KS3 Textiles Curriculum Map

Why Do We Teach What We Teach for Each Key Stage? After the initial introduction to Textiles in Year 7, each year group skills and knowledge are built upon from the previous year using metacognitive and retrieval skills to develop existing knowledge and push initial ideas further throughout each rotation. Students progress each year to understand how to create more complex textile outcomes utilising an increasingly broad range of textile skills which encourages students to become more confident in exploring the medium of textiles which increases greater independence and risk tasking. The textile curriculum at KS3 blends both the DT and Art textiles content in order to equip students with being able to confidently make an informed choice as to whether to take Textiles as a GCSE option or provide them with necessary life, design, planning and problem solving skills for the wider world. Literacy and mathematical skills are embedded in all textile schemes of work.

Outline of Each Scheme for KS3 Textiles

(I)Investigate/ (D) Design/ (P)Plan/ (M) Make/ (E) Evaluate

Year 7	Year 8	Year 9
Alice in Wonderland Cushion Cover Portfolio (Design Booklet)	**Culture and Identity Sustainable Morsbag Portfolio (Design Booklet)**	**Sustainable Clothing and Accessory Boro and Sashiko Project Portfolio (Design Booklet)**
I: Lewis Carroll/ Alice in Wonderland research, mind map, Mood board, Existing product research. Health and Safety Quiz. Where do fibres come from? Synthetic vs natural Fibres. Cotton vs Non-organic Cotton. Learn how to use the following equipment safely: **Sewing Machine, Iron, Needles, Pins, Scissors, Dye baths.** **D**: **Patterns** developed from mood board.	**I: Sustainable values, mind map, Mood board. Research Cath Kidston and William Morris. Existing product research. Re-visit H and S from Year 7 re: Sewing Machine, Iron, Needles, Pins, Scissors, Dye Baths.** D**: Drawings** developed from **Kidston and Morris.** **2 initial designs and final design** relating to the theme. **P**: Weekly **planner sheet** to plan time Plan out final design on scaled **template sheet**.	**I: Mind map, Mood board. Japanese culture, Sashiko and Boro. Research sustainability, recycling, Fast Fashion. Existing product research. Re visit H and S from Year 8** D**: Sashiko grid drawings. Foil and recycled fabric mannequin (Zero waste) Initial designs** relating to the theme. **Final design. Draping on the stand.** **P**: Weekly **planner sheet** to plan time Plan out final design on scaled **template sheet**. Scaled / full size patterns.

2 initial designs and final design relating to the theme

P: Weekly **planner sheet** to plan time

Plan out final design on scaled **template sheet**.

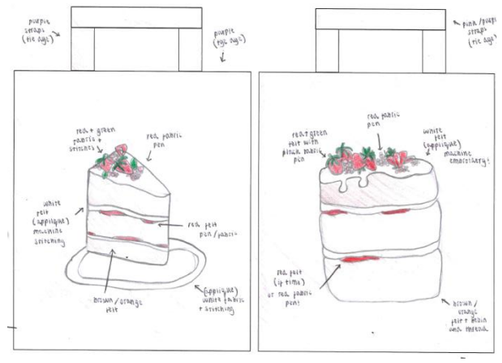
M: Create an Alice in Wonderland inspired **cushion cover: Applique, fabric Pens, fabric crayons, embroidery, templates, Patterns, Straight and decorative stitches. Machine stitch samplers; Flat open seams and double rolled hems. Tie Dye . Ironing.** Introduce **hand embroidery** and **embellishments e.g. sequins, buttons and ribbons.**

E: Evaluate and modify design throughout. Written evaluation at the end.

M: Create a British Garden Party inspired **Sustainable Morsbag Dye, Applique, Fabric crayons, Hand embroidery, double rolled hems, French seams, inserting straps, embellishing.**

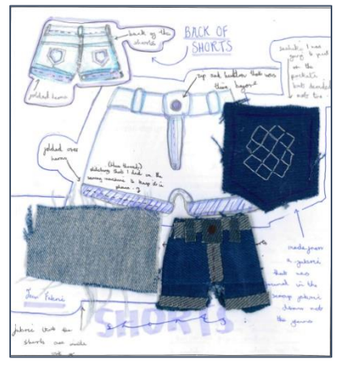
Develop all sewing skills from years 7 and 8 but incorporate greater detail, utilise the sewing machine, more hand stitches for embellishments and decoration.

E: Evaluate and modify design throughout. Written evaluation at the end.



M: Boro and Sahiko Stitch samplers. Foil sculptural mannequin garments. Scaled Boro / Sashiko garments /accessories. Upcycled garments or accessories.

E: Evaluate and modify design throughout. Written evaluation at the end.



SMSC and Cultural Capital in KS3 Textiles:

Textile SOW's throughout Key Stage 3 embed SMSC and open opportunities for students to investigate relevant Cultural Capital which provide them with the cultural knowledge that can help their progress within the subject and understanding of the wider world. Opportunities for cultural capital are woven through the whole curriculum, giving context and reference points to topics that allow students to build knowledge and understanding of the opportunities available to them. This can help pupils build their own personal values, have positive relationships with others and help them become more responsible young citizens in society. This can be addressed through debate and discussion with seating plans arranged in groups where possible to facilitate this, through research projects that link to issues such as sustainability and projects that look at the bigger picture. Students are encouraged to embrace their own heritage and cultural experiences and utilise these within their own projects.

Year 7 SMCS and Cultural Capital	Year 8 SMCS and Cultural Capital	Year 9 SMCS and Cultural Capital
The role of a Soft Furnishing Designer. **How do I operate the sewing machine, iron and sewing equipment safely?** **Where do Fibres Come From?** **Synthetic v Natural Fabrics.** **Particular focus on the cotton trade.** **Is silk production ethical?** **Pollution from dying fabrics – use of excessive amounts of water.** **Tie Dye technique.** **Evaluate, refine and reflect.**	**The role of a Textile Print Designer.** **Sustainability – use of single use plastics vs bag for life.** **Workers' rights v Exploitation.** **Mass manufacture v Cottage Industry.** **Fairtrade textiles.** **Kidston/ Morris research.** **Own cultural heritage. What encompasses a British garden party for my family?** **Evaluate, refine and reflect.**	**The role of a Fashion Illustrator.** **Sustainable Fashion / Textiles Debate - inexpensive prices (Fast Fashion) and lots of choice vs quality and expense.** **Japanese culture, Sashiko and Boro.** **Upcycling and Recycling textiles.** **Zero Waste Fashion.** **Spray clothing in a can – is this the future?** **Laundering clothing – what do labels mean?** **Greenwashing and sustainable ethics.** **Evaluate, refine and reflect.**