

Subject: Design Technology Textiles and Graphic Design

Year 7 & 8 Scheme of Learning 2023 - 2024

Subject leader: DOL E Jones, specialist teacher Sally Bawn

Topics by term	Topic overview for Year 7 and 8					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topics taught Introduction to Hand Sewing skills, working to a brief. Upskilling to sewing machine work.	TEXTILES Safety in workroom Life, Hand Sewing Skills Sea Creature Soft Toy Sustainability / Textiles and the environment: Safety in workroom Skills- Hand sewing e.g. Button, basic stitches. Analysing a Brief, Planning using ACCESS FM, Designing, pattern making, pinning & cutting, Environmental issues, consideration of sustainable materials. Assessment- Written Marks recorded on Pupil Progress	TEXTILES Sea Creature Soft Toy Core knowledge and skills: Upskills- Hand stitching & applique and embellishments Evaluation – understanding of terminology Outcome- Useable soft toy Assessment- Practical Marks recorded on Pupil Progress	GRAPHICS Technical Drawing E Textiles Emerging and future technologies: Upskills- Understanding traditional and modern textiles, then going onto look at E Textiles Theory e.g. Modern and technical fibres and fabrics, SMART materials. Embellish toy with glow in the dark beads and thread Outcome- Use ICT to design packaging for toy. Finished toy + UV Photo Shoot Assessment- Written Marks recorded on Pupil Progress	GRAPHICS Technical Drawing ICT Sustainability / Textiles and the environment: Skills- ACCESS FM, Introduction/revisit to Isometric Drawing using traditional tools (T Square and 30° set square) Outcome- 3D Package box Assessment- Practical Marks recorded on Pupil Progress	TEXTILES Tote Bag Core knowledge and skills: Skills- Identify the parts of the sewing machine How to use a sewing machine. Health and safety when using sewing machine. Gaining a machine licence Planning to make bag Assessment- Written Marks recorded on Pupil Progress END OF YEAR EXAM	TEXTILES Tote Bag Core knowledge and skills: Upskills- Systems and processes for quality control How to use the sewing machine to have a successful outcome. Plan and construct (and embellish) an outcome (tote bag) Outcome- Functional bag Assessment- Practical Marks recorded on Pupil Progress

Design and technology programmes of study: key stage 3 National curriculum in England -
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239089/SECONDARY_national_curriculum -
_Design_and_technology.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239089/SECONDARY_national_curriculum_-_Design_and_technology.pdf) = 1.Design 2. Make 3. Evaluate 4. Technical knowledge

Art Design and Technology Cross-Curricular connections

DT and Food Prep NC: *'Design' 'Make' and 'Evaluate' in all Topics*

Art and DT: *Know about great artists, **craft makers** and **designers** and understand the historical and cultural development of their art forms/Become proficient in **drawing**, painting **sculpture** and other art, **craft and design techniques/Produce creative work** exploring their ideas and recording their experiences/**Evaluate and analyse** creative work using the language of art, craft and design*

Art and Food Prep: *Produce creative work/Recording their experiences/Evaluate and analyse*

Exam Board National Curriculum Design Technology							
Specification o References	Big questions	Topic area: main Items and optional learning objectives All: grades 1-3 Most: grades 4-6 Some: grades 7-9 Examples	Outcomes	Key Terms/ concepts Literacy Numeracy	Assessment and homework tasks	Resources	Personal Development curriculum links (SMSC, British Values, PSHE)
Term 1 Life Hand Sewing Skills, Respond to a given brief- <i>The WWF are teaming up with big on-line stores such as Amazon and Etsy to launch a campaign raising awareness about the impact plastic pollution is having on ocean wildlife. You have been commissioned to design, make and package a soft sea creature toy to be sold on-line. 5% of each sale will generate funds for charities devoted to this cause.</i>							
	Topic 1: Basic hand sewing skills						
TECHNICAL KNOWLEDGE: understand and use the properties of materials and the performance of structural elements to achieve functioning solutions	Do I know the potential hazards of a work room? Can I sew on a button? Can I thread a needle? And tie a knot? Can I sew on a button?	Introduction Health and safety in the textiles room. Identifying potential hazards. Recap on hazards in workroom. How to thread a needle. – Real life application. Sewing a button onto a piece of fabric successfully. Evaluate Examples of hand sewing: Running stitch, Back stitch, Cross stitch, Blanket stitch	Button attached to fabric Completed sampler <i>Completed workbook pages</i>	Key Terms/ concepts Literacy Numeracy <i>Please expand...</i> Threading Sewing Straight stitch Back stitch Cross stitch Blanket stitch	Homework is... Assessment: Questioning- No opt out AFL approach including: Drilling Call and Response Low Stakes Tests- Questioning/Quiz inc. Cold Calling Mini and full Plenaries Optimal use of Last 10 Minutes Self/Peer- Reflective diary WWW and EBI Turn and Talk	Scissors, needles, seam openers, pinking shears, sewing machines, cables Needles, scissors, fabric scraps, buttons Wallets Fabric Scraps Thread and needles	Traditional British sewing skills Relate to current developments in UK and beyond.

