



# KESTEVEN AND SLEAFORD HIGH SCHOOL

## Design and Technology Scheme of Learning

### Year 8 –Topic Textiles – Pyjamas (Post Covid19 – Rotation 1)

#### Intent – Rationale

**Intent:** Students should: demonstrate an understanding of Health and Safety in the Textile work room; demonstrate how to use the sewing machines accurately and safely; understand how to analyse a design brief, identify the TMG; research from both primary and secondary sources; write a design specification using technical terminology and include measurable points; design three different ideas with annotation and peer feedback; make a finished prototype demonstrating accurate pattern and garment construction and a T shirt with a form of decoration; document the step by step making of the prototype with notes, detailed diagrams and evaluate their progress considering what they could improve; be able to analyse a garment using ACCESSFM with prompt questions; evaluate a prototype against the design specification identifying strengths, areas to improve and peer opinion; demonstrate an understanding of the sustainable, ethical and moral issues relating to cotton production in India; demonstrate an understanding of the 6Rs.

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
<ul style="list-style-type: none"> <li>Y7 – Topic Textiles – Wall Organisers project (Due to school closure – building on the theoretical skills developed in Year 7 to start Year 8 project)</li> </ul>	<ul style="list-style-type: none"> <li>Y9 – Topic Textiles – Skirt project</li> <li>Y10 – Design and Technology GCSE</li> <li>Y11 – Design and Technology GCSE</li> </ul>
What are the links with other subjects in the curriculum?	What are the links to SMSC, British Values and Careers?
<ul style="list-style-type: none"> <li>Geography – Cotton cultivation in India; Fairtrade.</li> <li>Business Studies – Fast Fashion marketing and pricing</li> <li>Art – Presentation, illustration and design</li> </ul>	<ul style="list-style-type: none"> <li>Moral, social and Environmental topics covered on cultivation and production of cotton fabrics. (C2) (M1) (SO1)</li> <li>Developing an understanding of sustainable use of resources and materials – using recycled and upcycled materials. (SO2)</li> <li>Links with social/cultural understanding – cotton cultivation in India – choice of PJ shorts or trousers linked to modest dressing in different cultures. (BV4) (BV5) (C1) (C2) (SP1) (SP2) (SP3)</li> <li>Problem solving; independence; resilience; encouraging creativity; communication skills; confidence; organisation (GB4)</li> </ul>
What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?	What are the opportunities for developing mathematical skills?
<ul style="list-style-type: none"> <li>Independent research</li> <li>Written instructions</li> <li>Subject specific vocabulary</li> </ul> <p>FROM THE LIBRARY  <i>100 Ideas That Changed Fashion</i>-H. Worlsey-391  <i>The Clothing Industry</i>-H. King  <i>Collecting fashion and Accessories</i>; C. Harris-391</p>	<ul style="list-style-type: none"> <li>Measuring skills using a ruler and tape measure</li> <li>Seam allowance of 15mm in construction</li> <li>Average measurements</li> <li>Mathematical problem solving</li> <li>Geometric understanding</li> </ul>



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## Design and Technology Scheme of Learning - Year 8 – Topic Textiles - Pyjamas

### Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?	
<p><b>Know</b></p> <ul style="list-style-type: none"> <li>• how to use research and exploration to identify and understand user needs</li> <li>• how to develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations</li> </ul> <p><b>Apply</b></p> <ul style="list-style-type: none"> <li>• a variety of approaches to generate creative ideas and avoid stereotypical responses</li> <li>• select from and use specialist tools, techniques, processes, equipment and machinery accurately</li> <li>• select from and use a range of materials, components, considering their properties</li> <li>• test, evaluate and refine their ideas and products against a specification, considering the views of intended users</li> <li>• understand and use the properties of materials and the performance of structural elements to achieve functioning solutions</li> </ul> <p><b>Extend</b></p> <ul style="list-style-type: none"> <li>• identify and solve their own design problems and understand how to reformulate problems given to them</li> <li>• develop and communicate design ideas using annotated sketches and detailed plans.</li> <li>• Work independently using support worksheets.</li> </ul>	
What subject specific language will be used and developed in this topic?	What opportunities are available for assessing the progress of students?
<ul style="list-style-type: none"> <li>• <b>Target Market Group (TMG)</b> – The people or person that the product is designed for.</li> <li>• <b>Zig Zag</b> – machine stitch used for neatening edges</li> <li>• <b>Lockstitch</b> – straight stitch used for creating seams</li> <li>• <b>Basic Blocks</b> – Average sized card pattern blocks of shorts or trousers used as a starting point for student adaptations</li> <li>• <b>Paper Pattern</b> – shorts or trouser templates made by students</li> <li>• <b>Grain Line</b> – the weave of the fabric that runs parallel to the selvedge and warp threads of the fabric</li> <li>• <b>Selvedge</b> – the ‘finished’ edge where the weft yarns wrap around the warp threads</li> <li>• <b>Warp</b> – the yarns that run down the length of the fabric</li> <li>• <b>Weft</b> – the yarns that run across the width of the fabric</li> <li>• <b>Balance notches</b> – small triangular pattern markings to allow matching the pattern pieces</li> <li>• <b>Seam allowance</b> – the 15mm border that is added in order to make seams</li> <li>• <b>Sustainability</b> - avoidance of the depletion of natural resources in order to maintain an ecological balance</li> <li>• <b>Organic</b> - produced or involving production without the use of chemical fertilizers, pesticides, or other artificial chemicals.</li> <li>• <b>Aesthetics</b> – what a product looks like</li> <li>• <b>Environment</b> - the setting or conditions in which a particular activity is carried out, Context - the effect the production of a product has on the environment.</li> <li>• <b>Manufacture</b> – how has the product been made – Context in a factory etc.</li> <li>• <b>Function</b> –the practical use or purpose in design.</li> <li>• <b>Hem</b> – the edge of a piece of cloth or clothing which has been turned under and sewn</li> <li>• <b>Seams</b> - a line where two pieces of fabric are sewn together in a garment or other article</li> <li>• <b>Elastic Casing</b> – the channel which is created to hold the elastic.</li> <li>• <b>Block Printing</b> - process, or art of printing from blocks on which the characters have been created in relief</li> <li>• <b>Stencil printing</b> - a piece of card with a design cut out of it. When you apply ink or paint to the <b>stencil</b>, the design is <b>printed</b> on the surface below.</li> <li>• <b>Repeat pattern</b> – A system of organisation of a motif when printed on fabric – stripes, block, half drop, reflection, border.</li> <li>• <b>Tie Dye</b> - produce patterns in (a garment or piece of cloth) by tying parts of it to shield it from the dye.</li> </ul>	<p><b>Outcomes &amp; Key work for assessment:</b>            Research; design specification; design work; product analysis; applique; finished product; diary of make; evaluation.</p> <p><b>Regular marking of class and homework.</b></p> <p><b>Mid Project Review</b></p> <p><b>Tracking points.</b></p> <p><b>Final Assessment of completed project.</b></p>



Intent – Concepts

Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
Analysis of design brief.	Working in table groups analysis of design brief and planning mood board research to aid designing.	Consider properties of fabric and suitability for the specific product.	Analysis of design brief. <b>Design Brief: You have been asked by Top Shop to design and make a sample pair of co-ordinating pyjamas for the teenage market. You will make a pair of printed shorts and use a ready made T shirt to which you will apply tie dye decoration. Recycled garments could be used for the top.</b> Develop plan of research as a table group. Identify target market group – customer and shop profile. Fabric and component requirements. T:\Departments\Curriculum\Design and Technology\DT Textiles 2020\DT_KS3\Year 8\Y8 PJs\Y8_20 <b>H/W Mood board (May have been completed post lockdown/ holiday work)</b>
Design Specification 3 Design Ideas	Building on developing a product specification – must, could, should – 10 points justified, with 2/3 measurable points. Development of 3 different creative design solutions meeting the design brief and specification.	A fully developed and detailed justified design specification. Design work is annotated and well presented in colour. TMG feedback is detailed and aids design development.	Ss understand how to write a design specification. Using mood board, design brief and design specification to guide designing. A range of creative design ideas. Using cultural motifs designed in Y7 as a repeated print design (Teacher demo, using print – border or all over design – repeat patterns). Presentation skills. Documented TMG feedback to improve designs. <b>H/W complete design work with annotation and colour. Fabric taken home to be washed and ironed ready for printing.</b>
Making Paper patterns from basic blocks	Ss develop an understanding of how to make a paper pattern for their product. Adapting basic blocks to fit. H/W Ss demonstrate an understanding of the 6Rs in relation to textiles.	Working independently from instructions given.	T demo: Making a paper pattern using basic trouser block. How to change the shape, make shorter, longer, wider, larger, smaller. How to change the hem shape/finish. Pattern annotation, balance marks, grain lines, seam allowance. Students start to create paper patterns. Students draw around paper pattern onto fabric in preparation for printing. <b>H/W Product Analysis - Ss analyse their own nightwear using ACCESSFM (Aesthetics; cost; customer; environment; safety; size; function; manufacture) with prompt questions (on worksheet). Detailed annotation and a good photograph or diagram.</b>
Making Paper patterns from basic blocks	Ss develop an understanding of how to make a paper pattern for their product. Adapting basic blocks to fit.	Working independently from instructions given.	Ss develop an understanding of how to make a paper pattern for their product. Students draw around pinned paper pattern onto fabric in preparation for printing. Teacher demo. <b>H/W DIRT activity – improving and developing work in books.</b>
Making printing blocks and stencils.	Ss develop an understanding of the difference between block and stencil printing. <b>Health and Safety – use of cutting knives/ boards/ scissors cleaning down after use</b>	Working independently from instructions given. Creating a more detailed block/ stencil	T demo – Ss make printing blocks and stencils based on their ‘different culture’ research in Year 7.
Printing	Ss develop an understanding of how to create a printed repeat pattern on cloth. <b>Health and Safety –cleaning down after use</b>	Working independently from instructions given.	Printing fabric – fabric taped to tables, fabric paints distributed, aprons or art shirts worn. Once printed fabric hung to dry. <b>H/W write up method of printing with diagrams.</b>
Printing Making Product – cutting out fabric	Ss develop an understanding of how to create a printed repeat pattern on cloth. Ss develop an understanding of how to lay up and cut out their pattern considering grain and one-way designs. H and S re cutting	Working independently from instructions given.	Printing fabric – fabric taped to tables, fabric paints distributed, aprons or art shirts worn. Once printed fabric hung to dry. Making product – T demo: cutting. H&S when cutting out. <b>H/W write up method of printing with diagrams.</b>

