

NHSG Key Stage 3 Unit Overview for Y9 Pyjama Shorts Project



Scheme of Learning	
Learning outcomes	<p><u>End Product</u> The aim of our Y9 Textile practical curriculum is for students to develop their fine motor skills and expand their confidence in controlling the sewing machine. Pupils experiment with batik, freehand machine embroidery and use previously learned skills to decorate and construct a pair of pyjama shorts.</p> <p><u>Subject Content</u> Knowledge and understanding of textile embellishment are developed by creation of a textile art piece (a pair of pyjama shorts) from a blank canvas fabric. Surface pattern and decoration is produced via batik, freehand machine embroidery and other print and machine embellishments. Students begin to learn about pattern cutting, lay plans and construction to make a 3D product.</p> <p><u>Skill Set</u> The ability to learn creativity is often imperfect and outcomes are reached through taking informed risks. Dye and sewing techniques can be unpredictable and this then informs and directs the art piece. The best results are achieved 'working into' these designs which requires the development of mixed media skills and experimentation of textile techniques. Students are usually used to perfection.</p>
Key Questions	<p><u>Key Question;</u></p> <ul style="list-style-type: none"> • How do you make a patch pocket? • How do you finish the edges of fabric? i.e. overlocking, hemming, slip stitch • How do you thread a sewing machine? • How do you programme different stitch settings on the sewing machine including for freehand machine embroidery? • How do you change the presser foot? • What are the safety procedures in the textile rooms? e.g. using hot irons/batik wax pots, overlocker, etc. • How do you use various equipment? e.g. sewing machine, batik wax pot, iron, craft knife, • Why are textiles processes executed in a certain order? e.g. to create a layered textile, or safety ensuring work is dry before contact with electrical equipment. Improved organisation, plan work to ensure progress on sub-components). • How are the pyjama shorts constructed?
<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> Creation of a pair of pyjama shorts.</p> <p><u>Key Concepts</u> Begin with plain white fabric, decorate fabric paint/ stitch techniques, construct pyjama shorts</p> <p><u>Skills include:</u> Making a patch pocket Use of overlocker to finish seams</p>



	<p>New Techniques: Batik, Freehand machine embroidery Order of decorating and constructing pyjama shorts Use of overlocker</p> <p>Terminology Batik, tjanting, freehand machine embroidery, feed dog, embroidery hoop, paper pattern, lay plan, straight grain, selvedge, overlocker, seam, hem, elasticated waist, flat front</p>
Ongoing Assessment	<p>Formative Assessment;</p> <p>Self-marking using assessment criteria grid: Practical evaluations ask pupils to consider their accuracy in execution of techniques, e.g. batik or seam measurement/ stitch tension etc. and then reflect on what they could do to improve: Preparation, being equipped, independence, time management, careful precision to produce professional quality. Always starting from a real image - not relying on imagination for inspiration.</p> <p>Misconceptions in practical lessons:</p> <ul style="list-style-type: none"> • Forgetting to put the presser foot down • Sewing machine settings for different stitches • 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 1.5cm line is marked on the sewing machines. • Decorating fabric on the right side and up the right way • Forgetting how to construct shorts correctly • Waistband channel, not wide enough to fit in elastic, folded elastic • Uneven hems, legs of shorts different lengths • Pocket - incorrect shape, size and sewn in incorrect position, angle on shorts
End Product Assessment	<p>Summative Assessment Practical skills are formally assessed in Y9 by the pyjama shorts product</p> <p>Key Question</p> <ul style="list-style-type: none"> • What are the stages of making a patch pocket?



	<ul style="list-style-type: none"> • How are pattern pieces laid on the fabric to prevent wastage? • How are the pyjama shorts constructed? • How do you make flat fronted, elasticated waistband for the shorts? <p>Progress can be seen as students become increasingly independent in lessons and do not have to rely on teachers and peers so much as the term continues. Halfway through the lesson rotation students can be observed working at their own pace in the pyjama task, decorating and constructing. Often groups will form on different processes to support one another, as if a textile production line, this helps in terms of space and equipment usage.</p> <p><u>End of term theory test</u> Students are awarded a grade for their final pyjama shorts. They have a mark scheme based on different aspects which can be used to judge the standard and quality of their product</p>
Clear sequencing of content	<p><u>Rationale</u> Theory discussions lead into design and practical work e.g. artist analysis informs design idea inspiration i.e. use of imagery and techniques</p> <p>Practical work using more complex techniques are developed from year 7 and 8 existing textile knowledge. During Y9 batik, freehand machine embroidery and lay plan are introduced, which can be used to with previous skills learnt, culminating to inform the concept of a layered textile created in mixed media, leading into GCSE.</p> <p>The pyjama short construction technical skills, order of make and fibre knowledge support learning towards the Product Design GCSE.</p>
Links to Careers	<p><u>Careers</u></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; fashion/textiles • Skills Practiced in textiles – fine motor development vital for many careers e.g. medicine
Diversity and Inclusion	<p><u>Diversity and Inclusion</u></p> <ul style="list-style-type: none"> • Decorative architecture theme and pyjama shorts product are gender neutral.

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	<ul style="list-style-type: none"> • The subject matter is global i.e. decorative architecture, students can select a country or city from around the world • Identification of buildings from around the world • Artists are selected from varied backgrounds or have used cultural inspirations in their work as a starting point for this project; • Harriet Popham – freehand machine embroidery of architecture • Elena Manferdini – Italian – geometric patterns based on architecture • Clare Waight Keller – Use of Islamic architecture in Chloe Summer 2016 collection • Use of batik as one of the techniques used to decorate fabric <p>Diversity and Inclusion- students work at their own pace to develop their individual skills, demonstrating differentiation by outcome. Fine motor skills are utilised, clear slow step by step instructions aid students with individual their own challenges.</p>
Additional support	<ul style="list-style-type: none"> • The booklet and PowerPoint are available on SharePoint. • Teacher demonstrations – how to make a patch pocket, use the overlocker, batik, freehand machine embroidery • Method sheet can be referred to in student's booklet and laminated copies also available • Lunchtime/after school sessions offered to help students complete their work or make more complex products
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 pyjama shorts would show increased depth of detail on the shorts e.g machine and/or hand embroidery, addition of a pocket, students may choose to make the shorts reversible.</p>