	Can I produce a sampler with some basic stitches?	<p>Produce examples of each for their sampler.</p> <p>ALL (Emerging/developing) <i>grade 1-3</i> <i>Will be able to thread a needle and produce some evidence of straight/running stitch. All will have sewn a button onto a piece of fabric.</i></p> <p>MOST (Securing) grade 4-5 <i>All the above, knot the end of the thread if required and produce evidence on a sampler of some basic stitches such as running/straight stitch and back stitch.</i></p> <p>SOME (Mastery) grade 6-9 <i>All of the above and produce a neat sampler to show evidence of the basic stitches learned.</i></p>					
	Topic 2: Analyse the brief and designing a sea creature soft toy						
DESIGN: <i>identify and solve their own design problems and understand how to</i>	What is a design brief?	<i>Analysing a Brief</i> <i>Planning using ACCESS FM</i> <i>Designing</i> <i>Pattern making</i> <i>Pinning & cutting etc.</i>		Key Terms/ concepts Literacy Numeracy <i>Plan of make</i> <i>Completed workbook pages</i>	Homework is...	Pencils, coloured pencils.	Environmental issues and concerns

<p><i>reformulate problems given to them</i></p>	<p>Do I know what a sea creature looks like?</p> <p>What are the features of a sea creature?</p> <p>What are the components of a soft sea creature toy?</p> <p>Can I design a sea creature soft toy?</p> <p>Do I understand how to construct a soft toy?</p> <p>Can I complete a 4x4 of possible designs for my soft toy sea creature?</p>	<p><i>Environmental issues</i></p> <p>Introduction to main project: Creating a soft sea-creature toy.</p> <p>Looking at images of sea creatures. Discuss. What will it need? What will I have to consider?</p> <p>Design a minimum of 3 sea creatures – using sketching and colour.</p> <p>Consider eyes, legs, fins gills, scales.</p> <p>Deconstruction of a toy.</p> <p>List of components.</p> <p>4 x 4 design ideas – comments from peers and suggestions. Will it work? Discuss (Turn and Talk)</p> <p>Consider the ideas, possible smart fabrics to be used, usage of toy, learning tool? Infant vs child, what are things to consider? Longevity, safety, suitability for client. Consider an age.</p> <p>What are the legal requirements? Kite mark.</p> <p>Filling/stuffing</p> <p>ACCESS FM</p>		<p><i>Viable designs for a soft toy</i></p> <p>Descriptions of a sea creatures and essential features.</p>	<p>Basic understanding of textiles and uses thereof.</p> <p>Assessment:</p> <p>Questioning- No opt out AFL approach including: Drilling Call and Response Low Stakes Tests- Questioning/Quiz inc. Cold Calling Mini and full Plenaries Optimal use of Last 10 Minutes</p> <p>Mid term- Written paper linked to skills learned in term 1 Followed by Teacher EBI and PIT</p> <p>Self/Peer- Reflective diary WWW and EBI Turn and Talk</p>	<p>Sketch paper.</p> <p>Soft toy to be disassembled in class.</p> <p>Post-its needed</p>	<p>Requirements of a toy.</p>
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	Can I complete a working design of my sea creature?	<p>Final design</p> <p>Listing all materials needed and skills might need too.</p> <p>Write up plan of action. Allow for changes that might occur. Writing up a step by step guide for self. Check with teacher for practicality etc.</p> <p>ALL (Emerging/developing) grade 1-3 will have produced some evidence of identifying the parts of a sea creature. Will have a design.</p> <p>MOST (Securing) grade 4-5 Will have the above plus will have evidence of a range of features of a sea creature, and a working design.</p> <p>SOME (Mastery) grade 6-9 All the above, but will also have a fully annotated design of a soft toy sea creature.</p>					
Topic 3: Begin production of Sea Creature soft toy							
MAKE: <i>select from and use a wider, more complex range of materials,</i>	Have I drawn a workable pattern?	Draw up pattern of design to pin onto fabric. Remember to consider the seam.		Key Terms/ concepts Literacy Numeracy <i>Useable soft toy</i>	Homework is... N/A Assessment:	Pattern paper Pins	

