

**Fashion and Textiles**  
**Key Stage 3 Curriculum Overview**

Year 7: Design and make soft sculpture in the style of Textile artist Holly Levell	
Big question: How do other artists and designers inspire creativity?	
Emerging Phase Topics	Domains (Core knowledge and skills)
<ul style="list-style-type: none"> <li>• Why is it important to look at the work of other designers?</li> <li>• Why is the grid method used when drawing?</li> <li>• Why is it important to know the names of the parts of a sewing machine and how to set it up?</li> <li>• Why use a sewing machine to create a soft sculpture?</li> <li>• Why is Appliqué a suitable technique to use on a soft sculpture?</li> <li>• Why is fabric painting a suitable technique for a soft sculpture?</li> <li>• Why is it important to tack fabrics together before machining?</li> <li>• Why is a seam always on the inside of a product?</li> </ul>	<p>In Year 7 students will learn:</p> <ul style="list-style-type: none"> <li>• How to use equipment safely</li> <li>• How to analyse the work of others and why it's an important part of the design process</li> <li>• How to draw accurately using the grid method – to enhance drawing skills when creating design ideas</li> <li>• Names and parts of the sewing machine, basics of how a machine works and how to thread the top part of a sewing machine</li> <li>• Basic skills of how to use a sewing machine to complete 2 focal practical tasks – Driving test on paper and Appliqué sample</li> <li>• What type of decorative technique Appliqué is and how it's used in Textiles</li> <li>• Basic construction techniques - seams</li> <li>• How to use a sewing machine confidently to create a soft sculpture</li> </ul> <p>Students are given the opportunity to demonstrate existing knowledge, a flare for design, develop an understanding of new techniques and skills, and experiment with a range of ideas and experiences.</p> <p>Transferable key skills will be acquired such as:</p> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Time Management</li> <li>• Problem Solving</li> <li>• Planning</li> <li>• Resilience</li> <li>• Adaptability</li> </ul>
<p><b>Prior Domains:</b> At KS2, students will have learnt basic principles of the design, make, evaluate cycle within a very limited range of materials. Use of simple tools and equipment to complete basic hand sewn product. Drawing skills acquired from primary school or home. Experience of handling different materials through clothes worn and limited fabrics used in primary school. Analyse existing products and use design criteria to compare their design work.</p>	

**Year 8: Fashion design project – Customise a T-shirt**

**Big question: How can different methods of fabric decoration be used to customise a T-Shirt?**

Developing Phase Topics	Domains (Core knowledge and skills)
<ul style="list-style-type: none"> <li>• Why is tie-dye a good method of fabric decoration to use on a T-Shirt?</li> <li>• How are printing techniques a more accurate method of adding colour to fabric compared to tie-dye?</li> <li>• How can components be used to improve the aesthetic or function of a T-Shirt?</li> <li>• Why is it important to understand how a sewing machine works and how it is set up before use?</li> <li>• Why is it important to tack fabrics together before machining?</li> <li>• Why is it important to look at the work of other artists and designers?</li> <li>• What does good fashion design look like?</li> <li>• Why is it important to evaluate products?</li> </ul>	<p>In year 8, students are <b>building on knowledge</b> gained during Year 7 and experimenting with a wider range of decorative techniques.</p> <p>In Year 8 students will learn:</p> <ul style="list-style-type: none"> <li>• Suitable decorative methods of adding colour onto fabric: Tie dye, Block printing – using repeat patterns, spray dyeing, heat transfer printing.</li> <li>• A deeper knowledge of how to use a sewing machine - students learn to compare using a normal sewing machine to a computerised embroidery machine.</li> <li>• How CAD is used in the Textiles industry</li> <li>• What a component is, where and how they are used in Textiles and how to attach on to fabric</li> <li>• A deeper knowledge and understanding of the importance of using a Fashion designer for inspiration.</li> <li>• Applying skills learnt during Year 7 to create a wide range of accurately drawn design ideas</li> <li>• Learn how to make informed choices and decisions about suitable techniques to use on their T-Shirt</li> </ul> <p>Transferable key skills will be acquired such as:</p> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Time Management</li> <li>• Problem Solving</li> <li>• Planning</li> <li>• Resilience</li> <li>• Adaptability</li> </ul>

**Prior Domains:** Basic drawing skills in Graphics, Textiles, Engineering and Art in year 7. How to set up and use a basic sewing machine. Basic knowledge of pinning and tacking fabrics together before machining. Knowledge of influential designers who have impacted design. Appliqué as a method of fabric decoration. Experience of working with more than 1 type of fabric.

