



The Ridgeway School & Sixth Form College

...Inspiring Learners For Their Future

'Our shared vision is that our students, colleagues and families will be part of a **FAIR** community.'

We will support our school **Family** to **Achieve** their potential, and **Inspire** students to **Reach** the very best destinations.'



# Textiles

# Curriculum Overview

RESPECT | HONESTY | ENDEAVOUR | CREATIVITY | COMMUNITY

## Year 7 Design & Technology Curriculum Overview – Subjects taught in rotation over 12 week modules

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	<b>Food</b> <b>Basic skills in preparation and cooking:</b> <ul style="list-style-type: none"> <li>- Weighing and measuring</li> <li>- Bridge and claw method</li> <li>- Rubbing in method</li> <li>- Safe use of the knife and oven</li> </ul> <b>The Eatwell Guide (nutrients and their sources)</b> <b>Sensory Analysis</b> <b>Recipe modification</b>	<b>Graphics</b> <ul style="list-style-type: none"> <li>• <b>Introduction</b> to colour theory and rendering</li> <li>• <b>Understanding</b> motions theory</li> <li>• <b>Developing skills</b> using craft knife and cutting mats safely to create pop up pages</li> <li>• <b>Understanding</b> how levers and linkages can change direction of movement</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Understanding</b> how 'modelling' can prove and test ideas</li> <li>• <b>Resources and materials</b> Card, cutting mat, craft knives, stationary, computers</li> <li>• <b>Health &amp; Safety</b> Safe use of craft knife and cutting mat via demonstration and student practice</li> <li>• <b>Imaginative project</b> to create and illustrate story via moving book</li> </ul>	<b>Product Design</b> <ul style="list-style-type: none"> <li>• <b>Introduction to tools and equipment</b> Basic hand tools, soldering iron</li> <li>• <b>Health &amp; Safety in the workshop</b> Soldering iron, electronics</li> <li>• <b>Design</b> Target market Hand designs converted onto 2D design</li> <li>• <b>CAD / CAM</b> 2D Design. Laser cutter</li> <li>• <b>Materials</b> Electronic components</li> <li>• <b>Construction</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Evaluation</b> Evaluate final product</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Resources and materials</b> Materials/fabrics, threads, cord</li> <li>• <b>Embellishment</b> Basic hand embroidery stitches with modifications</li> <li>• <b>Design</b> Presentation, use of colour, annotation</li> <li>• <b>Construction</b> Pocket, casing, plain seam</li> <li>• <b>Quality Checks</b> Accuracy: 0.5 cms embroidery stitch length, measurements for casing, seam allowance</li> </ul>
					<b>Textiles</b> <ul style="list-style-type: none"> <li>• <b>Introduction to tools and equipment</b> Small equipment, sewing machine, iron</li> <li>• <b>Health &amp; Safety</b> In the workshop, use of sewing machine &amp; iron</li> <li>• <b>Appreciation of designs from a chosen genre</b> Contemporary embroidery</li> </ul>	

