



Curriculum Map

Subject: DT Textiles – Termly rotation

Year Group: 7

| | Autumn 1 / Spring 1 / Summer 1 | Autumn 2 / Spring 2 / Summer 2 |
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| Content Declarative Knowledge – 'Know What' | Learn about DT room Health and safety. Brief: To design and make a cushion. Theme: "Sweet Treats" Artist Link: Wayne Thiebaud. Research Through mood boards and artist research into the theme and artist. Experiment with techniques & Design Fabric crayon & Batik. Develop initial ideas through drawing and planning. Link work to your artist and mood board. Record Through annotation of ideas and written process of sample making. Explain the different fabrics and compositions used and why. Evaluate WWW/EBI sampling in preparation for refinement. | Design Create a final design with refined ideas from sampling and initial design work ensuring a link to the theme and artist's work. Annotate your design work, explaining your design intentions. Make Learn basic machine skills through sewing driving test. Create final cushion fabrics using fabric crayon and batik. Machine stitch construct cushion. Develop hand sewing skills to close up final cushion. Evaluate Evaluate your final outcome. |
| Skills Procedural Knowledge – 'Know How' | Areas of study <ul style="list-style-type: none"> • Work safely in a DT specialist room. • Research and present a visual mood board • Critically analyse artwork using visual language. • Learn how to use fabric crayons and batik. • Create initial design ideas and add annotation. • Gain fabric composition knowledge. | Areas of study <ul style="list-style-type: none"> • Work safely in a DT specialist room. • Refinement of design ideas • Sewing machine driving test • Hand sewing to close a cushion. • Complete a personal final outcome. • Extend annotation and evaluation skills. |
| Key questions | What is visual language? What is a design brief? Name 4 tips to create successful fabric crayon sampling? Why do we create initial designs? What are annotations? | What does refinement mean? What name is given to stitching a corner? What is the tool called to create batik? Why do we annotate our work? What is evaluation? |
| Assessment | Project evidencing the journey Feedback is given through peer and teacher assessment throughout the project. | Project evidencing the journey Feedback is given through peer and teacher assessment throughout the project. |

| | Autumn 1 / Spring 1 / Summer 1 | Autumn 2 / Spring 2 / Summer 2 |
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| Literacy/ Numeracy/ SMSC/ Character | <ul style="list-style-type: none"> • Literacy: Research and write about select artist/movement, Visual language and critical understanding of artwork, Evaluation of own work, Annotation of design intentions. • Numeracy: Create patterns. Work with geometric shapes. Ratios. | <ul style="list-style-type: none"> • Numeracy: Seam allowance work sheet – addition. • Literacy: Evaluation of own work, Annotation of design intentions. |