|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *What will they be learning, why and in what order?* | | | | |
|  | **Term 1**  **Graffiti inspired Boot bag/draw string bag** | | **Term 2**  **Festival Vibes Upcycling** | **Term 3**  **Victoria Villasana Portraits** |
| **Bridge/ Foundation knowledge required** | Knowledge built upon from Y8 – continue building sewing machine skills and develop surface decoration skills. | | Continuation of skills in both practical machine skills and understanding of designing to a brief. Develop understanding of pattern cutting and laying. | Ability to develop an idea based on an established artist and be able to create own unique piece based on the artists style and techniques in preparation for GCSE. Use of sublimation printing and heat press as well as revisiting and extending ability in hand embroidery. |
| **Key Learning Experience / Skills** | * Exploring the art style of Graffiti and its artists to inspire design, make a bag with a screen print design, applique lettering and pattern, and understanding different seams used in industry. User needs, fabric choices and specifications are considered in this project and the role of a textile's technician is explored. * Explore a range of surface embellishment techniques and construction methods to create a useable product for a specific target market. * Learn to use a silk screen to print a design onto fabric. * Cutting accurate stencils for printing. * Using Bondaweb and heat to fuse fabrics. * Develop Machine applique skills and making a draw string bag. * Explore the art of graffiti artists. * Understanding target markets and user needs. * 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, irons, screen printing materials and equipment) | | * Exploring upcycling, sustainability, and the impacts of ‘fast fashion.’ Creating new products from old garments. * Exploring the job roles of sustainable designers. * Show understanding of sustainability in textiles. * Understanding of what makes a sustainable designer. Create a profile of a sustainable designer and how they meet this criterion. * Create a mood board of ideas. * Learn how to read a paper pattern and how to lay out on fabric. * Show creativeness in how to use a preloved item to create a new one using a sewing machine. * Presentation techniques using photoshop. * Use visual language to annotate/evaluate outcomes | * Exploring the work of Villasana, a South American textiles artist, students will create their own portrait piece which is stitched into and turned into a wall hanging. * Exploring the job role of a textile's artist. * Exploring a textiles artist by creating an ‘artist research’ as per GCSE requirements. * Create a mood board of ideas * Use of photographic equipment to take a self-portrait. * Printing using sublimation printing techniques and heat press. * Develop use of colour in hand embroidery and developing stitches used in previous projects. * Create a wall hanging using the sewing machine. * 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 recall techniques * Mid -term assessment criteria * Design ideas * Presentation techniques * Evaluation | * Use of a range of recall techniques. * 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 accurately, 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*** | | | | |