

TITLE	Textiles fashion	TIME + 15 weeks	LEVEL GCSE	KS4
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THE ORDER THAT DIFFERENT TECHNIQUES ARE OFFERED TO THE STUDENTS WILL DIFFER DEPENDING THE LEARNING DIFFICULTIES OF THOSE STUDENTS AND AVAILABILITY OF MATERIALS.

WEEK	CLASSWORK (learning objectives, teaching activities, learning outcomes)
1	<p><u>SEWING MACHINE</u></p> <ul style="list-style-type: none"> • To know how to safely operate a sewing machine. • Demonstration of how to thread up a machine using key terms for machine parts. How to refill and change the bobbin shown too. • Model fabric name label. • Pupils will be threading machines up and down, filling bobbins and practising on scrappy paper a variety of stitches and directions. • Pupils will then make a label for their box files – this label will be made from fabric, hemmed and have their names sewn into it using the sewing machine <p>Peer assessment progress and name labels – discussing what was challenging and how the pupils feel about the sewing machines now.</p>
2	<p><u>DESIGN</u></p> <ul style="list-style-type: none"> • To be able to cut, pin, hem and produce a neat finish to a quirky design of choice. • Pupils will be cutting, pinning and finishing neatly to be able to use the sewing machine to create this product accurately. • Peer assess/reflect on the challenges the task presented and what pupils have learned.
3	<p><u>WEAVING</u></p> <ul style="list-style-type: none"> • To record a landscape image as a weaving. • Explain how weaving originated. Demonstrate technique and how to create shapes instead of basic stripes. Encourage pupils to explore textures, tones and materials. • Explain how weaving originated. Demonstrate technique and how to create shapes instead of basic stripes. Encourage pupils to explore textures, tones and materials.

4	<p><u>DESIGNERS</u></p> <ul style="list-style-type: none"> • To produce written work to fulfil the criteria of Objective One. To analyse the work of chosen designers in line with theme, style, object that the student has chosen for their unit. • Class discussion and analysis of the work of chosen designers.
5	<p><u>PRESENTATION OF WORK</u></p> <ul style="list-style-type: none"> • To independently source a related textile artist to analyse and respond to – to help generate unique ideas later. • Show exemplar work from to explain how the artists have inspired and linked to the final pieces produced. • ICT research – collating information, imagery and completing analysis sheets. • Pupils will be presenting this research and developing their own personal response to the work.
6	<p><u>MIXED MATERIALS</u></p> <ul style="list-style-type: none"> • To explore textile techniques, fabric collage, batique, printing,... • Demonstrate all techniques such as batique, point out the dangers of using hot wax. • Pupils will explore the 3 techniques and then transform them into something that relates to their chosen theme to see how they could be used in their work. • Review progress and share ideas.
7-10	<p><u>DESIGN IDEAS</u></p> <p>To explore materials and techniques in preparation for final piece. Personal work and ideas may be the source of some starter activities. Pupils will be practising and perfecting techniques and processes ready for producing their actual personal response. These samples are to be presented and annotated in their sketchbook.</p>

11-15	<p><u>PERSONAL RESPONSE</u></p> <ul style="list-style-type: none"> • To continue to explore materials and refine ideas for your final piece. • Discuss the mark scheme here for objective 2. • Pupils will be practising and refining techniques and processes ready for producing their actual personal response. These samples are to be presented and annotated in their sketchbook.
+16	<p><u>FINAL DESIGN</u></p> <ul style="list-style-type: none"> • Produce personal response/final piece. • To catch up and enhance coursework project – finishing off opportunities. • Give feedback on sketchbook in line with AO's. • Completing final piece or finishing off/re-doing bits of prep work for maximum marks.

KS4: KNOWLEDGE, SKILLS AND UNDERSTANDING

1 EXPLORING AND DEVELOPING IDEAS

PUPILS SHOULD BE TAUGHT TO:

- a record and analyse first-hand observations, to select from experience and imagination and to explore ideas For different purposes and audience.
- b discuss and question critically, and select from a range of visual and other information for example, exhibitions, interviews with practitioners, CDROMs
to help them develop ideas for independent work
- c organise and present this information in different ways, including using a sketchbook

2 USING RESOURCES

PUPILS SHOULD BE TAUGHT TO:

- a investigate, combine and manipulate materials and images, taking account of purpose and audience

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| b | apply and extend their experience of a range of materials and processes, including drawing, refining their control of tools and techniques |
| c | experiment with and select methods and approaches, synthesise observations, ideas and feelings, and design and make images and artefacts |

3 RECORD IDEAS

PUPILS SHOULD BE THAUGHT TO:

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| a | analyse and evaluate their own and others' work, express opinions and make reasoned judgements |
| b | adapt and refine their work and plan and develop this further, in the light of their own and others' evaluations |

4 PERSONAL RESPONSE

PUPILS SHOULD BE THAUGHT ABOUT:

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| a | the visual and tactile qualities of materials and processes and how these can be manipulated and matched to ideas, purposes and audiences |
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b	codes and conventions and how these are used to represent ideas, beliefs, and values in works of art, craft and design
c	continuity and change in the purposes and audiences of artists, craftspeople and designers from Western Europe and the wider world (for example, differences in the roles and functions of art in contemporary life, historical periods in Western Europe, and in different cultures.

What the unit covers:

ART	*	LINE	*	TEXTURE	*	PAINING		DIGITAL MEDIA		INDIVIDUAL WORK	*
CRAFT	*	TONE		SHAPE	*	COLLAGE	*	SCULPTURE		COLLABORATIVE WORK	
DESIGN	*	COLOUR	*	FORM	*	PRINTMAKING	*	OTHER TECHNIQUES		2-D	*
		PATTERN	*	SPACE	*			DRAWING 2D SKILLS	*	3-D	*

Subject area:

THE HUMAN FIGURE	*	ENVIRONMENTS	*	FAUNA AND FLORA	*	EVENTS		FANTASTIC AND STRANGE	*	THE ABSTRACT	*
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<p>About the Unit: Students are introduced to, and explore the roles and use of Fashion. They are encouraged to explore visual resources and to create a personal response. The unit builds upon previous drawing skills and understanding of the formal elements. Students develop printing skills and explore new techniques and materials. Self and peer assessment skills are also developed.</p>	<p>Expectations: At the end of this unit students will:</p> <ul style="list-style-type: none"> - have a basic understanding of fashion - have an understanding of pattern - be able to use a printing technique - have a basic understanding of colour theory and symbolism
	<p>Most students will:</p> <ul style="list-style-type: none"> - understand some of the uses and roles of fashion - be able to explain what a pattern is - be able to create a number of different pattern formations - have developed printing skills and be able to use these to create a specific pattern - will be able to use colour theory to design relevant colour schemes - produced a clothing or accessory design using their printed fabric
<p>Where the unit fits in: The unit builds upon previous skills and knowledge. It is part of the year 9 scheme of work that introduces the GCSE art options. It introduces students</p>	<p>Some students will not have made so much progress and will:</p>

to studying and understanding textiles.

Some students will have progressed further and will:

- have a good understanding of fashion and its roles and uses
- be able to demonstrate a good understanding of pattern and be able to produce neat prints
- produced a scale mock up using the sewing machine and their printed fabric of one of their designs