

Term / Date(s) Yr.7 rotation (approximately 13 lessons)

Unit title	Investigating Textiles
Topic overview	Students are investigating what Textiles are, where they come from and how they are manufactured from natural and Man-made sources. Students will research a range of natural and man-made fibres and their associated properties to identify their end uses. Through practical exploration, students will develop knowledge of and skills in a range of dyeing and printing processes as well as a range of specialist tools and equipment.
Key knowledge	<p>Student will learn;</p> <ol style="list-style-type: none"> 1. Where and how Textiles are used in a range of sectors including fashion, interiors, agriculture, aerospace, medicine and protective wear – to develop a critical understanding of how textiles are used and their impact on daily life and the wider world. 2. The origins and sources of natural fibres - to analyse the advantages and disadvantages of materials available 3. The origins and sources of man-made (synthetic) fibres - to analyse the advantages and disadvantages of materials available 4. The properties and uses are for a range of different fibres and fabrics. – to be able to match/select appropriate fibres/fabrics to a product and its end use. 5. How fabrics are constructed from fibres, to yarns, to fabric. – to be able to identify how the final construction has an impact on a fabric's properties. 6. How to construct fabrics from weaving and knitting – to be able to identify and manufacture knitted and woven samples. 7. How and why colour and pattern can be applied to fabric. to understand the purpose of adding colour and pattern to textiles, to develop skills in a range of techniques, tools and processes and to be able to evaluate and compare advantages and disadvantages of different techniques. 8. How to use the sewing machine safely and skilfully. - to ensure students can work safely, accurately and are aware of their responsibilities with regards to health and safety in the classroom. 9. How to create further texture and areas of interest/detail (hand and machine sewing, buttons, beads, sequins) – to be able to choose/select the most appropriate technique for the end product.
Link to previous knowledge	<ul style="list-style-type: none"> • Most students will have 'handled' fabric and sewn two pieces together using simple hand sewing stitches. This unit builds on their familiarity of fabrics in their everyday sense and helps students to understand where their fabrics come from and how they are used in everyday items that they are familiar with. • Students will have some experience of simple tools and equipment. • Students will have had some experience of sewing embellishments, hand embroidery and printing onto fabrics to add colour and pattern.
Transferrable knowledge (skills)	<ul style="list-style-type: none"> • Understanding that different materials have different properties and therefore different end uses. • How to evaluate techniques and processes and be able to compare. • How use workshop tools & equipment safely and accurately.
Key vocabulary (definitions)	<ul style="list-style-type: none"> • Fashion/Interiors/Aerospace/Automotive/Technical Textiles • Natural Fibres/Synthetic (man-made fibres) • Sources and origins/properties • Fibres/Yarns/Fabrics • Fabric construction/spinning/weaving/knitting
Key assessments	<ul style="list-style-type: none"> • Assessment Percentage Grade - percentage achieved in a written assessment (this indicates how much is recalled & remembered) • Project Skills Grade - a 'Project Skill Grade' which gives an overview, on average, of how well you are performing with the project aspects of the course.

Term / Date(s) Yr.8 Rotation (approximately 26 lessons)

