



## 8 WEEK CAROUSEL

## AREs

TEXTILES PROJECT: RECYCLED WOVEN WALL HANGING (TEXTILES)

**Big question(s) of the unit:**

What is the environmental impact of products?

**Overview of knowledge, understanding and skills (key concepts):**

- Understand these terms: Carbon footprint, 5 R's of sustainability, redesigning to lessen environmental impact.

**Big question(s) of the unit:**

How can you research the properties of a wide range of materials?

**Overview of knowledge, understanding and skills (key concepts):**

- To be able to describe a number of textiles fibres and constructions including: Wool, silk, cotton, manufactured fibres, woven, non-woven and knitted.

**Big question(s) of the unit:**

How can you use recycled materials to produce a piece of textile art?

**Overview of knowledge, understanding and skills (key concepts):**

- Create a woven wall hanging and demonstrate how to: Warp up a cardboard loom, weave correctly and in different patterns and combine a variety of materials and colours.

TEXTILES PROJECT: PRINTED PHONE STAND

**Big question(s) of the unit:**

Can you recognise a range of iconic brands?

**Overview of knowledge, understanding and skills (key concepts):**

- Learn about Apple, Dyson and Fitbit (focussing on why they are innovative).
- Learn about Adidas X Parley, Siren Socks and Cute Circuit (focussing on the technological advancements).

**Big question(s) of the unit:**

How can you design your own fabric pattern design?

**Overview of knowledge, understanding and skills (key concepts):**

- Learn about one iconic design movement.
- Learn how to create a repeat pattern using CAD based on an iconic design movement.

**Big question(s) of the unit:**

How can you construct your own phone stand using the sewing machine?

**Overview of knowledge, understanding and skills (key concepts):**

- Learn how to safely use the heat press.
- Learn how to sew accurately and safely with the sewing machine.

3D DESIGN PROJECT: BLOCK HEAD TOY

**Big question(s) of the unit:**

Why are products designed for different users/ reasons?

**Overview of knowledge, understanding and skills (key concepts):**

- Learn to recognise that different users have different needs from a product.
- How to design a product suitable for a specific context and user.

**Big question(s) of the unit:**

What are design ideas? Where do they come from?

**Overview of knowledge, understanding and skills (key concepts):**

- Communicating design ideas through high quality drawing.

**Big question(s) of the unit:**

How can we effectively manufacture a quality product?

**Overview of knowledge, understanding and skills (key concepts):**

How to make a successful block head toy.

How to safely use the saw, disk sander, bench hook, metal ruler, sand- paper and belt sander.

- I can design my own fabric inspired by a design movement.

TEXTILES - COMMUNICATION OF IDEAS

- I can use the sewing machine to straight stitch around three edges.

TEXTILES - MANUFACTURING - PHONE STAND

- I can create a woven wall hanging using a range of materials, including recycled materials.

TEXTILES - MANUFACTURING - WOVEN WALL HANGING

- I can explore the work of brands and recognise the technological advancements taking place.

TEXTILES - BRANDS

- I can explore the impact that the manufacture of products has on the environment.

TEXTILES - ENVIRONMENTAL IMPACT

- I can identify fibres and fabrics and explain their properties.

TEXTILES - PROPERTIES OF MATERIALS

- I can recognise that different users have different needs and design a product suitable for a specific design context and user.

3D DESIGN - USER NEEDS

- I can draw and render four initial design ideas.

3D DESIGN - COMMUNICATION OF IDEAS

- I can use the tenon saw, pillar drill and belt sander to produce three wooden blocks.

3D DESIGN - MANUFACTURING



7 WEEK CAROUSEL

AREs

3D DESIGN PROJECT: CHOCOLATE BAR AND LASER CUT KEYRING

**Big question(s) of the unit:**

What are the different types of materials, what are they typically used for and how can we use them to create different products?

How can we broaden our contextual and technical knowledge?

**Overview of knowledge, understanding and skills (key concepts):**

Be able to analyse the work of past and present professionals and use this to inspire and develop design ideas in different manors i.e. annotated sketches and CAD.

Use and understand a wide range of materials including:

- Timber - Plywood
- Polymers - HIPs Plastic
- Card

Understand the following terms: hardwood, softwood, manufactured board, thermoforming, thermosetting, series circuit

Be able to design an innovative product encompassing a variety of materials and techniques.

