

## Year 9 Curriculum Map : Textiles

	Autumn	Spring	Summer
<b>Assessment Objectives</b>	<p><b>Art &amp; Design: Textile Design</b>  <b>A01</b> Develop ideas through investigations, demonstrating critical understanding of sources.  <b>A02</b> Refine work by exploring ideas, selecting an experimenting with appropriate media, materials, techniques and processes.  <b>A03</b> Record Ideas Observations and insights relevant to intentions as work progresses.  <b>A04</b> Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> <p><b>Design &amp; Technology</b>  <b>A01 - Core Technical Principles</b> Materials and their working properties  <b>A02 - Specialist Technical Principles</b> Selection of materials or components, specialist techniques and processes, surface treatments and finishes.  <b>A03 – Design &amp; Making Principles</b> investigating the work of others design strategies tools and equipment</p>		
<b>Unit Length</b>	7 lessons	6 lessons	6 lessons
<b>Key Learning Outcomes</b>	<ol style="list-style-type: none"> <li>1. Introduction and <b>baseline assessment</b>.</li> <li>2. Design brief and task analysis. Investigate the project and what is being asked of you.</li> <li>3. Sewing machine introduction/recap. Understanding the different parts of the machine and their functions.</li> <li>4. <b>Sewing Machine driving tests</b>.</li> <li>5. Theme research to create a base for design work. Sewing Machine knowledge audit.</li> <li>6. Template drawing, understanding seam allowance and other key features of a paper template.</li> <li>7. Decorating fabrics using tie-dye. Recap on tie-dye method and safety.</li> </ol>	<ol style="list-style-type: none"> <li>8. “Sandwich” Technique on base of fabric, tacking fabrics into place.</li> <li>9. Initial stages of decoration, using the sewing machine to create machine embroidery. <b>Design idea assessment</b> based on practical work.</li> <li>10. Continue with decorative features.</li> <li>11. Applique logo and/or machine embroidery.</li> <li>12. Continue with decorative features of pencil case making consideration of neatness and accuracy.</li> <li>13. Final stages of decorative features, links to designer/artist to be recognised. <b>Assessment tracking of practical skills</b>.</li> </ol>	<ol style="list-style-type: none"> <li>14. Insert zip, pin, tack and machine into place.</li> <li>15. Continue with production of pencil case, side seams and neatening. <b>Skills audit</b></li> <li>16. Continue with production of pencil case, side seams and neatening.</li> <li>17. Continuation of practical skills</li> <li>18. Continuation of practical skills</li> <li>19. Evaluation of skills learned, <b>final practical assessment</b>.</li> </ol>
<b>Prior knowledge</b>	<p>KS2:</p> <ul style="list-style-type: none"> <li>• use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>• generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul>	<p>KS2</p> <ul style="list-style-type: none"> <li>• select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>• select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> </ul>	<p>KS2</p> <ul style="list-style-type: none"> <li>• select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul>

<b>CEIAG specific careers links</b>	Textiles Designer Freelance designers	Handcraft artist	Designer Product Assembly, Product Design Machinist
<b>RRSA</b>	Article 28: Right to education Article 29: Goals of education	Article 28: Right to education Article 29: Goals of education	Article 28: Right to education Article 29: Goals of education
<b>Cross curricular links</b>	<ul style="list-style-type: none"> <li>• Theme for the project built around the work of another artist or designer (Art) (D&amp;T)</li> <li>• Science/DT links to the properties of fabrics</li> <li>• Geography links to location of natural fibre growth</li> <li>• History links to artist/designer research</li> </ul>	<ul style="list-style-type: none"> <li>• DT links for production skills such as cutting, stiffening, shaping, joining</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy skills through written evaluation, use of sentence structure, key terms and new vocabulary.</li> <li>• DT links to use of equipment and machinery.</li> </ul>
<b>Useful websites/videos</b>	Basic sewing machine introduction <a href="https://www.youtube.com/watch?v=oD_KpZm7OaM">https://www.youtube.com/watch?v=oD_KpZm7OaM</a>	Applique process <a href="https://www.youtube.com/watch?v=6Qt7TnXZod8">https://www.youtube.com/watch?v=6Qt7TnXZod8</a>	Analysing and Evaluating your work (Art) <a href="https://www.bbc.co.uk/bitesize/guides/zymtv9q/revision/1">https://www.bbc.co.uk/bitesize/guides/zymtv9q/revision/1</a>
<b>Wider Reading</b>	<b>A Beginner's Guide to Bag Making: 20 classic styles explained step by step</b> by Estelle Zanatta and Marion Grandamme	<b>The Hand-Stitched Surface: Slow Stitching and Mixed-Media Techniques for Fabric and Paper</b> by <a href="#">Lynn Krawczyk</a>	<b>Martha Stewart's Encyclopedia of Sewing and Fabric Crafts: Basic Techniques Plus 150 Inspired Projects</b> by <a href="#">Martha Stewart</a>
<b>Literacy Programme</b>	<ul style="list-style-type: none"> <li>• Decode it NOW</li> <li>• Guided practice/model answers</li> <li>• Sentence Starters</li> <li>• Writing strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Decode it NOW</li> <li>• Guided practice/model answers</li> <li>• Sentence Starters</li> <li>• Writing strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Decode it NOW</li> <li>• Guided practice/model answers</li> <li>• Sentence Starters</li> <li>• Writing strategies</li> </ul>
<b>Independent Learning Tasks</b>	Mind-map revision homework Retrieval practice homework Knowledge Organiser practice Questions.	Mind-map revision homework Retrieval practice homework Knowledge Organiser practice Questions.	Mind-map revision homework Retrieval practice homework Knowledge Organiser practice Questions.