

Year 8, Day of the Dead, Design and Technology: Textiles

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<p>This project promotes the following elements of the National Curriculum Programme of study at key stage 3:</p> <p>DA2 – research into different cultures DA3 – identify and solve design problems DA4 – develop detail design specification DA6 – understand design problems DA7 – work confidently within different contexts DA9 – take creative risks DB5 – use specifications DB6 - combine ideas DB7 – avoid stereotypical responses DB9 – annotated sketches DB11 – developing circuits DB12 – give oral and digital presentations EA1 – evaluate their products EA5 – test, evaluate and refine ideas EB2 – impact of products on world EB3 – existing products EB7 – new and emerging technologies EC1 – designers TK4 – simple electronic circuits TK5 – textile fibre sources</p>	<p>This unit main focus is:</p> <ul style="list-style-type: none"> • Design and make high quality products • Study of different cultures, to identify an understand user needs. • Test and evaluate their ideas/products against a specification <ul style="list-style-type: none"> • History of ‘Day of the Dead’ celebration • Past and present designers • Seams • Appliqué/reverse appliqué • Embroidery • Embellishment • Develop own specification • Creating own template • Generate design ideas • Understanding the 6 R’s • Manufacturing plans – flowcharts, costings • Evaluation <p>All these skills will allow students to understand the manufacturing of textile products. This will allow students to gain independence, take creative risks and solve their own design problems.</p>	<ul style="list-style-type: none"> • Appliqué • Embellishment • Components • Embroidery • Techniques • Tacking • Seam allowance • Annotate • Specification • Template • Manufacturing • E-textiles • Conductive • 6 R’s – rethink, reuse, reduce, repair, recycle. refuse • Natural • Synthetic • Properties

<p>TK8 – adjustments to equipment</p> <p>See Year 7 SOL for prior knowledge in textiles. Students will embed on these skills learnt in year 7 and develop their skills further. Students will develop their confidence in using the sewing machines and use their knowledge of electronics learnt in year 7 to incorporate it into e-textiles. This project allows more focus on designing and evaluating than previously in year 7 as students will now have basic textile making skills.</p>		
<p>Challenge and Support:</p>	<p>World wide learning/ links to 21st century:</p>	<p>Cultural capital/ Industry/ Enrichment:</p>
<p>Examples of projects are provided. Step by steps and writing frames can be provided for SEND/PP students. WAGOLL are displayed. Keywords clearly visible in classroom.</p> <p>Students are stretched and challenged with their design ideas and practical pieces. Students will be encouraged to think and express for themselves in original ways, generate and develop ideas, define problems, push the boundaries for textiles techniques to exploit the potential of their individual Day of the Dead product.</p> <p>Extension tasks available during the lessons and for all homework tasks set.</p> <p>Scholarly directed reading – Research tasks allow students to be directed to websites and textbooks. Opportunities for</p>	<ul style="list-style-type: none"> • We look at the global and social impact with the production of natural and synthetic fibres. • 6 R's (Reuse, refuse, recycle, repair, rethink, reduce) in textiles products and manufacturing. • E-textiles – impact e-textiles have on the wider world – positive and negative • Technical textiles – wider use of textiles 	<ul style="list-style-type: none"> • As stated from the Design and technology programme of study “High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.” • Students learn to be imaginative and creative, are able to problem solve, learn to take risks and becoming resourceful. • Students learn about health and safety within industries.

<p>students to read allow in class and provide oral feedback and contribute to class discussions.</p>		<ul style="list-style-type: none"> • New and emerging technology – careers in a wide range of industries – medical textiles, automotive industry and construction industry.
<p>Historical, Social, Moral, Spiritual, Cultural context:</p>	<p>Cross curricular links/ literacy/numeracy:</p>	<p>Common misconceptions:</p>
<ul style="list-style-type: none"> • Spiritual/Cultural - Students will engage with images and traditional Latin American beliefs in relation to the 'Day of the Dead' celebrations. Religion, symbolism and sentiment will be a focal point for individual research and class discussions. Students will use their own research into generate ideas taking into account their user needs. • Moral – looking at the 6 R's – refuse, rethink 	<ul style="list-style-type: none"> • This unit covers textiles and electronics so a large amount of material knowledge from the Design and technology curriculum. • Students will have opportunities to engage in speaking and listening activities through reading and writing. (e.g. class discussions, questioning, verbal feedback – self and peer, share research through presentations, annotate and comment upon the work of peers through reading, writing and listening, exercise books used for extended writing tasks) • Cross curricular to science (electronics) • Cross curricular to character and culture (Day of the dead) • Numeracy – measuring- producing working drawings, seam allowance. Costings materials. • Homework – opportunities for students to produce extended writing pieces (e.g. E- 	<ul style="list-style-type: none"> • Textiles products are just made from textiles -that textiles and electronics cannot go together. • Where fabric comes from? Unknown differences between natural and synthetics fibres.

	<p>textiles and the impact it has on the wider world, research into Day of the Dead culture)</p>	
<p>Assessment timeline:</p>		
<p>Introduction of a Design and technology baseline test will be introduced in September 2020. At present scores from KS2 data are used for their baseline scores.</p> <p>All lessons have a success criteria using EDSM and WAGOLL's.</p> <p>Feedback4 is used to assess current progress with students designs and practical skills (around lesson 8 and lesson 15).</p> <p>Homework is marked using a star system.</p> <p>End of unit test (summative assessment) is performed using the google classroom platform which are linked to formative assessments used throughout the unit. The end of unit test data will be used to check progress against baseline score and test memory retention. This data will be sent home to parents. The assessments are linked to the core units of the National Curriculum:</p> <p>A01 –Design A02 – Make A03 – Evaluate A04 – Technical Knowledge</p> <p>AO1, A02 and A03 covered more in depth in this project.</p>		
<p>Home learning</p>		
<p>Homework set every fortnight which links back to the lesson. Homework includes:</p> <ul style="list-style-type: none"> • Day of the Dead research and mood board. • Past and present designers – existing products. • Research into E-textiles. • 6 R's • Fabric fact file 		

Homework marked using star system.

Feedback

Self and peer assessment used to mark the formative tests.

Self and peer assessment on design ideas and practical work using WWW/EBI.

Homework marked using the star system.

Feedback4 used to assess designs, practical pieces and presentation of work. (roughly lesson 8 and lesson 15).

Length of unit (duration indicated in lessons)

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>	<u>17</u>	<u>18</u>
Unit 1						Unit 2		Unit 3						Unit 4	Unit 5		

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
<ul style="list-style-type: none"> Intro project/mind map/design brief Sewing machines Plain seam Appliqué/revere appliqué Hand embroidery 	<ul style="list-style-type: none"> Specification Generate design ideas Final design Template 	<ul style="list-style-type: none"> Make - Day of the dead product E-Textiles 6 R's 	<ul style="list-style-type: none"> Flow chart Evaluation 	<ul style="list-style-type: none"> Natural and synthetic fibres Weaving Test

