

Textile Design

“Design is a journey of discovery”

Summerhill students will be **valuable members of society.**

Students will consider and explore the world around them. Not only from a sustainable point of view discovering the impact textiles has on our planet, but also through discovering cultures around the world.

Students will develop a broad range of transferrable skills which can be developed across the curriculum and into adulthood. Students will use patience, perseverance, and resilience, to become resourceful and innovative learners.

Summerhill students will be **great communicators.**

Students will gain strong visual presentation skills as they develop their ability to communicate, interpret and understand imagery in the world around them using both traditional art and digital design techniques.

Students will develop transferrable skills of evaluation, reflection, analysis, and deliberation to communication their iterative design journeys.

Summerhill students will be **knowledgeable.**

Students will learn about textiles-based art, fashion and costume through a knowledge-rich curriculum, exploring both design and making skill sets.

Students will explore, experiment and manipulate a range of fibres and fabrics, building an independent repertoire of skills. Gaining confidence in creating outcomes across a multitude of Textile disciplines.

Students will develop research skills to study artists and key designers to inspire their own work and design journeys.

Our curriculum is underpinned by four key values:

- Courage** – doing what is right; being truthful; trying new experiences; taking risks in the pursuit of personal development
- Ambition** – having the highest aspirations and expectations of ourselves and others; being brilliant in all we do; having a belief that challenges can be overcome with the right attitude and hard work
- Respect** – thinking about the way we interact with others; being considerate to ourselves, others and the environment; responding to expectations and working together in teams.
- Effort** – investing time and energy to achieve success; always giving our best in everything we do; demonstrating resilience through challenging times.

TEXTILES

Year 7	Rotation 1 (Terms 1-3)	Rotation 2 (Terms 4-6)
Key Features	All students for one double period per week in rotation with D&T & Food in Year 7. Each rotation is 5-7 weeks.	
Overview	<p>Project 1 – What is Textiles?</p> <ul style="list-style-type: none"> • Design Focus Project. • Sustainability – Fast Fashion. • Hand Stitching • Culture Links – Sashiko (Japanese) • Mental Health Link – slow stitching. 	<p>Project 2 – “House Hats”</p> <ul style="list-style-type: none"> • Skills Focus Project. • Research into the social history and evolution of hats. • Pattern cutting – using a pattern piece (template). • Seam Construction. • Introduction to sewing machine – machine licence. • Construction of final product using the machines. Enhancing the culture of the house system within school. • Career and Industry Link
Rationale	<p>Students prior experience of Textiles at KS2 is often varied. This project will introduce students to the Textiles subject and industry, as part of both the DT and Art strands of the curriculum.</p> <p>As an introductory unit into the subject, students will begin to develop their hand stitching skills; allowing to develop those core textile life skills. Including developing those transferrable skills of critical thinking and developing a wider understanding of how Textiles reflects and shapes our history, contributes to culture, creativity and impacts our environment.</p> <p>When you make any type of product, including Textiles & Clothing, there is an impact on the environment. This unit will introduce students to the impact that fast fashion has on the wider world and allow students to explore creating products from a variety of sources, which they may consider ‘junk’ or scraps. Exploring and experimenting with the creation, manipulation, and application of a range of materials such as fibres, yarns and fabrics, processes such as weaving, tapping, stitching, and printing, to create outcomes that explore surface pattern and texture using mixed media.</p>	<p>Prior to this unit, students will rarely have operated a sewing machine, whether at KS2 or through family connections; knowledge and confidence levels will be little to none. During this project students will be provided with the opportunity to focus on developing these missing skills; building confidence operating a sewing machine. Creating and building a foundation of technical knowledge to build upon in future units.</p> <p>Students will explore industry and career links, debunking those myths of careers available within the Textiles subject, such as pattern cutters and milliners. Through the exploration of using and reading a pattern piece, seam types, using seam allowance and specialist equipment. Students will produce a beanie hat within their house colours. Encouraging students to further develop their house community and kinship.</p> <p>Students will develop their understanding of the wider world through researching the social history and evolution of hats. Critically examining the changes which took place and to suggest current fashion trends.</p>

