



## Content - Big ideas

### Introductory unit

At the end of each module student complete a star diagram self assessment chart. At the beginning of each module pupils set targets based on prior evaluation an teacher assessment feedback.

### Design/Theory.

**Big question:** What theory knowledge do I need to learn in order to understand the subject topic (recycling/reuse and sustaniability) and how do I go about creating imaginative ideas for the products made?

**Learning outcome:** Students will be able to use a variety of resources to collect research based information based on fabric knowledge and textiles techniques and skills. Students will also embrace their creative skills in order come up with a range of imaginative design ideas.

- **Patchwork origins and research** – Investigate the process behind patchwork and where it originated from.
- **6R's of recycling in textiles** – Gaining an understanding into the link between patch working and how the recycling, reuse, refuse, rethink, repair, reduce (6R's) connect within this.

### Practical/Making skills

**Big question:** How do I become more skilled in using a range of tools and equipment/machinery ?

**Learning outcome:** Students will be able to organise/ time manage themselves whilst making a high quality product (bucket hat); utilising skills learnt in a safe and skilled manner. Students will work in an independent manner after teacher lead demonstrations given to guide them.

- **Basic patchwork squares**- Using recycled preloved fabric pupils will accurately cut out 7 squares in measuring 10x10cm, straight stitching them together a row, in 2 sets of squares at a time. This with make up the sides of the hat.
- **Attaching the top of hat to sides** – Using pins and the sewing machine pupils learn how to attach straight side to the circular top of the hat. Very complex method.
- **Making brim** – On the folded edge of the recycled fabric pupils make the brim of their hat.

### Evaluation/review.

**Big question:** How well did I perform within their practical making skills section?

**Learning outcome:** Students will be able to reflect back on the skills covered within the making and use this in order to help improve their skills for future projects.

- **Self Assessment** - What went well/what was easy? WHY?, What wasn't successful/what was difficult? WHY? What new skills have you learnt?, If you had the chance, what would you change and why?
- **Peer Assessment** – Create a multiple choice questionnaire to gather student opinions. Results can then be placed into a pie chart format.

## Prior learning

### Prior learning required

Basic machine sewing skills learnt from Year 7, such as how to thread up and use the machine and pinning and cutting out of template shapes.



## Global/Subject Links

### Links to other subjects

- Basic links to measurement round head circumference → Maths
- Use of computer for research purposes and Microsoft programming → ICT

### Links to Global picture

- Impact of 6R's of recycling in Textiles.



## C.A.R.E Links

C.A.R.E	When and where?
Courage	I will challenge myself and be brave in my learning
Aspirational	I will strive to do my utmost, to achieve goals.
Respect	I will be polite to all and look after the school environment
Endeavour	I will aspire to complete learning to the best of my ability.