

Curriculum Overview: Year 9 Textiles

Rationale: Students in Year 9 investigate GCSE Design & Technology Textiles skills alongside GCSE Art Textiles skills to enable them to experience a broad range of techniques and to help them decide which course suits them best. In Technology Textiles, students will be taught garment construction skills. In Art Textiles students will complete focused tasks where they will be taught how to apply decoration to possible artefacts using a range of concepts and processes. They will spend the Autumn term trying out techniques for both construction and decoration and applying these skills to mini project outcomes, followed by the Childs garment project (Product Design) in the Spring term. The final term will focusses on Art Textiles and students will complete the CONTRAST themed project.

| Term / Length of Unit | Outline | Assessment | Home Learning | Resources | Knowledge/Skills End Points | Reading |
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| <p>Autumn term 1 8 weeks</p> <p>Mouse pin cushion</p> | <p>Introduction to construction techniques:</p> <ul style="list-style-type: none"> • Hems • Seams • Zip • Gathers • Darts <p>Apply all foundation skills learnt to manufacture a Mouse pin cushion.</p> <p>Theory: Fibres, fabric construction, pattern markings, lay planning.</p> | <p>Sample booklets will be FAR assessed for technical skills i.e. accuracy of sample and sample completed successfully.</p> <p>Exercise books (including HL) will be FAR assessed at the end of this half term to assess understanding of key topics covered.</p> | <p>HL 1: Complete notes on how to complete each sample made in lesson.</p> <p>HL 2: Fibres</p> <p>HL 3: Understanding pattern markings</p> <p>Fabric for Childs Dress. After Christmas.</p> | <p>Teacher resources: Staff share: Design and Technology: Textiles: Year 9: Autumn term: Autumn 1: Mouse pin cushion project</p> <p>Practical: Cotton squares, fabric scissors, pins, tailors chalk, needles, sewing thread, sewing machines, rulers.</p> | <ul style="list-style-type: none"> ➤ Understanding of key construction methods used in mass production of Textiles products. ➤ Application of key construction skills (apply knowledge to complete samples) ➤ Understanding of the sources of fibres, their properties and uses. ➤ Understanding of the different methods of fabric construction, their properties and their uses. ➤ Identification of key pattern markings, their meaning and importance. ➤ Understanding the process of product construction. | <ul style="list-style-type: none"> ➤ Key vocabulary used ➤ Core definitions of key words ➤ Guided reading for practical tasks ➤ Research and write tasks. |
| <p>Autumn term 2 7 weeks</p> <p>Identity project-wall art</p> | <p>Foundation art textiles skills- Hand embroidery Applique and Reverse applique Tie dye Couching Fabric collage</p> | <p>Exercise books (including HL) will be FAR assessed at the end of this half term to assess understanding of key topics covered.</p> | <p>HL1- Identity mood board</p> <p>HL2- Artist analysis</p> <p>HL3- Source fabric for garment project next term</p> | <p>Teacher resources: Staff share: Design and Technology: Textiles: Year 9: Autumn term: Autumn 2: Wall art project</p> <p>Practical: Cotton squares, fabric scissors, pins, tailors chalk, needles, sewing thread, sewing</p> | <ul style="list-style-type: none"> ➤ Understanding of key decorative methods used in surface decoration. ➤ Research and critique artist work. | <ul style="list-style-type: none"> ➤ Key vocabulary used ➤ Core definitions of key words ➤ Guided reading for practical tasks ➤ Research and write tasks. |