**Year 9: Design and make a bag with suitable decoration added**

**Big question: How can you compare construction techniques to decorative techniques?**

Securing Phase Topics	Domains (Core knowledge and skills)
<ul style="list-style-type: none"> <li>• Why is a mood board used for design ideas?</li> <li>• How can hand embroidery stitches be both functional and decorative?</li> <li>• Why is it important to draw more than one design idea?</li> <li>• How is machine embroidery more decorative and functional than hand embroidery?</li> <li>• Why is it important to know how to set up a sewing machine before using it?</li> <li>• How is Batik a different method of fabric decoration to embroidery?</li> <li>• Why are construction techniques mostly completed on a sewing machine?</li> <li>• Why is it important to evaluate products?</li> </ul>	<p>In year 9, students are expected to consolidate, embed, and <b>secure their knowledge and skills</b>. In Year 9 students will learn:</p> <ul style="list-style-type: none"> <li>• A broader range of methods of fabric decoration and construction techniques</li> <li>• How to decorate fabric using a traditional technique called Batik</li> <li>• How to create a range of different embroidery stitches used for decoration, by hand and machine</li> <li>• A further knowledge of how to use a sewing machine, by setting up bobbin and bobbin case, being able to select a range of decorative stitches independently and by solving any initial problems they may have when using the machine</li> <li>• Embedding skills learnt during Years 7 and 8 to create a wide range of suitable accurately drawn design ideas from a set design brief.</li> <li>• Deeper knowledge of construction techniques by creating both a seam sample and hem sample – focusing on fabrics and how edges of some fabrics need to be neatened</li> <li>• Applying knowledge of components and how and where they can be used on construction of a bag.</li> </ul> <p>This learning journey in KS3 will prepare students for the mastery phase in learning, building on design principles, a whole range of different methods of fabric decoration and how to use a wide range of specialist equipment. Each phase will enable students to deepen their understanding and broaden their knowledge with strategies for retrieval and recall built into the learning.</p>

**Prior Domains:** An excellent awareness of both artists and Fashion designers and the impact they have on creativity and design. A good understanding of different fabrics and how they are used when adding decoration of being used for construction purposes. A good knowledge of how to use specialist equipment they have not experienced using before i.e. sewing machine. Tools for improving accuracy when drawing and creating design ideas.

## Key Stage 4 Curriculum Overview

Year 10 Controlled Assessment	
<b>aTopics</b> <b>Term 1:</b>	<b>Domains (Core knowledge and skills)</b>
<p>Students choose a starting point for their Controlled Assessment which is 60% of the total grade awarded in this subject.</p> <ul style="list-style-type: none"> <li>• Why is a mood board used for design ideas?</li> <li>• Why is it important to choose appropriate source images for design inspiration?</li> <li>• Why is fabric painting used to add colour to fabric?</li> <li>• How is Batik different to fabric painting? Which of these 2 methods of adding colour is the most effective and why?</li> <li>• What is the main difference between hand and machine embroidery?</li> <li>• Why is it important to look at the work of other artists/designers?</li> <li>• How does fabric manipulation work? What are the main types of fabric manipulation?</li> <li>• How does quilting change the surface of the fabric?</li> <li>• Why is free machine embroidery more creative than normal machine embroidery?</li> </ul>	<p><b>CA = 4 different assessment objectives: A01, A02, A03, A04</b></p> <p>In Year 10, students will learn:</p> <p>How to use a source effectively to create a range of drawings and designs, using different media - <b>(A01)</b></p> <p>How to develop ideas by creating a range experimental sketches and fabric samples. <b>(A01 &amp; A02)</b></p> <p><b>Methods of fabric decoration learnt during this term:</b></p> <p>Fabric painting using different types of paint – building on knowledge from KS3. <b>(A01 &amp; A02)</b></p> <p>Batik – building on knowledge from Year 9. <b>(A01 &amp; A02)</b></p> <p>Hand and machine embroidery – learning how to embellish coloured fabric samples by adding stitches. A much wider range of stitches learnt to deepen KS3 knowledge, with a focus on creativity. <b>(A01 &amp; A02)</b></p> <p><b>New textile techniques not learnt at KS3:</b></p> <p>Shibori – fabric manipulation and dyeing. <b>(A01 &amp; A02)</b></p> <p>How to analyse the work of a Fashion designer - deeper understanding of how to complete to a high standard – focus on exemplar Grade 9 work. <b>(A01)</b></p> <p>The 3 different types of quilting – English, Italian and Trapunto quilting. <b>(A01 &amp; A02)</b></p> <p>Free machine embroidery. <b>(A01 &amp; A02)</b></p> <p>Fabric manipulation – pleating, gathers, tucks etc. <b>(A01 &amp; A02)</b></p> <p>How to analyse the work of an Artist - deeper understanding of how to complete to a high standard – focus on exemplar Grade 9 work. <b>(A01)</b></p> <p><b>A03 – this AO is based on how ideas are recorded – covering all work completed in all other Assessment Objectives.</b></p>
<p>Students continue with their Controlled Assessment which is 60% of the total grade awarded in this subject.</p> <p><b>Topics:</b></p> <p><b>Term 2:</b></p> <ul style="list-style-type: none"> <li>• How can transfer printed fabric be further embellished?</li> <li>• How can images be created using several layers of fabric?</li> <li>• How can fabric be deconstructed to create an interesting effect/technique?</li> <li>• How does screen printing compare to lino printing as a decorative technique?</li> <li>• What type of fabric construction is weaving and knitting? What are the different performance characteristics of each type of fabric?</li> </ul>	<p><b>CA = 4 different assessment objectives: A01, A02, A03, A04</b></p> <p>In Year 10 students will learn:</p> <p>How to develop ideas by creating a range experimental sketches and fabric samples. <b>(A01)</b></p> <p><b>Methods of fabric decoration learnt during this term:</b></p> <p>Heat transfer printing – technique learnt during Year 8 – to create a sample but develop and refine by adding further embellishment to the fabric. <b>(A01 &amp; A02)</b></p> <p>Slashing fabric and fraying. <b>(A01 &amp; A02)</b></p> <p>Screen printing. <b>(A01 &amp; A02)</b></p> <p>Reverse Appliqué/Molar work - technique learnt during Year 9 – to create a sample but develop further by using more layers of fabric and a wider range of stitches. <b>(A01 &amp; A02)</b></p> <p>Weaving, knitting and using yarns to add texture to fabric. <b>(A01 &amp; A02)</b></p> <p>Melting of fabric using heat tools and Angelina fibres. <b>(A01 &amp; A02)</b></p>

