



# KESTEVEN AND SLEAFORD HIGH SCHOOL

## Design and Technology Scheme of Learning

### Year 9 – Topic Textiles - Sixties Skirts and Trousers

#### Intent – Rationale

Students should: demonstrate an good understanding of Health and Safety; confidently use the sewing machines accurately and safely; analyse a design brief in detail, identify the TMG and how to obtain information from them; independently research from both primary and secondary sources, fully annotate and explain; write a detailed design specification using technical terminology with measurable points which is fully justified; design three/five different creative ideas with clear annotation and peer feedback; make a finished prototype demonstrating confident and accurate pattern and garment construction; document the step by step making of the prototype with notes, quality control (www/ebi) and diagrams; be able to analyse a garment using ACCESSFM and consider ways this could be improved; evaluate their work throughout the designing and making process and the prototype against the design specification, design brief and design work. identifying areas to improve and peer opinion.

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>Y8 Topic Textiles - Pyjama Project</li> <li>Y7 Wall organiser project</li> </ul>	<ul style="list-style-type: none"> <li>Y10 – Design and Technology GCSE</li> <li>Y11 – Design and Technology GCSE</li> <li>A Level design and Technology Fashion and Textiles</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 –1960s study of different historical eras</li> <li>Business Studies – marketing and pricing</li> <li>Art – Presentation, illustration and design</li> </ul>	<ul style="list-style-type: none"> <li>Problem solving; independence; resilience; encouraging creativity; communication skills; confidence; organisation (GB4)</li> <li>Links with social/cultural understanding – choice of skirt length and styling linked to modest dressing in different cultures. (BV4) (BV5) (C1) (C2) (SP1) (SP2) (SP3)</li> <li>Equality – choice of trouser or skirt</li> <li>Moral, social and Environmental topics covered on sustainability and cloth wastage. (C2) (M1) (SO1)</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</p> <p>20<sup>TH</sup> Century fashion-J. Peacock-391</p> <p>Fashion: A History from the 18<sup>th</sup>-20<sup>th</sup> Century; 391.07</p> <p>A fashionable history of Dresses and Skirts; H. Reynolds-391</p> <p>A fashionable History of Coats and Trousers; H. Reynolds</p> <p>Manufacturing Processes for Textile and Fashion Design Professionals; R. Thompson-677</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 9 – Topic Textiles

### 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 identify and solve their own design problems and understand how to reformulate problems given to them</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>use a variety of approaches to generate creative ideas and avoid stereotypical responses</li> <li>User needs and user centred design</li> <li>select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture when appropriate</li> <li>select from and use a wider, more complex range of materials and components, considering their properties</li> <li>analyse the work of past and present professionals and others to develop and broaden their understanding</li> <li>Make detailed plans in order to construct the desired product.</li> </ul> <p><b>Extend</b></p> <ul style="list-style-type: none"> <li>test, evaluate and refine their ideas and products against a specification, considering the views of intended users and other interested groups</li> <li>understand and use the properties of materials and the performance of structural elements to achieve functioning solutions</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>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>Interfacing</b> - an extra layer of material or an adhesive stiffener that is applied to the facing of a garment to add support</li> <li><b>Facings</b> - a piece of material sewn on the inside of a garment, especially at the neck and armholes, to strengthen it – Context waistband.</li> <li><b>Waistband</b> - a strip of cloth forming the waist of a garment such as a skirt or a pair of trousers.</li> <li><b>Zipper</b> - a device consisting of two flexible strips of metal or plastic with interlocking projections closed or opened by pulling a slide along them, used to fasten garments</li> <li><b>Button</b> - a small disk secured to clothing and used as a fastener by passing it through a <b>buttonhole</b></li> <li><b>Lining</b> - an additional layer of different material attached to the inside of a garment to make it warmer or hang better.</li> <li><b>Darts</b> - a tapered tuck stitched in a garment in order to shape it.</li> <li><b>Gathers</b> - draw and hold together (fabric or a part of a garment) by running thread through it</li> <li><b>Pleats</b> - a double or multiple fold in a garment or other item made of cloth, held by stitching the top or side.</li> </ul>	<p><b>Outcomes &amp; Key work for assessment:</b> Research; design specification; techniques – gathers, darts and pleats; product analysis; design work; 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>	

