

Levenshulme High School – Curriculum Map – Textiles

		Term 1	Term 2	Term 3
	No. of Weeks			
Year 8	Topic Title and NC link			
	<i>Pupils should know...</i>	<ul style="list-style-type: none"> • The terms, warp, weft and salvage edge • Why we use the reverse sewing stitch • How to create a range of pockets design • Why darts are used in garment and how to apply one. 	<p>Due to the rotation system in DT in year 8, students complete one term in Textiles and the other terms in other DT subjects. Please see other ADT curriculum maps for more information on this.</p>	
	<i>Pupils should be able to do...</i>	<ul style="list-style-type: none"> • Thread the top part of a sewing machine • Collate body measurements, selecting the best template or sizing for either a product or garment. • Combine fabric pieces using a sewing machine. • Manipulate/develop patterns to link to their design ideas. • Hem fabrics using a zig-zag, French seam or a pink seam. • Add applique to a design using a range of fabrics and techniques. • Use an iron safely and effectively 		
	<i>Pupils should have remembered...</i>	<ul style="list-style-type: none"> • How to correctly set up a sewing machine. • Select specific equipment to help support their individualised making outcomes • How to pin pattern pieces together to support sewing accurately on the machines. 		
Topic Title and NC link				

Year 9	<i>Pupils should know...</i>	<ul style="list-style-type: none"> To manipulate and develop their work using a chosen/given theme. Different types of weaves using a range of textures and weights of yarns. What is meant by texture and manipulation to create different effects and outcomes using fabrics which link to their chosen/given theme. 	<p>Due to the rotation system in DT in year 9, students complete one term in Textiles and the other terms in other DT subjects. Please see other ADT curriculum maps for more information on this.</p>
	<i>Pupils should be able to do...</i>	<ul style="list-style-type: none"> Sketch ideas which link to their chosen theme and textile artist. Weaving techniques to show a theme through weight, colour, texture, pattern.... Set up a sewing machine safely and accurately to stitch fabrics together. Manipulate and distort fabrics by layering and trapping. Draw shapes and patterns using an embroidery foot and hoop. Select specific stitching techniques linking to a theme. 	
	<i>Pupils should have remembered...</i>	<ul style="list-style-type: none"> Set up a loom to create weaved patterns using strips of fabric, yarns, plastics... How to manipulate fabrics by trapping and layering to link to a theme or artist. Control their stitch to create patterns, marking, designs using a sewing machine. 	
Year 10	Topic Title and NC link	Issues-based Textile Design	
	<i>Pupils should know...</i>	<ul style="list-style-type: none"> How and why textile artist use symbolism within their work How to use shibori to create different effects and textures How to work with multiple layers to create Batik patterns 	

		<ul style="list-style-type: none"> • How textile artists, photographers, artists, authors.... Use their skills and techniques to show complex symbolism in their work.
	<i>Pupils should be able to do...</i>	<ul style="list-style-type: none"> • Create samples of fabric manipulation using shibori, Tyvek, Angelina, fusion film... explaining why and how it links to their theme/concept • Apply layering to trap specific fabrics to showcase a theme/concept. • layer inks and wax to build and create Batik themed patterns. • Use Photoshop to select and create repeated patterns of print. • Transfer images. • Felt images 2-d and 3-D explaining why • Hand/machine embroidery onto images created through either; batik, PS, Shibori ... • Manage their own workload and weekly progress using personalised feedback from teachers.
	<i>Pupils should have remembered...</i>	<ul style="list-style-type: none"> • Techniques to sample in a range of different ways for future projects. • Select specific materials which reflect their theme/concept. • How to use the machines to manipulate and distort materials. • Some of the most significant contemporary issues-based works created over the last decade and the impact they have had.
Year 11	Topic Title and NC link	Independent Projects
	<i>Pupils should know...</i>	<ul style="list-style-type: none"> • How to analyse their artists research, showing how their theme may be created conceptually using specific materials and techniques. • How to annotate samples explaining what they are explicitly wanting to symbolise.
	<i>Pupils should be able to do...</i>	<ul style="list-style-type: none"> • Test/experiment specifically on 1-2 techniques. • Sample a range of creative outcomes which directly link to a complex concept. • Refine their ideas/samples to create purposeful outcomes which directly link to their concept. • Record their ideas through a range of drawing techniques and photos.
	<i>Pupils should have remembered...</i>	<ul style="list-style-type: none"> • How to intelligently approach answering key questions within their annotation to explain 'why have you used shibori to symbolise birth?' • Present a personal and meaningful response which outlines their concept through the use of mixed media.