<i>components and ingredients, taking into account their properties</i>	Can I pin my design to the fabric and cut out accurately?	<p>Pin to chosen fabric, cut out design Pin, tack and sew.</p> <p>ALL (Emerging/developing) grade 1-3 Will have a final design with annotation.</p> <p>MOST (Securing) grade 4-5 <i>As above but in addition be able to have a working drawing</i></p> <p>SOME (Mastery) grade 6-9 <i>As above and will have a good plan to take forward to make their soft toy sea creature.</i></p>		<p><i>Completed workbook pages</i></p> <p>Pin, tack, sew</p> <p>Pattern</p> <p>Seam allowance</p> <p>Double checking of measurements.</p> <p>Placement of pattern</p> <p>Careful cutting</p>	<p>Questioning- No opt out AFL approach including: Drilling Call and Response Low Stakes Tests- Questioning/Quiz inc. Cold Calling Mini and full Plenaries Optimal use of Last 10 Minutes</p> <p>Self/Peer- Reflective diary WWW and EBI Turn and Talk</p>	Fabric Pins Needles Thread Felt		
Term 2 Continue development of soft toy								
	Topic 4: Finish soft toy production							
<i>MAKE: select from and use a wider, more complex range of materials, components and ingredients, taking into account their properties</i>	<p>Can I sew and embellish a toy sea creature?</p> <p>Can I evaluate my work?</p>	<p>Stuff Embellishment e.g. applique Complete the sea creature.</p> <p>Photograph and evaluate</p> <p><i>Please adapt...</i> ALL (Emerging/developing)</p>		<p>Key Terms/ concepts Literacy Numeracy</p> <p><i>Useable soft toy</i></p> <p><i>Completed workbook pages</i> <i>Inc. Photograph</i></p> <p><i>Pin, tack and sew</i></p>	<p>Homework is...</p> <p>Investigation into soft toys, legal labelling requirements.</p> <p>Assessment:</p> <p>Mid term- Practical assessment linked to skills learned in term 2</p>	Embellishments		

		<p><i>grade 1-3 Will be able to attempt to construct a toy sea creature.</i></p> <p>MOST (Securing) grade 4-5 <i>plus a recognizable toy that is constructed by themselves.</i></p> <p>SOME (Mastery) grade 6-9 but will have a toy and its box which will be designed with the toy in mind and with ACCESS FM in mind.</p>		<p><i>handsewing</i></p> <p>Applique</p>	<p>Followed by Teacher EBI and PIT</p> <p>Questioning- No opt out AFL approach including: Drilling Call and Response Low Stakes Tests- Questioning/Quiz inc. Cold Calling Mini and full Plenaries Optimal use of Last 10 Minutes</p> <p>Self/Peer- Reflective diary WWW and EBI Turn and Talk</p>		
Term 3 Graphics E Textiles and ICT- <i>Design appropriate packaging for Sea creature Soft Toy, Embellish with Glow in the dark materials.</i>							
	Topic 5: E Textiles						
TECHNICAL KNOWLEDGE: <i>understand how more advanced electrical and electronic systems can be powered and used in their products [for example, circuits with heat, light,</i>	<p>What is the history behind textiles and why we use them?</p> <p>What are traditional fabrics/textiles?</p>	<p><i>Learn about different fibres and fabrics</i></p> <p>ALL (Emerging/developing) grade 1-3 Will be able to explain why textiles are important and be able to identify the difference between natural and synthetic fibres/fabrics</p>		<p><i>Completed workbook</i></p> <p><i>Video of historical facts about textiles and uses down the ages. Relate to</i></p>	<p>Homework set: Research one of the following textile designers: William Morris OR Lucienne Day</p>	<p>Lesson presentation PowerPoint</p> <p>Folders and assessment records</p> <p>Work booklets &</p>	<p>How the development of new textile technologies has affected us socially and culturally</p>

