

Term	Year 7	Year 8
Textiles Rotation	<p>Subject Content –</p> <p>Students will be creating a prototype whilst working to a brief on a Sustainable sock animal project. Applying key pattern cutting and sewing skills to apply the 5Rs of sustainability to their project. Students will gain a brief overview of what a textile is and where textiles come from.</p> <p>Intent -</p> <p>Provide a curriculum with breadth that allows students to achieve their personal best and develop curiosity to think beyond how it looks. Textiles will prepare students to participate in the manufacturing and enterprising world. Students will gain an awareness and learn from wider influences including social, environmental and economic factors. Students will work creatively when making and apply technical and practical skills possibly built from KS2. The curriculum sequences knowledge and skills and enables students to widen their knowledge and skills through the use of technical competencies.</p> <p>Differentiation, particularly for SEND and PP students should enable all learners to reach their full potential whilst still providing a challenging curriculum requiring higher order thinking and skills application such as environmental and global issues. The subject promotes skills that are transferable to a wide range of careers and life skills.</p> <p>Why now –</p> <p>Students need too address real world problems to develop understanding of an understanding of the impact a designer can have in their decision making positively and negatively. Students also need to develop enterprising and manufacturing skills for one of the biggest evolving industries with new careers and job roles are being developed. Students need to have a skill set for life skills so that they can be responsible environmentally friendly individuals.</p> <p>Links to other areas in course/faculty</p> <p>The Design & Technology curriculum at KS3 has been designed to provide students with a broad and balanced experience which ultimately prepares them to be successful at GCSE Design & Technology and beyond. The projects in KS3 are delivered as a Design, Make, Evaluate (DME) project along similar lines to that delivered at GCSE and A Level Product Design. All areas of D&T link to maths skills where numeracy and measuring skills with unit accuracy is needed. Students need to have an understanding of spoken and written language with accuracy to enable them to speak and write like a textile designer with fluency.</p> <p>Assessments</p> <p>Fibres origins; Different stitch types; Assembly and make of product.</p> <p>Misconceptions</p> <ul style="list-style-type: none"> • Textiles is not designing • Fibre types – Wood and Metal are not fibres • Refuse is not throwing away, but not accepting something in the first place to be responsible designer. 	<p>Subject Content –</p> <p>Students will be creating their own prints using CAD and CAM and traditional methods of block printing. The project will use industry style skills to using a compute design programme to design a print for fabric and other printing using industry style techniques.</p> <p>Intent -</p> <p>Provide a curriculum with breadth that allows students to achieve their personal best and develop curiosity to think beyond how it looks. Textiles will prepare students to participate in the manufacturing and enterprising world. Students will gain an awareness and learn from wider influences including social, environmental and economic factors. Students will work creatively when making and apply technical and practical skills possibly built from KS2 and Year 7. The curriculum sequences knowledge and skills and enables students to widen their knowledge and skills through the use of technical competencies using industry-based practices.</p> <p>Differentiation, particularly for SEND and PP students should enable all learners to reach their full potential whilst still providing a challenging curriculum requiring higher order thinking and skills application such as using CAD for design. The subject promotes skills that are transferable to a wide range of careers and life skills.</p> <p>Why now -</p> <p>Students need to be aware of the changing direction in textiles, different types and areas of the textiles industry.</p> <p>There are careers in the textiles industry that are harnessing skills using Photoshop and other IT design skills. Students can develop their enterprising skills by gaining experience using technologies.</p> <p>Links to other areas in course/faculty</p> <p>This unit links to science when using sublimation techniques, maths when looking at repeating patterns, rotations of designs and expanding designs. Links also made to art when creating initial designs and also colour use. Links made to ICT, Photoshop skills needed in KS4. Students need to have an understanding of spoken and written language with accuracy to enable them to speak and write like a textile designer with fluency.</p> <p>Assessments</p> <p>Product analysis; Initial designs for stamp; Stamp print; CAD design and print; Final product</p> <p>Misconceptions</p> <ul style="list-style-type: none"> • Textiles is not just sewing. • CAD and CAM are the same. • Sublimation printing is the same as normal printing. • Disperse dyes have a liquid stage. • Components are added fastenings can be a component.

