

Curriculum Content Map		Subject: Textiles - Year 9		
Month		Rotation 1	Rotation 2	
	Units of Work	Develop Fabric Printing Skills Tie-Dye Batik Refine Drawing Skills Develop Sewing Skills Machine embroidery Machine stitching Refine Textiles Skills Embroidery stitches Decorative stitches Record Observations in Sketchbook Present a Final Outcome in Colour using a Range of Stitching Techniques. Present Sketchbook layout and presentation.	Develop Fabric Printing Skills Tie-Dye Batik Refine Drawing Skills Develop Sewing Skills Machine embroidery Machine stitching Refine Textiles Skills Embroidery stitches Decorative stitches Record Observations in Sketchbook Present a Final Outcome in Colour using a Range of Stitching Techniques. Present Sketchbook layout and presentation.	
Cultural Transmission	National Curriculum area – KS3	<ul style="list-style-type: none"> To increase their proficiency in the handling of different materials. To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas 	<ul style="list-style-type: none"> To increase their proficiency in the handling of different materials. To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas 	
	Substantive Knowledge	The What!	In Year 9 pupils will develop their substantive knowledge through creating a 'bug' project. This project is designed to consolidate their learning from years 7 & 8, combining hand embroidery, sewing machine embroidery and applique and adding fabric dyeing and decorative embellishments to their fabric bugs. Pupils will use their bug designs to upcycle an existing textile item such as a T-shirt, tote bag or shirt.	
	Disciplinary Knowledge	The How!	Pupils will build their disciplinary skills from years 7 & 8 through learning to change or add colours to plain fabric using tie-dye, screen-printing or the art of batik. Pupils will learn to adjust stitch length and stitch width on the sewing machine to create a wide, short stitch suitable for machine appliqué. They will learn about cultural and environmental concerns when designing and creating new products and will learn how to upcycle existing products to create environmentally friendly textiles. Pupils will develop research and evaluation skills vital to making successful new products building on cross-curricular disciplinary skills used in Design & Technology.	
	Sequencing (Flow)	Retrieval & Extension	Building on skills learned in Year 7 & 8 Developing skills in simple fabric dyeing techniques Develop machine sewing and embroidery skills and become proficient in using a sewing machine for decorative purposes. Refine drawing skills by continually practicing, building and developing these skills. Refining decorative stitching techniques by researching and viewing YouTube tutorials. Present a final outcome which combines drawing, fabric dyeing and embroidery techniques. Builds from: <ul style="list-style-type: none"> Textiles and embroidery skills, Yr7 & Yr 8 Drawing skills, Yr7, term 1, Yr 8, Term 2 & Term 3, Yr 9, Term 1 Is further developed to: Art and Design GCSE Course	Building on skills learned in Year 7 & 8 Developing skills in simple fabric dyeing techniques Develop machine sewing and embroidery skills and become proficient in using a sewing machine for decorative purposes. Refine drawing skills by continually practicing, building and developing these skills. Refining decorative stitching techniques by researching and viewing YouTube tutorials. Present a final outcome which combines drawing, fabric dyeing and embroidery techniques. Builds from: <ul style="list-style-type: none"> Textiles and embroidery skills, Yr7 & Yr 8 Drawing skills, Yr7, term 1, Yr 8, Term 2 & Term 3, Yr 9, Term 1 Is further developed to: Art and Design GCSE Course
	Summative Assessment		Deep mark 1 – WWW/EBI & PR time with explicit written success criteria and examples of levelled work on PowerPoints Deep mark 2 – WWW/EBI & PR time with explicit written success criteria and examples of levelled work on PowerPoints AP1 W/C 22/11/21 – Dye & design. Deep mark 3 – WWW/EBI & PR time with explicit written success criteria and examples of levelled work on PowerPoints	Deep mark 4 – WWW/EBI & PR time with explicit written success criteria and examples of levelled work on PowerPoints AP2 W/C 07/03/22 – Tie-Dye. Deep mark 5 – WWW/EBI & PR time with explicit written success criteria and examples of levelled work on PowerPoints Deep mark 6 – WWW/EBI & PR time with explicit written success criteria and examples of levelled work on PowerPoints AP3 W/C 20/06/22 – Final outcome which brings together the skills learned in this topic.
Personal Empowerment	Virtue	1. Friendliness and Civility (September) 2. Justice and Truthfulness (October) 3. Courage (November) 4. Generosity (December) 5. Gratitude (January) 6. Good Speech (February)	1. Good Speech (February) 2. Good Temper (March) 3. Self-Mastery (April and May) 4. Compassion (June) 5. Good Sense (July)	
	Link to Virtue	The opportunity to reflect, think deeply and critically about an issue. Friendliness and Civility – Thinking about how we speak to one another when giving critical feedback through peer assessment. Justice and Truthfulness - Honestly evaluating your ability to use specialist equipment and asking for help when needed. Courage - Being brave when using new equipment. Gratitude – Recycling and upcycling clothes and understanding the healing effect this has on the planet. Good Speech – Evaluating your work and considering the words that you use to speak about your own work.	Good Speech – Thinking about how we speak to one another when giving critical feedback through peer assessment. Good Temper & Good Humour - Keeping calm when using specialist equipment and understanding that it takes time to perfect this. Self-Mastery - Understanding how different techniques can be used to apply embellishments and master the skills to needed create appropriate designs. Compassion – Considering other species that share our planet. Good Sense – Recycling and upcycling clothes and understanding the healing effect this has on the planet.	
Preparation for Work	Skill	1. Listening (September) 2. Leadership (October) 3. Problem Solving (November) 4. Creativity (December) 5. Staying Positive (January) 6. Speaking (February)	1. Speaking (February) 2. Staying Positive (March) 3. Aiming High (April and May) 4. Speaking (June) 5. Teamwork (July)	
	Link to Skill	Transferable skills Listening – to other cultures beliefs and practises. Leadership - Lead on presentation of their work, then leading on their own design. Problem Solving – Sharing thoughts, experience and specialised equipment. Creativity - Showing the creative skills learned in your work to start to produce a final outcome. Staying Positive – Staying positive when learning a new and difficult skill. Speaking - Learning to speak about your own art and the work of others.	Speaking - Learning to speak about your own art and the work of others. Staying Positive – Staying positive when analysing your own work. Aiming High – Aiming for a platinum outcome. Speaking – Explaining and supporting design choices through speaking about your work. Teamwork – sharing tools and equipment.	
Preparation for Citizenship	SMSC & British Values	Enable students to acquire a broad general knowledge of and respect for public institutions and services in England Enable students to develop their self-knowledge, self-esteem and self-confidence.	Enable students to acquire a broad general knowledge of and respect for public institutions and services in England Enable students to develop their self-knowledge, self-esteem and self-confidence.	
	Link to SMSC & British Values	Developing opinions on current issues Looking at traditional crafts and exploring gender roles within art and crafts.	Looking at traditional crafts and exploring gender roles within art and crafts.	