

### **WHAT ARE THE BIG AIMS OF YEAR 7?**

To investigate the use of a range of techniques and media to construct both paper and fabric based designs. To use a variety of skills and experiment inventively and through creativity the use of “Mark Making

### **WHAT WILL EXCELLENCE LOOK LIKE IN YEAR 9?**

Pupils will be expected to look at the subjective in a creative way, where overarching or driving questions are encouraged.

- Can justify the methods of construction and embellishment of colouration methods and with reasoning.
- Do I understand about layering in preparation for bonding materials or applique
- Are my sewing skills sufficient for making a quality product/outcome
- Can students understand how using primary sources can give their work greater depth and sophistication?
- Do students strive for more complex materials and processes to develop Skill based design even if unsuccessful.

### **WHAT KNOWLEDGE DO THE PUPILS NEED TO ACQUIRE?**

- The chemistry behind colouration – know the colour wheel
- Understanding of how base materials will affect the colouration process as well as the type of dye that is used.
- Understand the function of fabrics and how to combine them to make successful products
- Learn to how to use computers in designing and making (CAD/CAM)
- Investigate methods to colour, decorate and stitch textile products.

### **WHAT SKILLS DO THE PUPILS NEED TO DEVELOP?**

- practical skills related to fabric and manufacturing and how these can be altered/manipulated depending on outcome
- Communication skills - developing knowledge of analysing and evaluating
- Learn how to use a basic sewing machine/hand stitching
- Learn how to do simple decorative techniques such as embroidery or basic applique.
- Understand how to produce well-presented design/research or practical models
- Dying and printing as well as fabric enhancements.
- CAD/CAM (Computer Aided Design and Computer Aided Manufacture) in component production; Using these to create a repeat pattern, and printed through transfer

### **WHAT MISCONCEPTIONS MAY THEY HAVE FROM PREVIOUS LEARNING?**

Students know what they will be taught. If we align ourselves with traditional craft/outcomes that focus on “sewing” then the wider stakeholders judge us on this. Unfortunately the design process is not secure and therefore misconceptions in the Design process often seen and in particular miss out a huge chunk of the process linking to iterative design. Inconsistencies in lower years of the choice of materials.

Mark making is only achievable on paper. The phrase mark making is not constitutional with Textiles.

### **WHAT ASSESSMENTS WILL BE USED ACROSS THE YEAR TO DEMONSTRATE HOW THE PUPILS HAVE ACQUIRED THE KNOWLEDGE AND DEVELOPED THE SKILL**

Pupils will be given the opportunity to respond to both verbal and written feedback. Using DIRT. The use of “Hinge” questions will be used throughout the module of work.

Knowledge checker at start of unit of work – multiple choice questions.

Ongoing teacher assessment of design and practical skills in order to inform planning.