## Year 8 Design & Technology Curriculum Overview – Subjects taught in rotation over 12 week modules

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 8	<b>Food</b> <b>Development of skills in preparation and cooking:</b> <ul style="list-style-type: none"> <li>- Safe use of the oven</li> <li>- Accuracy and precision</li> <li>- Knife skills (dicing)</li> <li>- Variety of cooking methods</li> </ul> <b>Nutrient sources and functions</b> <b>Analysing food packaging (for sugar content)</b> <b>Recipe design and modification</b>	<b>Graphics</b> <ul style="list-style-type: none"> <li>• <b>Logo and trainer graphic designs</b></li> <li>• <b>Understanding</b> target audiences and how to meet their needs including those with disabilities, cultural identities and ages</li> </ul> <b>Knowledge and understanding</b> trainer performance and the importance of ergonomics and anthropometrics incorporated within designs	<b>Resources and materials</b> Stationary, computers, fine liners and examples  <b>Brands and logos</b>  Brand pull, images and pricing (including designers) <b>Introduction to digitally supported designing</b>  CAD/Word drawing tools, Paint	<b>Product Design</b> <ul style="list-style-type: none"> <li>• <b>Introduction to tools and equipment</b> Hand equipment Marking tools Belt sander Disc sander</li> <li>• <b>Health &amp; Safety</b> Recap and reinforce in the workshop</li> <li>• <b>Design</b> Specifications Hand design</li> <li>• <b>CAD / CAM</b> 2D Design to convert image into vectors</li> <li>• <b>Materials</b> Ply wood</li> <li>• <b>Construction</b> Finger joints Lap joint</li> </ul>	<b>Evaluation</b> Final product	<ul style="list-style-type: none"> <li>• <b>Resources and materials</b> Cotton calico fabric, threads, magic touch heat transfer paper</li> <li>• <b>Modelling &amp; embellishment</b> Heat transfer of design, more complex hand embroidery stitches, machine embroidery.</li> <li>• <b>Design</b> 'In the style of' Pop Art. Links to Andy Warhol and/or Roy Lichtenstein. Presentation and annotation</li> <li>• <b>Construction</b> Neatened plain seam, facings</li> <li>• <b>Quality checks</b> Links to Pop Art, accuracy and evenness of hand &amp; machine embroidery. 1.5 cms seam allowance, trimmed corners</li> </ul>
					<b>Textiles</b> <ul style="list-style-type: none"> <li>• <b>Revisit tools and equipment</b> Small equipment, computerised use of sewing machine, iron, heat press</li> <li>• <b>Health &amp; Safety</b> In the workshop, use of sewing machine, iron &amp; heat press</li> <li>• <b>Colour theory</b> Colour wheel, primary, secondary, complimentary colours</li> <li>• <b>Research – appreciation of designs from a chosen genre</b> Pop Art:- Artists and characteristics</li> </ul>	

## Year 9 Design & Technology Curriculum Overview – Subjects taught in rotation

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 9	<p><b>Food</b> Development of more complex skills in preparation, cooking and presentation:</p> <ul style="list-style-type: none"> <li>- Accuracy and precision</li> <li>- Garnishing</li> <li>- Variety of knife and cooking methods</li> <li>- Complex techniques</li> </ul> <p><b>Food provenance (grains and cereals)</b> <b>Diet analysis</b> <b>Sensory analysis</b> <b>Recipe design and modification</b></p>	<p><b>Graphics Introduction to Photoshop</b> Rendering previously in drawn designs digitally with colour Computer Aided Design</p> <p><b>Existing Playing cards</b> How playing cards have evolved historically</p> <p><b>Skills workshops linked to designers (Summer Term)</b> Technical drawing, illustration, printed Graphics</p>	<p><b>Resources</b>  Computers with Photoshop, fine liners, Playing cards</p> <p>(Summer term) Water colours, pen and ink, craft knives, cutting mats</p> <p><b>Health &amp; Safety</b>  Reinforce safe use of craft knives and cutting mats</p> <p><b>Research</b> History timeline of the 'playing card'</p>	<p><b>Product Design</b></p> <ul style="list-style-type: none"> <li>• Introduction to tools and equipment</li> <li>• Health &amp; Safety in the workshop</li> <li>• Design</li> <li>• CAD / CAM</li> <li>• Materials</li> <li>• Construction</li> </ul>	<ul style="list-style-type: none"> <li>• Quality checks</li> <li>• Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Resources and material Greater range of threads, printing techniques and range of fabrics</li> <li>• Modelling and embellishment Curved stitching, block embroidery, printing, paper pattern making</li> <li>• Design One-line drawings, modifying portraits &amp; photos, repeat patterns</li> <li>• Construction Embroidered stretched canvas portrait. Circular travel bag, with casing</li> <li>• Quality Control Accuracy of curved stitching and block embroidery. Repeat patterns, even casing.</li> </ul>
					<p><b>Textiles</b></p> <ul style="list-style-type: none"> <li>• Tools and equipment Independent use of equipment</li> <li>• Health and safety In the workshop, use of dyes and printing inks</li> <li>• Research-appreciation of designs from chosen genre Contemporary embroidery - <i>Maurizio Anzeri &amp; Victoria Villasana</i></li> </ul>	

## Year 10 Textiles Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 10</b>	<b>Unit 1 Introduction unit:</b> <ul style="list-style-type: none"> <li>Skills workshops AO3 – recording and observations</li> <li>Exploring Ideas – AO2 experimenting with materials and resources</li> </ul>	<b>Unit 1:</b> <ul style="list-style-type: none"> <li>Developing ideas AO1 –Artist research, copies and working ‘in the style of’.</li> <li>Developing ideas AO1 - through design, experimenting and swatches</li> </ul>	<b>Unit 1:</b> <ul style="list-style-type: none"> <li>Developing ideas AO1 – into a Final response.</li> <li>Final piece or pieces AO4</li> </ul>	<b>Component 1. Coursework Project.</b> <ul style="list-style-type: none"> <li>Recording and observations – AO3 linked to chosen theme</li> <li>Developing ideas AO1 –Artist research, copies and working ‘in the style of’.</li> </ul>	<b>Component 1. Coursework Project.</b> <ul style="list-style-type: none"> <li>Exploring Ideas – AO2 experimenting with materials and resources</li> </ul>	<b>Component 1. Coursework Project.</b> <ul style="list-style-type: none"> <li>Exploring Ideas – AO2 experimenting with materials and resources</li> <li>Developing ideas AO1 - through design, experimenting and swatches</li> </ul>

