

Year 8: During year 7 some students missed the opportunity to complete any Textiles practical work. Key practical words and terms from Y7 Textiles will be revisited using a drip-fed approach throughout the year 8 rotation. This will be taught through theory and practical activities. Knowledge, skills, and understanding will be checked and assessed with low stakes testing, such as quizzes, and assessment tasks.

| Year 8 Textiles rotation project 1 (9 weeks– cushions) shortened rotation this year | | | |
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| What are we learning? | What knowledge, understanding and skills will we gain? | What does mastery look like? | What additional resources are available? |
| <p>The design process is recapped and the assessment objectives are further embedded. Students recap on their hand sewing knowledge by producing a sampler in the first 1/2 lessons Develop skills from Y7 and begin to use a selection of machine tools and equipment. Students work with more challenging fabrics and explore the different ways colour and pattern can be added to fabrics. Students learn how to respond individually to a theme. Students learn to create and evaluate a range of samples to help them choose most suitable methods for their designs.</p> | <p>Knowledge</p> <ul style="list-style-type: none"> • Safe and correct working practices with a wider range of machinery and tools. • Different methods used to add colour and pattern to fabric. • To choose correct fabrics for methods. • To combine methods used in Y7 with new methods. • Key vocabulary <p>Understanding</p> <ul style="list-style-type: none"> • Design process in more detail. • The limitations of different techniques, methods and fabrics. • Importance of making samples to trial ideas. • The importance of ongoing research to further develop a final idea and outcome. <p>Skills</p> <ul style="list-style-type: none"> • Using the sewing machine to construct and decorate. • Develop higher level presentation techniques for designs and pages. | <p>Students take the lead on their research and select ideal images as starting points. Students use their sources effectively to generate ideas. They evaluate and review continually. Students use a textiles vocabulary and full sentences. Once methods have been learnt students can work independently. Students are confident on the sewing machine and using the heat press. Students check their work as they progress through the project to make sure it is a good quality. Students can select and use colours, materials, techniques which are ideal and well thought out. Students encourage and support others learning. Students combine at least 3 methods.</p> <p>Students confidently thread a needle and challenge themselves to extend on any Y7 textiles knowledge and skills.</p> | <ul style="list-style-type: none"> • Differentiated resources and methods to support all students. • Literacy and numeracy Textiles mats. • Monday and Friday lunchtime support club. • Sewing machines can be set to fast / slow. Stitches can be selected for complexity such as free machine embroidery for challenge. • Exemplar hand stitching and applique work |

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| | <ul style="list-style-type: none"> • Planning manufacture. • A range of techniques which add colour to fabric. • Embed and develop hand sewing skills | | |
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| Year 8 Textiles rotation project 2 (6 weeks – sublimation CAD project) Project to be shortened/ postponed to allow for catch up and a shorter rotation this year. | | | |
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| What are we learning? | What knowledge, understanding and skills will we gain? | What does mastery look like? | What additional resources are available? |
| <p>Students develop their mathematical drawing and presentation skills by learning how to draw patterns by hand and using the computer (CAD, CAM)</p> <p>Students learn about repeat patterns, how they are created and transferred onto different products.</p> <p>Students explore and learn about the arts and crafts of other cultures.</p> <p>Students learn how to use serif drawx4 to design, print and transfer their own pattern onto a product using the sublimation process.</p> | <p>Knowledge</p> <ul style="list-style-type: none"> • Advantages and disadvantages of CAD and CAM. • Key vocabulary • Other cultures and traditions <p>Understanding</p> <ul style="list-style-type: none"> • Links between Maths and Textiles • How the sublimation print process works. <p>Skills</p> <ul style="list-style-type: none"> • To design repeat patterns by hand and using serif drawx4 • To measure and plan designs carefully • To reflect, rotate, crop and repeat designs. | <p>Students research other cultures independently. They select ideal images to inspire them and work from.</p> <p>Students are able to discuss and write about their chosen patterns with confidence.</p> <p>Students review and reflect their design ideas and make adjustments giving reasons for why changes have occurred.</p> <p>Students use the correct key vocabulary.</p> <p>Students use the computers to design efficiently and accurately.</p> <p>Students make good use of their maths skills and evidence this in their books clearly.</p> <p>Students can explain the sublimation print process.</p> <p>Students present and colour their designs with skill.</p> | <ul style="list-style-type: none"> • Differentiated resources to support all students • Computers and sublimation printer. • Sublimation blank products. • Examples of patterns from other cultures |