<p>sound and movement as inputs and outputs]</p>	<p>Can I identify natural and synthetic textiles?</p>	<p>MOST (Securing) grade 4-5</p> <p>Will be able to explain why textiles are important and give examples for this and be able to identify the difference between natural and synthetic fibres/fabrics in terms of sources and properties</p>		<p>historical moments and geographical areas.</p> <p><i>Link to Geography of the Nile delta.</i></p>	<p>OR</p> <p>Cath Kidston</p> <p>OR</p> <p>Zandra Rhodes</p>	<p>KOs for this project</p>
	<p>What are e-textiles and why are these important to future developments in design?</p>	<p>SOME (Mastery) grade 6-9</p> <p>Will be able to explain why textiles are important and give detailed and justified examples for this and be able to identify the difference between natural and synthetic fibres/fabrics in terms of sources, properties and suitability for different products</p> <p><i>E Textiles Theory</i></p> <p>ALL (Emerging/developing) grade 1-3</p> <p>Will be able to define what e-textiles are</p>		<p><i>Completed workbook pages including labelled swatches</i></p> <p>Computer aided design</p> <p>Computer aided manufacturing</p> <p>CNC machining</p> <p>E-Textiles</p> <p>Conductive thread</p>	<p>Assessment:</p> <p>Questioning-</p> <p>No opt out AFL approach including:</p> <p>Drilling</p> <p>Call and Response</p> <p>Low Stakes Tests- Questioning/Quiz inc.</p> <p>Cold Calling</p> <p>Mini and full Plenaries</p> <p>Optimal use of Last 10 Minutes</p> <p>Self/Peer-</p> <p>Reflective diary WWW and EBI</p> <p>Turn and Talk</p>	<p>Examples of E-textiles / E-textile kits (if available)</p>

		<p>MOST (Securing) grade 4-5</p> <p>Will be able to define what e-textiles are and where they could be used</p> <p>SOME (Mastery) grade 6-9</p> <p>Will be able to define what e-textiles are and give a detailed description of their use</p>					
	Topic 6: Smart Materials						
EVALUATE: test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups	What are smart textiles and why are these important to future developments in design?	<p><i>Smart Materials</i> <i>Embellish toy with glow in the dark beads and thread</i></p> <p>ALL (Emerging/developing) grade 1-3</p> <p>Will be able to give an example of a type of smart material</p> <p>MOST (Securing) grade 4-5</p> <p>Will be able to give an example of a type of smart material and its application</p> <p>SOME (Mastery) grade 6-9</p> <p>Will be able to give an example of a type of smart material, its application and how it performs (why it is 'smart')</p>		<p><i>Completed workbook pages</i></p> <p><i>Finished toy</i></p> <p>Thermochromic</p> <p>Photochromic</p> <p>Hydro-chromic</p> <p>Reactive</p> <p>User</p> <p>Environment</p> <p>Changing</p>	<p>Mid term- Written paper linked to skills learned in term 3 Followed by Teacher EBI and PIT</p> <p>Questioning- No opt out AFL approach including: Drilling Call and Response Low Stakes Tests- Questioning/Quiz inc. Cold Calling Mini and full Plenaries Optimal use of Last 10 Minutes</p> <p>Self/Peer- Reflective diary WWW and EBI Turn and Talk</p>	<p>Lesson presentation PowerPoint</p> <p>Folders and assessment records</p> <p>Work booklets & KOs for this project</p> <p>Examples of SMART materials</p> <p>Glow in the dark beads and thread</p>	How the development of new textile technologies has affected us socially and culturally

