Textiles Unit Overview Year 9

September 2020 – July 2021: The Food and Textiles curricula are usually taught in a half year rotation, with students spending one hour per week in Food for the first half of the year, and then one hour per week in Textiles for the second half (or vice versa). However, in light of the ongoing situation caused by the Coronavirus pandemic, the two subjects will be delivered this year in parallel. Students will follow each curriculum subject throughout the year, with lessons in alternate weeks. This will allow for a steadier and extended delivery of the curriculum and enable teaching staff to identify and fill gaps as they are identified in individual students prior learning. More importantly, it will help protect students from any further disturbances that the continued presence of the pandemic may bring, such as time limited local lockdowns. Half of our Year 9 students will have completed the full programme of study in Year 8 Textiles last year in the Autumn term, whilst others only experienced the first few lessons in the last weeks before lockdown. These two groups of students may now be side by side in new teaching groups this academic year. Therefore, where key knowledge and skills are recalled in project work, a short but thorough review will be included for the whole class. This will include key skills such as improving the finish of a product, and explaining a detailed sequence of activities; as well as key knowledge such as sewing techniques that create a 3D form. This will benefit both halves of the year group, either introducing these concepts or facilitating development in further depth in our more complex Year 9 project. Whilst we are under Covid restrictions, a greater emphasis will be placed on hand sewing techniques, so that students can continue to enjoy the practical aspects of this subject.

Key Stage 3 Food and Textiles – Year 9 Textiles Unit Half year unit taught either September to February or February to July. Project – Transformation Challenge.				
What are we learning?	**What knowledge, understanding and skills will we gain?**	**What does mastery look like?**	**How does this build on prior learning?**	**What additional resources are available?**
Designing for Manufacture	Knowledge – feasibility, time management, product management Understanding – Designers ensure ideas are feasible with time, material and machinery available. Skills – develop efficient manufacturing processes	Students avoid manufacturing pitfalls, and modify design elements to ensure successful production	Students have developed ideas to meet Aesthetic and Functional needs, and now also consider Feasibility in their designing	Powerpoint guide. Example products. Lockstitch machines. Pattern paper. Exemplar pieces. Interfacing. Scrap fabric supplies. Printing blocks. Fabric paint. Batik fabric inks. Batik “cold” wax.
Decorative machine sewing	Knowledge – complex embroidery and applique e.g. couching, mola Understanding – techniques can be combined and customised for effect Skills – apply techniques to fabric Covid – review improving the finish of a product, review sewing techniques that create a 3D form.	Students transform a garment or fabric piece into the realisation of their creative design	Students have joined fabric to make flat and sculptural outcomes, and now use these techniques to achieve their decorative aims	

Pattern (template) making	Knowledge – grainlines, seam allowance, fabric consumption Understanding – patterns ensure accuracy and consistency, and reduce fabric waste Skills – create accurate pattern pieces, and devise pattern lays	Students incorporate precisely cut fabric pieces into their designed outcome	Students have produced given patterns with manufacturing details, and now apply these skills to their own original aims and designs	
Flexible and adaptive planning	Knowledge – alternative plans, modification, prototype Understanding – plans develop and solidify during prototyping Skills – use the making process to inform production planning Covid – review explaining a detailed sequence of activities	Students produce a concrete plan based on the experience of prototyping their design outcome	Students have produced step by step plans, and now use the making process to stress test, and to modify a plan	
Fabric enhancement and embellishment	Knowledge – block printing, collograph, batik Understanding – colour and pattern can enhance fabric Skills – apply techniques to fabric	Students transform a garment or fabric piece into their creative design	Students have used sewn decorative techniques, and now apply print and dye fabric	
Health and Safety	Knowledge – colour fast dyes and inks, steam iron safety, cutting tools safety Understanding – tidy and mindful working reduces risk of staining to clothing, and injury to operators Skills –employ risk management for inks, dyes, and cutting tools	Students work safely on manufacturing activities	Students have worked safely around sewing and pressing equipment, and now work with permanent pigments	