

Design & Technology: Textiles

Curriculum intent:

What does the Design & Technology department want to achieve at Dormston School through the curriculum we provide?

The Design & Technology Department are committed to providing opportunities for pupils to develop their design & technology capability, by combining pupils design and making skills with knowledge and understanding. Using creativity and imagination, pupils design and make products to solve problems in a variety of contexts, considering their own and other's needs and wants.

Pupils will acquire a broad range of subject knowledge enabling them to research and evaluate the work of others, create and develop design ideas which lead on to the making of high-quality prototypes and products for a wide range of users. Additionally, pupils learn about, understand and apply the principles of nutrition and learn how to cook

Literacy/Reading/Oracy opportunities:

Books I can read: The Way Things Work by David Macaulay, A History of Fashion by Laura Cowan, How Food Works: The Facts Visually Explained by Dk. Sketching and Drawing Techniques for Product Designers by Roselien Steur, The story of food – Giles Coren, A History of Fashion by Laura Cowan, Portfolio Presentation for Fashion designers by Linda Tain, Cooking Up a Storm Paperback– by Sam Stern

Films/TV programmes I can watch: The Great Interior Design Challenge The Gadget Show, Inside the Factory, Master Chef. The Great British Sewing Bee, Jimmy's Food Factory, The Blue Planet, The Food Inspectors, George Clarke's –Amazing Spaces

Places I can visit: Wolverhampton Art Gallery, Birmingham Art Gallery, RAF Cosford, Farmers Markets, The Ikon Gallery, Midlands Art Centre, The Design Museum-Kensington London, BBC Good Food Show, Local Farm Shops

Curriculum rationale Year 7 - 11	Textiles		
Year 7	Tote Bag Project Introduction to textiles skills and decorative techniques inspired by the theme of Creatures.		

	<ul style="list-style-type: none"> • A knowledge of contemporary artists that use “Creatures” in their work. • Drawing assessment, pupils will be given the unique opportunity of how to draw/mark make using alternative medias • Design ideas • Knowledge of fabrics and fibres • Fabric construction methods • Use of sewing machine • Health and safety in the textile room • The impact of fashion 		
Why?	<p>Pupils understand how to use the sewing machine. Pupils learn about the work of others, contemporary artists to inspire and create.</p> <p>Construction skills how to make a bag. Using a range of surface pattern and decoration techniques.</p>		
How parents / carers can support	<p>Encourage pupils in the completion of homework Tasks</p> <p>Ask pupils questions about the products they are making</p>		
	Textiles		
Year 8	Pencil case project		

	<p>Area of Study – The role of the professional designer: Pop Art movement and artist research. Construction of a pencils case, including how to insert a zip and a fabric lining.</p> <ul style="list-style-type: none"> • A history of Pop Art • Design ideas – turning everyday items into art • Understanding textile components • How to tie dye • How to applique • Using of heat transferring techniques • How to attach a lining and zip • Understanding creative industries 		
Why?	To explore a range of Textiles construction and decorative techniques and how artists develop ideas. Understanding how everyday art can be used in Textiles work.		
How parents / carers can support	Encourage pupils in the completion of homework tasks Ask pupils questions about the products they are making		
	Textiles		

Year 9

Cityscapes in style – Bucket hat project

To create reversible bucket hats that capture the spirit of one of four iconic global cities: London, Barcelona, Paris, or New York. These hats will serve as vibrant keepsakes for tourists,

- Antoni Gaudi – Using his architectural inspiration across the city of Barcelona
- Van Gogh – “A Starry Night” - using the techniques and style to inspire city skylines at night.
- Design skills
- Use of the sewing machine and knowledge of its skills and techniques
- Use of CAD (sublimation printing)
- Bucket hat construction – how to make a bucket hat

Why?

To explore a range of Textiles construction and decorative techniques and how artists develop ideas.

How parents / carers can support

Encourage pupils in the completion of homework tasks

	Ask pupils questions about the products they are making and skills they have used		
	Autumn	Spring	Summer
Year 10 & 11	<p>Textiles Exam board AQA; Controlled assessment unit one portfolio Area of study – printed textiles and garment construction The Vest Top Project</p> <ul style="list-style-type: none"> • Mixed media printing • Printed textile techniques • Photography • Pattern drafting • Garment construction • Use of the sewing machine and key textile equipment • Fashion illustration • Trends and predictions on the high street 	<p>Textiles Exam board AQA; Controlled assessment unit one portfolio Area of study – use of mixed media and highly skilled garment construction techniques Natural Form - Corset</p> <ul style="list-style-type: none"> • Using mind maps and mood boards to convey project inspiration • Photography • Gallery and Museum visit – collection of primary sources to inform contextual studies • Observational drawing • Artist research • Mix media techniques • Organic and Eco dying • Surface decoration • Pattern and repeat techniques • Embroidery • Garments construction – use of boning • Design ideas • Creation of final piece 	<p>Textiles Exam board AQA; Controlled assessment unit one portfolio Area of study – surface decoration Water – Skirt</p> <ul style="list-style-type: none"> • How to create a still life for photography • Use of mind maps and mood boards • Artist research • Embroidery • Surface decoration techniques • Marbling • Acrylic pouring • Drawing techniques using abstract mark making • Surface manipulation <p>Mock examination Set assessment task – combining artist's work</p>

Why?	60% of pupil's overall grade comes from the unit one portfolio. The portfolio is a documentation of work evidencing skills for the assessment objectives identified by the exam board. The autumn term is not only a introduction to new techniques and skills but also a foundation of the expectation of what is to come over year 10 and 11.	The natural form project evidence the four main areas of focus; investigating, recording, developing and realisation of intentions. This project explores new skills and techniques as well as revisiting and building on prior learning.	The water project evidences the four main areas of focus; investigating, recording, developing and realisation of intentions. This project explores new skills and techniques as well as revisiting and building on prior learning. Mock examination – prepares the pupils for exam conditions and expectations ready for their final exam in year 11.
How parents / carers can support	Encourage pupils in the completion of homework tasks. Asking questions about the final pieces they have made. Having an interest in the project they are working on. Encouragement and where possible to go to local galleries and exhibitions.	Encourage pupils in the completion of homework tasks. Asking questions about the final pieces they have made. Having an interest in the project they are working on. Encouragement and where possible to go to local galleries and exhibitions.	Encourage pupils in the completion of homework tasks. Asking questions about the final pieces they have made. Having an interest in the project they are working on. Encouragement and where possible to go to local galleries and exhibitions.
Year 11	Autumn Textiles	Spring Textiles	Summer Textiles
Why?			
How parents / carers can support			