



# KESTEVEN AND SLEAFORD HIGH SCHOOL

## Design and Technology Scheme of Learning

### Year 7 – Textiles - Organiser

#### Intent Rational

**Intent:** Students should: have an understanding of Health and Safety in the Textile work room; have a basic understanding of where fibres come from and how fabrics are made; dyeing cloth; simple printing methods; understand how to use the sewing machines safely; make a simple seam and attach pockets; understand how to analyse a design brief; basic research into a theme with key word annotation; write a basic design specification using technical terminology; complete a design and make a finished prototype that fulfills the brief; document the making of the prototype step by step with simple diagrams; be able to compare and evaluate existing products; evaluate a prototype against the design specification identifying areas to improve.

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>Developing from any previous projects in KS2</li> <li>Building on from Health and Safety in Food Tech.</li> </ul>	<ul style="list-style-type: none"> <li>Health and safety in Food technology and Graphic Products in rotations 2 and 3.</li> <li>Students will be able to plan, make and evaluate with increasing independence.</li> <li>Y8 – Topic Textiles - Pyjama project</li> <li>Y9 – Topic Textiles – Skirt and trouser 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>History – Looking at different cultures</li> <li>Geography – Looking at different countries</li> <li>Maths – Pattern measurements</li> <li>Art – Stencils, printing, design skills and presentation</li> </ul>	<ul style="list-style-type: none"> <li>Differentiation (GB3)</li> <li>Problem solving; independence; resilience; encouraging creativity; communication skills; confidence; organisation (GB4, SP, SO, C)</li> <li>Assessment for learning (GB8)</li> <li>Looking at different cultures (BV5, SP, C)</li> <li>Routine and structure (M)</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>The Influence of Design and Technology on everyday fashion; J. Gaffe-909</i>  <i>The Clothing Industry; H. King-746</i>  <i>Design, Cut and Shape; H. King- 746.92</i>  <i>Dyes and Decoration; H. King-746</i>  <i>Textiles: Properties and behaviours in clothing use; E. Miller-677</i></p>	<ul style="list-style-type: none"> <li>Applying measuring skills – using a ruler and tape measure.</li> <li>Unit conversions – cm-mm</li> <li>Scale and ratio within their patterns</li> <li>Geometric understanding.</li> <li>Seam allowance of 15mm in construction</li> <li>Mathematical problem solving</li> <li>Using 2D design – vector drawing</li> </ul>



