

| Topic | No of lessons | Key knowledge and skills | Resources | Progression and links | Pillar (KS3 only) | SEND/ More able | Assessment & recording; factual recall checks |
|----------------------|------------------------|---|----------------------------|---|--|--|--|
| <p><u>1960's</u></p> | <p>2 PER FORTNIGHT</p> | <p><u>KNOWLEDGE</u></p> <ul style="list-style-type: none"> - Be introduced to the 1960s - Understand 1960s history and fashion - Discover a range of techniques and when it is best to apply them. - Discover the correct terminology when using the sewing machine and a range of equipment. - Discover a range of careers in the fashion and textile industry - Discover artists and designers <p><u>SKILLS</u></p> <ul style="list-style-type: none"> - Understanding how to work towards a brief - Analysing and evaluating work and the work of others. - Researching - Investigating - Creativity - Analysing - Hand-based sewing skills - Machine skills - Designing - Mathematics - Drawing - Painting - Forming opinions and judgements - Observation and Awareness - Develop fine motor skills. - Development of ideas. | <p>Resources on teams.</p> | <p>CEIAG Learning about artists and designers.</p> <p>SMSC Developing views, feelings and issues whilst making personal responses or when writing about artists' work. Exploring how views differ and gaining an understanding of artworks and design.</p> <p>NUMERACY Math is a crucial element of textiles. It is used to measure samples and garments for fitting, keep sizes consistent and prevent waste.</p> <p>LITERACY Key Terms on PowerPoint slides Development of literacy through analysis, evaluation and annotations. SPAG checked when work is marked.</p> | <p>Mathematics See numeracy links when measuring fabric and designing products.</p> <p>Creativity Students produce a title page that needs to be creative and complete a range of designs and outcomes.</p> <p>Writing Students produce an artist research page, annotate their work and complete research.</p> <p>These are specific tasks for the students linking to the pillars, but each pillar has overarching links; the overview is in the front of their books.</p> | <p><u>SEND</u> Provide tracing and copying facilities wherever possible to support the development of fine motor skills.</p> <p>Provide one-to-one support where possible and do small demonstrations.</p> <p>Create visual aids to help students with friendly reminders.</p> <p>Provide good resources on the whiteboard and/or hand-outs.</p> <p>Provide flexibility with materials and tools.</p> <p><u>MORE ABLE</u> If a student finishes their work quickly, ask them to check it and think about how they might improve it.</p> <p>Have an extension box in the classroom filled with interesting work.</p> <p>Set additional challenges as part of CTG work.</p> <p><i>Each student will achieve the best and most personal outcome that they are capable of, demonstrated by an assessment at the end of the project/activity.</i></p> | <p><u>FORMATIVE</u> Provide ongoing verbal feedback throughout the lessons.</p> <p>Provide written feedback in red pen where necessary, not always with a close-the-gap task.</p> <p><u>SUMMATIVE</u> Writing is assessed through their evaluation. Title page, final outcomes and design ideas will be marked.</p> <p><u>FACTUAL RECALL</u> Testing prior knowledge in starter activities/plenary activities.</p> |

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| <u>STORYTELLING</u> | 2 PER FORTNIGHT | <p><u>KNOWLEDGE</u></p> <ul style="list-style-type: none"> - Understand Aboriginal history and art - Discover how art can be used to tell and pass down stories - Understand fabrics, their properties and uses - Discover a range of techniques and when it is best to apply them. - Discover the correct terminology when using the sewing machine and a range of equipment. - Discover artists and designers <p><u>SKILLS</u></p> <ul style="list-style-type: none"> - Understand how to work towards a brief - Analysing and evaluating work and the work of others. - Researching - Investigating - Creativity - Analysing - Hand-based sewing skills - Machine skills - Designing - Mathematics - Drawing - Painting - Printing - Forming opinions and judgements - Observation and Awareness - Develop fine motor skills. - Development of ideas. | Resources on teams. | <p><u>CEIAG</u> Learning about artists and designers.</p> <p><u>SMSC</u> Developing views and feelings whilst making personal responses or when writing about artists' or designers. Exploring how views differ and gaining an understanding of a range of artworks and designers.</p> <p><u>NUMERACY</u> Math is a crucial element of fashion design and textiles. It is used to measure samples and garments for fitting and keep sizes consistent.</p> <p><u>LITERACY</u> Key Terms on PowerPoint slides Development of literacy through analysis, evaluation and annotations. SPAG checked when work is marked.</p> | <p><u>Mathematics</u> See numeracy links when measuring fabric and designing products.</p> <p><u>Creativity</u> Students produce a title page that needs to be creative and complete a range of designs and outcomes.</p> <p><u>Writing</u> Students produce a research page on fashion statements, annotate their work and complete research on their chosen topic.</p> <p>These are specific tasks for the students linking to the pillars, but each pillar has overarching links; the overview is in the front of their books.</p> | <p><u>SEND</u> Provide tracing and copying facilities wherever possible to support the development of fine motor skills.</p> <p>Provide one-to-one support where possible and do small demonstrations.</p> <p>Create visual aids to help students with friendly reminders.</p> <p>Provide good resources on the whiteboard and/or hand-outs.</p> <p>Provide flexibility with materials and tools.</p> <p><u>MORE ABLE</u> If a student finishes their work quickly, ask them to check it and think about how they might improve it.</p> <p>Have an extension box in the classroom filled with interesting work.</p> <p>Set additional challenges as part of CTG work.</p> <p><i>Each student will achieve the best and most personal outcome that they are capable of, demonstrated by an assessment at the end of the project/activity.</i></p> | <p><u>FORMATIVE</u> Provide ongoing verbal feedback throughout the lessons.</p> <p>Provide written feedback in red pen where necessary, not always with a close-the-gap task.</p> <p><u>SUMMATIVE</u> Writing is assessed through their artist analysis and research pages.</p> <p>Final outcomes and design ideas will be marked.</p> <p><u>FACTUAL RECALL</u> Testing prior knowledge in starter activities/plenary activities.</p> |

