

ART AND DESIGN TECHNOLOGY

FACULTY

Textile TECHNOLOGY SCHEME OF WORK

2014-15 – KS3/KS4/KS5

MS. J. McCLURG

## KS3 Textiles

<p><u>What will students learn/ what skills will they develop?</u>  <b>Year 7 British Fashion theme: Fashion banner</b></p> <ul style="list-style-type: none"> <li>• Develop knowledge of British textile industry and Icon British fashion styles.</li> <li>• Develop knowledge of advertising, ideology and promotion.</li> <li>• Develop understanding of fashion advertising and its impact on the consumer.</li> <li>• Develop Understanding of design elements to create different impacts.</li> <li>• Develop skills in graphic typography.</li> <li>• Develop knowledge of fabric painting, application. Develop skills in embroidery/ fabric embellishment.</li> </ul>		<p><u>What will students learn/ what skills will they develop?</u>  <b>Year 8 China / Japan theme: Bag project</b></p> <ul style="list-style-type: none"> <li>• Develop knowledge and understanding of Japanese and Chinese design.</li> <li>• Develop understanding of fashion advertising and its impact on the consumer.</li> <li>• Develop skills in creating illustrations of Asian influenced motif design.</li> <li>• Develop skills in using paper appliqué template for a motif design.</li> <li>• Develop understanding of a successful design to start producing a felt appliqué motif</li> <li>• Develop skills in creating &amp; Sewing 3 layers onto design layer to create pockets.</li> <li>• Develop skills in stitching pocket dividers and insert strengthened layer.</li> <li>• Develop skills in sewing hem and using Velcro.</li> </ul>		<p><u>What will students learn/ what skills will they develop?</u>  <b>Year 9 American theme: Messenger Bag</b></p> <ul style="list-style-type: none"> <li>• Develop knowledge and understanding of American design Varsity college fashion.</li> <li>• Develop understanding of fashion advertising and its impact on the consumer.</li> <li>• Develop skills in making an American inspired messenger bag design.</li> <li>• Develop skills in using the sewing machine adding felt lining.</li> </ul>	
<p><b>Assessment</b>  Each unit of work is marked to the school new system of assessment without levels.  Students also evaluate their work and progress and respond to feedback.  Individual pieces of work are formatively marked following the school's assessment policy to provide constant feedback and progression.</p>		<p><b>Numeracy</b>  Students deal with measurement, form, shape, dimensions.</p>		<p><b>Life in Modern Britain</b>  Students develop an understanding of The British &amp; American fashion revolution looking particularly at 1960's/1970's era fashion. Focusing on the social impact of Mary Quants mini skirt. Pop culture, The Beatles, mods and rockers, Punk and fashion freedom of expression.</p>	
<p><b>Literacy</b>  Students develop speaking and listening skills.  Students provide oral and written evaluation of their work.  The promotion of independent research allows students to develop ideas in depth. Reading enriches their subject knowledge and technical vocabulary.  Students use the correct technical language. Key terms are taught explicitly.</p>		<p><b>SMSC</b>  Textiles draw on a whole world cultures and historically significant work. Students develop their cultural awareness and understanding and they learn to appreciate the value of differences and similarities. They develop knowledge and understanding of British History and its effect on the rest of the world, Celtic influence around the world, Union Flag. They develop knowledge and understanding of national advertising and its impact on society. They develop knowledge and understanding of Japanese &amp; Chinese fashion, culture, style, beliefs and environment. They develop knowledge and understanding of USA colleges IVY.  Collaborative and cooperative work allows students to develop respect for the abilities of each other.</p>		<p><b>Safety</b>  Safe practice is reinforced in every lesson. General safety rules are always rigorously enforced for the protection of the individual students and staff. Safety is continually taught through talks and demonstrations.</p>	

## KS4 Textile

What will students learn/ what skills will they develop?

**Year 10 – Theme: Interior Design: scatter cushions / Table Runner or a bed throw and a lamp shade**

**Year 10 students will have a five hour exam in June and will have approximately eight weeks to prepare for their test**

- 18 Croquis designs (6 per page) showing your feature fabric design/pattern
  - Artist or Designer contextual literacy study of students' choice.
- Mood board on selected room, theme & chosen designer of inspiration including annotations.
- Refine textile ideas through experimenting & selecting appropriate resources, media, materials, techniques – Practical examples
  - Develop their knowledge and skills in fabric dyes, Lino Print, mono print, collage, mixed media.
  - Develop knowledge of fabric painting, application. Develop skills in embroidery/ fabric embellishment
  - Develop their knowledge of a range of artists and designers.
  - They will develop technical skills that will begin to make them independent as artists.

What will students learn/ what skills will they develop?

**Year 11 – Theme: Reflective Surfaces project: Tote bag range until January 30th 2016. Exam theme will be sent by the exam board and given to students in the week of 2nd February 2016**  
**Exam theme will be sent by the exam board in January.**

- Develop their knowledge of a range of artists and designers.
  - Artist and Design contextual literacy study
  - British and Irish textile designers Lulu Guinness, Alexander McQueen, Orla Kiely and Vivienne Westwood will be used as inspiration to create a current style bag range.
- Develop and refine textile print, applique and ideas through experimenting & selecting appropriate resources, media, materials, techniques – Practical examples on presentation boards and sketchbooks.
- Develop a final tote bag artist inspired practical piece.
- They will develop technical skills that will begin to make them independent as artists.

**Exam theme will be sent by the exam board.**

Question paper will be given to the students on 2nd February and they will have eight schools weeks to prepare for their 10 hour exam.

### Assessment

The examination board is Edexcel.  
 60% course work / 40% exam unit – Theme set by examination board.  
 Students are assessed in their current project sketchbook.  
 All assessments relate to the assessment objectives within the GCSE mark scheme.  
 Students are assessed on composition quality of annotation and visual responses.  
 The work is project based (except for the end-of-year test) with home-study building on relevant skills or research, Individual pieces of work are formatively marked following the school's assessment policy to provide constant feedback and progression.  
 Students are expected to correct their own work and respond to teacher comments using the school assessment proforma.

### SMSC

Textiles draw on whole world cultures and historically significant work. Students develop their cultural awareness and understanding and they learn to appreciate the value of differences and similarities. They develop a knowledge and understanding of Fashion History and its effect on the world. Collaborative and cooperative work allows students to develop respect for the abilities of each other.

### safety

Safe practice is reinforced in every lesson. General safety rules are always rigorously enforced for the protection of the individual students and staff. Safety is continually taught through talks and demonstrations.

### Modern Britain

Students are inspired with researching British & worldwide designers. Ideas are blended & diffused from different cultures into a modern British everyday fashion style.

<p><b>Literacy</b> Students provide oral and written evaluation of their work, annotate artists' work. Students develop speaking and listening skills. The promotion of independent research allows students to develop ideas in depth. Reading enriches their subject knowledge and technical vocabulary. Students use the correct technical language. Key terms are taught explicitly.</p>	<p><b>Numeracy</b> Students deal with measurement, symmetry, proportion, scale, shape, rotation, perspective, adding, subtracting</p>		
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