

NHSG Key Stage 3 Unit Overview for Y7 Textiles Cushion project



Scheme of Learning	Y7 Practical textiles SOL
<p>Learning outcome.</p>	<p><u>End product;</u> Tie dyed cultural celebration inspired cushion with applique and couching embellishment. The aim of our Y7 textile practical curriculum is for students to develop their fine motor skills and expand their confidence in controlling the sewing machine. Pupils experiment with dip dye, repeat and stencil printing to create a bag.</p> <p><u>Subject content;</u> Knowledge and understanding of researching a cultural celebration imagery and textile techniques to inform a design project. Students creation of a textile art piece (a cushion) from a blank canvas fabric. Surface pattern and decoration is produced via tie dye (Resist) and machine embellishments. Students begin to learn structure and construction to make a 3D product including french seams.</p> <p><u>Skill set;</u></p> <ul style="list-style-type: none"> • Ability to safely use the sewing machine and iron. • Developing a concept to create textiles from a plain blank canvas. • Use the tie dying technique to dye fabric. • Use wool to create a couching embellishment on their cushion. • Use fabric to create an applique embellishment. • Create a paper model to be able to work out proportions and sizes of their embellishment. • Create a French seam to achieve a high-quality finish. • Working independently.
<p>Key Questions</p>	<p><u>Key question;</u></p> <ul style="list-style-type: none"> • How do I thread a sewing machine? • How do I applique? • How do I couch? • How do I create tie dye patterns? • How do you programme different stitch settings on the sewing machine?
<p>Knowledge What key concepts are covered? What key skills are developed?</p>	<p><u>Knowledge;</u> <u>Key concepts;</u> Using a sewing machine and iron. Basic tie dye technique. <u>Key skills</u></p>

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What key terminology is learned (i.e. glossary)?	<ul style="list-style-type: none"> • Basic tie dye • Straight and zig zag stitch • Couching yarn • Seam construction to create a 3D outcome. <p>Terminology</p> <ul style="list-style-type: none"> • Glossary, word search, tools test and bingo all present in booklets. • Resist dyeing, Bobbin, Needle, Presser foot, appliqué, couching, paper model, hand embroidery, hem, Seam. • Students expected to and encouraged to use the correct terminology verbally and in written work.
Ongoing Assessment	<p>Formative Assessment: Peer assessment of mood-boards. Self-assessment of cushion.</p> <p>Misconceptions in practical lessons:</p> <ul style="list-style-type: none"> • What way do pins get inserted into fabric. • Putting the bobbin in the wrong direction (anti clockwise). • Checking stitch settings are correct and testing on scrap cloth to avoid jamming the machine. • Not realising the seam allowance 15mm line is marked on the sewing machines. • Not realising that the needle should stay in the fabric when turning a corner and should be left on the outer edge.
Key Assessment	<p>Summative Assessment: Key Question. This is a practical subject the summative assessment is an end product, a cushion. Students use the marking criteria to award themselves a colour for different elements of the cushion e.g tie dyeing, embellishments, working independently etc.</p>
Clear sequencing of content	<p>Rationale Once students have learnt about the health and safety expectations they are shown demonstrations of how to use each machine or technique. They can then practise these techniques before designing the cushion. We assume that most students do not have prior practical skills of textiles in KS2. SOL provides future learning in creating a complete textile from a plain piece of cloth, via dye and embellishment. Vocabulary is developed via introduction to machinery and techniques.</p>
Links to Careers	<p>Careers</p> <ul style="list-style-type: none"> • Design; Fashion, textile, costume. • Technologists; fibre, developer, researcher, fabric, garment. • Buying; fashion • Media; Fashion and textiles journalism/ PR/marketing

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	<ul style="list-style-type: none">• Historian; fashion/textiles <p>Skills Practiced in textiles – fine motor development vital for many careers e.g. medicine</p>
Diversity and Inclusion	<p>Culture based project where students choose a cultural celebration e.g. Diwali, Lunar new year and research through mood boards the imagery, shapes, colours and themes involved in the celebration. Students feedback to class what they have researched so students have an overview of the events that are celebrated in different cultures.</p> <p>Cushion is non-gender specific artefact.</p>
Additional support	<ul style="list-style-type: none">• Examples of practical products• Method sheets on how to construct cushion• Small group demonstrations for skills• The booklet and PowerPoint are available on SharePoint .• Posters and guides are displayed in T2 on the walls.
Challenge	<p>Practical challenge arises in the complexity of the students design and the skill required to deliver a high-quality product that matches their initial design ideas. For example, a complex cushion design would show increased depth of detail on the cushion, a zig zag machine stitch and/or adding hand embroidery details.</p>