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## Intent – Concepts

Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
Introduction to project -	Working in table groups analysis of design brief and planning independent research to aid designing.	Consider properties of fabric and suitability for the specific product.	Analysis of design brief. Develop plan of research. Identify target market – customer and shop profile. Spider diagram – develop and share ideas in groups. T Overview of changing fashions and the 1960s – Youtube clip PPT 1. PPT2 Discuss fabric and component requirements – cost – note cost for final costing of garment – materials and components. <b>H/W Independent research task explained to inform design development – visual, annotation, sources, planning a questionnaire: Mood board; TMG questionnaire; identify trends/ colours/ themes for A/W or S/S. Comparison of high street skirts on sale; research Key designer - Mary Quant; 2 weeks homework. Ss make own notes to prepare for homework task.</b>
Analysis of brief and specification.	Building on developing a product specification – must, could, should – 10-12 points justified, with measurable points considering independent research, TMG and design brief.	A fully developed and detailed justified design specification with measurable points considering independent research, TMG and design brief.	Design Specification explained – justify choices against questionnaire/ design brief. Include at least 10 points from brief/ TMG and research.
Design Development –	Development of 3 different creative design solutions meeting the design brief and specification	Development of 5 different creative design solutions meeting the design brief and specification.	3 different design ideas with annotation and colour. Peer evaluation and evaluation of designs against the specification; selection of chosen idea.
Design Development – Dart and Gathering sample.	Methods of controlling fullness Practical sampling task.	Threading and using the sewing machines independently. Completing a dart and gathering sample independently with good accuracy.	T demo: Sewing darts, making gathers. Sewing Machine. <b>Health and Safety – use of sewing machines</b> Revision – threading up – filling a bobbin. H&S on sewing machines and irons. Construction techniques: Ss Practical session. One to one support as required. H&S cutting out. Darts, gathers– write up method and www/ebi
Design Development – Pleat samples – in paper Knife; Invert; Box Pleats.	Peer feedback is documented. Designs are evaluated against the specification.	Design work is annotated and well presented in colour. TMG feedback is detailed and aids design development. Designs are fully evaluated against the specification.	Pleating (in paper). Teacher demo. Added to work book – labelled. 3 finished design ideas with annotation and colour. Peer evaluation and evaluation of designs against the specification; selection of chosen idea <b>H/W Product analysis of a skirt from home (or school skirt) using ACCESSFM prompt sheet.</b>
Making paper patterns	Ss develop an understanding of how to make a paper pattern for their product. Adapting basic blocks to fit.	Working independently from instructions given. Worksheet to support independent working. Once paper patterns are completed Ss move on to cutting out fabric.	T demo: Making a paper pattern using basic skirt block. How to change the shape, create flare, make shorter, longer, wider, larger, smaller. How to change the hem shape/finish. T revises pattern annotation, balance marks, grain lines, seam allowance. Ss start to make paper patterns for their own designs using independent work sheets as support.
Making paper patterns	Ss develop an understanding of how to lay up and cut out their pattern considering grain and one-way designs.		
Cutting Out	Revision of using the sewing machines – threading up, using lockstitch and zigzag.	Threading and using the sewing machines independently.	Cutting out – T demo: pinning, marking, cutting. Sustainability, economic use of fabric, waste. NB. Checks and one-way design

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Garment construction	Start garment construction. <b>H and S re cutting</b> <b>Health and Safety – use of sewing machines</b> <b>H &amp; S re use of irons</b>	Working independently from worksheet given, planning next steps and problem solving as work progresses.	Ss Practical session. T demo as required Revision of making seams, matching balance marks, darts gathers etc. One to one support as required. H&S when using sewing machines & irons. Planning order of make: Darts Side seams – seam allowance – tolerance + / - .5cm Zip insertion – concealed, flat or metal. Waistbands and facings – using interfacing materials Hems. Finishing buttons, button holes, hook and eye fastenings. <b>H/W Diary of production explained document the step by step making of the prototype with notes and photographs, evaluated (Quality Control) at each step with risk assessment..</b>
Garment construction			
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Evaluation	Ss evaluate prototype product against the design specification identifying strengths and areas that could be improved.	Detailed evaluation of prototype product considering specification, measurable points, design brief and TMG feedback. Costing included.	Evaluation content explained: T explanation of evaluation against the design specification identifying areas to improve and TMG opinion. Include a costing in final evaluation <b>H/W complete evaluation and self-assessment sheet</b>
Extension/ Understanding industrial production – Batch production	Ss develop an understanding of how garments are made in a factory and the kind of equipment involved.	Contribution to discussion about SME issues observed in the DVD are able to link the issues covered with the project	Ss develop an understanding of how garments are made in a factory and the kind of equipment involved. Ss compare how a garment is made in the factory to how a garment is made in the classroom. Ss complete <b>worksheet</b> . <b>Hand in books and finished product for marking.</b>
Extension - User Centred Design	Development of different design solutions meeting the H&M design brief	Development of different creative design solutions meeting the design brief. Design work is annotated and well presented in colour.	Extra lesson if required for those students that have completed the practical and evaluation work. Design Challenge - <b>Design Task H&amp;M</b>