



# DT - TEXTILES CURRICULUM AREA STAFF

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# DT - TEXTILES CURRICULUM INTENT

The Textiles curriculum at BYJHS aims to be **inspiring, creative, and practical**. Throughout our Textiles curriculum we open our learner's minds to how fabrics and other materials interact with us as consumers and encourage students to question function and form. We also ensure all our students have experience with the main equipment, such as the sewing machine and **we encourage them to explore and broaden their capabilities and levels of personal challenge with practice**. The curriculum is a cross over between design and art-textiles. **Using creativity and imagination, pupils design and make outcomes**. They acquire

a broad range of subject knowledge. Pupils learn **how to take risks, becoming resourceful, innovative, enterprising, and capable citizens at work.**

Our Textiles curriculum will give students the opportunity to:

- Ensure the safety of themselves and others through learning established practices in the working environment and specifically with the machines and sharp equipment
- Recognise the hazards presented and identify ways of preventing harm
- Use a range of natural and manufactured fibres and fabrics
- Use a range of equipment safely and accurately to produce different outcomes
- Communicate their design ideas using a variety of methods
- Practice different presentation techniques to heighten aesthetic appeal
- Challenge themselves when working independently through a range of practical tasks within set time frames
- Be aware of the impact there may be from textile production methods ethically and environmentally
- Know how to make a positive contribution to protecting the environment through recycling and upcycling
- Explore the work of textile artists and tap into these to inspire their own design work
- Take pride in their outcomes and feel a sense of achievement and increasing level of confidence and ability when dealing with fabrics, materials, and components
- Evaluate outcomes and identify how to improve the quality next time.

# DT - TEXTILES CURRICULUM OVERVIEW

Year 7 DT - Textiles Curriculum					
Autumn Term		Spring Term		Summer Term	
<b>Autumn 1</b>		<b>Spring 1</b>		<b>Summer 1</b>	
<b>TOPIC: Health &amp; safety in Textiles/ Weaving/ Textiles project: making a bookmark</b> <b>WEEKS: 4 (on a fortnightly rotation cycle)</b>		<b>TOPIC: Introduction to Sewing Machine/ Applique Cont.</b> <b>WEEKS: 5 (on a fortnightly rotation cycle)</b>		<b>TOPIC: Textiles project – Making an Apron</b> <b>WEEKS: 6 (on a fortnightly rotation cycle)</b>	
KNOWLEDGE	ASSESSMENT	KNOWLEDGE	ASSESSMENT	KNOWLEDGE	ASSESSMENT
<ul style="list-style-type: none"> <li>Health &amp; Safety (Learn how to use the following equipment safely: Sewing Machine, Iron, Needles, Pins, Scissors)</li> <li>Warp &amp; Weft</li> <li>Colour Wheel</li> <li>Mixed Media</li> <li>Where do fibres come from? - natural and synthetic fibres</li> </ul>	<p><b>Topic test:</b> Health and Safety</p> <p>Ongoing practical assessment</p>	<ul style="list-style-type: none"> <li>Parts of a sewing machine</li> <li>Sewing machines health and safety rules</li> <li>How sewing machines work.</li> <li>How to thread &amp; use sewing machines.</li> </ul>	<p><b>Topic test:</b> Sewing Machine driving test</p> <p>Ongoing practical assessment</p>	<ul style="list-style-type: none"> <li>How to complete a textiles project (Apron making) -applique (hand stitch or machine stitch), hand embroidery, patterns pieces, seams.</li> <li>How to evaluate project.</li> <li>Finishing a garment to stop fraying (double-folding)</li> </ul>	<p>Textiles project final outcome – making an apron and evaluation</p> <p>Ongoing practical assessment</p>
SKILLS		SKILLS		SKILLS	
<ul style="list-style-type: none"> <li>How to weave</li> <li>How to incorporate colour and mixed media into projects.</li> </ul>		<ul style="list-style-type: none"> <li>How to thread sewing machines.</li> <li>straight stitching, zig-zag stitching, and basic</li> </ul>		<ul style="list-style-type: none"> <li>Develop increasing accuracy in sewing on the sewing machine</li> <li>How to position neck and waist ribbons.</li> </ul>	

