

## Subject: Textiles

<b>Why Then? Why Now?</b>	
<i>Aim: Through- out the three years they will build on their knowledge from KS2 and develop a clear understanding of the wider use of textiles and the many career paths it offers. Pupils will follow the national curriculum of design, make, evaluate and technical knowledge by responding to a design brief, creating a product, reflecting on their progress, and developing a wealth of technical skills along the way.</i>	
<b>Objectives:</b> <i>To foster a love of creativity by introducing pupils to a wide range of processes, artists and techniques that will be built on each year as they move through school.</i>	
<b>Year 7 Overview</b> 'An Introduction': Pupils develop their knowledge by designing and making a hand puppet. During this time pupils will develop and understanding of how to analyse an artist's work, respond to a design brief, learn basic stitches, applique, and embellishment, and reflect on their work by highlighting strengths and weaknesses.	
<b>18 lessons on rotation</b>	<b>Jon Burgerman Hand Puppets</b>
<b>Learning Question</b>	'You have been asked to design and make a hand puppet this year, what steps do you need to follow to transform your designs from paper to fabric?'
<b>Overview of Key knowledge</b>	<ul style="list-style-type: none"> <li>• Develop an understanding of what textiles are and where they come from</li> <li>• Discuss the broader use of textiles and develop an understanding of careers within the industry.</li> <li>• Artist research: Analyse the work of Jon Burgerman, identifying key features such as colour, shape and pattern.</li> <li>• Respond to a design brief through 2 initial design ideas.</li> <li>• Refine work by developing a final design.</li> <li>• Discuss health and safety in the textile's classroom.</li> <li>• Practice threading a needle and tying a knot, a running stitch and a back stitch.</li> <li>• Practice sewing on components.</li> <li>• Practice applique</li> <li>• Make a paper mock and use this as a stencil to cut the front and back of the hand puppets.</li> <li>• Embroidery each side of the hand puppet</li> <li>• Construct the hand puppet by sewing the front and back together.</li> </ul> <p>Key words: Embroidery, embellishment, applique, refinement, design brief, woven, knitted, felted, textiles, animal source, plant source, man-made source.</p> <p>Skills: Five key skills – design skills, analytical skills, practical skills, technical skills, reflective skills</p>



Curriculum Overview 2023-24  
 Knowledge Rich Curriculum

<b>Why</b>	Pupils begin year 7 with varying degrees of Textiles education. This project is designed to enable pupils to develop a confidence within textiles through securing a key understanding of what textiles are and where they come from and develop key skills which can be built on further each year.
<b>Building and revisiting from KS2</b>	<p>What are textiles and where do they come from?</p> <p>What are some examples of ways in which we use textiles?</p> <p>Why do we do multiple designs?</p> <p>What are some examples of potential hazards in a textiles classroom and how can they be mitigated?</p> <p>How do you thread a needle and tie a knot?</p> <p>How do you complete a running stitch and a back stitch to a high standard?</p> <p>What is applique?</p>
<b>Assessment</b>	<p>Recall of key words to retain key knowledge. – Recall 5.</p> <p>RAP to access knowledge of practical skills.</p> <p>Students will design and create a hand puppet.</p> <p>What Worked Well, Even Better If to identify strengths and weaknesses?</p> <p>KAST test at the end of the rotation.</p> <p>Circulating and monitoring of groups.</p> <p>Real time feedback.</p>
<p><b>Year 8 Overview</b></p> <ul style="list-style-type: none"> <li>Building on knowledge from year 7 and extending knowledge by introducing new techniques and processes.</li> </ul>	
<b>18 lessons on rotation</b>	<b>Freida Kahlo Cushion</b>

