

WHAT ARE THE BIG AIMS OF YEAR 9?

Creativity – exploring and experimenting with ideas, materials, technologies and techniques

Working in stimulating contexts which provide a range of opportunities and draw on local ethos, community and wider world, pupils identify needs and opportunities.

Content outline:

Pupils are to develop skills further in design and manufacture whilst examining the role of a designer through product analysis, modelling and by creating a range of products over the year. Emphasis will be placed on manufacturing and implementing a range of textile techniques, that encompasses the recyclable ethos now used in the retail industry.

Design and make activities will enable pupils to develop both design and evaluative skills. Pupils will learn to: How to colour fabric using, tie dye, batik, screen printing, and block printing, sublimation/heat transfer. Embellishments: Applique, reverse applique, quilting, patchwork, embroidery, beadwork, couching.

WHAT WILL EXCELLENCE LOOK LIKE IN YEAR 9?

During this year pupils will respond to design contexts. Pupils will be able to prioritise actions and reconcile decisions as the project develops, taking into account the use of time, when selecting materials/components/ tools and production methods. They do this by selecting and using tools, equipment and processes and finish them appropriately. Using the iterative design process students will evaluate not only their design work, but also the process that they use. Being able to critique their work is expected and that of others, making notes on design elements, samples and processes used. Considering the properties of the materials and working characteristics of fabric, therefore pupils should be aware of these. There is an importance of CAD/CAM in the fashion and textiles production industry and pupils must be able to view/critique and examine the use of CAD/CAM to aid planning, to enhance accuracy and efficiency of a quality outcome.

WHAT KNOWLEDGE DO THE PUPILS NEED TO ACQUIRE?

- To be aware of cultural issues within manufacturing
- Cultural techniques and comparisons to new technologies and techniques.
- Differences in manufacturing
- Difference between colouration as a whole and fabric embellishment.
- To be aware of the implications of CAD/CAM on the production of a product, its advantages/disadvantages
- Knowledge of and being able to Identify line, shape, pattern and texture, from a given theme as well as being able to mimic organic elements in a visual design
- how to evaluate and analyse ideas and outcomes with depth

WHAT SKILLS DO THE PUPILS NEED TO DEVELOP?

- working with basic machines - altering tensions, stitch and width ratios as well as an over locker
- Skills in fabric manipulation - pleats, darts, seams as well as colourations
- Fabric embellishments - how to, as well as evaluate these.
- CAD - design skills developed through repeat patterning using 2D design tools
- Fabric makeup - construct a woven, knitted and nonwoven/bonded fabric.
- Traditional construction/embellishment skills to more complex high technological skills
- Skills in how to colour fabric using, examples are: tie dye, batik, screen printing, block printing, sublimation/heat transfer
- Skills in Embellishments or fabric - also known as Textile Techniques: Applique, reverse applique, quilting, patchwork, embroidery, beadwork, couching.

WHAT MISCONCEPTIONS MAY THEY HAVE FROM PREVIOUS LEARNING?

That knowledge of the colour wheel is not important, or that presentation and critiquing work is not imperative, it's the finished outcome that is most important (Students belief).

Fibres are fabrics – for example Cotton, is it a fibre or a fabric? it's a fibre, the fabric will be woven, knitted, nonwoven.

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.

Self-assessment and DIRT to be undertaken at regular intervals – not teacher led.