

RESPONDING TO DESIGN SCENARIOS	DESIGN DEVELOPMENT	HEALTH AND SAFETY	MARKING AND MEASURING	USING SOFTWARE
PRODUCT ANALYSIS	VISUAL COMMUNICATION TECHNIQUES	PROPERTIES OF MATERIALS	OPERATING MACHINERY	QUALITY CONTROL
CLIENT PROFILING	ANTHROPOMETRICS AND ERGONOMICS	SUSTAINABILITY	PROTOTYPING	3D MODELLING

KS3 DESIGN ROTATION – CURRICULUM OVERVIEW

Knowledge builds and connects over time

Each rotation will develop;

- Understanding of the design process
- Specialist technical skills
- Confidence using shared concepts and vocabulary

The design process

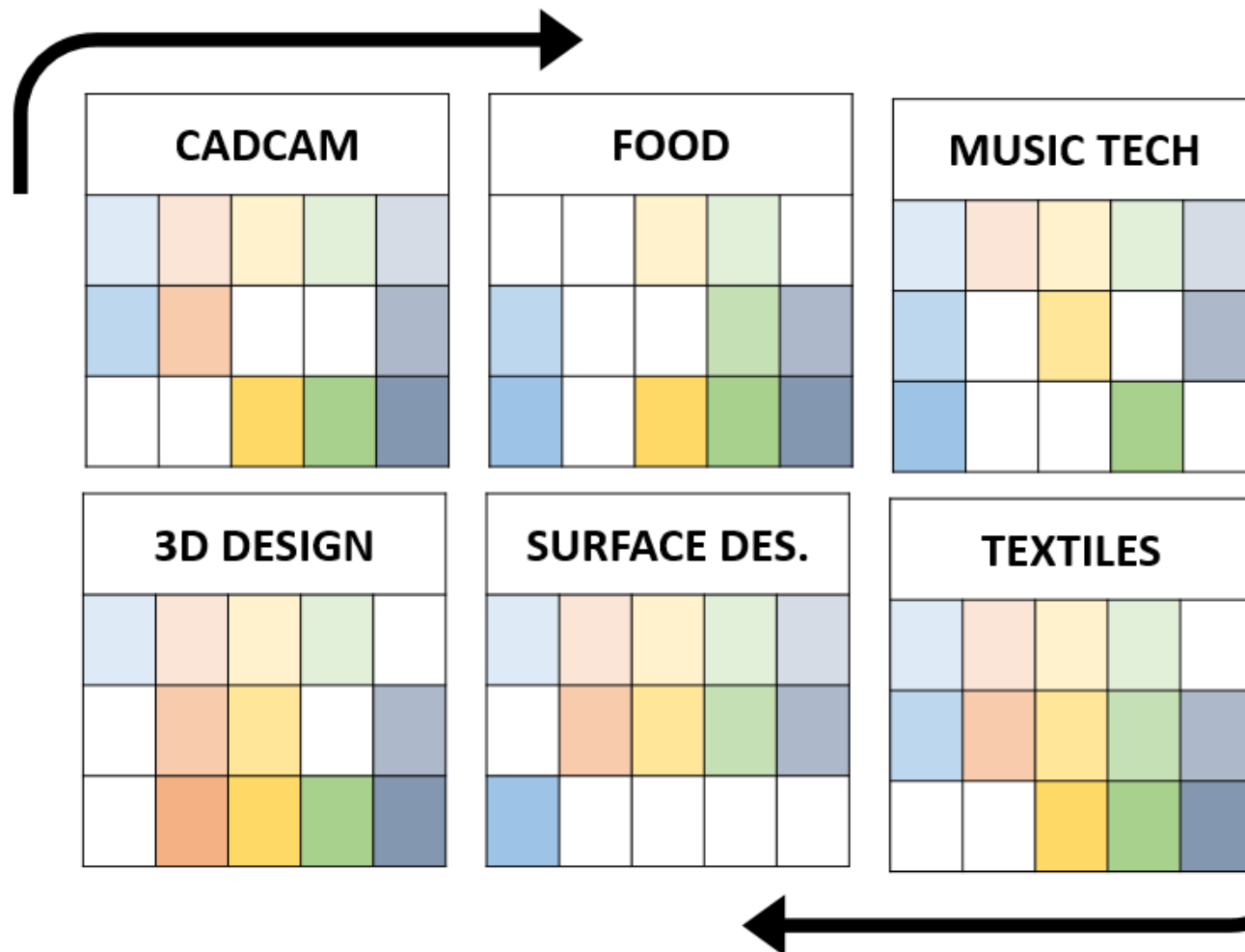
Research

Ideas

Plan

Make

Evaluate



KS3 Curriculum Intent

TEXTILES

Intent	What new knowledge/content do we introduce?		How does this curriculum go beyond the National Curriculum? How does going beyond the NC ensure challenge?	
By the end of KS3 students are able to...	Each teaching group rotates around our 6 specialism in year 8 and 9			
<p>After following the complete rotation pupils will have;</p> <ul style="list-style-type: none"> • Critically Analysed the work of artists and designers and used this to support the development of their own personal responses and use of textile techniques and formal elements of design • Have knowledge of the environmental impact of textiles production , and consumption on the environment , • Understand the role of branding and advertising in influencing consumers decisions making • build and apply a knowledge, understanding and use of skills in order to design and make high-quality and personal outcomes 	TEXTILES	Lesson sequence	Progression of knowledge and skill	<p>Students are able to build and connect knowledge over time by revisiting the design process; research, ideas, plan, make and evaluate throughout each specialism.</p> <p>Students will also develop confidence using shared design concepts and vocabulary.</p> <p>Students are challenged through the range of specialisms they will experience, allowing them to explore a wide variety</p>
	DESIGN BRIEF; TEXTILES AND THE ENVIROMENT. FAST FASHION AND ENVIROMENTAL/ SOCIAL IMPACT	<ul style="list-style-type: none"> • Research fast fashion and the life cycle of a t shirt research the environment impact. • Explain key social and environmental issues about the production and disposal of textiles • Consider the role of branding and advertising in consumerism 		
	ARTISTS RESEARCH AND ANALYSIS . REFLECTIVE RECORDING	<ul style="list-style-type: none"> • Written evaluation skills and developing a personal repose to artists/ designers ' work Evaluate the work of artists/ designers that use the environment as a given theme. • Evaluate and explain textile techniques used, consider the use of materials , shapes and colours as well as sources of inspiration • Personal response to the work which will go on to inform the development of students own work. 		
	DRAWING SKILLS / EXPLORING MEDIA AND MATERIALS	<ul style="list-style-type: none"> • Make a 2-d personal response to the artist work using drawing skills. Selecting and explore materials 		
	TEXTILE SKILLS	<ul style="list-style-type: none"> • Learn textiles skills ; thread sewing machines working safely. Make samples of straight stitch, zig, zag, joining fabrics, applique hand stitching. Mount and present work creatively 		
	DESIGN SPECIFICATION	<ul style="list-style-type: none"> • Plan what the product will do/ be in order to realise personal intentions, message and meaning explained 		