- Create a mini chocolate bar product to demonstrate:
- Technical/practical skills with hand tools for example sawing and sanding timber
- Vacuum form HIPs plastic to create a mould.
- Design packaging onto a net and then score, fold, cut and glue to assemble.

TEXTILES PROJECT: HANDMADE STUFFED TOY

**Big question(s) of the unit:**

How can you make sure your product is suitable for the target market?

**Overview of knowledge, understanding and skills (key concepts):**

- Understand what a design brief is.
- Understand what design criteria is.
- Analyse a product using ACCESS FM
- Understand how to create a product which is functional, appealing and innovative.

**Big question(s) of the unit:**

How can you successfully communicate your ideas?

**Overview of knowledge, understanding and skills (key concepts):**

- Demonstrate how to draw neatly and accurately.
- Demonstration how to create an innovative idea.

**Big question(s) of the unit:**

How can you use a more advanced range of tools to measure, cut, shape and join materials?

**Overview of knowledge, understanding and skills (key concepts):**

- Create a 'to scale' paper pattern.
- Pinning and cutting out pattern pieces.
- Using the applique technique.
- Using the sewing machine.

**Big question(s) of the unit:**

How can you make sure your finished product is suitable for the target market?

**Overview of knowledge, understanding and skills (key concepts):**

- Understand what a design brief is.
- Understand how to critically evaluate your own ideas and the ideas of other people.

- I can sketch varied design ideas and a final design which is linked to the theme and well rendered.

TEXTILES - COMMUNICATION OF IDEAS

- I can complete a product analysis to understand what needs to be considered when designing a new product.

TEXTILES - DESIGN CONSIDERATIONS

- I can use the sewing machine to straight stitch, create an accurate seam allowance and attach pieces into the seams.

TEXTILES - MANUFACTURING - PHONE STAND

- I can evaluate my work against design criteria.

TEXTILES - EVALUATE

- Develop design ideas using annotated sketches, computer-based tools (design ideas and Lightburn for the laser cutter).

3D DESIGN - COMPUTER AIDED DESIGN

- I can use a wide range of materials, plywood, HIPs plastic and card to produce a small chocolate bar product.

3D DESIGN - MANUFACTURING

- I can analyse the work of past and present professionals.

3D DESIGN - EVALUATE



| 12 WEEK PROGRAMME  | PQEs  |
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| <p>TEXTILES</p> <p><b>Big question(s) of the unit:</b><br/>How can we use visual research to record ideas?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b></p> <ul style="list-style-type: none"> <li>• Research a number of designers/ artists.</li> <li>• Create a mark making sheet with visual inspiration.</li> <li>• Learn and demonstrate a range of textile processes and produce a range of samples.</li> </ul> <p>3D DESIGN</p> <p><b>Big question(s) of the unit:</b><br/>How do we make functional and aesthetic objects using creative and practical skills?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b><br/>Research a number of designers/ artists, select from more materials and techniques and skills to create a range of 3D design processes and produce a range of outcomes.</p> <p>Exploring the following:</p> <ul style="list-style-type: none"> <li>• Cardboard</li> <li>• Craft knife skills</li> <li>• Timber</li> <li>• Clay</li> <li>• Painting</li> <li>• Assembling</li> <li>• Constructing</li> <li>• Tools and machinery in the workshop i.e., sawing, filing, sanding, drilling and surface treatments.</li> </ul> | <ul style="list-style-type: none"> <li>• I can collect research, and use this to identify a theme, then produce drawings and a colour palette from my research.</li> </ul> <p>TEXTILES - RESEARCH</p> <ul style="list-style-type: none"> <li>• I can use a wide range of techniques to create textile samples which are linked to my theme.</li> </ul> <p>TEXTILES - TEXTILE SAMPLING</p> <ul style="list-style-type: none"> <li>• I can research designers and analyse their work. I can experiment with a range of media.</li> </ul> <p>DESIGN IDEAS - 3D DESIGN</p> <ul style="list-style-type: none"> <li>• I can develop an idea which is linked to my research and produce a final outcome.</li> </ul> <p>FINAL PIECE - 3D DESIGN</p> |