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#### 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 work safely in the textiles room</li> <li>• How to plan and process to make a product</li> <li>• How to use equipment (sewing machine, scissors, seam ripper, craft knife and hand and machine needles)</li> <li>• Effective methods to evaluate own and others work</li> </ul> <p><b>Apply</b></p> <ul style="list-style-type: none"> <li>• Understanding of how to work safely in the textiles room</li> <li>• Understanding of how to use equipment and specialist tools safely and accurately</li> <li>• Understanding of how to plan processes to manufacture a product</li> <li>• Understanding how to evaluate work against a specification, considering the views of others.</li> <li>• Understand a variety of approaches to generate creative ideas and avoid stereotypical responses.</li> </ul> <p><b>Extend</b></p> <ul style="list-style-type: none"> <li>• The ability to work on practical outcomes independently</li> <li>• The ability to critically evaluate own work and constructively evaluate work of others.</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>Hazard</b> – a danger or risk</li> <li>• <b>Risk</b> – a situation involving exposure to danger</li> <li>• <b>Risk assessment</b> - a systematic process of evaluating the potential risks that may be involved in a projected activity or undertaking.</li> <li>• <b>Risk control</b> – a means of limiting the risk</li> <li>• <b>Tape measure</b> - a length of tape or thin flexible metal, marked at graded intervals for measuring.</li> <li>• <b>Dress making pins</b> - a thin piece of metal with a sharp point at one end and a round head at the other, used for fastening pieces of cloth, paper, etc.</li> <li>• <b>Sewing needles</b> - a very fine slender piece of polished metal with a point at one end and a hole or eye for thread at the other, used in sewing.</li> <li>• <b>Sewing thread</b> - a long, thin strand of cotton, nylon, or other fibres used in sewing or weaving.</li> <li>• <b>Tailors chalk</b> - hard chalk or soapstone used in tailoring and dressmaking for marking fabric</li> <li>• <b>Detail scissors</b> - an instrument used for cutting cloth, paper, and other material.</li> <li>• <b>Pinking shears</b> – shears with a serrated blade, used to cut a zigzag edge in fabric to prevent it fraying.</li> <li>• <b>Fabric shears</b> – a cutting instrument in which two blades move past each other, like scissors but typically larger and for fabric.</li> <li>• <b>Seam ripper</b> – a tool that is used to tear or break the seam</li> <li>• <b>Sewing machine</b> – a machine with a mechanically driven needle for sewing or stitching cloth.</li> <li>• <b>Brief</b> – instruct or inform (someone) thoroughly, especially in preparation for a task.</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> <li>• <b>Motif</b> – a decorative image or design, especially a repeated one forming a pattern.</li> <li>• <b>Culture</b> – the ideas, customs, and social behavior of a particular people or society.</li> <li>• <b>Moodboard</b> – an arrangement of images, materials, pieces of text, etc. intended to evoke or project a particular style or concept.</li> <li>• <b>Target market</b> – a particular group of consumers at which a product or service is aimed.</li> <li>• <b>Annotation</b> - a note by way of explanation or comment added to a text or diagram.</li> <li>• <b>Bobbin</b> – a cylinder or cone holding thread, yarn, or wire, used especially in weaving and machine sewing.</li> <li>• <b>Bobbin case</b> – holds your bobbin whilst sewing</li> <li>• <b>Quilting</b> – Adding a layer of wadding to add insulation/protection, secured by stitching.</li> <li>• <b>Lock stitch</b> – a stitch made by a sewing machine by firmly linking together two threads or stitches.</li> <li>• <b>Tension</b> – control to form a strong, balanced stitch</li> <li>• <b>Seam allowance</b> – area between the fabric edge and the stitching line on two (or more) pieces of material being sewn together.</li> <li>• <b>Product analysis</b> - asking questions about a <b>product</b> and forming answers.</li> </ul>	<p><b>Outcomes &amp; Key work for assessment:</b> Research; design specification; design work; product analysis; 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
1	Introduction to DT Textiles	Identify hazards in the textiles room. Analysis of design brief.	Developing a risk assessment. Identify areas to develop a mood board.	
2	How to write a Design Specification Start to create a design idea using cultural images	Building on developing a product specification – must, could, should – 10 points. Development of creative design solutions meeting the design brief and specification.	A detailed justified design specification. Design work is annotated and well presented in colour. TMG feedback is detailed and aids design development.	Using mood board, specification and design brief to help develop design ideas.
3	Drawing up design to scale – in colour and annotated with measurements. Peer feedback to design work		Be able to make improvements to their design work following peer feedback. Work independently on paper pattern.	www/ebi T demo making paper pattern for organiser, front and back. (Maximum size 45x50cm finished) Ss start to make paper pattern on spot and cross paper. <b>H/W: Finish design work with colour and annotation and complete research organiser worksheet.</b>
4	Complete paper patterns and prepare fabric for tie-dyeing. Preparation of pocket patterns	Understanding and developing skills in knowing what tie dyeing is and being able to prepare fabric to produce a desired effect.	Prepare fabric independently using creative skills and knowledge to a desired effect. Work independently on paper pattern.	T Demo of tie-dyeing fabrics
5	Tie Dyeing – done by teacher Blocks and Stencils	To be able to make paper pattern following instructions. Make a print block and stencil (using 2D design and the laser cutter) safely and accurately.	Complete more than 1 block and 1 stencil independently, if time allows.	<b>Take books in for marking.</b> Making printing blocks and stencils. H&S when using cutting tools. Teacher Demo. Prep for printing, marking out, grain and printing with block and stencil. Aprons next lesson. Ss draw around pocket patterns ready for printing
6	Blocks and Stencils	1 block, 1 stencil		
7	Blocks and Stencils catch up Complete paper patterns Teacher demo printing			
8	Printing.	Printing accurately and demonstrating good organisational skills. <b>Health and Safety and cleaning up afterwards.</b>	Using multiple colours on their stencil or block prints to show higher level creativity and control.	T to give out printing fabric paint. Ss to print using their stencils and block prints Ss to clear up at the end of the lesson.
9	Printing			
10	Making product Introduction to sewing machines Using the sewing machines, Ss to thread in pairs, 1 watch whilst 1 thread's, then vice versa.	Using specialist tools safely and accurately T demo Threading and using the sewing machines with guidance. Producing an open seam on a piece of fabric to stick in books <b>Health and Safety – use of sewing machines</b>	Threading and using the sewing machines independently. Producing a straight open seam with the locking stitch top and bottom and with the correct seam allowance. Adding a quilted layer to the product.	T demo: pinning, cutting, pockets. Ss Practical session. H&S using pins and scissors. Printing catch up. Explanation of Diary of make  T demo: threading the sewing machines and plain seam. <b>H/W: Keep diary of make up to date.</b>
12	Sewing – Practical Lesson Making pockets. How to use an iron	Stitching long pockets. <b>Health and Safety – use of sewing machines</b>	Producing accurate pocket seams, remembering the locking stitch and the correct seam allowance.	T demo on how to create the long pocket. Ss Practical session. H&S when using sewing machines and textile tools. T demo: how to use an iron. H&S when using the iron
12	Sewing – Practical Lesson Making loops and ties H&S	Stitching long pockets <b>Health and Safety – use of sewing machines</b>	Producing accurate pocket seams, remembering the locking stitch and the correct seam allowance.	T demo on how to create the loops and ties. Ss Practical session. H&S when using sewing machines and textile tools. H&S when using the iron
13	Sewing – Practical Lesson Pockets on to tie dye fabric and divisions	Attaching pockets onto the tie dye. <b>Health and Safety – use of sewing machines</b>	Accurately measured the long pockets to fit the tie dye.	Ss Practical session. Attaching pockets to tie dye front piece H&S when using sewing machines and textile tools. <b>H/W: Keep diary of make up to date</b>

