

Curriculum Map: Textiles KS3 23-24						
YEAR 7		YEAR 8		YEAR 9		
<b>Celebrating Cultural Diversity</b> Culture is a key aspect of who we are and what we look for from others. As a designer/artist, you have been asked to explore the theme of diversity of/in culture within textiles. Design, make and evaluate a printed cushion that is inspired from the experimentation tasks you have carried out. This cushion must be suitable for a room in your home.		<b>'We cannot walk alone'- Teddy for healing</b> Each year, we welcome thousands of refugees/asylum seekers into our country; which makes people see Britain as a safe and kind place to go to, when fleeing persecution or war. You have been asked to explore the theme of belonging. Design, make and evaluate a cuddly teddy that can be given to a child who has just arrived in the UK, to welcome them to their new home.		<b>'Light through the fabric'</b> Electronic gadgets have been long known to add aesthetic and increase functionality of products. You have been asked to explore its use in a functional and decorative product for the home. Design, make and evaluate a fabric night light that is inspired by contemporary fabric creations, and electronics in textiles.		
<b>Topic</b>	<b>Design and Make</b>	<b>Make and Evaluate</b>	<b>Design and Make</b>	<b>Make and Evaluate</b>	<b>Design and Make</b>	<b>Make and Evaluate</b>
<b>Intent</b>	The project in Year 7 allows students to build on skills learned in the Art/ Product Design curriculum at KS2 and introduces a range of knowledge, understanding and skills. Students will design and make high-quality prototypes and a final product (cultural inspired cushion) to meet a specification and specific application. Students will critique and evaluate the work of themselves and others and will test their ideas and products using feedback, to enhance their work.		The project in Year 8 allows students to build on skills learned in Year 8 and introduces and refines a range of knowledge, understanding and skills. Students will design and make high-quality prototypes and a final product (junk E-monster) to meet a specification and specific application (to be replicated and made for children of refugee families). Students will critique and evaluate the work of themselves and others and will test their ideas and products using feedback, to enhance their work.		The project in Year 9 allows students to build on skills learned in Year 8 and introduces and refines a range of knowledge, understanding and skills. Students will design and make high-quality prototypes and a final product (leaf leather notebook cover) to meet a specification and specific application. Students will critique and evaluate the work of themselves and others and will test their ideas and products using feedback, to enhance their work.	
<b>Start point</b>	All students will have some experience of the DT/ Mechanisms curriculum at KS2. Students in our feeder primary schools experience how to design, make, and evaluate products with some understanding of electrical circuits.		Students will understand the Design, Make and Evaluate process. They know how to use a design brief to inspire the creation of a new product. They will be competent in a range of skills such as marking and measuring and the use of other tools and equipment. They know how to use feedback and work of others to begin to reflect on this design process to inform their evaluations.		Students will understand the Design, Make and Evaluate process in more depth. They know how to use a design brief to inspire the creation of a new product. They will be highly competent in a range of skills such as machine skills and the use of other tools and equipment. They know how to use feedback and work of others to inform the evaluation and re-design process.	
<b>Key Knowledge</b>	To know and understand how to research and use research, develop part of a specification, develop, and communicate design ideas using annotated sketches, select and use specialist tools (hand embroidery needles, CAD, heat press, sublimation printer)	To know and understand how to analyse the work of others (Cultural symbols, test, evaluate and refine their ideas against their specification considering the views of the intended users. To understand how design affects the environment.	To know and understand how to research and use research, develop part of a specification, develop, and communicate design ideas using annotated sketches, select and use specialist tools (pattern making tools, fabric shears, hand embroidery needles, pinking shears, sewing machine, making a simple circuit to light up LEDs)	To know and understand how to analyse the work of others (Teddy Bear Project, Hive Arts Charity, Teddy Trust), test, evaluate and refine their ideas against their specification considering the views of the intended users. To understand how design affects the environment.	To know and understand how to research and use research, develop part of a specification, develop, and communicate design ideas using annotated sketches, select and use specialist tools (pattern making tools, dye baths, batik pots, fabric shears, hand embroidery needles, pinking shears)	To know and understand how to analyse the work of others, test, evaluate and refine their ideas against their specification considering the views of the intended users. To understand how design affects the environment.