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| | <p>Theory- Analysing an artist Theme research Digital manipulation- Low poly Hand drawing skills</p> | | | <p>machines, rulers, buttons, felt, denim.</p> | <ul style="list-style-type: none"> ➤ Refine Photoshop skills with a new skill- Low poly technique. ➤ Understand various techniques and mediums to apply when drawing from observation. | |
| <p>Spring term 12 weeks</p> <p>Childs garment project (Dress or Romper)</p> | <p><u>Preparation for Children’s garment project:</u></p> <p>Children’s garment project:</p> <ul style="list-style-type: none"> ➤ Gather/pleat fabric ➤ Attach skirt and bodice pieces ➤ Attach shoulders from front and back bodice ➤ Construction techniques ➤ Lay planning and cutting out ➤ Trace patterns and cut out fabric <p>Theory: Production methods, roles in industry, new technology, fabric finishes.</p> | <p>Verbal feedback will be given to students as they need it during the practical project. Verbal feedback will be given to students as they need it during the practical project.</p> <p>Students to complete PPE.</p> <p>FAR of PPE</p> <p>Exercise books (including HL) will be FAR assessed at the end of this half term to assess understanding of key topics covered.</p> | <p>HL 1: Step by step guide to patch pocket</p> <p>HL 2: Careers in Fashion and Textiles</p> <p>HL 3: Revision for PPE</p> | <p>Teacher resources: Staff share: Design and Technology: Textiles: Year 9: Autumn term: practical</p> <p>Practical: dress patterns, fabric scissors, pins, tailors chalk, needles, sewing thread, sewing machines, rulers. Students supply fabric and zip.</p> <p>Appliques resources.</p> <p>Teacher resources: Staff share: Design and Technology: Textiles: Key stage 3: Year 9: Spring term</p> | <ul style="list-style-type: none"> ➤ Apply knowledge and skills from key construction lessons (Autumn term 1) to their Children’s garment. ➤ Recall knowledge of fibres and fabric construction (Autumn term 1) and apply to fabric finishes. ➤ Understand why fabric finishes are applied and their uses. <p>Have an awareness of the new technologies that are being developed and influencing the fashion industry.</p> | <ul style="list-style-type: none"> ➤ Exam style questions ➤ Key vocabulary used ➤ Core definitions of key words ➤ Guided reading for practical tasks ➤ Research and write tasks. |
| <p>Spring term 12 weeks</p> <p>Childs garment project (Dress or Romper)</p> | <p>COMPLETION OF CHILDRENS PROJECT</p> <ul style="list-style-type: none"> ➤ Attach lining and outer together via the neck and arm lines, clip seams ➤ Attach side seams of outer, repeat with lining ➤ Hem skirt or cuffs ➤ Insert zip (and hook & eye if needed) <p>Theory:</p> | <p>Sample books will be FAR assessed for technical skills i.e. accuracy of sample and sample completed successfully.</p> <p>Exercise books (including HL) will be FAR assessed at the end of this half term to assess understanding of key topics covered.</p> | <p>HL 1: Fabric finishes</p> <p>HL 2: Production methods</p> <p>HL 3: step by step guide to constructing the children’s garment</p> | <p>Teacher resources: Staff share: Design and Technology: Textiles: Key stage 3: Year 9: Spring term</p> <p>Practical: dress patterns, fabric scissors, pins, tailors chalk, needles, sewing thread, sewing machines, rulers. Students supply fabric and zip.</p> <p>PPE paper- Found in- Teacher resources: Staff share: Design and Technology: Textiles: Key stage 3: Year 9: PPE 2025</p> | <ul style="list-style-type: none"> ➤ Apply knowledge and skills from key construction lessons (Autumn term 1) to their Children’s garment. ➤ End point: Competition of Children’s dress or romper. ➤ Recall the process of making the children’s garment and transferring the practical tasks into a written format. | <ul style="list-style-type: none"> ➤ Exam style questions ➤ Key vocabulary used ➤ Core definitions of key words ➤ Guided reading for practical tasks <p>Recall and write tasks</p> |