## Year 11 Textiles Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 11</b>	<b>Component 1. Coursework Project.</b> <ul style="list-style-type: none"> <li>Developing ideas AO1 - through design, experimenting and swatches</li> </ul>	<b>Component 1. Coursework Project.</b> <ul style="list-style-type: none"> <li>Developing ideas AO1 – into a Final response.</li> <li>Final piece or pieces AO4</li> </ul>	<b>Component 2. Exam Unit.</b> Exam paper with starting points issued by exam board. <ul style="list-style-type: none"> <li>Recording and observations – AO3 linked to chosen question</li> <li>Developing ideas AO1 –Artist research, copies and working ‘in the style of’</li> </ul>	<b>Component 2. Exam Unit.</b> <ul style="list-style-type: none"> <li>Exploring Ideas – AO2 experimenting with materials and resources</li> <li>Developing ideas AO1 - through design, experimenting and swatches</li> </ul>	<b>Component 2. Exam Unit.</b> Final piece or pieces AO4 – 10-hour exam. Dates chosen internally	

## Sixth Form Textiles Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 12	<p><b>Unit 1 Introduction unit:</b></p> <ul style="list-style-type: none"> <li>Skills workshops AO3 – recording and observations</li> <li>Exploring Ideas – AO2 experimenting with materials and resources</li> </ul>	<p><b>Unit 1:</b></p> <ul style="list-style-type: none"> <li>Developing ideas AO1 –Artist research, copies and working ‘in the style of’.</li> <li>Developing ideas AO1 - through design, experimenting and swatches</li> </ul>	<p><b>Unit 1:</b></p> <ul style="list-style-type: none"> <li>Developing ideas AO1 – into a Final response.</li> <li>Final piece or pieces AO4</li> </ul>	<p><b>Component 1. Coursework Project. Personal Investigation</b></p> <ul style="list-style-type: none"> <li>Recording and observations – AO3 linked to chosen theme</li> <li>Developing ideas AO1 –Artist Inspiration, 1<sup>st</sup> Artist research, copies and working ‘in the style of’.</li> </ul>	<p><b>Component 1. Coursework Project. Personal Investigation</b></p> <ul style="list-style-type: none"> <li>Exploring Ideas – AO2 experimenting with materials and resources</li> <li>Developing Ideas – AO1 – 2<sup>nd</sup> &amp; 3<sup>rd</sup> Artist research, copies and working ‘in the style of’</li> </ul>	<p><b>Component 1. Coursework Project. Personal Investigation</b></p> <ul style="list-style-type: none"> <li>Exploring Ideas – AO2 experimenting with materials and resources</li> <li>Developing ideas AO1 - through design, experimenting and swatches</li> </ul>
Year 13	<p><b>Component 1. Coursework Project. Personal Investigation</b></p> <ul style="list-style-type: none"> <li>Developing ideas AO1 - through design, experimenting and swatches</li> </ul>	<p><b>Component 1. Coursework Project.</b></p> <ul style="list-style-type: none"> <li>Developing ideas AO1 – into a Final response.</li> <li>Final piece or pieces AO4</li> </ul>	<p><b>Component 2. Exam Unit.</b></p> <p>Exam paper with starting points issued by exam board.</p> <ul style="list-style-type: none"> <li>Recording and observations – AO3 linked to chosen question</li> <li>Developing ideas AO1 –Artist research, copies and working ‘in the style of’</li> </ul>	<p><b>Component 2. Exam Unit.</b></p> <ul style="list-style-type: none"> <li>Exploring Ideas – AO2 experimenting with materials and resources</li> <li>Developing ideas AO1 - through design, experimenting and swatches</li> </ul>	<p><b>Component 2. Exam Unit.</b></p> <p>Final piece or pieces AO4 – 15-hour exam. Dates chosen internally</p>	