<b>Key Technical Knowledge</b>	To understand and use the properties of different types of fabrics, embroidery threads and embellishments to achieve a fully functioning solution.		To understand and use the properties of different types of fabrics, embroidery threads and embellishments to achieve a fully functioning solution.		To understand and use the properties of different types of fabrics, embroidery threads and embellishments to achieve a fully functioning solution.	
<b>Key Skills</b>	Work safely, demonstrate the recall of hand embroidery stitches, use C.A.D, use the heat press and sublimate onto fabric, block and transfer printing techniques. Be able to link to learning in BBEC Year 7 PSHCE curriculum on self-worth and diversity.		Work safely, demonstrate the recall of hand embroidery stitches and circuits, be able to create a pattern, cut out fabric accurately, demonstrate accurate hand/ machine stitching, demonstrate how to wire a simple circuit to power LEDs. Be able to link to learning in BBEC Year 8 PSHCE curriculum on Discrimination and challenging injustice.		Work safely, create and work with fabric, and demonstrate the recall of hand embroidery stitches. Be able to create fabric- weaving, knitting, and felting. Demonstrate accurate hand/machine stitching and demonstrate how to combine Design and Technology materials into one product.	
<b>Misconceptions and adaptive strategies</b>	Misconception: how to tie-on a knot and thread a needle. Strategy: establish clear guidance of how to do this and embed opportunities to practice throughout the scheme of work.		Misconception: how to tie-on a knot and thread a needle. Strategy: establish clear guidance of how to do this and embed opportunities to practice throughout the scheme of work. Misconception: how to thread up a sewing machine. Strategy: allow time in the scheme of work to allow students to learn and master this specific skill.		Misconception: how to tie-on a knot and thread a needle. Strategy: establish clear guidance of how to do this and embed opportunities to practice throughout the scheme of work. Misconception: how to create a pattern. Strategy: build time into the scheme of work to revisit how to cut a pattern and why measuring and marking out accurately is a key skill.	
<b>Key Vocabulary</b>	<b>Tier 2:</b> design, make, evaluate, analyse, upcycle, critique <b>Tier 3:</b> research, specification, designer, consumer, prototype, hand embroidery, CAD, sublimate, heat press BBEC values in context.		<b>Tier 2:</b> design, make, evaluate, analyse, upcycle, critique <b>Tier 3:</b> research, specification, designer, consumer, prototype, hand embroidery, CAD, sublimate, heat press BBEC values in context.		<b>Tier 2:</b> design, make, evaluate, analyse, critique, <b>Tier 3:</b> research, specification, designer, consumer, prototype, pattern making, batik, fabric shears BBEC values in context.	
