

WHAT ARE THE BIG AIMS OF YEAR 8?

The aim of the work in Year 8 is to build on many of the skills experienced and gained in Year 7 by revisiting basic techniques and knowledge in a different guise, while aiming to produce an outcome of greater creative diversity.

Aspects of the design process and basic textile manufacturing techniques are taught and developed in this project. Pupils will learn to analyse existing products and use development work and prototyping to design and make a “Bed Buddy” which includes appliqué.

Colour is looked at more closely and research, experimentation and working with a range of more complex material is looked at in more depth.

There are clear links to Maths and Science in this year’s focus work. Pupils create a working drawing with dimensions applied, develop a paper pattern and examine the material make up.

WHAT WILL EXCELLENCE LOOK LIKE IN YEAR 8? Overarching or driving questions we seek to explore in greater depth

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

- Do I understand about layering in preparation for bonding materials or applique
- Are my sewing skills sufficient for making a quality product/outcome
- Can pupils understand how using primary sources can give their work greater depth and sophistication?
- Do pupils strive for more complex materials and processes to develop Skill based design even if unsuccessful.
- Do pupils understand the need for an iterative process in design?
- Do pupils understand the need for modelling ideas in paper or scrap material?
- Can they demonstrate this without teacher intervention?
- Are pupils able to use the correct measurements and explain why these are used in detail (verbally or through a written task)?
- Can they justify the need for the stitch used?

WHAT KNOWLEDGE DO THE PUPILS NEED TO ACQUIRE?

- Continued development of materials and their classification
- Safe workshop knowledge
- Knowledge of cutting equipment
- Knowledge of techniques and the use of these.
- Aesthetics and how these can be subjective
- considering the views of other/target market - knowledge of needs and wants
- Consideration of religious connotations/aspects.
- How to construct a mood board
- How to analyse a brief
- How to construct a specification - and knowledge of its use

WHAT SKILLS DO THE PUPILS NEED TO DEVELOP?

Pupils will build on the skills developed in year 7 and develop further by:

- cut - using the correct equipment
- work to given dimensions
- make adjustments to a sewing machine
- construct seams - all pupils could do a simple seam - G&T a flat fell seam
- apply fastenings such as Velcro, hook and eye
- edge finish - such as machine, serger/over locker, pleats
- apply decorative techniques such as raw edge applique, top stitching, printing/painting
- attach a patch pocket (optional and dependant on ability of pupils)
- Measure, convert and use correct measurements when modelling, pattern making and costing of a product

WHAT MISCONCEPTIONS MAY THEY HAVE FROM PREVIOUS LEARNING?

Already aware of what they are doing and feel they don’t need to follow the design process.

Unable to understand that a design needs developing in a multitude of ways, not just through sketches, by planning, sampling and making - using a iterative process a methodology based on a cyclic process of prototyping, testing, analysing, and refining a product or process.

WHAT ASSESSMENTS WILL BE USED ACROSS THE YEAR TO DEMONSTRATE HOW THE PUPILS HAVE ACQUIRED THE KNOWLEDGE AND DEVELOPED THE SKILLS?

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.