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| *What will they be learning, why and in what order?* |
| **Y7** | **Term 1****Pop Art Cushion** | **Term 2****British Traditions Phone Holder** | **Term 3****Japanese Koinobori Streamer** |
| **Bridge/ Foundation knowledge required** | Knowledge can be built upon from primary studies  | Some use of the sewing machine in term 1 can be built on. Extension of techniques | Developing further surface patterns and sewing more complex seams |
| **Key Learning Experience / Skills** | * Learning new techniques;
* Tie dyeing
* Hand Applique
* Hand embroidery stitches, developing hand eye coordination and increasing fine motor skills
* Cutting paper and felt templates
* Explore the art movement of Pop Art
* Creating a mood board
* Develop design ideas based on theme
* Use visual language to annotate/evaluate outcomes
* Demonstrate safe practice in the textiles room by following health and safety rules (use of needles, pins, fabric shears, unpickers and sewing machine)
 | * Exploring repeat printing.
* Learning printing techniques; Stencilling and stamping
* Understanding colour combinations on the colour wheel
* Explore the art of British Culture
* Creating a mood board
* Develop design ideas based on theme
* Cutting a pattern
* Handling fabrics
* Identifying natural/manmade fibres
* Use visual language to annotate/evaluate outcomes
* Demonstrate safe practice in the textiles room by following health and safety rules (use of needles, pins, fabric shears, unpickers and sewing machine)
 | * Exploring a culture and it’s celebrations – Japan's Childrens Day
* Creating a mood board
* Working to a specification
* Develop design ideas based on theme
* Learning surface decoration techniques – fabric pens, salt diffusion and batik.
* Cutting a pattern
* Handling fabrics
* Understanding fabrics and their properties.
* Use visual language to annotate/evaluate outcomes
* Demonstrate safe practice in the textiles room by following health and safety rules (use of hot wax for batik, needles, pins, fabric shears, unpickers and sewing machine)
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| **Assessment**How will you assess the impact of teaching? | * Use of chatterbox for recall
* Mid -term assessment criteria
* Design ideas
* Own artefact
* Evaluation
 | * Use of chatterbox for recall
* Mid -term assessment criteria
* Design ideas
* Own artefact
* Evaluation
 | * Hangman for recall
* Mid -term assessment criteria
* Design ideas
* Own artefact
* Evaluation
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| **CIAG Links** | Employability skills: Communicating with othersListening Following instructions Following Health and Safety rules Self- efficacy  | Employability skills: Communicating with othersListening Following instructions Following Health and Safety rules Self- efficacy  | Employability skills: Communicating with othersListening Following instructions Following Health and Safety rules Self- efficacy  |
| **British Values**  | Respect the opinion of othersSupport each other with constructive feedbackFollow rules in using equipment safelyDesign for othersCultural awareness | Respect the opinion of othersSupport each other with constructive feedbackFollow rules in using equipment safelyDesign for othersCultural awareness | Respect the opinion of othersSupport each other with constructive feedbackFollow rules in using equipment safelyDesign for othersCultural awareness |
| **Cross Curricular Link Numeracy** | Exploring 3D shape; symmetry, Measuring, angles | **Cross Curricular Link- Literacy** | Key vocabulary for each learning stage Use of key vocabulary encouraged during written and verbal feedback with self and peers  |
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| ***The Hub Vision – A School that provides all students with exciting opportunities that build confidence, develop social skills and promote academic achievement*** |

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