

Textiles KS3 – Statement of Intent

‘Textiles help decorate our homes and adorn our bodies. Clothing allows us to create our own identities and plays an important role in cultural rituals and celebrations. Every culture in the world makes use of textiles’ – anon

Our textiles course aligns with All Saints Academy’s vision of ‘Living well together with dignity, faith and hope’ through exploring creative textiles whilst considering the impact on society and the environment, which is fundamental to living well together. Pupils will experience a culturally rich course, which looks at fashion and textile design and celebrates cultural differences in fashion whilst maintaining dignity. Our pupils will learn basic sewing, fabric alteration and embellishment skills, which will help them now and in later life. They will put their faith in learning a range of textiles embellishments, manufacture and design skills to produce outcomes that we hope will make them proud.

Our pupil premium students will never be without an opportunity to make their design, as we provide all of the materials and embellishments for them to be able to participate fully. Our pupils will engage with a range of techniques, materials and processes with specialised vocabulary and explanations provided in writing frames and guided reading tasks which are set to support all students, underpin their new knowledge, and ensure that every pupil is able to access the learning in this course.

Textiles is not universally taught in our feeder schools, therefore, term 1 in Year 7 is focussed on teaching the disciplinary skills and knowledge needed to progress through KS3.

Research informed practice in the Arts:

In the Arts faculty the department has used research by Dianne Minicucci (*Decolonising and diversifying the art curriculum*) and the NSEAD website (*National Society for Education in Art and Design*) to inform changes in the curriculum maps. It has allowed the lessons to incorporate more cultural capital and to broaden the focus away from traditional the canon of white, male, western artists. This has also made lessons more varied and added an extra **dimension of interest to our students’ work. In textiles and graphics the team have read** work by Sarah Graham, Lucy Sparrow, Lekwena Mciver and Yinka Shonibare to improve aspects of planning, sequencing and subject specific knowledge. Finally, subjects have been **more focused on knowledge rather than skills. This has helped student’s analysis of art and design,** and their understanding of context and cultural capital. This approach is advocated by authors such as Myatt in her book, *The Curriculum*.

Specific support planned for SEND students:

All students work towards the same outcomes. Support and differentiation occurs through the level and variety of skill used to reach a specific outcome. This makes each outcome achievable to a greater or lesser extent. This is highlighted in pink font on lesson slides. At specific parts of the lesson students receive 1:1 support; this is also signposted in pink pen in students' sketchbooks. Learning mats are used to remind students of key words and processes. Teachers model answers to all, and use insightful questioning to check understanding and progress. Sometimes, students support each other in this process too.

Year 7

Substantive Knowledge

The first year of textiles lessons is designed so that pupils build their substantive knowledge through designing and making a soft sculpture of a chocolate bar using felt. They will create a decorative font for their chocolate bar calling on the cross-curricular skills learned in art – graphics. They will continue exploring felted textiles through designing and making a needle felted animal.

Disciplinary Knowledge

Pupils will develop their disciplinary skills in these projects as they learn to thread and use a sewing machine to create a basic straight stitch. They will learn to decorate their chocolate bar sculpture using a combination of appliqué and fabric pens. Pupils will learn to turn wool into a bonded fabric through the process of needle felting.

Year 8

Substantive Knowledge

Pupils will build on their substantive knowledge from Year 7 through designing and making a hand embroidered cushion. They will explore the creative design and manufacture processes used in the textile and fashion industry through creating design and manufacture specifications, and applying these to their cushion design.

Disciplinary Knowledge

Pupils disciplinary skills will build from Year 7 as they learn to use the more complex functions of the sewing machine such as stitching button holes and decorative seam stitching. They will learn how to thread a needle, split embroidery thread and create a range of hand embroidery stitches to decorate their cushion. Pupils will develop their design skills through focusing on designing an embroidery pattern and designing a manufacturing pattern and pattern analysis for their cushion. They will also learn to sew buttons on to seal their cushion covers.

Year 9

Substantive Knowledge

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 and 8, combining hand embroidery, sewing machine embroidery and applique and adding fabric dying 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

Pupils will build their disciplinary skills from Years 7 and 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 and Technology.