| TEXTILES  |   | 3D DESIGN  |   |
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| <p>SKILLS BASED PROJECT - CLOSE UPS<br/>(February- July)</p> <p><b>Big question(s) of the unit:</b><br/>How can you creatively respond to the theme 'close-ups'?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b></p> <ul style="list-style-type: none"> <li>• Create a visual mind map around the theme of 'close ups'.</li> <li>• Taking primary photos.</li> <li>• Create a set of observational drawings from your visual research.</li> <li>• Exploring the work of historical and contemporary artists/designers.</li> <li>• Annotation using artist vocabulary.</li> </ul> <p><b>Big question(s) of the unit:</b><br/>How can you create a personal response to the theme of 'close ups' through textile sampling?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b><br/>Produce a range of observational samples with a range of materials and textile techniques</p> <ul style="list-style-type: none"> <li>• Batik</li> <li>• Tye dye</li> <li>• Brusho inks</li> <li>• Heat transfer paints/ papers</li> <li>• Repeat pattern</li> <li>• Weaving</li> <li>• Slash and stitch</li> <li>• Felting</li> <li>• Fabric collage</li> <li>• Machine embroidery</li> <li>• Stencilling</li> <li>• Screen printing</li> <li>• Block print</li> <li>• Fabric manipulation</li> <li>• Hot textiles</li> <li>• Dye sublimation printing</li> <li>• Dissolvable fabric stitch</li> </ul> <p><b>Big question(s) of the unit:</b><br/>How can you develop your work and create a personal and developed response?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b><br/>Refinement of ideas towards a range of personal outcomes.</p> <p>Produce an individual and refined final response to the theme using a combination of the textile's techniques explored in the skills project (two final samples).</p> | <p>SUSTAINED PHASE OF PROJECT - CLOSE UPS<br/>(February- July)</p> <p><b>Big question(s) of the unit:</b><br/>How can you further develop your ideas to form a personal response to the theme of 'close ups'?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b><br/>For this project - pupils will work on personal projects, transferring schema from previous learning. They will be guided but expected to make independent choices and decisions.</p> <p>Projects will be continuing to develop samples in response to a theme evidencing the journey from initial engagement with an idea(s) to the realisation of intentions. Pupils will combine different textile techniques together.</p> <p>Pupils will research a variety of textile artists/ designers from print, mixed media, embroidery, fashion etc.</p> <p>Pupils will demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding from across their course of study.</p> <p>Pupils will take photographs and collect items of inspiration.</p> | <p>SKILLS PROJECT<br/>(February- July)</p> <p><b>Big question(s) of the unit: Shapes</b><br/>How can you manipulate and explore media and materials using the formal element in response to the theme 'Shapes'?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b><br/>Exploring the work of historical and contemporary artists.</p> <p>To develop observational skills when collecting information and communicating ideas.</p> <p>To complete observational drawings for research exploring the use of: pencils, graphic pens, pen, colouring pencils.</p> <p>Annotation and oracy using artist vocabulary.</p> <p>Refinement of ideas towards a range of personal outcomes using models to demonstrate intentions.</p> <p>Exploring the following:</p> <ul style="list-style-type: none"> <li>• Pencil</li> <li>• Pen (including graphic markers)</li> <li>• Cardboard</li> <li>• Paper</li> <li>• Foam</li> <li>• Timber</li> <li>• Plastic</li> <li>• Clay</li> <li>• CAD/CAM (laser cutter) (sketch up)</li> <li>• Model making</li> <li>• Craft knife skills</li> <li>• Relevant tools and machinery in the workshop i.e. sawing, filing, sanding, drilling and surface treatments.</li> </ul> <p>Use three-dimensional techniques and processes to create a final outcome, that realises personal intentions:</p> <ul style="list-style-type: none"> <li>• Create final design outcome Passive Speaker.</li> </ul> | <p>SUSTAINED PROJECT<br/>(February- July)</p> <p><b>Big question(s) of the unit:</b><br/>How can you manipulate and explore media and materials using the formal element in response to the theme 'Nature' or 'Play'?</p> <p>(Pupils given a choice of which they would like to explore).</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b><br/>Exploring the work of historical and contemporary artists/designers.</p> <p>Observational work from primary/secondary images taken and edited.</p> <p>Refinement of ideas towards a range of personal outcomes.</p> <p>Experimentation creating a range of designs / moquette's using their artist research and primary/secondary sources. Using some of the following techniques and processes:</p> <ul style="list-style-type: none"> <li>• model making</li> <li>• assembling</li> </ul> <p>Use media and materials, as appropriate to their personal intentions, for example:</p> <ul style="list-style-type: none"> <li>• drawing materials</li> <li>• clay</li> <li>• cardboard</li> <li>• CAD/CAM (laser cutter)</li> <li>• foam</li> <li>• wood</li> <li>• metal</li> <li>• plaster</li> <li>• Plastic</li> <li>• Found materials.</li> </ul> |



