

KS3 Textiles Curriculum Overview

Intent	Statement of Intent	Students develop the skills required to successfully undertake the Art based Textile GCSE at KS4 whilst still covering the curriculum for DT Textiles at KS3 . The aim is for students to learn the necessary textile skills required for further study at KS4 and KS5. Some skills learnt will also benefit other areas of the curriculum. Through a series of practical lessons students will learn key textile skills, building on those skills throughout KS3. They will explore the subjects through engaging in a graphic design project in year 7 & 9 and a photography project in year 8 as part of the design subject rotations. Students will gain critical analysing skills while exploring a variety of contemporary Graphic Designers and Photographers. Students will develop ideas by designing and creating a final outcome to fit the project's brief.					
	Timeline	Term 1 - 7 Weeks	Term 2 - 7 Weeks	Term 3 - 7 Weeks	Term 4 - 6 Weeks	Term 5 - 5 Weeks	Term 6 - 6 Weeks
Implementation (Year 7)	Year Overview	The project is one rotation within the design and technology curriculum. The aim is to introduce pupils to textiles; Hand stitches, safe use of the sewing machine, applique, research of an artist and designing and making.					
	SOW	Monster Themed Wall Hanging					
	Assessment Type & Unit Focus	Content: Investigating fabrics and where they come from. Hand and Machine stitch Safe use of the sewing machine Applique Research and Development of an Idea Develop design ideas and annotation skills Making and Applying skills Skills: Knowledge of materials and processes Construct hand stitches and use the sewing machine safely Develop spatial awareness and visualisation skills. Hand eye co-ordination. Through threading a needle to design work. Develop research and presentation skills Develop students' confidence to design, make, modify and improve outcomes Making skills			Assesment points: - Hand embroidery techniques - Artist Research - Design Ideas - Final Design Idea fully labelled with subject specific vocabulary - Overall construction Types of assesment: Teacher Pupil Peer Verbal Feedback		
	Year Overview	The project is one rotation within the design and technology curriculum. The aim is to further develop pupils knowledg and understanding of textiles building on previous skills learnt in Year 7; Hand stitches, safe use of the sewing machine, applique, research of an artist and designing and making. Selection of fabrics and colours to communicate a theme.					
Implementation (Year 8)	SOW	Food Themed Draw String Bags					
	Assessment Type & Unit Focus	Content: Recording ideas through drawing Researching other artists Applique techniques Hand and Machine embroidery techniques Tie Dying Bag construction Skills: Design/Creative thinking Research and developing Ideas Aesthetics – designing and making a bag that is visually appealing; demonstrated through colour combinations. Communicatiing a theme. Hand and Machine Embroidery skills (embroidery, applique, embellishments and Knowledge of the sewing machine) Tie Dying Fabric pattern cutting and construction techniques Problem Solving – MAC			Assesment points: - Hand embroidery techniques - Artist Research - Design Ideas - Final Design Idea fully labelled with subject specific vocabulary - Sewing machine skills - Overall construction Types of assesment: Teacher Pupil Peer Verbal Feedback		
	Year Overview	The project is one rotation within the design and technology curriculum. The aim is to further develop pupils knowledg and understanding of textiles building on previous skills learnt in Year 7; Hand stitches, safe use of the sewing machine, applique, research of an artist and designing and making. Selection of fabrics and colours to communicate a theme.					

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Implementation (Year 9)	Year Overview	Culture Inspired Stencil Cushions. The project builds on skills learnt in Year 7 and 8. Emphasis on developing research, presentation and design skills required for GCSE Art Textiles. Students are encouraged to work more independently and select their own resources to develop ideas from.					
	SOW	Culture Inspired Stencil Cushions.					
	Assessment Type & Unit Focus	Content: Exploring ideas, using visual sources to develop individual, original designs Recording ideas through drawing from cultural images Developing individual design ideas for print Stencil printing Applique Construction of cushion Skills: Observational drawing skills Research and presentation skills Communication skills – visual and written form Cutting skills Hand and machine stitch skills Fabric construction and measuring skills Problem solving			Assesment points: - Mind Map Research - Mood Board - Design Ideas for stencils - Applique design and make - Final Design Idea fully labelled with subject specific vocabulary - Overall construction Types of assesment: Teacher Pupil Peer Verbal Feedback		
	Topic Textes	Magazine articles Textile Publications Artist and designer research					
Impact	Year Tracking	Year 7	RP1 - Nov RP2 - Feb RP3 - Jun	Year 8	RP1 - Nov RP2 - Feb RP3 - Jun	Year 9	RP1 - Nov RP2 - Jan RP3 - Jun
	literacy and Numeracy links	Literacy; Students research artists, designers and techniques. They annotate their work and analyse and evaluate their own work and the work of others. They peer assess student work. They discuss their own work. Maths is supported through accurate measuring, scaling, ratios and creating templates at KS3 leading to complex mathematical pattern drafting for garments and wall art at KS4 and KS5.					
	How It Is Used / Skills Set Developed / Outcomes	There are four main areas; reseach, design, make and evaluate Research skills - understanding how textiles in the wider world. Looking at the work of other textile artists Creativity - creating own design ideas. Allowing students to use a wide range of materials. Independent skills - Provides opportunities for independent learning and development of own ideas. Sewing machine skills - To be able to use the sewing machine safely. Develop a final outcome - Provides students with the opportunity to thrive and produce a finished outcome that they can hopefully be proud of.					
	Links to Higher Education	Hand sewing and creative design skills will be developed each year beginning with more structured projects in KS3 for Year 7 in order for students to become equipped with the required textiles skills and knowledge which culminates in a more independent project in Year 8 and 9 where students explore with a much wider range of materials and techniques. This exploratory approach then results in equipping students more readily for the demands of the KS4 Textile assessment objectives.					
	Careers in the Curriculum	Studying a Textile/fashion related degree at university will enable career opportunities including: textile design, fashion design, textile production, fashion/textile buying, fashion and textile marketing, textile technology, costume design, visual merchandising, lecturer or teacher.					