

Programme of Study **Textiles**

Year	Year 7	Year 8	Year 9	Year 10	Year 11
INTENT	<p>Study begins with an introduction to the concept of health and safety in a workshop. Sewing skills are developed, along with the safe use of a sewing machine. Learners will simply construct a pencil wrap using stitching and sewing machine techniques. Learners will then extract 2d shapes from a given designer (Milton Glaser) to design a pattern repeat which will then be applied to fabric using fabric pens</p>	<p>Pupils begin their journey with a recap to health and safety in the workshop. They then explore the use of smart materials in Textiles. They will develop their understanding of natural and man-made materials. Learners will develop their making and designing skills by creating a bag based on the designer Lulu Guinness using natural and man-made materials and smart materials (Photochromic Vinyl).</p>	<p>The journey will begin with a health and safety recap. They will complete a product analysis and evaluate an existing product. Students will look at anthropometrics to be able to select the correct size information for constructing paper templates for creating component parts. They will then test their design and making skills by manufacturing a bucket hat.</p>	<p>AQA Art and design : Textiles Experiment with paper, fabric folding and creating texture Fabric rendering Designer research Mood boards Experiment in the style of the designer Sample techniques</p>	<p>Component 1 Chosen experiments 3-4 Design ideas 1 & 2 Final Design Component 2 ESA Final Design Make –10-hour Practical exam</p>
Implementation: Knowledge and Concepts	<p>(MADE) Project name - Pencil wrap -Health and safety procedures when using a sewing machine -Level 1 Driving test - Pattern design extract shape and</p>	<p>(MADE) Project name: Carry - Bag -Health and safety sewing recap -Level 2 driving test -Suitability of materials -Manufacturing materials -Ironing materials</p>	<p>(MADE) Project name: Bucket hat -Recap on health and safety of using sewing and link to factory health and safety protocols -Product analysis -Cutting Fabric -Level 3 driving test</p>	<p>Project: Nature Photograph resources Fine line drawings Swiss repeat printed sample Print repeat Development of design</p> <p>Project: Deconstruct Designer research Mood boards Design ideas</p>	<p>Component 1 Chosen experiments 3-4 Design ideas 1 & 2 Final Design Pattern templates Fabric cutting Assembly of product Complete make Project pattern onto product and photograph Component 2 ESA</p>

	<p>arrange repeat style</p> <ul style="list-style-type: none"> -Colour application: Fabric pens -Simple sewing construction: straight line and 90-degree corner - Review the cotton life cycle and the fairtrade industry. 	<ul style="list-style-type: none"> -Smart materials (Photochromic vinyl) -Mid level construction 	<ul style="list-style-type: none"> -Advanced manufacture and construction -Rendering materials 	<p>Deconstruct product</p> <p>Reassemble/manufacture idea</p>	<p>Mind map starting point word</p> <p>Research Designer</p> <p>Mood boards</p> <p>Experiment</p> <p>Design ideas</p> <p>Final Design</p> <p>Make –10 hour Practical exam</p>
Implementation: Content	<p>Students will identify purposeful facts about designer Milton Glaser.</p> <p>They will be able to extract 2D shapes (geometric / organic) to create a pattern repeat.</p>	<p>Design information on the designer Lulu Guinness.</p> <p>Learners will explore smart materials (photochromic) and take an interest in the ways products function.</p>	<p>knowledge of sizing allowing individuality and choice through size selection for a target user</p> <p>Business studies: They will explore different types of manufacture i.e. job, batch, mass</p> <p>They will ensure products are safe to use as required by law.</p>	<p>Component 1</p> <p>Mind map starting point words Manipulate and Distort</p> <p>Designer research</p> <p>Mood boards</p> <p>Extract SCLPT from mood boards (line drawings)</p> <p>Monochrome experiments (SCLPT) observations</p> <p>Chosen experiments 1-2</p> <p>Learners will manufacture more complex products building on skills developed in KS3</p>	<p>Chosen experiments 3-4</p> <p>Design ideas 1 & 2</p> <p>Final Design</p> <p>Pattern templates</p> <p>Fabric cutting</p> <p>Assembly of product</p> <p>Complete make</p> <p>Project pattern onto product and photograph</p> <p>Component 2 ESA</p> <p>Mind map starting point word</p> <p>Research Designer</p> <p>Mood boards</p> <p>Experiment</p> <p>Design ideas</p> <p>Final Design</p>
Implementation: Key skills	Make, Analyse, Design, evaluate	Make, Analyse, Design, evaluate	Make, Analyse, Design, evaluate	Make, Analyse, Design, evaluate	Make, Analyse, Design, evaluate
Implementation: Key terms	Milton Glaser Colour application Construction cotton life cycle and the fairtrade industry.	Lulu Guinness Photochromic Construction	Rendering Protocols Product analysis	SCLPT Monochrome Manipulate Distort	SCLPT Monochrome Manipulate Distor

