



Scheme of Learning Title (including KS3 Year Group)	
<p>Learning outcome.</p>	<p><u>End product/ The outcome</u></p> <p>The aim of our Y8 textile theory curriculum is for students to increase research skills, ensuring designs are informed via observation of existing diverse textile designers work and the world around them (The realisation to not rely on pure imagination, but inspiration). Sustainability is addressed in upcycling and discussion of organic produce.</p> <p><u>Subject content:</u></p> <p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> • Health and safety in the practical textiles room • How to create a Moodboard. • How to create an Artist analysis. • Fibre classification. • The fibre properties of cotton/linen/wool/nylon. • The identification of basic fabric construction. • The use of organic crops within textiles. • Upcycling and recycling within the textile industry. <p><u>Skill Set.</u></p> <ul style="list-style-type: none"> • Ability to work safely in the practical room, development of practical skills. • Ability to research and create valuable resource boards to inform design work. • Ability to recognise fabric structures and begin to understand fabric properties e.g. cotton and the ability to readily absorb dye. • Ability to make informed choices to use sustainable resources, organic and renewable fibre sources. • Ability to review waste landfill, considering upcycling / recycling choice.
<p>Key Questions</p>	<p><u>Key question:</u></p> <ul style="list-style-type: none"> • Why is it important to research before the design process? • Why are properties different or similar in a range of fibres (polyester/wool / silk)? • How are basic fabric structures formed? • Why use organic cotton? • What is upcycling? • What is recycling? • How do textiles impact on the carbon footprint?

NHSG Key Stage 3 Unit Overview for Y8 Bag project



<p>Knowledge What key concepts are covered? What key skills are developed? What key terminology is learned (i.e. glossary)?</p>	<p><u>Knowledge</u> <u>Key concepts:</u></p> <ul style="list-style-type: none"> • How research informs creativity. • The importance of correct fabric selection, here fibre absorption in relation to dye. • The need for Sustainability in the textile industry. <p><u>Key skills</u></p> <ul style="list-style-type: none"> • Analysis, Comparative, Decision making <p><u>Terminology</u></p> <ul style="list-style-type: none"> • Moodboard, artist analysis, natural or synthetic fibres, flax, viscose, pesticides, woven/ non-woven, bonded or knitted fabric construction, warp, weft, flax, recycling, upcycling.
<p>Ongoing Assessment</p>	<p><u>Formative Assessment:</u> <u>Peer and self-marking using mark schemes:</u></p> <ul style="list-style-type: none"> • Endangered animal moodboard- peer • Artist research- peer • Bag designs – reviewed by pupil against mark scheme • Final design- reviewed by pupil against mark scheme
<p>End Product Assessment</p>	<p><u>Summative Assessment:</u> <u>Key Question.</u> <u>Teacher marked assessments, students have printed mark schemes in their booklet:</u></p> <ul style="list-style-type: none"> • Checked moodboard/ artist analysis grades • Bag designs • Final design • Final Bag <p><u>End of term test theory test</u></p> <ul style="list-style-type: none"> • In class assessment without using notes, 20 minutes. • Total marks equate to colours.
<p>Clear sequencing of content</p>	<p><u>Rationale</u></p> <ul style="list-style-type: none"> • This SOL builds on the basic knowledge of creating a textile learnt in Y7. • H&S recap of Y7 to remind the students of expectations and rules when using equipment in the textiles room. Expanded with safe use of craft knife and printing equipment.



	<ul style="list-style-type: none"> Throughout the textile SOL, Students are introduced to different source starting points of design inspiration, here the natural world- animals and specified textile artist techniques to expand their knowledge. The SOL concludes with the learning and discussions around upcycling/ recycling and organic textiles to reflect global environmental issues.
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 Historian; curator fashion/textiles Skills Practiced in textiles – fine motor development vital for many careers, including medics.
Diversity and Inclusion	<p>Diversity and Inclusion</p> <ul style="list-style-type: none"> Selection of a bag final product is gender neutral. The subject matter is global endangered animals. Artists are selected from varied backgrounds as a starting point for this project; Sindiso Khumalo- South African Dedrick Brackens -LGBTQ+, African American Nicola Brogano- European Lyn Al-Young- Indigenous Australian Global cloth/ garment production discussions. Including ethics with affordable fast fashion.
Intervention support	<ul style="list-style-type: none"> Powerpoints available on subject sharepoint. Structured booklet pages to complete each theory lesson. Revision list and tips provided for end of term test.



Challenge

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.

Resources to support students in meeting this challenge include:

- Technology student <https://www.technologystudent.com/>
- <https://www.thesewingdirectory.co.uk/free-projects/>
- <https://www.thesewingdirectory.co.uk/techniques/>