The Warriner School Subject Curriculum Map

Subject: Art, Design, Technology, Food & Nutrition	**Year Group:** KS3 – Yr7	**Unit:** D&T: Fibre and Fabric – key ring

Unit objectives: (NC Statements)

- Select from and use specialist tools, techniques, processes, equipment and machinery precisely.
- Understand the design process using initial, developed and final deigns that relate to the context and brief.
- Understand how to include an LED and circuit within their design.

Context for study:

To know the theory of fibres and fabrics (theory & practical) needed to produce a LED keyring for a practical client.
From learning about science and DT in primary school at KS2 students should:

- Know how to follow the design process
- Know what a bonded fabric is.
- Know what a sewn circuit is.
- Know how to do a running stitch.
- Know a range of design & technology language
- Know the importance of safety – in a textiles workshop.

Sequence of learning: ***Knowledge content - list of statements of what students should know by progressing through this unit*** *(identify key tier 2/3 vocabulary in* **bold***)*
All pupils should know and have an understanding of;

- To know the importance of Health & Safety in the workshop
- To know the content of the design brief and its specific context.
- To know the design specifications including, target market, materials and decorative techniques.
- To know how to work from a specific theme.
- To know how to use secondary research images to inspire initial ideas
- To know how to produce initial drawing ideas by looking carefully at colour, shape and detail.
- To know how to add detail and colour, shading carefully with colour pencils
- To know how to develop initial drawings into keyring ideas.
- To know how to annotate design ideas
- To know where to place different metal and electrical components when designing keyring ideas
- To know how to draw a final idea to scale and clearly annotate and add colour and details.
- To know how to thread a needle and tie a knot in thread
- To know how to neatly produce a running stitch practising on sample.
- To know how to sew applique by stitching one fabric on top of another.
- To know how to use pins
- To know how to draw and cut out a template.
- To know how to Pin a template to fabric and cut out the shapes.
- To know how to add all the details to a design using the technique of applique.
- To know about the different components that will make up a textile circuit.
- To know what an LED is.

- To know what conductive thread is.
- To know what a battery and battery holder is
- To know what positive and negative is on Circuit components, LED and battery/Battery holder
- To know How to plan a circuit
- To know how to correctly sew a circuit following a plan.
- To know what an extension is and where it goes and what it is for on a design.
- To know how to sew a successful circuit into a keyring design with and LED.

Tier 2 Analyse, evaluate, develop, technique, process ,materials, components, Applique, Design, experiment, Apply.

Possible Misconceptions and adaptive responses to these: *identified through formative assessment/retrieval practice/diagnostic questioning.*

- Q&A during the lessons
- Short answer questions that demonstrate understanding and AfL
- Demonstration, scaffolding, exemplar materials.

Assessment/Final outcomes: *How will students apply their deep learning in a meaningful way that respects the subject's discipline?*

- Manufacture a key ring with an applique design and a working LED circuit which lights up.
- Produce a range of different ideas to develop into a final design.

Literacy and Oracy development opportunities:
Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.

- Fibres and fabric terminology
- Written specification
- Written evaluation of the outcome
- Completed work booklet
- Labelling diagrams
- Feedback on assessed work. Wordsearch starter of technical words
- Encourage students to answer in full sentences