

## 2020-21 D&T 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			
9 Textiles	Patterns Design & Make a Needle case.	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 make needle case based on the theme ‘Sweet Treat’. Tier 3 Pixl Unlock – seam allowance,salt diffusion	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. Tier 3 Pixl Unlock – architecture, hem	Design & make Special occasion bag	**Covid change –due to lockdown January further changes, hand stich project. All students sent packs of fabrics/thread/needle to work on ‘lockdown’ project - architecture project still on hold – pos HT4 or 5 New project moved to HT4 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	Design & Make	Covid change – if back in school architectural printing top. Bag – special occasion bag based on natural forms. Completion of project including evaluation. Tier 3 Pixl Unlock – construction, pattern cutting	Design a fashion range based on trend reports for S/S 21	Covid change – Bag project move to Y10 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. Interpetation of trend boards. Tier 3 Pixl Unlock – trend forecasting, Fast fashion	Design & make a repeat pattern for use on a kitchen oven glove.	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
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 from Y9	**COVID change – bag not completed - still to do but begin major project as working from home for 1 <sup>st</sup> two weeks. ** Further Covid change –due to lockdown January further changes, hand stich project. All students sent packs of fabrics/thread/needle to work on ‘lockdown’ project - bag may be left or – pos HT4 or 5  Introduction to major project then Repeat print based on theme of insects (major project theme) COVID delay - 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. Interpetation of trend boards. Tier 3 Pixl Unlock – trend forecasting, Fast fashion	Major project Insects COVID – start of this major project Further covid change – lockdown challenge to be completed so that there is a full, mini, project for use in GCSE project.	**Covid change – complete Lockdown project first 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	** Further Covid changes – coursework completion of paper work but can’t do final piece **Covid delay – making barely started – continue until end of Feb HT 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

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National Curriculum Key		
Design <ul style="list-style-type: none"><li>A. Use research and exploration, such as the study of different cultures, to identify and understand user needs</li><li>B. Identify and solve their own design problems and understand how to reformulate problems given to them</li><li>C. Develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations</li><li>D. Use a variety of approaches [for example, biomimicry and user-centred design], to generate creative ideas and avoid stereotypical responses</li><li>E. Develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations and computer-based tools</li></ul>	Make <ul style="list-style-type: none"><li>F. Select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture</li><li>G. Select from and use a wider, more complex range of materials, components and ingredients, taking into account their properties</li></ul> Evaluate <ul style="list-style-type: none"><li>H. Analyse the work of past and present professionals and others to develop and broaden their understanding</li><li>I. Investigate new and emerging technologies</li><li>J. Test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups</li><li>K. Understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists</li></ul>	Technical knowledge <ul style="list-style-type: none"><li>L. Understand and use the properties of materials and the performance of structural elements to achieve functioning solutions</li><li>M. Understand how more advanced mechanical systems used in their products enable changes in movement and force</li><li>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]</li><li>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].</li></ul>