Year 7		Rotation 1 (Terms 1-3)	Rotation 2 (Terms 4-6)
Progression	<p>Students will build upon their understanding of sustainability, explored across the three strands of the DT carousel.</p> <p>Students will build and develop a bank of stitching skills, with a key focus on the Japanese art of Sashiko and the mindfulness exercise of slow stitching. These hand sewing skills will be the foundation skill, use continually by students across their Textiles KS3 and 4 journey. These skills will also form a key life skill, which can be accessed beyond school life. Starting their Textiles journey with exploring fabrics and fibres, students will be able to make those informed choices in future project constructions. Students will implement their critical thinking and problem-solving skills to develop a range of samples and create a meaningful response to a brief.</p> <p>Students will be able to make cross-curricular links to Art, English and DT.</p>	<p>Students will develop written and visual communication skills learnt during project 1, building depth of knowledge and understanding, while encouraging individual creativity and flair.</p> <p>Students will continually be exposed to the sewing machines across the course of this project – beginning to operate the machine unthreaded, using the machine threaded to create different samples, and to finally construct their hat. This exposure to the sewing machines early within the textiles journey will allow students to create a foundation of technical knowledge to build upon in year 8 and again in year 9, with increasing complexity and independence. Students should be competent users when reaching and preparing for GCSE.</p> <p>Students will develop their understanding of Textile design with historical approach. Linking textile/costume/fashion design to the social history.</p> <p>Students will be able to make cross-curricular links to Art, DT, Maths, English and History.</p>	
Assessment	<p>KC2 Compile and develop a range of design ideas.</p> <p>KC4 Use and develop a range of fabric surface techniques to create a textiles-based product/outcome.</p> <p>KC6 Select and identify appropriate fabrics, fibres, surface decoration techniques, constructions, and presentation methods suitable for a range of textile-based outcomes.</p>	<p>KC1 Use specialist language to evaluate the work of others and develop my own design journey.</p> <p>KC3 Clearly present my design journey.</p> <p>KC5 Use a range of equipment to construct a textiles-based product/outcome.</p>	

Year 8		Rotation 1 (Terms 1-3)	Rotation 2 (Terms 4-6)
Key Features	All students for one double period per week in rotation with D&T & Food in Year 8. Each rotation is 5-7 weeks and runs in line with term breaks.		
Overview	<p>Rotation 1 – “Identity and Symbols”</p> <ul style="list-style-type: none"> • Skills Based Project. • Print design exploration and creation. • Surface Print Techniques • Sewing Machine construction – revisiting seams. • African Culture Link 	<p>Rotation 2 – “My Monster”</p> <ul style="list-style-type: none"> • Design Based Project. • E-Textiles (circuits, LEDs) • Soft toy creation – hand and sewing machine construction. • Mental Health Link 	

<p>Rationale</p>	<p>Textiles is often used as a form of expressing identity and culture, an instant recognition or visual communication of the wearer/user. This project will be used as an opportunity for students to experience Textiles beyond the beautiful runaways of the fashion industry and soft furnishings of high-end luxury brands. It will be an opportunity for students to discover other ways that Textiles are used Globally and the importance that they play.</p> <p>Throughout this unit students will investigate a range of African fabrics, with particular focus to the symbols and importance of patterns used within Adinkra cloth. Symbols used within African fabrics are used to symbolise aspects of their tribe or family; they tell a story or visually communicate the attributes of the wearer. Students will design and create their own African inspired symbols and patterns which will explore their own identity and culture.</p> <p>Cross-Curricular link to Art, Geography, English, Maths and PSHE.</p>	<p>This is a practical unit focussing on developing circuit formation and understanding. Introducing students to E-Textiles (electronics within textiles). Students will use specialist components to sew a circuit and LED lights into their monster creation. Their monsters will be created, in response to the book – My Monster and Me. A book which personifies the feelings of anxiety into a Monster. Students will be encouraged to explore SEMH through discussions and designing their own monsters.</p> <p>Students will develop their fine motor skills through hand stitching circuits into fabric. They will also revisit the sewing machines to enhance their independence.</p> <p>Cross Curricular link to DT, Science, English, Maths and PSHE.</p>
<p>Progression</p>	<p>This unit will provide the students with the opportunity to explore, experiment and develop within a wide range of surface print and embellishment techniques. Students will use this knowledge to build a repertoire of design skills, to later build upon in year 9 and beyond. Students will refine their design and drawing skills from Year 7, developing a deeper understanding of Textile design, with a historical and multicultural approach. Students will explore a range of African fabrics and textiles such as Kente, Mud Cloth and Adinkra. Students will have the opportunity to build on their sewing machine skills through accurate stitching and revisiting seam construction methods.</p> <p>This unit will further support students with those transferrable skills of evaluation, critical thinking and using a stimulus. Students will be encouraged to develop research skills and how stimuli can be used as a foundation for inspiration in personal design development.</p>	<p>The project develops skills introduced within previous year 7 and 8 projects. Students will use a combination of hand stitching and machine sewing, building confidence and competence, in readiness for further Textiles projects – whether that be continuing their Textiles curriculum journey or mending/creating textile items beyond school.</p> <p>Students will develop those transferrable design and communication skills; building critical thinking and problem solving skills.</p> <p>Students will be introduced to the new skill of electronics; skills and knowledge which can be later explored within GCSE textiles or cross-curricular within DT and Science.</p>
<p>Assessment</p>	<p>KC1 Use specialist language to evaluate the work of others and develop my own design journey. KC3 Clearly present my design journey. KC4 Use and develop a range of fabric surface techniques to create a textiles-based product/outcome.</p>	<p>KC2 Compile and develop a range of design ideas. KC5 Use a range of equipment to construct a textiles-based product/outcome. KC6 Select and identify appropriate fabrics, fibres, surface decoration techniques, constructions, and presentation methods suitable for a range of textile-based outcomes.</p>

