



Content - Big ideas

Introductory unit

Health & Safety worksheet completed at beginning of module rotations. 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 knowledge do I need to learn in order to understand the subject topic (Textiles techniques) 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 textiles techniques and skills. Students will also embrace their creative skills in order come up with a range of imaginative design ideas.

- **Labelling parts of the sewing machine** – Understanding the components of the sewing machine and the names.
- **Health & Safety rules** – Gaining an understanding hazards within the workshop and how to risks assess those factors in order to prevent them from happening.
- **Tie – dye research** – Investigating into the origins, process/method and outcomes of the tying resist method.
- **Step by step planning** – To allow pupils to plan the processes involved in the making elements.
- **Applique designing**– Using their initials, pupils will produce 100% scale drawing of the letter that will appear on the front of their draw cord bag.

Practical/Making skills

Big question: How do I become 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.
- **Tie-Dye** – Following a step by step plan, pupil select patterns of the choice to tie the cotton material up in.
- **Hemming**– Used as a channel (to insert the cord through) accuracy in folding and straight stitching is required.
- **Applique**– Using a felt material, and templates letter drawn into their sketchbooks, pupils will apply their design to the front of the draw cord bag, using sewing machines and straight/zig zag stitch settings.
- **Inserting eyelets and cord** – using an leather punch and eyelet clamp pupils will insert 2 eyelets into the bottom corners of the draw cord bag. Then using a safety pin, they will guide the 1.5m cord through the hemming channel.
- **Pinning** – Purpose and method of pinning to temporarily hold 2 or more pieces of fabric together.
- **Cutting out templates** – Used a method to allow accuracy for forming shapes in materials.
- **Basic sewing machine skills** – Safety awareness and skills developing with essential textiles machinery, understanding the key concepts in using the machine correctly and with care.
- **Use of the un-picker** – Used as a method of removing unwanted stitches due to errors made.

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 hand sewing skills covered in Primary lessons

Global/Subject Links

Links to other subjects

- Use of computer for research purposes and Google classroom assignments → ICT

Links to Global picture

- Impact of cotton and polyester manufacturing



C.A.R.E values

C.A.R.E	When and where?
Courage	Being brave and working with new and unfamiliar machinery/equipment can be daunting, and pupils need to try to overcome these fears.
Aspirational	Pushing their abilities and seeing the purpose of the designing and making elements of D&T
Respect	I will be polite to all and look after our school Environment.
Endeavour	Ability to work in an independent manner with equipment and resources.