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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 |
| **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 |
| **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*** | | | | | | |