

Technology Curriculum Plan with Textiles Pathway

Year Group	NC Ref:	Rotation – Textiles COVID – no use of sewing machines or computers.		NC Ref:	Rotation – Product Design		NC Ref:	Rotation - Food		
7	A, C, D, E, F, H, J	<p>Cushions Based on a design movement – Pop Art H&S in the workshop. Identify user needs, generate creative ideas, develop design ideas, 2-D modelling, use of specialist tools, techniques, processes, properties of materials use of structural elements to achieve functioning solutions COVID - hand stitching only, teacher will machine stitch edges. Intro to sewing machine to make a quilted oven square, using hand designed sublimation printing. COVID change – face mask designed and hand stitched together Tier 3 Pixl Unlock – create, embellish, embroidery</p>		A, B, C, D, E, F, J, L	<p>Board Games identify user needs, use variety of approaches to generate creative ideas, develop design ideas, 3-D modelling, use of specialist tools, techniques, processes, properties of materials use of structural elements to achieve functioning solutions JBR absent, so no project work done by her class – weekly graphics/technology lessons instead.</p>		A, B, C, F, G	<p>Food Practicals Health and Safety. Practical: Dippy Divers, Pizza toast, Pasta salad, Pineapple upside down cake, Cheese straws, Buns. Peer and self-assessing of practical task.Meal plan activity / Eatwell.Guide/Healthy diets.</p>		
8	A, B, C, D, E, F, G, H, I, J, L, M	<p>Small Bag Based on a culture, using Photoshop, sublimation printing and CAD/CAM machine embroidery. Design a recycled dress challenge. Investigation and group presentation on environmental impact of textiles. H&S in the workshop. Identify user needs, generate creative ideas, develop specification, develop design ideas, 3-D modelling, use of specialist tools, techniques, processes, properties of materials use of structural elements to achieve functioning solutions. COVID change – repeat pattern hand drawn design, sublimation printed onto fabric and hand sewn into a zipped bag. Face mask designed, decorated and hand stitched Tier 3 Pixl Unlock – identify, specification, sublimation</p>			<p>Display Stand, Graphics Research & exploration, mind maps, mood boards, logos, branding, identify & solve design problems, develop specifications, create prototype for display stand, testing product, refine ideas against specifications JBR absent, so no project work done by her class – weekly graphics/technology lessons instead.</p>		A, B, C, D, E, F, G	<p>Food Practicals Health and Safety.Practical: Victoria sponge, Rustic pizza, Mac n cheese, Swiss roll, Jam tarts, Pasties, savoury rice. Peer and self-assessing of practical task. Diet planning for specific needs activity/nutrition. Seasonality of UK fruits/veg.</p>		
9	Textiles	<p>COVID change – face mask designed and machine stitched together . Students allocated one sewing machine and computer to share Simple pattern cutting; tools & equipment, seam, interfacing, measuring allowances. Skill building – simple stencilling, machine embroidery, applique, dyeing techniques including salt diffusion. Constructing a Mood board, design ideas and</p>	<p>Design & make T shirt Covid change -Completion of needlecase project. Top based on structures. Skill building -Mark making using a range of objects, acrylic paint on fabric. Using b&w architecture as a theme, design a range of patterns for the t shirt, print and make up into a wearable top. Learn and practise seam types, including pinked, flat open, zig zag edged, flat fell and French seams. Apply neck bias binding and rolled hems.Evaluating.</p>	<p>Design & make Special occasion bag Covid change – completion of architecturals top. New project Bag – special occasion bag based on natural forms. Investigate artists/designers, first hand sketching of objects, mood board, designing. Skill building – patterning making of more complex 3D products – pattern cutting, gussets, zip insertion, free hand machine embroidery, complex stencilling, stamp making, mola,</p>	<p>Design & Make Bag – special occasion bag based on natural forms. Completion of project including evaluation. Tier 3 Pixl Unlock – construction, pattern cutting</p>	<p>Design a fashion range based on trend reports for S/S 21</p>	<p>Fashion Drawing Investigate iconic fashion designers. Learning fashion drawing skills – design and use of croquis, flat drawings, design details includingdifferent types of bodices, sleeves, skirts and trousers. Fashion ranges and final presentation skills using a range of media. Interpretation of trend boards. Tier 3 Pixl Unlock – trend forecasting, Fast fashion</p>	<p>Design & make a repeat pattern for use on a kitchen oven glove.</p>	<p>Repeat pattern Hand drawn repeat based on fruit/veg. Observational drawing. Skill building -Learn the skills of repeat printing including mirror, full and half drop, continuous. Quilting using wadding. Scanning and sublimation printing. Repeat printing using power point. Tier 3 Pixl Unlock Continuous repeat quilting</p>	

