

Subject: Textiles

Year Groups 7-9

Core Content Overview:		
<p>As part of their work with Textiles pupils will be taught about the design process; working from a design brief/task, analysing, researching and generating a range of design ideas to fit the brief. They will choose one of their designs to develop further and make it in to a Beanie Buddy with their designs on it. In the process they will learn hand sewing skills and learn how to use a sewing machine. They will investigate a range of techniques to decorate their work, including batik, tie dye, block print, and embroidery.</p> <p>Their second project is a focussed practical task and uses computer aided design to generate their own patterned fabric which pupils will use to make a pencil case.</p>		
<p>Standard operating procedures – Safe working conditions in the class room. Correct use and choice of all equipment. Investigation of decorative techniques.</p>	<p>Base line assessment. Understanding of the design process. Cultural cushion project Pencil case project; use of CAD/CAM Fabric sources and construction.</p>	<p>Working to a brief, analysing and research skills, decision making, evaluating results and making modifications as necessary.</p>
<p>Individual/pair/ group work. Time management.</p>	<p>Awareness of socio-economic factors.</p>	
Key Skills:		
<p>Problem solving. Correct choice and use of equipment. Accurate use of sewing machine Measuring and cutting out of fabric</p>	<p>Use of batik, tie dye, block print, and embroidery Use of ICT Evaluating their work and suggesting improvements.</p>	
	DESCRIPTOR	
Yr 8 Grade 7	<p>Comprehensive understanding of the task, clear research and detailed analysis, resulting in a detailed specification. Imaginative and innovative range of ideas (4-5) demonstrating creativity, flair and originality. Evidence of planning. Some evidence of social, moral, environmental and sustainability issues. Final outcome demonstrates a high standard of accuracy and finish, demonstrating a very high level of demand and a good range of skills. Evidence of QC checks. Most of the outcome have been tested/evaluated against the specification. Very few errors in SPAG. Decisions are communicated with clarity and technical language is used throughout with clear understanding.</p>	
Yr 8 Grade 4/5	<p>Clear evidence of understanding of the design task, detailed analysis and research resulting in the production of a simple specification. Imaginative ideas, demonstrating a degree of creativity taking in to account and linking to research undertaken. Knowledge of materials and techniques chosen/used. Final outcome shows a high level of skills, but lacks detailed planning. Evidence of appropriate testing and evaluation. Few errors in SPAG. Good use of technical language.</p>	

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<p>Yr 8 Grade 1</p>	<p>No/limited evidence of understanding of the design task. Few ideas lacking imagination and originality and often incomplete and lacking annotation. Final design idea is incomplete and lacking any annotation. No evidence of evaluation. Numerous errors in SPAG.</p>
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