		<p>machine embroidery stitching.</p> <ul style="list-style-type: none"> <li>• Having control of the foot pedal</li> <li>• Sewing in a straight-line and practicing corners</li> <li>• Design and create a piece of applique work.</li> <li>• Apply the above technical skills with the persistence to improve the quality of their work.</li> </ul>		<ul style="list-style-type: none"> <li>• Choose appropriate designs/ patterns for applique</li> <li>• Order of sewing pockets</li> <li>• Decorate apron pockets</li> <li>• How to critique/ evaluate their final design piece in this project</li> </ul>	
<b>Autumn 2</b>		<b>Spring 2</b>		<b>Summer 2</b>	
<b>TOPIC: Introduction to Hand Stitch and Applique</b>		<b>TOPIC: Fastenings in textiles/ Textiles Project – Making an Apron</b>		<b>TOPIC: Textiles Project -Making a Draw-String Bag</b>	
<b>WEEKS: 5 (on a fortnightly rotation cycle)</b>		<b>WEEKS: 6 (on a fortnightly rotation cycle)</b>		<b>WEEKS: 6 (on a fortnightly rotation cycle)</b>	
<b>KNOWLEDGE</b>	<b>ASSESSMENT</b>	<b>KNOWLEDGE</b>	<b>ASSESSMENT</b>	<b>KNOWLEDGE</b>	<b>ASSESSMENT</b>
<ul style="list-style-type: none"> <li>• Applique -hand stich</li> <li>• Fibres</li> <li>• Running stitch</li> <li>• Whipped running stitch</li> <li>• Back stitch</li> </ul>	Ongoing practical assessment	<ul style="list-style-type: none"> <li>• What are fastenings?</li> <li>• Types of fastenings, uses and appropriateness to the task (e.g. zip, velcro, hook and eye).</li> <li>• Fastenings link to mass, batch, and one-off productions.</li> <li>• How to cut out sewing patterns and fabric using a sewing pattern.</li> <li>• How to cut out apron pattern pieces</li> </ul>	<p>Ongoing practical assessment</p> <p>Textiles project final outcome – making an Apron and evaluation</p>	<ul style="list-style-type: none"> <li>• The textiles design to outcome process - (D) Design/ (P)Plan/ (M) Make/ (E) Evaluate</li> </ul> <p>D: Investigate and design patterns  P: Weekly planner sheet to plan time  M: Create/ sew a draw string bag using the following textiles techniques - . Applique, couching, hand</p>	<p>Textiles project final outcome – making a draw string bag and evaluation</p> <p>Ongoing practical assessment</p>

				embroidery, templates, Patterns, seams E: Evaluate, critique, and modify design throughout. Written evaluation at the end	
<b>SKILLS</b>		<b>SKILLS</b>		<b>SKILLS</b>	
<ul style="list-style-type: none"> <li>• Sewing a running stitch, whipped running stitch &amp; back stitch.</li> <li>• Basic applique - stitching on layers of fabric to create pictures or decoration.</li> <li>• Incorporate running stitch, whipped running stitch, and back stitch into a design product</li> <li>• Using an iron safely and the pressing technique for applique</li> </ul>		<ul style="list-style-type: none"> <li>• Compare fastening components in textiles and its usage to guide their design decisions.</li> <li>• Correct layout of pattern pieces.</li> <li>• How to cut correctly</li> <li>• How to pin and tack in preparation for sewing</li> </ul>		<ul style="list-style-type: none"> <li>• How to manage a textiles project through a DESIGN, PLAN, MAKE, EVALUATE process</li> <li>• How to line a bag</li> <li>• How to bag through</li> </ul>	

**Year 8 DT - Textiles Curriculum**

Autumn Term		Spring Term		Summer Term	
Autumn 1		Spring 1		Summer 1	
<b>TOPIC 1: Introduction to Hand Stitch &amp; Textiles</b> <b>Project: Making a Cushion</b> <b>WEEKS: 5 (on a fortnightly rotation cycle)</b>		<b>TOPIC: Textiles Project - Making a Hoodie</b> <b>WEEKS: 4 (on a fortnightly rotation cycle)</b>		<b>TOPIC: Textiles Project - Making a Hoodie</b>	
KNOWLEDGE	ASSESSMENT	KNOWLEDGE	ASSESSMENT	KNOWLEDGE	ASSESSMENT
<b>Hand stitch</b> <ul style="list-style-type: none"> <li>Advanced hand embroidery with improved accuracy</li> <li>Advanced applique with improved accuracy. Attaching with sewing machine rather than hand (as in Y7)</li> </ul> <b>Project: making a Cushion</b> <ul style="list-style-type: none"> <li>Patchwork construction techniques – creating patterns through accurate measuring, cut out pattern pieces, pinning and cutting out pattern pieces, using the colour wheel to choose appropriate design, sewing even seams,</li> <li>The textiles design to outcome process - (D) Design/ (P)Plan/ (M) Make/ (E) Evaluate</li> </ul> <p>D: Investigate and design patterns</p>	Ongoing practical assessment	<ul style="list-style-type: none"> <li>The steps to using and following a commercial pattern Understanding seam allowance</li> <li>The textiles design to outcome process - (D) Design/ (P)Plan/ (M) Make/ (E) Evaluate</li> </ul> <p>D: Investigate and design patterns P: Weekly planner sheet to plan time M: Create a Hoodie – stage 1 and stage 2 (see below in skills) E: Evaluate, critique, and modify design throughout. Written evaluation at the end</p>	Ongoing practical assessment	As in Spring 1	Ongoing practical assessment  Textiles project final outcome – making a hoodie and evaluation

