

Subject	Textiles
Term	Rotation 1&2
Duration (approx.)	18 hours
Module	Lavell Soft

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

AO1 Analysis of designers work
 Mood board
 Specification
 Design ideas
 Final design with alternatives considered
 AO2 Tie dye/colour washing
 Embroidery – blanket, rose, feather, couching etc
 Applique – layering
 Combining techniques
 Paper pattern
 Creating own production plan
 AO3 Analysis of designers work
 Evaluation of samples
 Evaluation of finished product and improvements to be made

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

AO4 Health and safety
 Use of a designer
 Man-made fibres – polyester, nylon, lycra/elastane
 Recycled textile items
 Paper pattern
 Creating own production plan

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 man made fibres, Embroidery, applique, making in final product and annotation

Building Retention: What prior learning must be built upon/revisited and how

will it be assessed?

In this 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 – layering and 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.

Spelling-Punctuation-Grammar

How will you promote high standards within this module?

There are good opportunities to promote good standards of literacy through the use of extended writing. 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 and stimulus questions to help structure extended writing are strategically used to support this.

Link forward: where next for the learning?

In the year 9 unit pupils will be expected to further develop and refine their designing and making skills through two smaller projects - the development of a product based upon the Mexican cultural theme, 'day of the dead' and the production of a fleece hat using the 'Under the sea' theme and the environmental impact of textile waste. They will broaden their skill set to include textile print techniques which will include stencil design and manufacture. Greater opportunities and freedoms for creativity and the development of designing through pattern design and testing.