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		make needle case based on the theme 'Sweet Treat'. Tier 3 Pixl Unlock – seam allowance, salt diffusion		Tier 3 Pixl Unlock – architecture, hem		fabric painting. Tier 3 Pixl Unlock – bias binding, gusset						
10 Textiles	Major project Insects COVID, bag project to complete from Y9	COVID – face mask design and make using transfer paints Bag – special occasion bag based on natural forms. Investigate artists/designers, first hand sketching of objects, mood board, designing. Skill building – patterning making of more complex 3D products – pattern cutting, gussets, zip insertion, free hand machine embroidery, complex stencilling, stamp making, mola, fabric painting. Tier 3 Pixl Unlock – bias binding, gusset Artist research Tier 3 pixl unlock – aesthetics, sublimation	Major project Insects COVID, bag project to complete	Design, sampling, evaluating, Tier 3 pixl unlock – form, line Bag – special occasion bag based on natural forms. Completion of project including evaluation. Tier 3 Pixl Unlock – construction, pattern cutting	Major project Insects COVID – fashion design form Y9	Repeat print based on theme of insects COVID delay - Fashion Drawing Investigate iconic fashion designers. Learning fashion drawing skills – design and use of croquis, flat drawings, design details including different types of bodices, sleeves, skirts and trousers. Fashion ranges and final presentation skills using a range of media. Interpretation of trend boards. Tier 3 Pixl Unlock – trend forecasting, Fast fashion	Major project Insects COVID – start of this major project	Design development, Sampling, development, evaluating COVID – Artist research for new project. Tier 3 pixl unlock – aesthetics, sublimation	Major project insects	Making. COVID delay - Design, sampling, evaluating, Tier 3 pixl unlock – shibori, batik	Major project insects	Making, evaluating COVID delay - Design development, Sampling, development, evaluating Tier 3 pixl unlock – mono printing, block printing
11 Textiles	Major project Insects	COVID – face mask design and make using transfer paints. Completion of design ideas for major project. Tier 3 pixl unlock – synthetic, visual elements, composition	Major Project Insects	COVID delay – making of final piece Tier 3 pixl unlock – tactile, haute couture	Major Project Insects	Making Tier 3 pixl unlock – functionality, bespoke	Major project 2 Lockdown theme	Handstitched wall art piece based on lockdown, development of sampling and artist research Tier 3 pixl unlock abstract, form	Major project 2 Lockdown theme	Designing and making Tier 3 pixl unlock – media, convey	Major project 2 Lockdown theme	Digital recording of work for exam assessment Tier 3 pixl unlock – monotonous, subtle

National Curriculum Key

<p>Design</p> <p>A. Use research and exploration, such as the study of different cultures, to identify and understand user needs</p> <p>B. Identify and solve their own design problems and understand how to reformulate problems given to them</p>	<p>Make</p> <p>F. Select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture</p> <p>G. Select from and use a wider, more complex range of materials, components and ingredients, taking into account their properties</p> <p>Evaluate</p>	<p>Technical knowledge</p> <p>L. Understand and use the properties of materials and the performance of structural elements to achieve functioning solutions</p> <p>M. Understand how more advanced mechanical systems used in their products enable changes in movement and force</p>
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<ul style="list-style-type: none">C. Develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situationsD. Use a variety of approaches [for example, biomimicry and user-centred design], to generate creative ideas and avoid stereotypical responsesE. Develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations and computer-based tools	<ul style="list-style-type: none">H. Analyse the work of past and present professionals and others to develop and broaden their understandingI. Investigate new and emerging technologiesJ. Test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groupsK. Understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists	<ul style="list-style-type: none">N. Understand how more advanced electrical and electronic systems can be powered and used in their products [for example, circuits with heat, light, sound and movement as inputs and outputs]O. Apply computing and use electronics to embed intelligence in products that respond to inputs [for example, sensors], and control outputs [for example, actuators], using programmable components [for example, microcontrollers].
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