



Scheme of Learning	
<p><b>Learning outcome.</b></p>	<p><b><u>End Product/ The Outcome</u></b>  The aim of our Y9 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).</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>• How to analyse textile artists' work</li> <li>• Correct names of tools and equipment</li> <li>• Recap of fibre classification and basic fabric construction</li> <li>• Commercial pattern markings, lay plan and understanding of straight grain</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 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> <li>• Able to apply practical knowledge about decorative techniques when designing</li> </ul>
<p><b>Key Questions</b></p>	<p><b><u>Key Question;</u></b></p> <ul style="list-style-type: none"> <li>• Why is it important to research the work of others when designing?</li> <li>• How could the theme 'Decorative Architecture' inspire you?</li> <li>• How could the pattern pieces be placed onto the fabric to minimise the amount of waste?</li> <li>• What important facts should you remember when cutting out fabric using a paper pattern?</li> </ul>
<p><b>Knowledge</b>  What key concepts are covered?  What key skills are developed?  What key terminology is learned (i.e. glossary)?</p>	<p><b><u>Knowledge</u></b>  <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/embellishment selection i.e. when dyeing, decorating fabric</li> <li>• How to use a commercial paper pattern, use of lay plans to reduce fabric waste, understanding of pattern markings</li> </ul>

## NHSG Key Stage 3 Unit Overview for Y9 Pyjama Shorts Project



	<p><b><u>Key Skills</u></b></p> <ul style="list-style-type: none"> <li>Textile artist analysis, designing, decision making, application of knowledge of decorative techniques when creating a garment, planning order of decorating and constructing garment</li> </ul> <p><b><u>Terminology</u></b></p> <ul style="list-style-type: none"> <li>mood board, artist analysis, natural or synthetic fibres, straight grain, bias, notches, on fold, selvedge, batik, tjanting, freehand machine embroidery, embroidery hoop, freehand machine embroidery foot, feed dog</li> </ul>
Ongoing Assessment	<p><b><u>Peer and self-marking using mark schemes:</u></b></p> <ul style="list-style-type: none"> <li>Decorative architecture mood board - peer</li> <li>Textile artist research - peer</li> <li>Initial Pyjama short designs - reviewed by pupil against mark scheme</li> <li>Final pyjama shorts - reviewed by pupil against mark scheme</li> </ul>
Key Assessment	<p><b><u>Key Question.</u></b></p> <p><b><u>Teacher marked assessments, students have printed mark schemes in their booklet:</u></b></p> <ul style="list-style-type: none"> <li>Checked mood board/ artist analysis grades</li> <li>Initial designs for pyjama shorts</li> <li>Final design for pyjama shorts</li> </ul> <p><b><u>End of term test theory test</u></b></p> <ul style="list-style-type: none"> <li>In class assessment without using notes, 30 minutes - total marks equate to colours</li> </ul>
Clear sequencing of content	<p><b><u>Rationale</u></b></p> <ul style="list-style-type: none"> <li>This SOL builds on the basic knowledge of creating a textile product learnt in Y7 and Y8.</li> <li>H&amp;S recap to remind the students of expectations and rules when using equipment in the textiles room. Expanded with use of overlocker and freehand machine embroidery foot.</li> <li>Throughout the textile SOL, Students are introduced to different source starting points of design inspiration i.e. decorative architecture from around the world and specified textile artist techniques to expand their knowledge.</li> <li>The SOL concludes with the learning and discussions around garment construction and finishing techniques using the overlocker, hemming.</li> </ul>



<b>Links to Careers</b>	<p><b><u>Careers</u></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> <li>• Skills practiced in textiles – fine motor development vital for many careers, including medics.</li> <li>• Careers page in booklet, to give information about various careers in textiles</li> </ul>
<b>Diversity and Inclusion</b>	<p><b><u>Diversity and Inclusion</u></b></p> <ul style="list-style-type: none"> <li>• Decorative architecture theme and pyjama shorts product are gender neutral.</li> <li>• The subject matter is global i.e. decorative architecture, students can select a country or city from around the world</li> <li>• Identification of buildings from around the world</li> <li>• Artists are selected from varied backgrounds or have used cultural inspirations in their work as a starting point for this project;</li> <li>• Harriet Popham – freehand machine embroidery of architecture</li> <li>• Elena Manferdini – Italian – geometric patterns based on architecture</li> <li>• Clare Waight Keller – Use of Islamic architecture in Chloe Summer 2016 collection</li> <li>• Use of batik as one of the techniques used to decorate fabric</li> </ul>
<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>• All homework set on Teams</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>

# NHSG Key Stage 3 Unit Overview for Y9 Pyjama Shorts Project