Topic 7: Package Design and advertising for Sea Creature soft toy							
DESIGN: <i>develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations and computer-based tools</i>	What is ACCESSFM and how does it link to Product Design?	<p><i>Use photography to capture toy under UV lamp to support promotion of toy through advertising.</i></p> <p><i>Use CAD to design packaging template to be Laser cut into card</i></p> <p><i>Consider key elements of package design linked to ACCESS FM.</i></p> <p>ALL (Emerging/developing) grade 1-3 <i>All will understand that ACCESSFM is used in marketing, and that it is an acronym.</i></p> <p>MOST (Securing) grade 4-5 <i>As above and will be able to explain what most of the letters mean.</i></p> <p>SOME (Mastery) grade 6-9 <i>As above and will be able to identify the links to their own toy and packaging.</i></p>		<p><i>Use ICT to design packaging with luminous photo</i> <i>Laser cut net onto card.</i> ...</p> <p>Link to literacy - Acronyms</p>	<p>Assessment:</p> <p>Questioning- No opt out AFL approach including: Drilling Call and Response Low Stakes Tests- Questioning/Quiz inc. Cold Calling Mini and full Plenaries Optimal use of Last 10 Minutes</p> <p>Self/Peer- Reflective diary WWW and EBI Turn and Talk</p>	<p>Resources</p> <p><i>Coloured card glue and examples of packaging.</i></p>	<p>Personal Development curriculum links (SMSC, British Values, PSHE)</p> <p>Understanding of the different requirements of packaging legally for toys in the UK and Europe. Identifying possible hazards eg choking etc and mitigating possible hazards.</p>
Term 4 Graphics Technical Drawing- Make appropriate packaging for Sea creature Soft Toy							

	Topic 1: Isometric drawing						
DESIGN: <i>develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations and computer-based tools</i>	What is the function of packaging in Product Design?	<p><i>Introduction/revisit to Isometric Drawing using traditional tools (T Square and 30° set square)</i></p> <p><i>Learn how to sketch basic shapes in isometric using isometric tools and isometric dot paper.</i></p> <p><i>Isometric introduction</i> <i>Isometric simple shapes</i> <i>Isometric simple shapes from real life</i> <i>Complex shapes which include a slope or off isometric dot part</i></p> <p><i>Draw package box design using isometric drawing</i></p> <p><i>Use CAD to draw and vectorise net design for box ready for laser cutting</i></p> <p>ALL (Emerging/developing) grade 1-3 Will be able to explain the function of packaging MOST (Securing) grade 4-5 Will be able to explain the features of packaging such as importance of labelling</p> <p>SOME (Mastery) grade 6-9</p>		<p><i>Be able to draw basic shapes in isometric</i></p> <p><i>Isometric drawing of packaging</i></p> <p><i>Laser cut template in card</i></p> <p>Isometric</p> <p>30 degree set square</p> <p>T square</p> <p>Drawing board</p>	<p>Homework is... To identify different types of packaging, shapes used and methods of advertising. Assessment: Written - out of 20</p> <p>Questioning- No opt out AFL approach including: Drilling Call and Response Low Stakes Tests- Questioning/Quiz inc. Cold Calling Mini and full Plenaries Optimal use of Last 10 Minutes</p> <p>Self/Peer- Reflective diary WWW and EBI Turn and Talk</p>	Resources	Social- how to display your 3D idea in a way everyone can understand

		Will be able to explain how packaging can be recycled, the different forms packaging can come in and how branding is important to the look of the packaging.					
Topic 2: Graphics Package construction							
MAKE: <i>select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture</i>	What is the purpose of advertising?	<p><i>Learn about the importance of advertising and sustainable packaging</i></p> <p><i>Decorate box net inc. Photo</i></p> <p><i>Card construction of package box</i></p> <p>ALL (Emerging/developing) grade 1-3 Will be able to give a definition for advertising</p> <p>MOST (Securing) grade 4-5 Will be able to explain the different ways how a product can be advertised</p> <p>SOME (Mastery) grade 6-9 Will be able to explain features of a successful advertising campaign</p>		<p><i>3D Package box</i></p> <p>Key Terms/ concepts Literacy Numeracy</p>	<p>Homework is... Students to produce a report to log all the different types of fibre/fabric the Textiles products they have at home.</p> <p>Assessment:</p> <p>Mid term- Practical assessment linked to skills learned in term 4 Followed by Teacher EBI and PIT</p> <p>Questioning- No opt out AFL approach including: Drilling Call and Response Low Stakes Tests- Questioning/Quiz inc. Cold Calling Mini and full Plenaries Optimal use of Last 10 Minutes</p>	<p>Resources <i>Please expand...</i></p>	<p>Personal Development curriculum links (SMSC, British Values, PSHE)</p>