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14	Sewing – Practical Lesson T demo to hand sew	Attach the ties and attach the back of the tie dye. <b>Health and Safety – use of sewing machines</b>	Accurately position the hanging loops and tie dye.	Ss Practical session. T demo to show how to attach hanging loops and back of tie dye. Ss to attach ribbon hanging loops and backs. H&S when using sewing machines and textile tools.
15	Sewing – Practical Lesson T Demo to hand sew. Ss to complete organisers.	Students to hand sew the gap in the wall organiser. <b>Health and Safety – use of sewing machines</b>	Independently and accurately hand sew so the stitching can't be seen.	Ss Practical session. T demo to show how to attach hanging loops and back of tie dye. Hand sewing gap at base of organiser. H&S when using sewing machines and textile tools.
16	Practical catch up. Evaluation	Students to evaluate their wall organisers. Students to complete their assessment sheet.	Students will evaluate their wall organiser referring to the original brief.	complete practical. Evaluation against design specification/ Peer assessment /www/ebi. <b>Take books in.</b>
17	Understanding Fabrics and Fibres;	Know the origins of a selection of natural and man-made fibres and understand how to distinguish between them Know the main methods of fabric construction and understand how this affects the physical properties of fabrics	Independently make notes and be able to link fabric choices to their project.	Worksheet and DVD
18	Extension activity	Students to evaluate their wall organisers. Students to complete their assessment sheet.	Students will evaluate their wall organiser referring to the original brief.	Complete practical. Evaluation against design specification/ Peer assessment /www/ebi. <b>Take books in.</b>
	<b>Home Learning / Extension Activity</b>	Mini project using similar skills covered in Year 7 SOL – Pop Art Cushion		