

<b>Subject</b>	Textiles
<b>Term</b>	Rotation 1&2
<b>Duration (approx.)</b>	18 hours
<b>Module</b>	Ugly Characters

### **Skills and concepts to be developed and assessed (linking to identified AOs)**

AO1 Specifications  
 Use of a design brief  
 Design ideas – thumb nail sketches  
 Embroidery, Applique  
 AO2 Classification of fibres – fibre, yarn, fabric  
 Cutting, pinning, tacking  
 Seam allowance  
 Embroidery – running, back, cross stitch, Applique  
 Use of production plan  
 Use of the sewing machine  
 AO3 Product analysis  
 Evaluation of finished product  
 Evaluating samples of embroidery and Applique

### **Factual knowledge to be taught and assessed (including subject specific vocabulary).**

AO4 Health and safety  
 Quality assurance  
 Product analysis  
 Natural fibres – cotton, wool, silk  
 Components  
 Classification of fibres – fibre, yarn, fabric  
 Cutting, pinning, tacking  
 Seam allowance  
 Use of production plan  
 Use of the sewing machine

### **Formative Assessment/key piece of work prior to end of unit:**

In this module we will be assessing the following:

- AO1: Designing skills
- AO2: Making skills
- AO3: Evaluating
- AO4: Technical knowledge

### **Summative Assessment**

Application of KS3 assessment matrix for AO1,2,3& 4 to assess  
 AO1 through quality and range of designing and product modelling including templates.  
 AO2 through quality of the final product.  
 AO3 through quality of annotation sharing design thinking, Product analysis  
 AO4 through application of knowledge of textile materials made from natural fibres, embroidery and applique techniques, finish and making in final product and annotation

### **Building Retention: What prior learning must be built upon/revisited and how will it be assessed?**

Year 7 arrive with very little or no knowledge of designing and making products from textile based materials. Therefore the aim is to establish a baseline skills set that will set them up to be successful moving forward at KS3

### **Spelling-Punctuation-Grammar How will you promote high standards within this module?**

There are good opportunities to promote good standards of literacy through the annotation of the design work. Pupils will be taught how to describe a target market, formulate a design brief and articulate their opinions about existing products through product analysis. The use of writing stems, exemplars, stimulus questions and breaking down the description of a target market into key questions to help structure extended writing are strategically used to support this.

### **Link forward: where next for the learning?**

In the year 8 unit pupils will be expected to build upon their designing and making skills through the development of a product based upon Holly Lavell Soft sculpture/. They will broaden their skill set to include Tie dye/colour washing, Embroidery – blanket, rose, feather, couching etc and applique. combining techniques and making Paper patterns. They will also build their knowledge of materials by looking at man made textile materials. Creating own production plan Greater opportunities and freedoms for creativity and the development of designing through modelling to try out ideas. Manufacturing skills will require greater technical ability and accuracy.