

# NHSG Key Stage 3 Unit Overview for Y7 Textiles Cushion project



Scheme of Learning	Year 7 Textiles Theory SOL
Learning outcome.	<p><b><u>End product;</u></b> The aim of our Y7 textile theory curriculum is for students develop their research skills ensuring designs are informed via observation of cultural celebrations rather than rely on pure imagination. Students also utilise knowledge learnt about fabric construction and apply this when making the Tie-dyed cultural celebration inspired cushion with applique and couching embellishment.</p> <p><b><u>Subject content;</u></b> Knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• Health and safety in the practical textiles room</li> <li>• How to create a Mood-board.</li> <li>• Fibre classification.</li> <li>• The fibre properties of cotton/linen/wool/nylon.</li> <li>• The identification of basic fabric construction.</li> <li>• The use of organic crops within textiles.</li> </ul> <p><b><u>Skill set;</u></b></p> <ul style="list-style-type: none"> <li>• Ability to work safely in the practical room, development of practical skills.</li> <li>• Ability to research and create valuable resource mood-boards boards to inform design work.</li> <li>• Ability to recognise fabric structures and begin to understand fabric properties e.g. cotton and the ability to readily absorb dye.</li> </ul>
Key Questions	<p><b><u>Key question;</u></b></p> <ul style="list-style-type: none"> <li>• Why is it important to research before the design process?</li> <li>• Why are properties different or similar in a range of fibres (polyester/wool / silk)?</li> <li>• How are basic fabric structures formed and constructed?</li> <li>• What information can care labels provide consumers?</li> </ul>
<p>Knowledge</p> <p>What key concepts are covered?</p> <p>What key skills are developed?</p>	<p><b><u>Knowledge</u></b></p> <p><b><u>Key concepts;</u></b></p> <ul style="list-style-type: none"> <li>• How research informs creativity.</li> <li>• The importance of correct fabric selection, here fibre absorption in relation to dye.</li> </ul> <p><b><u>Key skills</u></b></p>

# NHSG Key Stage 3 Unit Overview for Y7 Textiles Cushion project



What key terminology is learned (i.e. glossary)?	<ul style="list-style-type: none"> <li>Analysis, Comparison of fabrics/fibres, Planning</li> </ul> <p><b>Terminology</b> Glossary, word search, tools test and bingo all present in booklets: Mood-board, resist dyeing (Tie dye), Embroidery, natural or synthetic fibres, yarns, fabrics, flax, viscose, woven/ non-woven, bonded or knitted fabric construction, warp, weft, Selvidge, care labels.</p> <p>Students expected to and encouraged to use the correct terminology verbally and in written work.</p>
Ongoing Assessment	<p><b>Formative Assessment;</b> Peer assessment of mood boards. Self-assessment work sheets; Threading the sewing machine, Resist Dyeing, Fibres, Yarns and Fabrics; Care labels.</p>
End Product Assessment	<p><b>Summative Assessment;</b> <b>Key Question.</b> <b>End of term theory test</b> End of term test – in class assessment without using notes (20 minutes) which assesses the student knowledge of resist dyeing, fabric constructions and Care label, Use of sewing machine. Teachers then mark this against the mark scheme.</p>
Clear sequencing of content	<p><b>Rationale</b> This SOL introduces students to textiles knowledge and it is assumed that they hold very little knowledge from KS2.</p> <ul style="list-style-type: none"> <li>The SOL begins with an introduction to H&amp;S to inform students of expectations and rules when using equipment in the textiles room.</li> <li>Throughout the textile SOL, Students are introduced to different source starting points of design inspiration, here the celebrations of cultures around the world.</li> <li>The SOL concludes with the learning and discussions around the construction of fabrics from fibres and yarns.</li> <li></li> </ul> <p>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><b>Careers</b></p> <ul style="list-style-type: none"> <li>Design; Fashion, textile, costume.</li> <li>Technologists; fibre, developer, researcher, fabric, garment.</li> <li>Buying; fashion</li> <li>Media; Fashion and textiles journalism/ PR/marketing</li> <li>Historian; curator fashion/textiles</li> </ul>

## NHSG Key Stage 3 Unit Overview for Y7 Textiles Cushion project



	<ul style="list-style-type: none"> <li>Skills Practiced in textiles – fine motor development vital for many careers, including medics.</li> </ul>
<b>Diversity and Inclusion</b>	<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>
<b>Additional support</b>	<ul style="list-style-type: none"> <li>Powerpoints available on subject sharepoint.</li> <li>Structured booklet pages to complete each theory lesson.</li> <li>Revision list and tips provided for end of term test.</li> </ul>
<b>Challenge</b>	<p>Challenge arises when students apply the theory covered in lessons to their cushion cover design. It is a challenge for students to ensure that their design is ambitious BUT achievable so that it can be turned into a high-quality final piece.</p> <p>Resources to support students in meeting this challenge include:</p> <ul style="list-style-type: none"> <li>Technology student <a href="https://www.technologystudent.com/">https://www.technologystudent.com/</a></li> <li><a href="https://www.thesewingdirectory.co.uk/techniques/">https://www.thesewingdirectory.co.uk/techniques/</a></li> <li><a href="https://www.thesewingdirectory.co.uk/free-projects/">https://www.thesewingdirectory.co.uk/free-projects/</a></li> </ul>