Unit title	Japanese Boro Textiles (Lessons 1-18)
Topic overview	In this unit, students will use the sewing machine to add surface decoration and to construct a creative, sustainable and functional product. Students will study the art of Japanese 'boro' garments which are based on reusing scraps of fabric to mend and repair garments that were handed down from generation to generation. In turn students will acquire an understanding and appreciation for other cultures, the need for sustainable working and develop their creativity through sustainable and decorative processes.
Key knowledge	<p>Student will learn;</p> <ul style="list-style-type: none"> • What boro textiles are, who wore them and why: To be able to use research and exploration, such as the study of different cultures, to identify and understand user needs. • What sustainability is: To understand how products impact on the environment and to be able to make links between the term sustainability and the way boro Textiles were made. • What a lining is: To understand the purpose of linings in a range of different textile items, including the product they will be making. • What patchwork is and how the Japanese used it in relation to modern methods: To be able to compare the different uses for patchwork as both a mending and decorative technique. • What sashiko embroidery is and what it was used for: To be able to select from and use specialist tools, techniques, processes • How to use the sewing machine safely and skilfully: To ensure students can work safely, accurately and are aware of their responsibilities with regards to health and safety in the classroom. • What types of fastenings are suited to a pencil case: To allow students to evaluate a range of different fastenings and select one based on its properties and suitability for a pencil case. • What hems and seams are: To be able to select the correct construction method for assembling textiles products. • How to insert a zip: To develop knowledge of and skills in using temporary and permanent joining methods. • How to evaluate the work of their peers and their final product. To develop skills in constructive feedback and to be able to recognise their own strengths and areas for improvement.
Link to previous knowledge	This unit builds on the knowledge acquired in year 7. Using their knowledge of fabric and decoration techniques, students can now explore how these might be used effectively to decorate a functional product. Students have previously learnt how to thread up a sewing machine and sew in straight lines. In this unit, students continue to develop their confidence in the use of the sewing machine and use it to sew and assemble a final product and add simple decoration/texture to the surface of a product.
Transferrable knowledge (skills)	<ul style="list-style-type: none"> • Understanding that different materials have different properties and therefore different end uses. • How to evaluate techniques and processes and be able to compare. • How use workshop tools & equipment safely and accurately.
Key vocabulary (Subject Specific)	<ul style="list-style-type: none"> • Boro/sashiko/Shibori • Sustainability/Renewable/Non-renewable • Patchwork/Tie-Dye • Hems/Seams • Tie-dye/Fabric Manipulation • Fastenings
Key assessments	<ul style="list-style-type: none"> • Assessment Percentage Grade - percentage achieved in a written assessment (this indicates how much is recalled & remembered) • Project Skills Grade - a 'Project Skill Grade' which gives an overview, on average, of how well you are performing with the project aspects of the course.

Term / Date(s) Yr. 9 Rotation (approximately 13 lessons)

Unit title	Surface Pattern`
Topic overview	In this unit, students look at the art of surface pattern and its purpose and application to a variety of products. Links to careers are made with students looking at the roles of a 'Surface Pattern Designer' and a 'Textile Designer'. Working like a real-world designer, students will use research to initially produce some rough pencil sketches that are then scanned into the computer so that they can use CAD to help create different types of repeat patterns. Their finished patterns will then be applied (in the form of fashion illustrations) to a fashion collection they have designed so that they can see how their repeat pattern would look on a product.
Key knowledge	<p>Students will:</p> <ul style="list-style-type: none"> • Learn what Surface pattern is and what the purpose of it is. To allow students to make links between the products they buy/use and the person who designs them (more informed users) • Widen their understanding of the different Careers relating to Fashion and Textiles. It is expected that students can make links to the real world and future careers through the content of lessons. • Find out about and explore different types of repeat patterns. This is an introduction to a more formulaic method/process of adding pattern and colour through screen printing and allows students to understand how a seemingly 'never ending' pattern is achieved on fabrics. • Use research to inspire and develop ideas for a 'motif'. To encourage students to work like a real-world designer who would have briefs and themes given to them (designing for others) • Use a variety of communication methods to convey design ideas. This includes, free hand sketching, use of templates, computer aided design and annotation. To be able to choose and apply the most appropriate method or combination of communication methods for the task. • Apply quality control measures to their work. To allow students to produce work that is accurate and of a high quality • Explore a range of surface pattern techniques and processes for the purpose of adding colour and pattern to fabrics. To develop skills in a range of techniques and processes so that students can select and use techniques knowledgeably, confidently and accurately. •
Link to previous knowledge	Students should have some capabilities with regards to the sewing machine. They should be more confident in threading up, diagnosing problems and know how to use it to sew pieces of fabric together to create a 3d product. Students have previously experimented with a range of decoration methods, and during this unit, will have further opportunities to develop these. Most students will have a basic understanding of what a fashion designer does, but maybe less about other roles within the fashion and Textiles sector. Students have limited experience of communicating ideas through a 'design process', so this unit will offer opportunities for them to experiment with a range of techniques used by designers in the 'real world'. Students will continue to use the sewing machine and experiment with some of the different techniques which can be achieved with using it.
Transferrable knowledge (skills)	<ul style="list-style-type: none"> • Understanding that there are many different roles within the world of 'Design' • How to evaluate techniques and processes and be able to compare. • How use workshop tools & equipment safely and accurately.
Key vocabulary (Subject Specific)	<ul style="list-style-type: none"> • Surface Pattern/colour Palette • Motif/Repeat Pattern • Computer Aided Design (CAD) • Quality Control • Applique/Free embroidery •
Key assessments	<ul style="list-style-type: none"> • Assessment Percentage Grade - percentage achieved in a written assessment (this indicates how much is recalled & remembered) • Project Skills Grade - a 'Project Skill Grade' which gives an overview, on average, of how well you are performing with the project aspects of the course.