

Curriculum overview: Textiles

Key Stage 2

- Demonstrate correct use of basic equipment
- Demonstrate working in a safe manner
- Follow a basic production plan
- Demonstrate basic hand sewing skills
- Conduct simple research
- Develop a range of simple design ideas

Key skills/content requirements at GCSE

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| <ul style="list-style-type: none"> ▪ Colouring fabrics ▪ Construction and joining techniques ▪ Team working/ communication ▪ Surface embellishment ▪ Use of basic and technical equipment | <ul style="list-style-type: none"> ▪ Fabric construction ▪ Fabric finishes/ properties/ characteristics ▪ Smart fabrics/ wearable technology ▪ Paper patterns | <ul style="list-style-type: none"> ▪ Commercial practise ▪ Industrial processes ▪ Health and safety ▪ Environmental and ethical issues |
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Year 7	Year 8	Year 9	Year 10	Year 11
<ul style="list-style-type: none"> ▪ Colouring fabrics using basic block printing methods and use of basic surface embellishments. ▪ Demonstrate basic joining and finishing methods. ▪ Produce a basic paper pattern/ template. ▪ Working knowledge of fibres, yarns and fabric construction. ▪ Correct use of Basic equipment ▪ Evaluate outcomes against success criteria. ▪ Recognise the 4R,s 	<ul style="list-style-type: none"> ▪ Colouring fabric and applying surface embellishment. ▪ Demonstrate joining, finishing and construction methods. ▪ Produce a paper pattern/ template. ▪ Working knowledge of modern, smart and technical fabrics. ▪ Correct choice of Basic equipment ▪ Use of evaluation to make judgements and suggest improvements during making activities. ▪ Demonstrate and apply the 4R's when designing and making. 	<ul style="list-style-type: none"> ▪ Colouring fabric by using dyeing and printing techniques. ▪ Demonstrate a range of surface embellishment. ▪ Selecting correct joining, finishing and construction methods. ▪ Use a basic block pattern for clothing. ▪ Working knowledge of applying finishes improving performance. ▪ Correct use of specialised textiles equipment ▪ Use of ongoing evaluation to make judgements and suggest improvements during making activities. ▪ Recognise moral, social and cultural issues relating to the textiles industry. 	<ul style="list-style-type: none"> ▪ Select and use colouring fabric techniques appropriately. ▪ Demonstrate and select appropriate surface embellishment techniques to meet a design a brief. ▪ Using and selecting specialised tools and equipment to join, finish and construct. ▪ Use and adapt a block pattern or commercial paper pattern for clothing. ▪ Use knowledge of fabric properties and characteristics when selecting fabrics against set criteria. ▪ Correct use of specialised textiles equipment including CAD/CAM ▪ Consider other people's views when selecting and refining outcomes. ▪ Explain the impact of textiles production on the environment. 	<ul style="list-style-type: none"> ▪ Select and use colouring fabric techniques appropriately. ▪ Demonstrate and select appropriate surface embellishment techniques to meet a design a brief. ▪ Using and selecting specialised tools and equipment to join, finish and construct. ▪ Use and adapt a block pattern or commercial paper pattern for clothing. ▪ Use knowledge of fabric properties and characteristics when selecting fabrics against set criteria. ▪ Correct use of specialised textiles equipment including CAD/CAM ▪ Consider other people's views when selecting and refining outcomes, including testing outcomes. ▪ Explain the impact of textiles production on the environment and apply to own practical outcomes.

GCSE External assessment:

The course will be assessed in 3 sections:

- a portfolio of bite sized project which demonstrate a range of different practical skills (30% of the qualification)
- an extended project which show cases students skills (30% of the qualification)
- a final written examination (40% of the qualification).

SMSC in Textiles

In design technology social, moral, spiritual and cultural is developed in a number of ways. We teach our students to think about the impact of their designing and making on the environment, people and the wider world. We teach our students about the importance of the 3 R's and sustainability to encourage them to think about their responsibility as part of the future generation. Students are expected to demonstrate high standards of behaviour and encourage their peers to do the same to develop a sense of social responsibility and respect. Respect and positivity is encouraged through the process of peer evaluation of each other's work. Within lessons we encourage students to take and give criticism positively and to verbally explain their thoughts in a respectful and positive way. We encourage students to take chances within their work taking inspiration from the wider world and enjoying the process of developing and manufacturing functioning products which reflect the personality and style of each individual student.

Spiritual development in textiles

Spiritual development and self-belief is of high importance in design and technology. The creative designing and making process inspires students to bring out their hidden talents, which helps all students with self-confidence and belief in their own abilities. Our students are taught how to investigate products, aesthetic and functional, past and present and examine how they affect the quality of our daily lives. They are encouraged to develop their thinking skills and explore the wider world and use this inspiration when developing their own design ideas

Moral development in textiles

In design and technology we try to develop a sense of 'moral conscience in our students. We teach students to consider the wider impacts on the environment when designing and making new products, and encourage them to think about their chosen materials and components and whether they are taking into account sustainability and the environmental impact of their design choices. The 3 R's are frequently discussed throughout the designing and making process. Within the lessons pupils are expected to show respect to others and take responsibility for their own actions and encourage others to do the same.

Social development in textiles

As part of the student's social development within design technology we encourage students to accept responsibility for their behaviour and the safety of others by enforcing clear expectations which in turn provides our students with a safe, secure and structured learning environment. We encourage team and pair work to help build mutual respect and to be accepting of each other's strengths and weaknesses. We encourage our students to take part in self and peer evaluation, which allows students to give their opinions and to give and accept constructive criticism as a way to improve their outcomes.

Cultural development in textiles

Within design technology students are taught to consider that all their design work should be sensitive to needs and beliefs of different cultural backgrounds or groups of people, ensuring all imagery, text and products produced will not be deemed as being offensive. Students are given opportunities to use the work of artists, designers and inspiration from the wider world and from a wide range of cultures and historical contexts to influence and help develop their own work.