

## Textiles Unit Overview Year 10

<b>Key Stage 4 Textiles. Year 10 Autumn Term – Fabric manipulation Project</b>				
<b>What are we learning?</b>	<b>What knowledge, understanding and skills will we gain?</b>	<b>What does mastery look like?</b>	<b>How does this build on prior learning?</b>	<b>What additional resources are available?</b>
Project aims and intentions – adding to a given Design Brief	Knowledge – Design brief, criteria: theme, artists, techniques; mind mapping. Understanding – Designers and clients discuss the objectives of a project. Skills – contribute towards design criteria to agree a brief.	Students amend generic criteria with specific content, through discussion and agreement.	At Key Stage 3, students have responded to, and developed, design briefs; and now work from an open design brief.	Powerpoint guides. Fabrics and threads. Lockstitch machines. Overlockers. Steam Iron. Smocking equipment. 3D Shibori equipment. Tie Dye equipment. Quilting equipment.
Drawing	Knowledge – sketches, working drawings, illustrations. Understanding – drawing is a vital form of recording and communicating for different purposes and different audiences. Skills – mark making techniques.	Students can convey different looks and ideas confidently. Aesthetically pleasing visuals.	At Key Stage 3, students have developed design ideas through drawing development, building on previous design ideas.	
Research and Inspiration – Fabric Manipulation/ Contemporary Designers	Knowledge – design in fabric manipulation and 3D textile art, design in the past and present. Understanding – Designers draw on inspiration from a variety of sources. Skills – collect, select, and analyse information.	Students make their own choice of what styles of techniques they wish to develop/show selective judgement in presenting their research findings.	At Key Stage 3, students have created samples to practice and develop understanding of a technique before then using it.	
Drawing – representing fabrics in sketches	Knowledge – observational drawing, rendering fabric and texture. Understanding – Artists and Designers record visual detail for future reference. Skills – use a variety of media, sympathetic to desired effects.	Students record observed fabrics and textures using pencils, paints, pen and ink, and other media.	At Key Stage 3, students have experienced observational drawing in Art/ now apply this to research/generate ideas - Textiles.	
Textiles Processes – enhancing fabric	Knowledge – smocking, pleating, 3D shibori, tie dye, fabric origami, quilting, overlocking. Understanding – fabric can be enhanced through sewing and colouring. Skills – carry out processes to make Textiles samples using these techniques	Students produce a durable wall hanging which exhibits features of the fabric decoration techniques studied, and support this with an illustration of their final design	At Key Stage 3, students have carried out fabric decoration using applique/embroidery/block printing, now refine these core skills with more niche decorative techniques	
Outcomes: Final Designs and Products – Wall hanging	Knowledge –finishing edges: single fold hem, double fold hem, overlocked edge, cutting fabric, design illustration. Understanding – Manufacturers employ finishing techniques to ensure durability. Skills – use overlocker, steam iron, and lockstitch machine with control and precision		At Key Stage 3, students have presented ideas as final design drawings and prototype outcomes, and now use prototyping to express artistic intent	
<b>Key Stage 4 Textiles. Year 10 Spring Term – World Cultures Project</b>				

What are we learning?	What knowledge, understanding and skills will we gain? <sup>1</sup>	What does mastery look like? <sup>2</sup>	How does this build on prior learning? <sup>3</sup>	What additional resources are available?
Project aims & intentions/ adding to a given Design Brief	<p>Knowledge – Design brief, criteria: theme, artists, techniques; mind mapping.</p> <p>Understanding – Designers and clients discuss the objectives of a project.</p> <p>Skills – contribute towards design criteria to agree a brief.</p>	Students amend generic criteria with specific content, through discussion and agreement.	At Key Stage 3, students have responded to, and developed, design briefs; and now work from an open design brief.	<p>Powerpoint guides</p> <p>Fabrics and threads</p> <p>Lockstitch machines</p> <p>Overlockers</p> <p>Steam Iron</p> <p>Batik equipment</p> <p>Shibori equipment</p> <p>Screen printing equipment</p> <p>Block printing equipment</p>
Working to a theme	<p>Knowledge – Research into a chosen culture.</p> <p>Understanding – Designers know key elements to select that encompass their culture.</p> <p>Skills – contribute towards an overall look, aesthetic backgrounds and content.</p>	Students using the chosen culture to develop a strong theme/identity that without seeing a title anyone can understand it	At Key Stage 3, students have used the design brief and mind map to then focus on a specific subject within the theme	
Drawing Techniques	<p>Knowledge – sketches, working drawings, illustrations</p> <p>Understanding – drawing is a vital form of recording and communicating for different purposes and different audiences</p> <p>Skills – mark making techniques</p>	Students can convey different looks and ideas confidently. Aesthetically pleasing visuals	At Key Stage 3, students have developed design ideas through drawing development, building on previous design ideas	
Research and Inspiration – World Cultures/ Contemporary Designers	<p>Knowledge – design in world cultures, design in the past and present.</p> <p>Understanding – Designers draw on inspiration from a variety of sources.</p> <p>Skills – collect, select, and analyse information</p>	Students make their own choice of culture and designer, and show selective judgement in presenting their research findings	At Key Stage 3, students have created themed moodboards,; and now research more widely into cultures, techniques and the work of others	
Drawing – representing fabrics in sketches	<p>Knowledge – observational drawing, rendering fabric and texture</p> <p>Understanding – Artists and Designers record visual detail for future reference.</p> <p>Skills – use a variety of media, sympathetic to desired effects.</p>	Students record observed fabrics and textures using pencils, paints, pen and ink, and other media	At Key Stage 3, students have experienced observational drawing in Art, and now apply this to researching and generating ideas in Textiles	
Textiles Processes	<p>Knowledge – screen printing, block printing, shibori, batik, overlocking.</p> <p>Understanding – fabric can be enhanced through sewing and colouring.</p> <p>Skills – carry out processes to make Textiles samples using these techniques.</p>	Students produce a wearable skirt or short garment which exhibits features of the fabric decoration techniques studied, and support this with an illustration of their final design	At Key Stage 3, students have carried out fabric decoration using applique, embroidery and block printing, and now refine these core skills with more niche decorative techniques	

<p>Outcomes: Final Designs and Products – Skirt/Short</p>	<p>Knowledge –finishing edges: single fold hem, double fold hem, overlapped edge, cutting fabric, design illustration          Understanding – Manufacturers employ finishing techniques to ensure durability          Skills – use overlocker, steam iron, and lockstitch machine with control and precision</p>		<p>At Key Stage 3, students have presented ideas as final design drawings and prototype outcomes, and now use prototyping to express artistic intent</p>	
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