gain an understanding of Printing fabric and different techniques of printing EG Screen printing, Block printing, transfer printing Pupils will gain an understanding of poly block printing Pupils will make a Poly block motif print Pupils will create a Poly block print inspired by Māori artwork that reflects the design brief Pupils will learn about Colour, pattern and symmetry

Core Learning & development of subject specific skills	Pupils will different textile printing techniques Pupils will learn how to create a Poly block print Pupils will create Poly block printing looking a colour pattern symmetry and design
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	Design Brief / symmetry / complementary colours harmonious / shape/ pattern / fabric, material, cotton, Poly block printing, ink, printing plates etc
For each lesson: Stage 4	
Learning Outcome / Objective/ Big Question	You will gain an understanding of how to create a poly block print To critically choose and evaluate the design to create symmetry and colour palate – harmonious / complementary colours
Core Learning & development of subject specific skills	Pupils will learn how to create a Poly block print Pupils will learn how to create a motif – pattern/ colour/ shape/ symmetry
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	Design Brief / symmetry / complementary colours harmonious / shape/ pattern / fabric, material, cotton, Poly block printing, ink printing plates etc
For each lesson: Stage 5	
Learning Outcome / Objective/ Big Question	Gain an understanding of Embroidery decoration and applique - Embellishment Understanding how colour and pattern can embellish the design Gain an understanding of blanket, back, cross and running stitch
Core Learning & development of subject specific skills	Pupils will learn how to use: Blanket, back, cross and running stitch
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	Embroidery, sewing, stitches, blanket running back Cross stitch
For each lesson: Stage 6	

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Learning Outcome / Objective/ Big Question	Gain an understanding of how to use a Sewing machine Learning the parts of a sewing machine Health and safety of using a Sewing Machine Learn how to use different stitches with the sewing machine
Core Learning & development of subject specific skills	Pupils will learn how to use a sewing machine Pupils will Label and identify the parts of the sewing Machine How to use simple running stitch and zig zag to create open seam
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 word
Development of subject specific vocabulary	Pattern selector, presser foot, Thread holder, foot pedal power cable, reverse stitch lever and stitch length selector stitch, width selector, tread take up lever, needle, bobbin holder
For each lesson: Stage 7	
Learning Outcome / Objective/ Big Question	Learn how to create different embroidery stitches blanket, knot, cross stitch Learn how to embellish a design taking in consideration colour, pattern, design Learn new embroidery stitches Learn how to apply applique hand and sewing machine
Core Learning & development of subject specific skills	Learn how to create different embroidery stitches blanket, knot, cross stitch Learn how to embellish a design taking in consideration colour, pattern, design Learn new embroidery stitches Learn how to apply applique hand and sewing machine To create a cushion using sewing machine and exploring the Zig Zag stitch and the straight stitching
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 word
Development of subject specific vocabulary	Embellish, embroidery, blanket stitch, cross stitch - parts of the sewing machine
For each lesson: Stage 8	
Learning Outcome / Objective/ Big Question	To further build on the understanding of a sewing machine using different stitches and techniques To gain an understanding of how to create a seam To gain an understanding of how sew a cushion cover
Core Learning & development of subject specific skills	Pupils will further build on their understanding of how to create a use a sewing machine to create and make a Cushion
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

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	Kim Glossary for KIM word
Development of subject specific vocabulary	Evaluate, made ,seam, back stitch,

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