



Textiles

Aims:

- Students will understand fashion design and the media, materials and techniques that are used in the designing of fashion products
- To provide the student with an opportunity to understand the fashion production process. They will explore materials, techniques and processes to produce a fashion item for exhibition or display
- Students will understand how to participate and collaborate with others, develop communication skills, following instructions, time management, understanding their roles and leadership in the development of a new enterprise

Content:

This programme of study has been designed to build upon prior knowledge in year 7 & 8 and apply it to the context of careers within the Textile industry. Students develop their skills in fashion design and production whilst reinforcing specialist technical principles. In year 9 students will study knowledge, understanding and skills required to undertake the iterative design process of exploring, creating and evaluating textile products.

Curriculum Map:

| Year | Term | Curriculum | Assessment |
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| 9 | Term 1 | <p>Fashion Design – How does technology impact our world? Students research changes in fashion and trends in relation to new and emergent technologies, including the application of modern, smart and technical textiles. Students consider the impact of designing for others, respecting people of different faiths and beliefs. How products are designed and made to avoid having a negative impact on others: design for disabled, elderly, different religious groups, etc.</p> <p>Students carry out a practical investigation in to a range of media, materials and techniques. Producing a range of design ideas for a collection of technical sportswear.</p> | <p>Theory - Lessons will be tested via Forms using a selection of appropriate BASE(O) theory questions.</p> <p>Practical Technical File – Includes accurate samples demonstrating textile skills: seams, fastenings, pattern templates, finishing skills, etc.</p> <p>Design - A2 Final design board –Capsule collection of sportswear designs. Includes flats, 3D fashion drawing, fabric samples and annotation.</p> <p>Evaluation – Class presentation of design board.</p> |
| | Term 2 | <p>Fashion Production – How does our past influence our future? Students will investigate a range of fashion designers identifying the context in which they have worked. Examples include Alexander McQueen, Coco Chanel, Mary Quant and Vivienne Westwood.</p> <p>How is clothing made in industry? Students design and develop prototypes in response to research of fashion designers. Students will manufacture prototypes that satisfy the requirements of the brief, respond to client wants and needs, demonstrate innovation, are functional, consider aesthetics and are potentially marketable.</p> | <p>Practical Technical File – Investigation in to a range of appropriate materials and construction techniques to create their own fashion item, and produce a range of samples.</p> <p>Production Plan - Learners plan for the production of their final fashion item, creating a competent toile of their final design.</p> <p>Product - Learners produce a original and creative 3D final fashion item. Evaluation - Learners appropriately present their final fashion item for exhibition or display.</p> |



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| | Term 3 | <p><u>Collaborative Enterprise – Apprentice task</u></p> <p>How products are produced in different volumes? How is making one product different from making a number of identical ones? Students will discover the reasons why different manufacturing methods are used for different production volumes: prototype, batch, mass and continuous.</p> <p>Students will deepen knowledge and understanding by researching into the contemporary and potential future use of: automation, computer aided design (CAD), computer aided manufacture (CAM), flexible manufacturing systems (FMS), just in time (JIT) and lean manufacturing.</p> <p>Students create an enterprise based on research of effective business innovation: crowd funding, virtual marketing and retail and co-operatives.</p> | <p>Design - Working as part of a team students must develop designs in creative ways and present these, giving reasons for their final choices.</p> <p>Production Plan - Working in teams they will devise production plans and look at cost considerations before manufacturing and testing their products.</p> <p>Batch products - Students work in groups to make a product that they can manufacture in multiple quantities for potential sale.</p> <p>Evaluation – Class presentation of enterprise journey.</p> |
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Assessment:

Within each term students will be assessed in four main areas including: 1. Research, knowledge and understanding, 2. Design skills, 3 Practical investigation and manufacturing skills and 4. Evaluation and presentation skills. Students will present learning with display books and A3 design boards.

Extended Learning:

Students will deepen knowledge and understanding further through: focussed research, pre-learning activities, retrieval practice, routine sample theory questions, design skills practice and presentation rehearsal. This extended learning will enhance the students learning portfolio.

Connection to the JTFS Approach:

| Whole School Theme | How does Textiles support this? |
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| STRIPE | <p>Self-Manager, Team and Participator – Students will need to be organised, working both individually and part of a team. Collaboration will be required as well as understanding the roles of leadership.</p> <p>Innovate and create – Students will combine ideas in new ways to create unique outcomes.</p> <p>Reflective and resilient – Students will reflect frequently through an iterative design process.</p> <p>Resilience will be required when tackling challenging practical techniques.</p> <p>Enquirer – Students will develop their own responses to a range of new knowledge and research. Outcomes will be a personalised interpretation of given design briefs.</p> |
| STEAM | <p>New emerging technologies and manufacturing methods rely heavily upon science.</p> <p>Art knowledge will be developed through the cyclical nature of fashion that is potentially influenced by design movements, as well as in the designing and presentation of ideas.</p> |
| Literacy | <p>Students will develop their oracy skills through presentations and exhibitions, discussing their work with others in detail. Students will also build on technical vocabulary and use it frequently within written work. In addition, instructional texts will be developed for production plans.</p> |
| Numeracy | <p>Students will implement a range of numeracy skills during production including measuring, shapes, area, seam allowance, tessellation and costing.</p> |