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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) |
| **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 |
| **CIAG Links** | Employability skills: Communicating with others  Listening  Following instructions  Following Health and Safety rules  Self- efficacy | Employability skills: Communicating with others  Listening  Following instructions  Following Health and Safety rules  Self- efficacy | | | Employability skills: Communicating with others  Listening  Following instructions  Following Health and Safety rules  Self- efficacy |
| **British Values** | Respect the opinion of others  Support each other with constructive feedback  Follow rules in using equipment safely  Design for others  Cultural awareness | Respect the opinion of others  Support each other with constructive feedback  Follow rules in using equipment safely  Design for others  Cultural awareness | | | Respect the opinion of others  Support each other with constructive feedback  Follow rules in using equipment safely  Design for others  Cultural 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 | |
| |  | | --- | | ***The Hub Vision – A School that provides all students with exciting opportunities that build confidence, develop social skills and promote academic achievement*** | | | | | | |