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Using sewing machines – making a closed seam. <b>Health and Safety – use of sewing machines and cleaning down after use</b>	Revision of using the sewing machines – threading up, using lockstitch and zigzag.	Threading and using the sewing machines independently.	Ss understand how to use the sewing machines safely. Ss write up method and evaluate their seam sample www/ebi <b>Mid Project Review</b>
Making product <b>Health and Safety – use of sewing machines and cleaning down after use</b>	Ss Practical session. T demo: making seams, matching balance marks. One to one support as required. H&S when using sewing machines & irons.	Working independently from worksheet given, planning next steps and problem solving as work progresses. Drawstring casing Elastic in casing Addition of trimmings such as ribbon, lace or pompoms. Some students may wish to print or dye their fabrics.	Making product. Ss work with support from T / using independent worksheets. Ss evaluate a prototype as it develops identifying www/ebi Ss develop an understanding of how to develop a 2D design into a 3D product. <b>Whilst waiting for sewing machines and H/W Diary of production</b> explained documenting the step by step making of the prototype with notes and detailed diagrams. T shirts prepared for dyeing in small batches. <b>H/W - Diary of production.</b>
Making product	CF and CB seams		
Making product	Crotch seam		
Making product	Hems and hem trimming application.		
Making product	Side seams		
Making product	Elastic casing		
Making product	Finishing		
Making product	T shirt with applique, CAD embroidery or pocket. TMG feedback Evaluation content explained.		
T shirt – Tie Dyeing	Using workbooks and research as a guide to tie T shirts. <b>Health and Safety –cleaning down after use</b>	Some students may use more than one colour in their dyeing	T shirts tied and labelled ready for dyeing. Evaluation of finished product against specification; www/ebi; peer assessment. <b>H/W - Diary of production/ evaluation</b>
Evaluation of completed product/ peer assessment	Ss evaluate a prototype against the design specification identifying strengths and areas that could be improved.	Independent extension activities scrunchie or drawstring bag for PJs.	Students finish making PJs. Complete evaluation. <b>H/W - Diary of production/ evaluation</b> <b>Hand in books and finished product for marking.</b>
100% cotton Made in India	Using worksheet to develop an understanding of the MSE issues relating to cotton production and fabric manufacture.	Contribution to discussion about SME issues observed in the DVD are able to link the issues covered with the project.	<b>DVD 100% Cotton Made in India + worksheet</b> Ss demonstrate an understanding of the sustainable, ethical and moral issues relating to cotton production in India. <b>H/W - Research 6Rs</b> draw a poster demonstrating understanding in relation to textiles.
Understanding recycled and sustainable design - 6Rs	Ss develop a wider understanding of the issues relating to the manufacture and disposal of textiles and how designers are developing strategies to become more sustainable	Contribution to discussion about SME issues observed in the DVD are able to link the issues covered with the project	<b>DVD Recycled &amp; sustainable textiles</b> 30min. Ss develop a wider understanding of the issues relating to the manufacture and disposal of textiles and how designers are developing strategies to become more sustainable. <b>Worksheet.</b> T:\Departments\Curriculum\Design and Technology\DT Textiles 2019\DT_KS3\Year 8\Y8 PJs\Y8_19