					Self/Peer- Reflective diary WWW and EBI Turn and Talk		
Term 5 Tote Bag- How to use the sewing machine safely to make a Tote Bag							
	Topic 1: Health and Safety and how to use the sewing machine.						
DESIGN: use research and exploration, such as the study of different cultures, to identify and understand user needs	<p>Do I know the parts of a sewing machine?</p> <p>Do I know how to be safe when using my sewing machine?</p> <p>Can I pass my sewing machine licence?</p> <p>Can I make a simple seam?</p> <p>Can I design 4 simple ideas for a bag?</p> <p>Can I draw up my final design for a bag?</p> <p>Can I make a paper pattern for my bag?</p>	<p><i>Learn about how to use the sewing machine safely.</i></p> <p>ALL (Emerging/developing) grade 1-3</p> <p>Will be able to identify the different parts of the sewing machine, use it safely and evaluate the quality of their sewing</p> <p>MOST (Securing) grade 4-5</p> <p>Will be able to identify the different parts of the sewing machine, use it safely and independently and evaluate the quality of their sewing so that they can identify key points for improvement. Will have achieved the sewing machine driving licence.</p> <p>SOME (Mastery) grade 6-9</p> <p>Will be able to identify the different parts of the sewing machine, use it safely, independently and</p>		<p><i>Completed workbook pages including labelled swatches</i></p> <p>Health and Safety</p> <p>Parts of the sewing machine including:</p> <p>--> Presser foot</p> <p>--> Needle</p> <p>--> Dog teeth</p> <p>--> Thread holder</p> <p>--> Hand wheel</p> <p>--> Bobbin</p> <p>--> Foot pedal</p> <p>--> Stitch selectors</p>	<p>Assessment:</p> <p>Questioning- No opt out AFL approach including: Drilling Call and Response Low Stakes Tests- Questioning/Quiz inc. Cold Calling Mini and full Plenaries Optimal use of Last 10 Minutes</p> <p>Self/Peer- Reflective diary WWW and EBI Turn and Talk</p>	<p>Lesson presentation PowerPoint</p> <p>Folders and assessment records Work booklets & KOs for this project</p> <p>Glue sticks to stick in swatches</p>	<p>How the ways in which people dress themselves relate to the British values</p> <p>The differences in textiles and fashion between cultures</p> <p>How textiles affect our day to day lives and can impact positively or negatively on our wellbeing</p>

		be able to confidently thread machines, wind bobbins and resolve jams. Their sewing will be completed to a high level of accuracy. They will be able to evaluate the quality of their sewing in detail, identifying key points for improvement where needed. Will have achieved the sewing machine driving licence.					
	Topic 2: Health and Safety and how to use the sewing machine (cont'd)						
EVALUATE: test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups				Completed workbook pages including labelled samples and sewing machine driving licence	Homework is... To bring personal ideas to class to use to embellish their bags. Assessment: Mid term- Written assessment linked to skills learned in term 4 Followed by Teacher EBI and PIT Questioning- No opt out AFL approach including: Drilling Call and Response Low Stakes Tests- Questioning/Quiz inc. Cold Calling Mini and full Plenaries Optimal use of Last 10 Minutes	Lesson presentation PowerPoint Folders and assessment records Work booklets & KOs for this project Glue sticks to stick in samples Sewing machines Thread Fabric Scissors	The importance of health and safety to our own wellbeing and the wellbeing of others Using own ideas – freedom of expression (within acceptable limits)