Year 9	Term 1 & 2	Term 3 & 4	Term 5 & 6
Key Features	Sept – Oct or Sept Christmas	Nov – March or Jan to Easter	April – July or Easter to Summer.
Overview	Project 1 – Textures <ul style="list-style-type: none"> • Design Brief Project • Garment Construction 	Project 2 – Alice Teacups/ Alice in Wonderland/ Fantasy. <ul style="list-style-type: none"> • Design and Make Project • 3D Art Textile Outcome 	Project 3 – Stitched Up. <ul style="list-style-type: none"> • Design Focus • Culture exploration
Rationale	<p>Students will be encouraged to complete a range of activities which push their creative comfort zones. Experimenting with a range of non-conventional mark making methods to develop patterns as an initial starting point, into the realisation of printed fabric and garment construction.</p> <p>They will further develop visual presentation skills as they explore their ability to communicate, interpret and understand imagery in the world around them using both traditional art and digital design techniques.</p> <p>They will explore and experiment with the creation, manipulation, and application of a range of fabrics, and processes such as stitching and printing, to create outcomes that explore surface pattern and texture.</p>	<p>Students will be encouraged to become more independent, developing their own creative flair while following and exploring a theme. The previous project was delivered through a series of teacher-led direction – this project will be less so. Allowing students to begin to develop their own iterative journeys.</p> <p>Students will explore a Textiles Art focus, over a fashion focus from the previous unit – further widening students understanding of the Textiles subject, thus arming students with a wealth of textile outcome potentials when students reach KS4 Textiles.</p>	<p>Students will study key designers in depth to analyse, compare a range of media, techniques styles and movements to inspire their own work. Students will gain strong visual presentation skills as they develop their ability to communicate, interpret and understand imagery in the world around them, focussing on elements of embroidery techniques, used within areas outside of fabric – e.g. paper and photographs.</p> <p>Students will develop those transferable skills; research, evaluation, deliberation, communication and using a stimulus.</p>

Year 9	Term 1 & 2	Term 3 & 4	Term 5 & 6
Progression	<p>This first year 9 unit is an introduction to the Fashion element of Textiles. Students will become inquisitive, resilient, and self-critical learners and develop a broad range of transferrable life skills including time management, organisation, independent working, research, evaluation, and deliberation through the documentation of this unit.</p> <p>Through the exploration of this brief, students will experiment with a new range of surface decoration practical skills including, but not limited to; sublimation printing, stencils, applique, and continued development of stitching techniques from years 7 and 8.</p> <p>This will be the first project which students will be able to develop their ideas through an in-depth sample exploration and be provided with the opportunity to construct a garment.</p>	<p>Students will explore 3D textile outcomes such as 3D embroidery, structural stitching, fabric structures and wearable art. Students will draw on their technical knowledge gained through their textile curriculum journey.</p> <p>Students will explore past and present designers, developing their research skills from years 7 and 8. The students will learn how to use the work of others as their stimulus.</p>	<p>This unit builds on students comparative skills learnt, not only through Textiles but from a host of other subjects such as English, history and science. Students are introduced to a range of designers and textile artist who utilise stitch as the main focus of their work.</p> <p>Similarly to the prior units, students will explore a range of stimulus to create a range of meaningful responses. Students will also be encouraged to develop their own theme focus and creating their own primary photos.</p>
Assessment	<p>Each Project will explore the KS3 KC's, across a range of activities within the design journey.</p> <p>KC1 Use specialist language to evaluate the work of others and develop my own design journey.</p> <p>KC2 Compile and develop a range of design ideas.</p> <p>KC3 Clearly present my design journey.</p> <p>KC4 Use and develop a range of fabric surface techniques to create a textiles-based product/outcome.</p> <p>KC5 Use a range of equipment to construct a textiles-based product/outcome.</p> <p>KC6 Select and identify appropriate fabrics, fibres, surface decoration techniques, constructions, and presentation methods suitable for a range of textile-based outcomes.</p>		