<p>Implementation: Cross curricular links and CEIAG</p>	<p>PD: They will understand the rules associated with workshop safety. They will be given the opportunity to gain confidence with skills such as machine and hand sewing. Students will identify purposeful facts about designer Milton Glaser. They will be able to extract 2D shapes (geometric / organic) to create a pattern repeat. Geography: They will understand where Cotton fibers come from, and the key feature of fair trade Science: They will understand how Cotton fibers grow, and how they are processed</p>	<p>PD: Learners will be able to express their individuality and creativity by extracting key facts and design information on the designer Lulu Guinness. Science: Learners will explore smart materials (photochromic) and take an interest in the ways products function. Geography: Learners will learn about the origin of natural fibers. They will explore the duty designers have to protect the planet and use materials that are kind to the environment (organic vs chemically treated).</p>	<p>PD: Learners will be able to apply knowledge of sizing allowing individuality and choice through size selection for a target user Business studies: They will explore different types of manufacture i.e. job, batch, mass They will ensure products are safe to use as required by law. PSHE: Learners will understand the types and use of headwear in different cultures and religions. Science: Learners will be able to identify the benefits of blended fibers for specific purposes. Math's: Learners will be able to measure specific dimensions to then make sizing selections.</p>	<p>PD: Learners will develop their creativity by responding to a brief. Learners will manufacture more complex products building on skills developed in KS3 Geography: They will understand why and how they need to protect the world, how fashion can be sustainable Art: They will develop their fashionable illustration drawing skills. Math's: Learners will use their own measurements to create their own component templates.</p>	<p>PD: Learners will develop their creativity by responding to a brief. Learners will manufacture more complex products building on skills developed in KS3 Geography: They will understand why and how they need to protect the world, how fashion can be sustainable Art: They will develop their fashionable illustration drawing skills. Math's: Learners will use their own measurements to create their own component templates.</p>
<p>Impact: Assessments</p>	<p>All project work is marked holistically, and</p>	<p>All project work is marked holistically, and students are</p>	<p>All project work is marked holistically, and students are</p>	<p>Pages 30,31,32,33 and 34</p>	<p>https://filestore.aqa.org.uk/resources/art-and-design/specifications/AQA-ART-GCSE-SP-2016.PDF</p>

<p>(Summative and formative)</p>	<p>students are given feedback through whole class sheets as a mid-project and end of project. Office forms will be used to monitor learners' understanding of the theoretical aspects of the course. This will be set as a home learning activity. A summative mark is also given against specific assessment criteria. Lesson by lesson, students are given verbal feedback on progress.</p>	<p>given feedback through whole class sheets as a mid-project and end of project. Office forms will be used to monitor learners' understanding of the theoretical aspects of the course. This will be set as a home learning activity. A summative mark is also given against specific assessment criteria. Lesson by lesson, students are given verbal feedback on progress.</p>	<p>given feedback through whole class sheets as a mid-project and end of project. Office forms will be used to monitor learners' understanding of the theoretical aspects of the course. This will be set as a home learning activity. A summative mark is also given against specific assessment criteria. Lesson by lesson, students are given verbal feedback on progress.</p>	<p>https://filestore.aqa.org.uk/resources/art-and-design/specifications/AQA-ART-GCSE-SP-2016.PDF</p>	
<p>Links and support at home</p>	<p>Use of student resources located within WHS SharePoint for students Building upon interests which form throughout the topics studied by practicing at home Gallery visits/attend artists workshops Cooking and baking at home, especially practicing the skills developed in school Practicing the skills developed in 2D and 3D design Use of YouTube tutorials for further practice on the skills covered Participation within national competitions promoted by the Technology Department alongside school-based competitions via social media/posters Participating in enrichment opportunities and clubs (both in and out of school)</p>				