| TEXTILES  |   | 3D DESIGN  |  |
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| <p>SUSTAINED PHASE<br/>(September-December)</p> <p><b>Big question(s) of the unit:</b><br/>How can you refine your ideas to create a personal response to the theme of 'close ups'?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b><br/>Pupils will produce a range of developed samples using their artist research and primary resources. They could use some of the following techniques:</p> <ul style="list-style-type: none"> <li>• Batik</li> <li>• Tye dye</li> <li>• Brusho inks</li> <li>• Heat transfer paints/ papers</li> <li>• Repeat pattern</li> <li>• Weaving</li> <li>• Slash and stitch</li> <li>• Felting</li> <li>• Fabric collage</li> <li>• Machine embroidery</li> <li>• Stencilling</li> <li>• Screen printing</li> <li>• Block print</li> <li>• Fabric manipulation</li> <li>• Hot textiles</li> <li>• Dye sublimation printing</li> <li>• Dissolvable fabric stitch</li> </ul> <p>Pupils will evaluate samples using self and peer assessment to aid further develop of their project.</p> <p><b>Big question(s) of the unit:</b><br/>How can you develop your ideas into a personal final outcome?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b></p> <ul style="list-style-type: none"> <li>• Create four initial ideas for the final piece with annotation.</li> <li>• Develop one design and develop further, produce a detail drawing and development samples building on previous skills.</li> <li>• Create a final outcome e.g. wall hanging, panelled skirt, corset, lamp shade.</li> </ul> | <p>EXAM PROJECT<br/>(January-May)</p> <p>AQA Externally set exam: Topics TBC</p> <p>Component 2</p> <p>Pupils will transfer skills</p> <p><b>Preparatory period - from January</b></p> <p>Following receipt of the externally set assignment paper, pupils will select one starting point from which to develop their own work.</p> <ul style="list-style-type: none"> <li>• Pupils may discuss their starting points with the teacher.</li> <li>• Preparatory work may be presented in any suitable two- or three-dimensional format such as mounted sheets, sketchbooks, journals, design proposals, models, digital or non-digital presentations.</li> </ul> <p>Pupils must stop work on their preparatory studies as soon as the first period of supervised time starts.</p> <p>There is no restriction on the scale of work, media or material used.</p> | <p>SUSTAINED PROJECT<br/>(September-December)</p> <p><b>Big question(s) of the unit:</b><br/>How can you refine your ideas to create a personal response to the themes of 'Nature/Natural forms, Playful or Futuristic'?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b><br/>Pupils will create a range of designs / moquette's using their artist research and primary resources. They could use some of the following techniques and processes:</p> <ul style="list-style-type: none"> <li>• model making</li> <li>• constructing</li> <li>• surface treatment</li> <li>• assembling</li> <li>• modelling</li> </ul> <p>Use media and materials, as appropriate to their personal intentions, for example:</p> <ul style="list-style-type: none"> <li>• drawing materials</li> <li>• clay</li> <li>• cardboard</li> <li>• CAD/CAM (laser cutter)</li> <li>• foam</li> <li>• wood</li> <li>• metal</li> <li>• plaster</li> <li>• plastic</li> <li>• found materials.</li> </ul> <p>Pupils will evaluate designs using self and peer assessment to aid further develop of their project.</p> <p><b>Big question(s) of the unit:</b><br/>How can you develop your ideas into a final outcome?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b></p> <ul style="list-style-type: none"> <li>• Create four or more design ideas for a final piece with annotation.</li> <li>• Develop favourite design further, based on previous skills taught.</li> <li>• Create final design outcome e.g., Chair or Jeweller box and jewellery.</li> </ul> | <p>EXAM PROJECT<br/>(January-May)</p> <p>AQA Externally set exam: Topics TBC</p> <p>Component 2</p> <p>Pupils will transfer skills.</p> <p><b>Preparatory period - from January</b></p> <p>Following receipt of the externally set assignment paper, pupils will select one starting point from which to develop their own work.</p> <ul style="list-style-type: none"> <li>• Pupils may discuss their starting points with the teacher.</li> <li>• Preparatory work may be presented in any suitable two- or three-dimensional format such as mounted sheets, sketchbooks, journals, design proposals, models, digital or non-digital presentations.</li> </ul> <p>Pupils must stop work on their preparatory studies as soon as the first period of supervised time starts.</p> <p>There is no restriction on the scale of work, media or material used.</p> |