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| <p><u>UPCYCLING (WORRY MONSTER)</u></p> | <p>2 PER FORTNIGHT</p> | <p><u>KNOWLEDGE</u></p> <ul style="list-style-type: none"> - Understand the environmental benefits of upcycling. - Explore the different ways you can re-use fabric. - Understand fabrics, their properties and uses. - Discover a range of techniques and when it is best to apply them. - Discover the correct terminology when using the sewing machine and a range of equipment. - Discover artists and designers <p><u>SKILLS</u></p> <ul style="list-style-type: none"> - Analysing and evaluating work and the work of others. - Researching - Investigating - Creativity - Analysing - Hand-based sewing skills - Machine skills - Designing - Mathematics - Drawing - Painting - Forming opinions and judgements - Observation and Awareness - Develop fine motor skills. - Development of ideas. | <p>Resources on teams.</p> | <p><u>CEIAG</u> Learning about artists and designers. Learning about the various career pathways in textiles through discussion and research. Help arrange a fashion show and understand the different elements involved.</p> <p><u>SMSC</u> Developing views and feelings whilst making personal responses or when writing about artists' or designers. Exploring how views differ and gaining an understanding of a range of artworks and designers.</p> <p><u>NUMERACY</u> Math is a crucial element of fashion design and textiles. It is used to measure samples and garments for fitting and keep sizes consistent.</p> <p><u>LITERACY</u> Key Terms on PowerPoint slides Development of literacy through analysis, evaluation and annotations. SPAG checked when work is marked.</p> | <p><u>Mathematics</u> See numeracy links when measuring fabric and designing products.</p> <p><u>Creativity</u> Students arrange a fashion show and pick a theme, they produce a title page that needs to be creative and complete a range of designs and outcomes.</p> <p><u>Writing</u> Students produce a research page on the chosen theme, annotate their work and complete artist research.</p> <p>These are specific tasks for the students linking to the pillars, but each pillar has overarching links; the overview is in the front of their books.</p> | <p><u>SEND</u> Provide tracing and copying facilities wherever possible to support the development of fine motor skills.</p> <p>Provide one-to-one support where possible and do small demonstrations.</p> <p>Create visual aids to help students with friendly reminders.</p> <p>Provide good resources on the whiteboard and/or hand-outs.</p> <p>Provide flexibility with materials and tools.</p> <p><u>MORE ABLE</u> If a student finishes their work quickly, ask them to check it and think about how they might improve it.</p> <p>Have an extension box in the classroom filled with interesting work.</p> <p>Set additional challenges as part of CTG work.</p> <p><i>Each student will achieve the best and most personal outcome that they are capable of, demonstrated by an assessment at the end of the project/activity.</i></p> | <p><u>FORMATIVE</u> Provide ongoing verbal feedback throughout the lessons.</p> <p>Provide written feedback in red pen where necessary, not always with a close-the-gap task.</p> <p><u>SUMMATIVE</u> Writing is assessed through their artist analysis and research pages.</p> <p>Final outcomes and design ideas will be marked.</p> <p><u>FACTUAL RECALL</u> Testing prior knowledge in starter activities/plenary activities.</p> |