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| **Design & Technology Module: Textiles**  **Year 7** | | | | |
| Autumn – Term One & Two | Topic / Theme | Knowledge and Skills | Assessment | Cultural Capital  Independent Learning |
| **Project**:  *Bookmarks*  This project will introduce students to designing and manufacturing processes associated with the Textiles industry and to provide skills and knowledge of processes within the field of Textiles, and as a life skill. The making a bookmark will ensure students develop a high-quality product to develop confidence, and to build knowledge of the making processes associated with Textiles. Students will explore the work of past and present designers to design and develop products. Students will identify and solve design problems during the making process and will be able to select specific equipment appropriate to the processes being used to develop skills using various equipment. Knowledge of evaluating products will be acquired through the analysis of their own products and the work of others.  **Topics / Themes addressed**  D1 – Designing: Research & Exploration.  M1 Making: Using Specialist tools, equipment, techniques, processes.  E1 – Evaluate: Analysing the work of past & present professionals.  TK1 / M2: Selecting, understanding and using materials | ***Designing***:  Students will learn to develop an understanding of user needs & target groups and ***use design briefs*** to generate ideas to meet these needs. Students will understand the importance of basic specification considerations and how they are produced.  Students will learn how to develop 2D designs, which are generated using different approaches, including influences from the work of past and present designers. Students will learn to present designs using a range of formats including modelling and sketching techniques. D1, D4  ***Making***:  Students will learn to use a range of techniques, (hand and machining) processes & equipment to produce product.  Students will receive instruction in the use of required techniques/ processes and equipment, including sewing machines. Students will understand how to manufacture design ideas using guidance given. M1 & M2  ***Evaluate***:  Students will study the work of past and present professionals. Students will analyse their own and others’ products with a view to improving performance and considering environmental issues & the impacts and responsibilities of designs on society. E1 – E4  ***Technical Knowledge***:  Students will develop knowledge of material properties and sustainability issues. TK1 | **F =** Foundation  **C =** Core  **A =** Advanced  **E =** Exceptional  **Design Assessment Criteria coverage**  **F** Produce designs to solve a need.  **C** Able to identify some design needs and produce designs to solve a need, or design task and think of some improvements.  A Able to identify needs, problems and constraints, and produce a range of design solutions. Ideas are presented using 3-D drawing, CAD and some modelling.  **E** Use product analysis and studies of different cultures to develop needs & specifications. Generate designs with consideration of social, moral, environmental or sustainability issues.  Use modelling (including CAD) to develop designs into a chosen solution.  **Making Assessment Criteria coverage**  **F** With assistance, carry out some practical work safely, showing some basic skills.  **C** Identify tools and equipment and carry out practical work safely and independently, demonstrating skills in a few processes, including CAM.  **A** Identify main stages and equipment to make products. Make products correctly and accurately with a variety of tools or processes, including CAM.  **E** Produce instructions for making a product which include alternative tools and processes to use and some quality control checks.  Assemble and make products with accuracy that offer some challenge, demonstrating good skills in the use of a wide variety of tools or processes, including CAM.  **Evaluating Assessment Criteria coverage**  **F** Recognise a few ways in which a product could be improved.  **C** Carry out a simple evaluation of a product and suggest improvements.  **A** Produce evaluations to include testing. Comment about how suitable the final product is for the target user.  **E** Produce an evaluation including testing the final product against the specification and explain improvements needed, taking into account the views of the users and other interested groups. | **Independent learning**  Students are expected to create and develop designs (images & practically) independently with varying degrees of innovation and flair.  Students will develop problem solving skills through independent learning, especially in a practical context.  Research into materials, concepts and the work of past and present designers will develop the students’ ability to work independently.    **Cultural Capital**  Students will gain an awareness of the work of past & present designers and how the designs and work of individuals influence society and ensuring students understand Britain’s contemporary design practice and design heritage, as well as a knowledge of international design practice. We encourage wider reading and the exploration of academic theory of design.  Students will gain experience in the use of equipment to enrich their understanding of technology, including the use of laser cutting, 3D printing, CNC use and computer aided design.  Extra curricula clubs and access to industrial partners / STEM organisations will provide access to skills development,  industrial developments, technological advancements, environmental and economic factors, the role of sustainability and ethics in user-centred design, demographic change and sociocultural influences around the world in order to visualise future possibilities and guide career opportunities. |