<ul style="list-style-type: none"> <li>• How does an embellishing machine work and how practical is the technique?</li> <li>• How can heat be used to change the surface of different fabrics?</li> <li>• Why is it important to look at the work of other Artists/Designers?</li> </ul>	<p>Using an embellishing machine. <b>(A01 &amp; A02)</b>          Second analysis of the work of either an Artist or Fashion designer - deeper understanding of how to complete to a high standard – focus on exemplar Grade 9 work. <b>(A01)</b>  <b>A03 – this AO is based on how ideas are recorded – covering all work completed in all other Assessment objectives.</b></p>
<p>Students continue with their Controlled Assessment which is 60% of the total grade awarded in this subject.</p> <p><b>Topics:</b>  <b>Term 3:</b></p> <ul style="list-style-type: none"> <li>• How can knowledge of different methods of fabric decoration be used effectively to create a range of initial design ideas?</li> <li>• Why is it important to make a prototype before the final product?</li> </ul>	<p><b>CA = 4 different assessment objectives: A01, A02, A03, A04</b></p> <p><b>During term 3 students will learn:</b>          To apply all knowledge gained during the last 2 terms to be able to create suitable design ideas for their final product. <b>(A01 &amp; A02)</b>          Ideas will be developed and refined by drawing, creating patterns and fabric samples – using knowledge gained from all techniques learnt. <b>(A01 &amp; A02)</b>          All development and refinement work completed in sketchbooks. <b>(A01 &amp; A02)</b>          Final design ideas drawn. <b>(A01 &amp; A02)</b>          Patterns and prototypes made with modifications. <b>(A01 &amp; A02)</b>  <b>A03 – this AO is based on how ideas are recorded – covering all work completed in all other Assessment objectives.</b></p>
<p><b>Prior Domains:</b> An excellent awareness of both Artists and Fashion designers and the impact they have on creativity and design. A good understanding of different fabrics and how they are used when adding decoration of being used for construction purposes. A good knowledge of how to use a basic sewing machine during KS3. Tools for improving accuracy when drawing and creating design ideas.</p>	
<p><b>Year 11 Controlled Assessment and Exam</b></p>	
<p><b>Big question:</b> How can knowledge of different methods of fabric decoration and construction be used effectively to complete final product?</p>	
<p><b>Topics</b>  <b>Term 1:</b></p>	<p><b>Domains (Core knowledge and skills)</b></p>
<p>Students complete their Controlled Assessment by making a final product:</p> <ul style="list-style-type: none"> <li>• How can knowledge of different methods of fabric decoration and construction be used effectively to complete final product?</li> </ul>	<p><b>Controlled Assessment: A04 Final product</b>          In Year 11 students will learn:          To apply all knowledge gained during Year 10 to be able to complete their final product.  <b>A03 – this AO is based on how ideas are recorded – covering all work completed in all other Assessment objectives.</b></p>
<p><b>Topics</b>  <b>Term 2:</b>          Students to complete exam preparation during lessons – working on research, development, and refinement of ideas. In preparation for 10-hour exam at the end of this term or beginning of next term.</p>	<p><b>Exam paper issued by exam board.</b>          Students will spend term 2 completing AO1, AO2 and A03 for their exam.          Apply all knowledge gained from Year 10 to complete preparation work for final exam.</p>
<p><b>Topics</b></p>	<p><b>Exam – to take place over 10 hours – at the beginning of term.</b></p>

**Term 3:**

**Any outstanding Controlled Assessment work to be completed before the deadline.**

**Prior Domains:** An excellent awareness of both artists and fashion designers and the impact they have on creativity and design. A good understanding of different fabrics and how they are used when adding decoration or being used for construction purposes. A good knowledge of a wide range of equipment and specialist sewing machines. Tools for improving accuracy when drawing and creating design ideas.