<p>P: Weekly planner sheet to plan time</p> <p>M: Create a Cushion - applique, hand embroidery, templates, appropriate use of stuffing and hand sew an invisible seam.</p> <p>E: Evaluate, critique, and modify design throughout. Written evaluation at the end.</p>					
<p><b>SKILLS</b></p>		<p><b>SKILLS</b></p>		<p><b>SKILLS</b></p>	
<ul style="list-style-type: none"> <li>• More advanced machine sewing skills – improving accuracy in sewing seams, manipulation of fabric more accurately, machine sew around unusual shapes</li> <li>• stitching techniques - Running stitch, Backstitch, Chain stitch French knots</li> <li>• Cutting materials with greater accuracy.</li> <li>• Perfectly matching seams</li> <li>• Advanced hand embroidery and applique techniques</li> <li>• How to manage a textiles project through a DESIGN, PLAN, MAKE, EVALUATE process</li> </ul>		<ul style="list-style-type: none"> <li>• Using the colour wheel to inform the design process for custom colour combinations</li> <li>• Revisit tacking from Y7.</li> <li>• Sew neatly on machine and remove the tacking.</li> <li>• <u>Stage 1</u> – how to cut a paper pattern and choosing the appropriate pieces</li> <li>• <u>Stage 2</u> How to lay out a commercial pattern. Pinning – revisit from Y7 How to cut accurately How to use scissors correctly How to tailor tack. How to follow the step by step sewing instructions to make a hoodie.</li> </ul>		<p>As in Spring 1</p>	

		<p>Understanding seam allowance</p> <p>Accurate sewing on the machine – revisit Y7 techniques at a more advanced level</p> <p>Attaching a zip</p> <p>Attaching a sleeve</p> <p>Attaching a hood or collar to a garment</p> <p>Hemming/ Sewing a machine hem</p>			
<b>Autumn 2</b>		<b>Spring 2</b>		<b>Summer 2</b>	
<p><b>TOPIC: Hand embroidery</b></p> <p><b>WEEKS: 4 (on a fortnightly rotation cycle)</b></p>		<p><b>TOPIC: Textiles Project - Making a Hoodie cont.</b></p> <p><b>WEEKS: 4 (on a fortnightly rotation cycle)</b></p>		<p><b>TOPIC: Recycling and sustainable Fashion/Textiles – ‘Snip Material’ OR Dress-making alterations (preparing for life skills)</b></p> <p><b>WEEKS: 3 (on a fortnightly rotation cycle)</b></p>	
<b>KNOWLEDGE</b>	<b>ASSESSMENT</b>	<b>KNOWLEDGE</b>	<b>ASSESSMENT</b>	<b>KNOWLEDGE</b>	<b>ASSESSMENT</b>
<ul style="list-style-type: none"> <li>How to embroider more advanced stitches, using the colour wheel to greater effect than in Y7 e.g. complementary and harmonious colours</li> <li>How to use stitching creatively to show tone and work with colours effectively.</li> </ul>	Ongoing practical assessment	As above in Spring 1	Ongoing practical assessment	<ul style="list-style-type: none"> <li>How to make snip material to create a dynamic textiles outcome</li> <li>Sustainable Fashion, Recycling, Upcycling, and the Textile Industry</li> </ul>	Ongoing practical assessment
<b>SKILLS</b>		<b>SKILLS</b>		<b>SKILLS</b>	
<ul style="list-style-type: none"> <li>Sewing more advanced embroidery stitches.</li> </ul>		As above in Spring 1		<p><u>Alterations</u> – sewing slits</p> <p>Lengthening and shortening.</p>	