<b>Key Reading</b>	Artist/designer research: Yinka Ilori - <a href="https://www.moragmyerscough.com/about">About - Yinka Ilori Studio</a> and Morag Myerscough - <a href="https://www.moragmyerscough.com/about">https://www.moragmyerscough.com/about</a> . Hive Arts charity, Shipley: <a href="https://bradfordmuseums.org/the-flourish-project-we-cannot-walk-alone/">https://bradfordmuseums.org/the-flourish-project-we-cannot-walk-alone/</a> Exploring Design and Technology at KS3 textbook- Chapters 1 (designing and making principles,2 (using and working with materials)		Artist research: Margarete Steiff /Steiff Bears- <a href="https://teddytrust.org.uk/">History of Steiff Bears - The Bear Garden</a> <a href="https://teddytrust.org.uk/">https://teddytrust.org.uk/</a> <a href="https://www.youtube.com/watch?v=FDzmnG7qKos">https://www.youtube.com/watch?v=FDzmnG7qKos</a> Exploring Design and Technology at KS3 textbook- Chapters 1 (designing and making principles,2 (using and working with materials)		Designer research: Thomas Dixon- <a href="https://www.tomdixon.net/en_gb/story/category/our-studio/">https://www.tomdixon.net/en_gb/story/category/our-studio/</a> : <a href="https://goodonyou.eco/eco-friendly-leather-alternatives/">https://goodonyou.eco/eco-friendly-leather-alternatives/</a> and <a href="https://katharinehamnett.com/">https://katharinehamnett.com/</a> Exploring Design and Technology at KS3 textbook- Chapters 1 (designing and making principles,2 (using and working with materials) <a href="http://www.viviennewestwood.com">Switch to Green Campaign (viviennewestwood.com)</a>	
<b>End Point</b>	At the end of half term 1, students will have a thorough understanding of how their learning in KS2 links to the project. They will begin to understand how the design and make process are interlinked. They will be competent in marking and measuring and the use of tools and equipment.	At the end of half term 2, students will have a clear understanding of how their specification and design and make process are interlinked. They will use feedback and work of others to begin to reflect and think critically on this design process to inform their evaluations. They will be competent in use of tools and equipment and will have a viable product.	At the end of half term 1, students will have a thorough understanding of how their learning in KS2 links to the project. They will begin to understand how the design and make process are interlinked. They will be competent in marking and measuring and the use of tools and equipment.	At the end of half term 2, students will have a clear understanding of how their specification and design and make process are interlinked. They will use feedback and work of others to begin to reflect and think critically on this design process to inform their evaluations. They will be competent in use of tools and equipment and will have a viable end product.	At the end of half term 1, students will have a thorough understanding of how their learning in KS2 links to the project. They will begin to understand how the design and make process are interlinked. They will be competent in marking and measuring and the use of tools and equipment.	At the end of half term 2, students will have a clear understanding of how their specification and design and make process are interlinked. They will use feedback and work of others to begin to reflect and think critically on this design process to inform their evaluations. They will be competent in use of tools and equipment and will have a viable end product.
<b>Form of Assessment</b>	Formative assessment throughout lesson activities, whole-class feedback sheets, peer/self-assessment allocated to specific booklet tasks. Summative assessment 1: specification and design ideas.	Formative assessment throughout lesson activities, whole-class feedback sheets, peer/self-assessment allocated to specific booklet tasks. Summative assessment 2: practical outcome and product evaluation.	Formative assessment throughout lesson activities, whole-class feedback sheets, peer/self-assessment allocated to specific booklet tasks. Summative assessment 1: specification and design ideas.	Formative assessment throughout lesson activities, whole-class feedback sheets, peer/self-assessment allocated to specific booklet tasks. Summative assessment 2: practical outcome and product evaluation.	Formative assessment throughout lesson activities, whole-class feedback sheets, peer/self-assessment allocated to specific booklet tasks. Summative assessment 1: specification and design ideas.	Formative assessment throughout lesson activities, whole-class feedback sheets, peer/self-assessment allocated to specific booklet tasks. Summative assessment 2: practical outcome and product evaluation.
<b>Enrichment opportunities</b>	Homework tasks set every 3 weeks to support the learning in lesson. Opportunity to link learning to Bradford 2025 and contextualise knowledge. Understanding sources and uses of textiles.		Homework tasks set every 3 weeks to support the learning in lesson. Opportunity to link learning to Bradford 2025 and contextualise knowledge. Reviewing sources of textiles fibres and understanding fabrics and their properties.		Homework tasks set every 3 weeks to support the learning in lesson. Opportunity to link learning to Bradford 2025 and contextualise knowledge. Consolidating knowledge on fibres and fabrics and know how to make sustainable textile consumption choices.	
<b>Leadership opportunities</b>	Opportunities to lead aspects of the lesson (practical demonstrations), show BBEC values through supporting other with practical skills, leading presentation and groupwork.		Opportunities to lead aspects of the lesson (practical demonstrations), show BBEC values through supporting other with practical skills, leading presentation and groupwork.		Opportunities to lead aspects of the lesson (practical demonstrations), show BBEC values through supporting other with practical skills, leading presentation and groupwork.	