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| | PPE 1, PPE feedback, Guide to making the children's garment (start in lesson) | | | | Understand the logical process/problem solving of making the children's garment. | |
| Summer term 2 12 weeks Contrast project- Knot bag | <p>CONTRAST PROJECT: Introduction to Art Textiles and further decorative techniques:</p> <ul style="list-style-type: none"> ➤ Dying techniques ➤ Batik ➤ Hand and machine embroidery ➤ CAD – repeat patterns ➤ Apply decorative techniques to fabrics <p>Theory: Presentation techniques, Artist/designer research, colour theory. (Contrast Project)</p> | Sketchbooks will be FAR assessed for selection and collation of materials, content, analysis and presentation. | <p>HL 1: Collect images/embellishments for mood boards</p> <p>HL 2: Mood board into theme</p> <p>HL 3: Concept sketches.</p> <p>HL 3: Final design idea, fully annotated with samples.</p> | <p>Teacher resources: Staff share: Design and Technology: Textiles: Key stage 3: Year 9: Summer term</p> <p>Practical: Cotton squares, fabric scissors, pins, tailors chalk, needles, sewing thread, sewing machines, dyes, felt, batik pot, tanjot tools, batik wax, printing tools, fabric paint, embroidery machine, interfacing, computers (PP)</p> | <ul style="list-style-type: none"> ➤ Understanding of key decorative methods used in mass production of Textiles products. ➤ Application of key decoration skills (apply knowledge to complete samples) ➤ Research skills: collecting images and interpreting sources ➤ Analysis of the work of key artists/designers ➤ Understanding of 'colour theory' – primary, tertiary, tone, hue, contrasting and complementary. | <ul style="list-style-type: none"> ➤ Research and interpretation tasks ➤ Key vocabulary used ➤ Core definitions of key words <p>Guided reading for artist analysis tasks</p> |
| Summer term 2 12 weeks Contrast project- Knot bag | <p>Theory: Drawing techniques – drawing from real life, using a range of art mediums.</p> | <p>Verbal feedback will be given to students as they need it during the practical project.</p> <p>Sketch books/exercise books (including HL) will be FAR assessed at the end of this half term to assess understanding of key topics covered.</p> | <p>HL 4: Artist Research: completion of double page</p> <p>HL 5: Ideas for final piece – document with annotation.</p> <p>HL 6: Photos HL (in preparation for CAD workshop)</p> | <p>Teacher resources: Staff share: Design and Technology: Textiles: Key stage 3: Year 9: Summer term:</p> <p>Practical: Cotton squares, fabric scissors, pins, tailors chalk, needles, sewing thread, sewing machines, dyes, felt, batik pot, tanjot tools, batik wax, printing tools, fabric paint, embroidery machine, computers</p> | <ul style="list-style-type: none"> ➤ Apply knowledge and skills from key decoration to refined samples and final prototype outcome. ➤ Understanding how to analyse Art in depth and be able to pick out key features, interpret research into their own work. ➤ Research skills: collecting images and interpreting sources ➤ Apply colour theory, artist analysis techniques from Spring term 2. | <ul style="list-style-type: none"> ➤ Key vocabulary used ➤ Core definitions of key words <p>Guided reading for Artist research and analysis tasks</p> |

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| <p>Summer term 2 12 weeks</p> <p>Contrast project- Knot bag</p> | <p>Theory: Research, designs, samples, final design idea.</p> | <p>Verbal feedback will be given to students as they need it during the practical project.</p> <p>Assessment of skills developed. FAR.</p> <p>Sketch books/exercise books and final outcome (including HL) will be FAR assessed: Summative FAR</p> | <p>HL 1: Final Design in colour with annotation</p> <p>HL 2: Prototype construction – double page with photos and explanation.</p> <p>HL 3: Completion of Final piece/concept of ideas.</p> | <p>Teacher resources: Staff share: Design and Technology: Textiles: Year 9: Summer term: practical –CONTRAST project.</p> <p>Practical: fabric scissors, pins, tailors chalk, needles, sewing thread, sewing machines, dyes, felt, batik pot, tjanting tools, batik wax, printing tools, fabric paint, embroidery machine, interfacing.</p> <p>Teacher resources: Staff share: Design and Technology: Textiles: Year 9: summer term.</p> | <ul style="list-style-type: none"> ➤ End point: Competition of decorative samples and prototype ideas. ➤ Apply knowledge and skills from key decoration lessons (Spring term 2) to their prototype. ➤ Apply knowledge and skills from key construction lessons (Autumn term and Spring term) to their final outcome. ➤ Recall the process of making the samples/prototype and transferring the practical tasks into a written format. ➤ Understand the logical process/problem solving of making the prototype. | <ul style="list-style-type: none"> ➤ Key vocabulary used ➤ Core definitions of key words ➤ Guided reading for practical tasks |
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