<ul style="list-style-type: none"><li>• Using the colour wheel for effect in textiles design</li><li>• The textiles design to outcome process - (D) Design/ (P)Plan/ (M) Make/ (E) Evaluate</li></ul>					
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Year 9 DT - Textiles Curriculum					
Autumn Term		Spring Term		Summer Term	
Autumn 1 and 2		Spring 1 and 2		Summer 1 and 2	
<b>TOPIC: Surface Decoration</b> <b>WEEKS: 6 weeks (on a fortnightly rotation cycle)</b>		<b>TOPIC: Embellishments</b> <b>WEEKS: 6 (on a fortnightly rotation cycle)</b>		<b>TOPIC: Independent project using techniques learnt throughout KS3.</b>  <b>WEEKS: 6 (on a fortnightly rotation cycle)</b>	
KNOWLEDGE	ASSESSMENT	KNOWLEDGE	ASSESSMENT	KNOWLEDGE	ASSESSMENT
<ul style="list-style-type: none"> <li>Revisit Health and Safety in the textile's classroom</li> <li>Several types of surface decoration – dyeing, printing, painting</li> <li>How textiles artists and fashion designers around the world use surface decoration techniques in their work Deborah O'Hare, Bobbi Baugh</li> </ul>	Ongoing practical assessment and self/peer evaluation	<ul style="list-style-type: none"> <li>Embellishments – how to create, when to use and the works of relevant textiles artists. Jessica Grady, Mojo and Muse</li> <li>Advanced embroidery, beading, 3D beading, couching, free motion embroidery.</li> </ul>	Ongoing practical assessment and self/peer evaluation	<ul style="list-style-type: none"> <li>The textiles design to outcome process - (D) Design/ (P)Plan/ (M) Make/ (E) Evaluate</li> </ul>	Textiles project final outcome – and evaluation  Ongoing practical assessment
SKILLS		SKILLS		SKILLS	
<ul style="list-style-type: none"> <li>How to create Mood boards &amp; mind maps</li> <li>Understand how a resist works and the different resist types commonly used in textiles e.g. Batik, Glue, Wax, elastic bands, tie dye</li> <li>How to create distinctive styles of tie dying</li> <li>How to Monoprint.</li> <li>Create their own Lino prints</li> </ul>		<ul style="list-style-type: none"> <li>How to do Free Motion Embroidery (focussing on Lou Granger, Allison Holt)</li> <li>Different techniques to attach beads in a creative way.</li> <li>Advanced types of hand embroidery e.g., Split stitch, Stem stitch, Satin stitch, Split Chain stitch, Seed stitch</li> </ul>		<ul style="list-style-type: none"> <li>Independent project management incorporating advanced textiles techniques learnt throughout the year and KS3. Design, plan, make, evaluate, and modify a suitable textiles item.</li> </ul>	

<ul style="list-style-type: none"> <li>• How to use diverse types of Batik.</li> </ul>		<ul style="list-style-type: none"> <li>• Advanced Applique and reverse applique.</li> <li>• Know and understand how to manipulate materials successfully.</li> </ul>			
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## DT - TEXTILES CURRICULUM SEQUENCING

At KS3, Textiles combines both Design and Technology and Art-Textiles. Using creativity and imagination, pupils design and make outcomes. Students acquire a broad range of Textiles technical knowledge and practical skills around the Design Cycle (investigate, design, plan, make, and evaluate). The design cycle is a series of tools used by textiles designers to help them create high quality products and evaluate solutions in response to design problems. This exploratory approach then results in equipping students to progress to the next level and ultimately have the necessary Textiles skills to utilise in life to apply their creative design-based skills in the wider community, and if opted for, the relevant foundation skills needed to develop at GCSE Art Textiles. Each year aims to revisit and build on the knowledge, skills and techniques gained in the previous year, becoming progressively more advanced.

Hand sewing and creative design skills will be developed each year beginning with more structured projects in KS3 for Year 7 and 8 in order for students to become equipped with the required textiles skills and knowledge which culminates in a more independent project in Year 9 where students explore with a much wider range of materials and techniques. Projects more challenging in line with the relevant year group. Pupils learn how to take risks, becoming resourceful, innovative, enterprising, and capable citizens. Through the evaluation of textile artists from a range of cultures and those who employ sustainable practices, students will develop an understanding of the impact of art and design on their daily lives and the wider world.

Year 7: By the end of the year, students will understand basic sewing techniques & surface decoration skills. They will understand the fundamentals of art and the formal elements and demonstrate this in an individual final response(s). Students are introduced to art and Design movements and artists from a wide range of cultures. Students will understand the key concepts of Structure and Pattern in art and design to create meaning.

Year 8: By the end of the year students will develop a broader range of fabric manipulation skills that stretch and challenge their creativity and develop a body of work to produce a final piece. They will begin to forge cultural and contemporary connections in Art and Design to their own work and use these to shape their work. They will develop a design using primary and secondary sources and be able to refine this by refining the initial idea. Students will begin to experiment with media and techniques in order to select the appropriate processes and materials for the final piece.

Year 9: By the end of the year students will consolidate their skills and knowledge acquired in year 7 and 8, being able to show fluency with a range of textile techniques. Students will be able to make independent choices when developing their work, experimenting, and refining the final piece. Student will be able to independently select relevant information when investigating and produce a visual analysis of a chosen artist or art form from a wide range of cultures that will then influence their work