

The Warriner School Subject Curriculum Map



Subject: Art, Design, Technology, Food & Nutrition	• Year Group: KS3 – Yr8	Unit: D&T: Fibre and Fabric – printed bag
Unit objectives: (NC Statements) <ul style="list-style-type: none"> To develop knowledge of specialist tools, techniques, processes, equipment that relate to the topic. To understand the design process using Artists work as inspiration. To understand the importance of sampling to develop knowledge and skills of textile techniques. 		
Context for study: To develop an understanding of fibres and fabrics (theory & practical) This will be done through the teaching of the design process to develop students understanding of this process and meeting the needs of the client and brief. The areas that this project will cover are: <ul style="list-style-type: none"> To know how to follow the design process To know why cotton is used for this project. To know how to use techniques including stencilling, Vilene and stitching To know a range of design & technology language To 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) <i>All pupils should know and have an understanding of;</i> <ul style="list-style-type: none"> To know the importance of using a theme to influence work. To know the design process and its importance in the designing process. To know that your design development and its process must meet the brief when designing products for market. To know the correct skills used in stencilling. To know how to use a heat press. To know how to develop and use the skills produced sampling, to create an effective design To know how to use stitch to create more detail. To know the importance of Health & Safety in the workshop using the specialist equipment for this project. Tier 2 ... aesthetics – ergonomics – anthropometrics – evaluation – specification – components – vacuum forming – conductor – insulator – high impact polystyrene – thermoplastic – fusible – refactor – mould – former – malleable -		
Possible Misconceptions and adaptive responses to these: <i>identified through formative assessment/retrieval practice/diagnostic questioning.</i> <ul style="list-style-type: none"> Q&A during the lessons Short answer questions that demonstrate understanding and AfL Demonstration, scaffolding, exemplar materials. 	Literacy and Oracy development opportunities: <i>Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.</i> <ul style="list-style-type: none"> Fibres and fabric terminology 	

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<p>Assessment/Final outcomes: <i>How will students apply their deep learning in a meaningful way that respects the subject's discipline?</i></p> <ul style="list-style-type: none">• Manufacture of bag using three different techniques• Produce a range of different designs that meet the need of the client and brief.	<ul style="list-style-type: none">• 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
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