**2021-22 KS3 Textiles Programme of Study**

**Y7 Textiles Programme of Study**

**10 week programme (rotation 1-4)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Week | Lesson Activities | Homework | Prior Knowledge | Skills |
| 1 | Intro to the project. Explain about upcycling materials. Health and safety. Students complete H@S sheets. Tools and Equipment for textiles.  Homework example shown. | Students collect images of their artist and create a mood board in booklets as inspiration for their product | Re-cap on prior knowledge of textiles from KS2 | H@S knowledge  Research skills. |
| 2 | Using their moodboards as inspiration, students begin designing a cushion cover using templates in booklets | Students to bring in a shirt to use a fabric for a cushion cover | Re-cap on recycling, and artist inspiration | Design skills  Research skills  Colour’ |
| 3 | Students select a design from their booklets, and start to draw out their idea using the back of the shirt, using a square/rectangle template. |  | Re-cap on design skills and proportion | Design skills  Drafting skills  Colour |
| 4 | Hand sewing skills. All students are shown how to thread a needle, and hand sew a basic line of stitching, plus embroidery thread. | Present sewing sample in booklet | Re-cap on prior knowledge of hand sewing from KS2 | Hand sewing.  Correct and safe use of tools and equipment. |
| 5 | Further hand sewing skills. All students are shown how to sew on a button and a bead, and some simple embroidery stitches. Students complete tasks | Present sewing sample in booklet | Re-cap on success criteria for hand sewing. Q?A on the use of embellishments | Further hand sewing skills.  Use of embellishments, as a creative addition to fabric. |
| 6 | Templates. Students will be shown how to draw out templates for their design idea, and make their own templates of the features on their cushion design. |  |  | Drafting, measuring and cutting skills. |
| 7 | Fabrics. Students will be shown how to select and cut out fabrics, using their templates. Students will pin fabrics to their cushion. |  | Re-cap on tools and equipment, and correct use of tools | Fabric terminology and use of fabric in Art and design. |
| 8 | Students progress their cushion cover by attaching fabrics to their design either by hand sewing, or by machine for more able students | Students progress their work at home by completing sewing tasks, or by adding embellishments to their work | Sewing video shown to introduce the use of a sewing machine. | Practical skills.  Sewing embellishments. |
| 9 | Students continue to progress their cushion cover, and may then cut out the cushion shape using the front of the shirt as a fastening. Some students will be able to machine their cushion covers together. |  |  | Practical skills.  Machining skills. |
| 10 | Students complete the making of their product by either hand or machine skills. |  |  | Presentation skills. |

**Y8 Textiles Programme of Study**

**12 week programme (rotation 1&2)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Week | Lesson Activities | Homework | Prior Knowledge | Skills |
| 1 | Introduce project brief, upcycling an old school shirt into a bag.  Health & Safety in the Textiles classroom group task. | Find and bring in an old school shirt or similar to use. | Reviewing Health & Safety rules previously learned in Y7.  Considering how H&S rules are transferable between the technology rooms/areas. |  |
| 2 | Remove the buttons from the shirt.  Cut shirt into sections ready to be dyed next lesson.  Learn to sew a button. |  |  | Essential skills – threading a needle, making a stitch, sewing a button.  Drawing on and cutting fabric using the correct equipment. |
| 3 | Tie-dye lesson.  Watch video and demonstration of different tie-dye styles.  Tie-dye the front and back, and collar pieces of the shirt. | Create a design of the front and back of your bag, including any additions (buttons, applique) | Learning about tie-dye, the history and different techniques. | Trying out tie-dye themselves.  Putting H&S rules into practice when using dyes. |
| 4 | Learn how to pin fabric and why we do this.  Learn to thread and use the sewing machine for a straight seam.  Pin button seam for front rectangle and sew straight up it on both sides. |  |  | Pinning fabric.  Preparing and using a sewing machine to attach two pieces together. |
| 5 | Begin decoration of the two rectangle pieces, using a variety of techniques including:   * Buttons, beads, sequins * Applique and reverse applique * Fabric pens and dyes * Hand and machine embroidery |  |  | Using a self-made design to add decoration using textiles techniques. |
| 6 | Continue decoration using a variety of techniques. |  |  |  |
| 7 | Cut collar piece into one thick or two thinner strips, fold, pin and sew to create sturdy handles/straps for the bag. | Begin a step-by-step guide or instructional leaflet for how to turn a shirt into a bag (only up to the current point). | Being able to reflect upon own learning and translate that learning into teaching someone else a new skill. |  |
| 8 | On both rectangle pieces, lay them facing down and pin and sew the top to hide the edge of the fabric in the inside of the bag. |  |  |  |
| 9 | Catch up time to complete all stages so far. |  |  | Reflecting upon progress made so far and progress still to be made.  Problem solving where designs were more complex than time allowed for. |
| 10 | Pin and sew the rectangular pieces face to face.  Sew on both vertical edges and along the bottom to seal the bag, then turn inside out to hide the edges inside. | Complete step-by-step guide or instructional leaflet with all remaining steps. |  |  |
| 11 | Pin straps to the inside of the bag and tack sew by hand.  Remove the pins and sew securely on with sewing machine. |  |  |  |
| 12 | Complete product and evaluate skills learned, as well as success of finished product measured against original design. |  |  | Self-evaluation of skills learned and knowledge gained. |

**8 week programme (rotation 3&4)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Week | Lesson Activities | Homework | Prior Knowledge | Skills |
| 1 | Introduce project brief, upcycling an old school shirt into a bag.  Health & Safety in the Textiles classroom group task. | Find and bring in an old school shirt or similar to use. | Reviewing Health & Safety rules previously learned in Y7.  Considering how H&S rules are transferable between the technology rooms/areas. |  |
| 2 | Remove the buttons from the shirt.  Cut shirt into sections ready to be dyed next lesson.  Learn to sew a button. |  |  | Essential skills – threading a needle, making a stitch, sewing a button.  Drawing on and cutting fabric using the correct equipment. |
| 3 | Tie-dye lesson.  Watch video and demonstration of different tie-dye styles.  Tie-dye the front and back, and collar pieces of the shirt. | Create a design of the front and back of your bag, including any additions (buttons, applique) | Learning about tie-dye, the history and different techniques. | Trying out tie-dye themselves.  Putting H&S rules into practice when using dyes. |
| 4 | Learn how to pin fabric and why we do this.  Learn to thread and use the sewing machine for a straight seam.  Pin button seam for front rectangle and sew straight up it on both sides. |  |  | Pinning fabric.  Preparing and using a sewing machine to attach two pieces together. |
| 5 | Cut collar piece into one thick or two thinner strips, fold, pin and sew to create sturdy handles/straps for the bag. | Begin a step-by-step guide or instructional leaflet for how to turn a shirt into a bag (only up to the current point). | Being able to reflect upon own learning and translate that learning into teaching someone else a new skill. |  |
| 6 | On both rectangle pieces, lay them facing down and pin and sew the top to hide the edge of the fabric in the inside of the bag. |  |  |  |
| 7 | Pin and sew the rectangular pieces face to face.  Sew on both vertical edges and along the bottom to seal the bag, then turn inside out to hide the edges inside. | Complete step-by-step guide or instructional leaflet with all remaining steps. |  | Reflecting upon progress made so far and progress still to be made.  Problem solving where designs were more complex than time allowed for. |
| 8 | Pin straps to the inside of the bag and tack sew by hand.  Remove the pins and sew securely on with sewing machine.  Complete product and evaluate skills learned, as well as success of finished product measured against original design. |  |  | Self-evaluation of skills learned and knowledge gained. |