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| *What will they be learning, why and in what order?* |
|  | **Term 1****Fairground Attraction Mirror** | **Term 2****Culture based Sublimation print bag** | **Term 3****Fashion Trends and Design** |
| **Bridge/ Foundation knowledge required** | Knowledge built upon from Y7 -developing hand and machine skills and extending range of techniques. | Sewing machine skills will be developed further. | Ability to draw design ideas from previous projects with be built upon and developed in new forms. |
| **Key Learning Experience / Skills** | * Using the theme of the fairground, design and make a mirror frame with working LED’s.
* Explore a range of surface embellishment techniques and construction methods to create a useable product for a specific target market.
* Learning new and developing hand skills to increase knowledge and dexterity;
* Salt diffusion
* Hand Applique
* Machine applique
* Improving Hand embroidery to increase fine motor skills and hand eye coordination
* Cutting paper and fabric templates
* Using bondaweb and heat to fuse fabrics.
* Applying sequins and beads.
* Applying LED lights to textiles product.
* Explore the cultural theme of British fairgrounds
* Understanding target markets.
* Creating a mood board
* Develop design ideas based on theme
* Use visual language to annotate/evaluate outcomes
* Developing a specification.
* Demonstrate safe practice in the textiles room by following health and safety rules (use of needles, pins, fabric shears, unpickers and sewing machine)
 | * Exploring cultures and creating a mood board of ideas
* Create a specification
* Develop understanding of repeat prints
* Create a range of pattern design ideas
* Draw a tile design which can be repeated.
* Transfer design into a repeat print using power point.
* Understand the process of sublimation printing to print their unique design onto fabric.
* Understanding of the type of fibre required to sublimation print.
* Students will increase their knowledge of the sewing machine- they will learn to thread; fault find and wind a spool on a sewing machine. They will also learn to quilt, insert a zip, make a pocket and machine embroider onto it and make a lined bag.
* Explore the job role of a fabric designer.
* Use visual language to annotate/evaluate outcomes

**Extension Project*** Understanding footwear design and construction.
* Design a trainer and create a prototype from card using the theme of sport.
* Learn to cut accurately using scissors/craft knife and cutting mat.
 | Students will learn to produce designs in a variety of ways which will include photoshop, collage using transfer paint. Hand drawing and 3D models.Explore the role of a fashion designer. * Fashion trend investigation
* Understanding of the fashion cycle.
* Understanding of the different job roles in fashion
* Learning how to draw a fashion figure proportionately
* Following a fashion trend to develop design patterns and products.
* Use of photoshop to develop fashion ideas and alter details such as colour, shape, and pattern.
* Fashion design drawing using a range of media such as pens/paints/pencils and collage using transfer paper.
* Presentation techniques
* Use visual language to annotate/evaluate outcomes
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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 a range of recall techniques.
* Mid -term assessment criteria
* Design ideas
* Own artefact
* Evaluation
 | * Use of a range recall techniques
* Mid -term assessment criteria
* Design ideas
* Presentation techniques
* 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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