



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 (dyeing methods and surface decoration) 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.

Research and Investigation (AO1) & Development (AO2)

Mind map - Investigate into the work of artist and local artist Nicola Dixon and Archibald Knox, as a source of inspiration creating contextual studies. (seaside themed)

Experimentation - Further development of techniques by exploring ideas, selecting and experimenting with an appropriate breadth of textile design approaches and processes; Tie-dye, batik, block printing, sublimation printing, stencilling, Applique and direct fabric painting.

Initial ideas and final idea - develop innovative ideas. Taking into account line, tone, colour, shape, texture and communicate ideas, refining detail. These should be linked back to Nicola Dixon and seaside theme.

- Show discrimination in reviewing ideas as work develops, showing evidence of their creative thought process.

Recording of information (AO3)

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.

Critically reflect - Evaluate work as it progresses in order to review what has been learned.

Gather, select, organise and communicate research and analysis from a variety of resources.

Show discrimination in reviewing ideas as work develops, showing evidence of their creative thought process.

Outcome (AO4)

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; utilising skills learnt in a safe and skilled manner. Students will work in an independent manner after teacher lead demonstrations given to guide them.

Outcomes - Make connections between the different elements of their project work, including contextual studies, textiles techniques experimented with and written evaluation responses to make their final cushion cover.

Prior learning

Prior learning required

Skill level built up within KS3 D & T modules, as well as Art lessons will both be beneficial.

Global/IOM/Subject Links

Links to other subjects

- Materials families- Chemistry and Biology.
- Use of CAD (Design) and CAM (Manufacture) – ICT.
- 3D drawing- Art and Design.
- Linear measurement and angle measurement- Maths.

Links to Global picture

– Sustainable use of materials.

- Needs of a mark

- Links to IOM

– Primary research and influences can be based upon Manx wildlife, landmarks and heritage.



C.A.R.E values

C.A.R.E	When and where?
Courage	Develop confidence. A positive attitude towards setbacks An ability to work alone and with others Take responsibility for own learning Good concentration and focus
Aspirational	I will strive to do my utmost, to achieve my goals.
Respect	Work well together in the workshop, guiding each other.
Endeavour	I will aspire to complete my learning to the best of my ability.