Curriculum Overview 2023-24  
 Knowledge Rich Curriculum

<p><b>Learning Question</b></p> <p><b>Overview of Key knowledge</b></p>	<p>‘What processes and techniques can be used to transform fabric? ‘</p> <ul style="list-style-type: none"> <li>• Artist research: Analyse and understand the style and work of Freida Kahlo</li> <li>• Respond to a design brief through developing a range of embroidery and applique designs.</li> <li>• Practice a range of decorative stitches such as a laced running stitch and a satin stitch.</li> <li>• Complete a tie dye to act as a colourful base for screen printing.</li> <li>• Complete a screen print of Frida Kahlo</li> <li>• Embroider and embellish the cushion with a range of decorative stitches and applique.</li> <li>• Discuss health and safety in the textile’s classroom.</li> <li>• Discuss sewing machine health and safety.</li> <li>• Sewing machine inductions</li> <li>• Understanding of how to pin and tack.</li> <li>• Construct cushion using the sewing machine.</li> </ul> <p>Key words: Embroidery, embellishment, applique, refinement, design brief, woven, knitted, felted, textiles, animal source, plant source, man-made source.</p> <p>Skills: Five key skills – design skills, analytical skills, practical skills, technical skills, reflective skills</p>
<p><b>Why</b></p>	<p>After developing a secure knowledge of textiles in year 7, the second project allows pupils to develop these skills further through practicing and developing skills in embroidery, embellishment, and surface print.</p>
<p><b>Building and revisiting from year 7</b></p>	<p>What are textiles and where do they come from?          What is a design brief?          What is embroidery and embellishment?          What is applique and why do we use it?          How can stitches be finished to a high standard?          What are hazards and how can they be mitigated?</p>
<p><b>Assessment</b></p>	<p>Recall of key words to retain key knowledge. – Recall 5.          RAP to access knowledge of practical skills.          Students will design and create a Frida Kahlo inspired cushion.          What Worked Well, Even Better If to identify strengths and weaknesses.          KAST test at the end of the rotation.          Circulating and monitoring of groups.          Real time feedback.</p>

<b>Year 9 Overview</b> Developing confidence with the sewing machines by using them for decoration as well as construction, continuing to foster a love of textiles by building on skills and introducing more techniques and processes.	
<b>18 lessons on rotation</b>	<b>Cas Holmes and Ulla Stina Wikander Wall Hanging</b>
<b>Learning Question</b>  <b>Overview of Key knowledge</b>	<p>'Cas Holmes and Ulla Stina Wikander's work is focused around transforming everyday objects, what processes can you use to transform everyday objects pertinent to you?'</p> <ul style="list-style-type: none"> <li>• Develop a deeper understanding of careers within Textiles, different areas of the industry and transferrable skills within Textiles.</li> <li>• Artist research: Analyse and understand the work of Cas Holmes and Ulla Stina Wikander.</li> <li>• Respond to the design brief through designing a wall hanging following the theme of everyday objects.</li> <li>• Craft knife health and safety.</li> <li>• Design and create a stencil for screen printing.</li> <li>• Embroider and embellish the fabric for the wall hanging using a range of decorative stitches.</li> <li>• Use the sewing machine to secure applique patches and add decorative lines.</li> <li>• Pin and tack the wall hanging.</li> <li>• Assemble the wall hanging using the sewing machine.</li> </ul> <p>Key words: Embroidery, embellishment, applique, refinement, design brief, woven, knitted, felted, textiles, animal source, plant source, man-made source.</p> <p>Skills: Five key skills – design skills, analytical skills, practical skills, technical skills, reflective skills</p>
<b>Why</b>	For the final project of KS3 pupils develop confidence on the sewing machine by using it for decoration as well as construction. Pupils develop and refine skills learnt in previous years by being introduced to a wider range of processes and techniques.
<b>Building and revisiting from year 8</b>	<p>Give an example of the wider use of textiles?          What is applique?          What is embroidery?          What are hazards and how can these be mitigated?          What is a screen print?          What does it mean to pin and tack?          What is a seam allowance?          What are the sewing machine rules?</p>

Curriculum Overview 2023-24  
Knowledge Rich Curriculum

<b>Assessment</b>	Recall of key words to retain key knowledge. – Recall 5. RAP to access knowledge of practical skills. Students will design and create a wall hanging based on the theme of everyday objects. What Worked Well, Even Better If to identify strengths and weaknesses. KAST test at the end of the rotation. Circulating and monitoring of groups. Real time feedback.
-------------------	---