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?**	THIS IS PART 2 OF THE SAME SOL - PUPILSWILL CONTINUE WITH THE DESIGN BRIEF BUT WILL BE INTODUCED TO NEW TEXTILES TECHNIQUES 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 and applique To Learn how to use the sewing machine to apply applique and create a mini cushion. Recycling fabrics. To learn how to Batik and using technical tools EG: Tjantings to create Batik inspired by artists – Tamara Philips
	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: • **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 • 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	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
Assessment	Design sheet for Moari inspired printing 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
Assessment	Poly block prints on fabric
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 Featherstone Way 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
Assessment	**Polyblock print**
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
Assessment	Embroidery and applique design mini cushion

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For Each Lesson Stage 6	Pupils will create design sheet inspired by Tamara Philips or other batik artists/ culture to create a Batik work Pupils will understand the work of the artist Pupils will learn out Batik work from around the world
Learning Outcome / Objective/ Big Question	Pupils will create a design sheet inspired by artist or culture it will include tier 2 and 3 keywords to explain ideas
Core Learning & development of subject specific skills	Practical lesson where pupils using their own design sheets will create batik 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
Assessment	Pupils will be marked on their design sheet which must be inspired by the artists' work include annotations to explain ideas
For Each Lesson Stage 7	
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 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, wax pots, Tjantings design colour blending shape colour harmonious complementary, iron wax resist
Assessment	Batik artwork inspired by Tamara Philips
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

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Development of subject specific vocabulary	Pattern and embellishment, embroidery different embroidery stitches EG blanket, knot, running, cross, back
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
	Seams pattern template 2D 3D
ASSESSMENT	Outcome final cushion which includes printing, embroidery, applique, embellishment, batik, safe use of the sewing machine

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