<p>that communicate an environmental message and meaning</p> <ul style="list-style-type: none"> critique, evaluate their ideas and products and the work of others Used a range of textile skills / techniques confidently and with QC, to make personal and creative personal responses <p>Pupils will also learn how to problem solve and take risks, becoming resourceful, innovative, creative, thinkers.</p> <p>Have an awareness of how their choices as consumers impacts the environment. They will develop a critical understanding of textile design and its impact on daily life and the wider world and workers in its production</p> <p>Considered the value traditional techniques , skills and crafts people and their place/ value in a technological society</p>				of ways of designing and making using specialist technical skills
		MOOD BOARD	<ul style="list-style-type: none"> Present images to develop personal and creative responses , Use Primary resources where appropriate. Develop layout and presentation skills 	<p>We also offer additional opportunities such as</p> <p>Architecture day in partnership with local architecture firms and the University of Cambridge</p> <p>Design Ventura competition</p> <p>Drop down food days</p> <p>Weekly After school art / textile club</p>
		INITIAL IDEAS;	<ul style="list-style-type: none"> Using mood boards , produce a range of creative and personal design sketches that explore an environmental message. 	
		DESIGN DEVELOPMENT.	<ul style="list-style-type: none"> Creative designing refines and develops initial ideas ,explores Shapes , colours , composition decorative techniques ,Fabrics and materials, Personal presentation of creative ideas 	
		PROTOTYPES/ MAKING SAMPLES	<ul style="list-style-type: none"> Make ; templates to plan / test construction. Make decorative samples that test the design and creatively explore recycled materials with regard to their colour, texture and working properties. Safe use of sewing machines . QC evident and achieved through refining and developing . Reflectively record thoughts as the work progresses Present design sheets creatively and develop drawing skills and use of media 	
		FINAL DESIGN. PLAN FOR MAKING ;	<ul style="list-style-type: none"> Sketch final design ideas in detail with regards to creative exploration of media and materials , prototyping and design specification. Plan for making correctly sequences and plans stages of making 	
		MAKING	<ul style="list-style-type: none"> Personal presentation. Creative making realises personal design intentions . Machine and hand skills used competently and with regard to QC to produce high quality outcomes that show understanding of visual language. . 	
		EVALUATION	<ul style="list-style-type: none"> Evaluate how well the product realises intentions. Consider further developments 	

	<p>Rationale for this sequence</p>	<p>The sequence of activities allows students to develop their textiles, drawing, designing and presentation skills, whilst allowing them the opportunity to develop personal and creative responses to the design brief.</p> <p>It encourages creative thinking and independent responses, drawing on the skills and techniques they have learnt .</p> <p>It gives them to experiment creatively with materials, and process with regard to QC in order to produce high quality outcomes .</p> <p>It encourages them to consider the impact fast fashion and the production of textiles has on the environment and relate this to wider environmental issues and sustainability. Also the social considerations of textile production and encourages them to be ethical consumers that consider the value of crafts people and traditional skills in a technological society.</p>	
	<p>How does the KS3 Curriculum build on previous learning at KS2?</p>	<p>Students come to us with mixed knowledge and skills from KS2 so we build on prior learning, establishing a use of the design process and building on shared concepts and vocabulary throughout the two-year rotation. All with a focus on enjoying practical experiences.</p>	