Year	Key Features	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
10 GCSE	<p>Optional</p> <p>3 periods per week (1 double/1 single)</p> <p>GCSE Art & Design (Textile Design) AQA</p> <p>2 completed units will form Component 1 of the student's GSCE = 60% of their overall grade.</p>	<p>Project 1 – Insects</p> <p>Introductory Project to allow students to familiarise themselves with the assessment objectives, as set by the examining body. Students will also develop their practical skillset through a series of workshop-based experiments, embracing all aspects of textiles, whilst exploring the theme "Insects."</p> <p>They will further develop visual presentation skills as they explore their ability to communicate, interpret and understand imagery in the world around them using both traditional art and digital design techniques.</p> <p>Students will revisit and develop presentation techniques, sewing machine skills, CAD, surface embellishments, illustration skills, research, communication, and analytical skills, from their KS3 creative design journeys.</p> <p><i>(Sept – Dec)</i></p>	<p>Project 2 – Theme set by teacher.</p> <p>Students will be provided with a theme to follow set by the teacher – the theme subject will be subject to change each new academic year. Allowing for student engagement, drive, and individuality.</p> <p>Students will become inquisitive, resilient, and self-critical learners and develop a broad range of employable life skills including time management, organisation, and independent working through this unit.</p> <p>Students will be loosely guided through their sustained project, building upon the guidance experienced within project 1. Students should be competent at drawing upon their use critical thinking, process of deliberation and delving into their bank of textile skills and knowledge developed throughout their KS3 journey, to produce a creative response to the set theme. The students will be highly encouraged to build, explore, and demonstrate their individual creative flair and document their design journey; from initial engagement with an idea, to the realisation of intentions.</p> <p><i>(Jan – Yr10 Mocks)</i></p>	<p>Project 3 – Theme Choice chosen by student.</p> <p>Students will be provided with the opportunity to choose their own theme, from a set of three options – this will be subject to change each new academic year. Allowing for student engagement, drive, and individuality. - a similar starting point to the student's exam process in year 11.</p> <p>This sustained project will further develop those transferrable skills of research, design generation, design development, critical thinking, written and visual communication; evidencing the design journey from initial engagement to the purposeful response.</p> <p>Students will be encouraged on an independent design journey; utilising all the design and technical skill repertoire they have been developing since year 7. This unit will further support the students in their understanding of the ESA exam timed period.</p> <p><i>(Yr10 Mocks – Dec)</i></p>			
	Assessment:	<p>Students will be working towards the following assessment objectives, as detailed by the examining board.</p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2: Refine work by exploring ideas, selecting, and experimenting with appropriate media, materials, techniques, and processes.</p> <p>AO3: Record ideas, observations, and insights relevant to intentions as work progresses.</p> <p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>					

Year	Key Features	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
11 GCSE	<p>Optional</p> <p>3 periods per week</p> <p>(1 double/1 single)</p> <p>GCSE Art & Design (Textile Design) AQA</p> <p>Completion of coursework (60% of GCSE)</p> <p>Release and completion of ESA (40% of GCSE)</p>	<p>Project 3 – Continued from Year 10.</p> <p>Students will complete the sustained project from year 10.</p> <p>Students will be encouraged on an independent design journey; utilising the design and technical skill repertoire they have been developing since year 7. This unit will further support the students in their understanding of the ESA exam timed period.</p> <p><i>Deadline December</i></p>	<p>Component 2 Externally set assignment</p> <p>40% of overall grade</p> <p>In January AQA will provide an externally set assignment (ESA) with seven different starting points. Students are required to select and respond to <u>one</u> starting point from their chosen title.</p> <p>The externally set assignment provides students with the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding in response to their selected starting point.</p> <p>The extended creative response must explicitly evidence students' ability to draw together different areas of knowledge, skill and/or understanding from initial engagement with their selected starting point through to their realisation of intentions in the informally supervised and formally supervised period of 10 hours.</p> <p><i>(Jan – April)</i></p>				
	Assessment:	<p>Students will be working towards the following assessment objectives, as detailed by the examining board.</p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2: Refine work by exploring ideas, selecting, and experimenting with appropriate media, materials, techniques, and processes.</p> <p>AO3: Record ideas, observations, and insights relevant to intentions as work progresses.</p> <p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>					