					Self/Peer- Reflective diary WWW and EBI Turn and Talk	Pins Driving licence cards	
Term 6 Tote Bag continued							
	Topic 3: Systems and processes for quality control						
KNOWLEDGE: understand and use the properties of materials and the performance of structural elements to achieve functioning solutions	<p>How can you use a sewing machine to construct and decorate textiles?</p> <p>Can I pin the paper to the fabric and cut out the fabric for my bag?</p> <p>Can I design and successfully embellish the front of my bag?</p> <p>Can I pin, tack and sew my bag?</p>	<p><i>Learn about what a sewing machine can do</i></p> <p>ALL (Emerging/developing) grade 1-3</p> <p>Will be able to use the sewing machine to decorate fabric</p> <p>MOST (Securing) grade 4-5</p> <p>Will be able to use the sewing machine to decorate fabric in effective ways</p> <p>SOME (Mastery) grade 6-9</p> <p>Will be able to use the sewing machine to decorate fabric in effective ways to a high quality and/or complexity</p>		<p><i>Completed workbook pages and making of tote bag started</i></p> <p>Quality Control</p> <p>Systems and processes</p> <p>Construction</p> <p>Decoration</p> <p>Seam allowance</p> <p>Corners and curves</p>	<p>Homework set: Investigate a career that involves Textiles, e.g., fashion designer or Interior designer and present findings to an A4 page</p> <p>Assessment: Evaluation of practical work so far followed by PIT time (EBI to be recorded on assessment record sheet in folder)</p> <p>Questioning- No opt out AFL approach including: Drilling Call and Response Low Stakes Tests- Questioning/Quiz inc. Cold Calling Mini and full Plenaries Optimal use of Last 10 Minutes</p> <p>Self/Peer- Reflective diary WWW and EBI</p>	<p>Lesson presentation PowerPoint</p> <p>Folders and assessment records</p> <p>Work booklets & KOs for this project</p> <p>Sewing machines</p> <p>Thread / Fabric</p> <p>Scissors / Pins</p> <p>Woven tape or alternative materials for handles</p>	<p>Reference to the British values when working together in the same environment</p> <p>Can reference child labour, fair trade, sweat shops etc.</p>

					Turn and Talk END OF YEAR EXAM		
	Topic 4: How to use a sewing machine to successfully construct a tote bag						
<p>DESIGN: <i>develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations and computer-based tools</i></p> <p>EVALUATE: <i>test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups</i></p>	<p>How can you use a sewing machine to construct and <u>decorate textiles?</u></p> <p>Use of variety of skills to complete the finished, personalised look of the bag.</p>	<p><i>Use the sewing machine to assemble bag.</i></p> <p><i>Evaluate product</i></p> <p>ALL (Emerging/developing) grade 1-3 Will be able to use the sewing machine to attempt to construct a tote bag and be able to add data to a manufacturer's specification. Will be able to evaluate their work during the process of making and identify a WWW and EBI</p> <p>MOST (Securing) grade 4-5 Will be able to use the sewing machine to completely construct a tote bag and be able to add data to a manufacturer's specification. Will be able to evaluate their work during the process of making and identify a WWW and EBI before making any improvements identified</p>		<p><i>Completed workbook pages and Finished tote bag</i></p> <p><i>Completed product</i></p> <p><i>Evaluation of product using ACCESSFM</i></p> <p><i>Quality Control Systems and processes</i></p> <p><i>Construction Decoration Seam allowance Corners and curves</i></p> <p><i>Ergonomics Anthropometrics</i></p> <p><i>Manufacturer's specification</i></p>		<p>Lesson presentation PowerPoint</p> <p>Folders and assessment records</p> <p>Work booklets & KOs for this project</p> <p>Sewing machines</p> <p>Thread</p> <p>Fabric</p> <p>Scissors</p> <p>Pins</p> <p>Woven tape or alternative materials for handles</p>	<p>Reference to the British values when working together in the same environment</p> <p>Can reference child labour, fair trade, sweat shops etc.</p>

		SOME (Mastery) <i>grade 6-9</i> Will be able to use the sewing machine to construct a tote bag to a high quality and be able to add detailed data to a manufacturer's specification. Will be able to comprehensively evaluate their work during the process of making and identify a WWW and EBI before making any improvements identified					
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