

# KS3 Textiles Year 9

## Useful links

<https://www.youtube.com/watch?v=OiqzAIIOSZU>

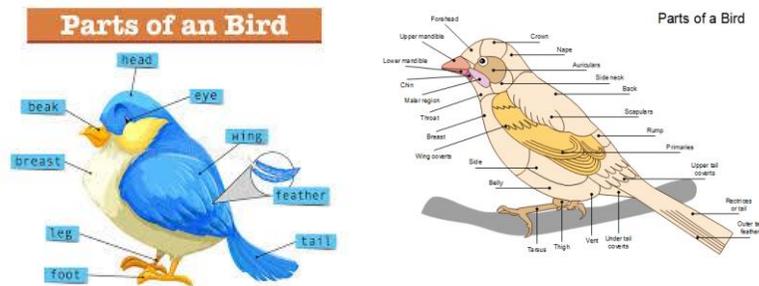
<https://www.youtube.com/watch?v=JULNLrdBiT0>

<b>Big Question / Unit title</b> The develop individual project planning skills.	<b>Term:</b> Taught on rotation over for 8-9-week period.	<b>Number of Hours:</b> 3 hours a week
<b>Sequence of learning:</b> Set out each of the components which lead to the composite. The aim should be to teach each to mastery and fluency for each pupil.		

### **Component 1: How to respond to a design brief**

Introduce to students the design brief with one word, Birds.

Guide the discussion towards a mind map as an outcome of this starting point. Some students will begin to explore all the different types of birds, whilst other may begin to inform you of the parts, neither is wrong at this point to open a discussion.



### **Assessment:**

Students complete a mind map and explore parts of a bird

- 1- Can label 8 or more parts of the bird
- 2- Can label 6 parts of the bird

**3-** Can label 4 parts of the bird  
Can label 2 part of the bird.

## **Component 2: How to study the work of a successful artist?**

### **Compare:**

Students compare the work of two successful artist.

What are the common colours the artist's uses?

What brush techniques have they used? Does it have an impact on the viewer in any way?

### **Thumbnail study:**

Students select two artists to research in greater details. They must produce a section from each artist and produce a study, this does not have to be to scale, and it can that students choose a section to focus on. Student select from three different mediums to begin to inform their preferred style.



## Assessment:

Students complete a table set in their work books exploring comparisons of two artist work

- 1-Comparisons includes 3 similarities, discussion of 2 likes and dislikes forming
- 2-Comparison forming 2 similarities, discussion of 1 like and dislike explored.
- 3-Comparison forming 1 similarity, discussion of 1 like and dislike explored
- 4-Comparison forming 2 similarities, struggles with likes and dislikes.

## Annotation

Students reflect on their own thumb nail students and annotate their drawings. Provide the template to support students elaborate their opinions.

### **Annotating Your Sketchbook**

Use these headings to explain each piece of work you have done in your book.

<b>WHAT?</b>	<b>WHAT IS IT?</b> Explain the piece of work you are annotating. <b>Examples:</b> This is a first-hand drawing that I made of a... This is a series of photographs I took of... This is a collection of visual research about... This is some information I gathered about... This is a copy that I made of a painting by... This is a brainstorm that I put together to...
<b>WHY?</b>	<b>WHY DID YOU MAKE IT?</b> Explain how this piece helps you in your project. <b>Examples:</b> ...to get ideas about... to get me thinking about... to show what I have learned about... to explore the idea of... to examine the shape/form/texture/pattern of... to analyse the style of... to try out the technique of... to practice... to develop my skills in...
<b>HOW?</b>	<b>HOW DID YOU MAKE IT?</b> Explain how you created the piece of work. <b>Examples:</b> I drew it using... I painted it with... I constructed it from... I built it up by collaging... I photographed/drew it from life... I drew/painted it from a photograph... I gathered the images from the internet... I photocopied the images from a book called... I found the information on a site called...
<b>QUALITY</b>	<b>HOW GOOD IS IT?</b> What are you pleased with? What could you improve? <b>Examples:</b> I am pleased with the way I... one good element of this work is... the best feature of this work is... a section of this work that is particularly successful is... I'm not happy with... one area that I could improve is... the least successful part of this work is... I wish that I had...
<b>LEARNING</b>	<b>WHAT DID YOU LEARN?</b> What have you found out? What are your next steps? <b>Examples:</b> I improved my skills in... I got better at working in the style of... I have a better idea of... I have a clearer understanding of... I feel more confident about... Next I will try... To follow this up, I will... To build on this piece of work I hope to...

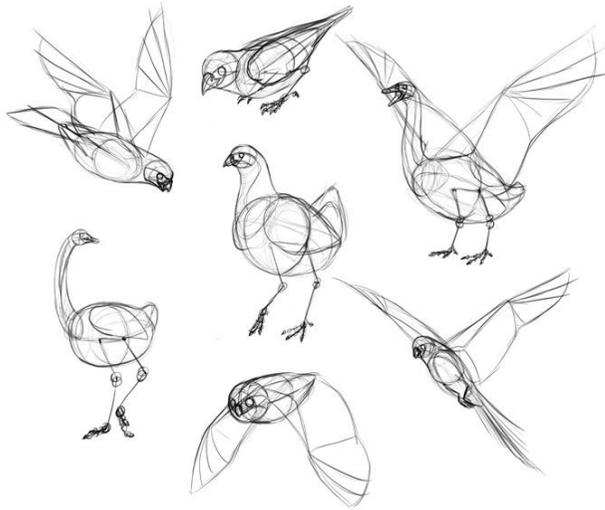
- 1- Selected 4 of the 5 titles, includes explanations and ideas of how they would improve in great detail
- 2- Selected 3 of the 5 titles, includes good explanations and ideas of how they would improve in good detail
- 3- Selected 2 of the 5 titles, includes sound explanations and ideas improvements are limited

Selected 1 of the 5 titles, includes some explanations and ideas of improvement is limited detail

## **Component 3: How do artist work?**

### Drawing

Students sample the work of the artist studies, they create samples if the birds explored from their mind map. Students may require a tracing aid to support them. Use how to draw a bird guide to support the declarative knowledge, parts of a bird.



### **Mix media**

Using a range of media students recreate their bird drawing. It will be ideal at this stage to save time for students to take photocopies of their work to rework for the final planning stage.

### **Refine:**

The best outcomes are refined further, use these samples to reflect and lead to a final planning stage. The mediums explored will require an evaluation to reflect on each. This will help support decision the making process for the planning stage.

### **Assessment**

**Students are provided with drawing template to help generate their own bird drawings inspired from the artists they have compared**

- 1-** Has used the studies of the artist to refine their own interpretation of a bird study using 4 different mix medias
- 2-** Has used the studies of the artist to refine their own interpretation of a bird study using 3 different mix medias

- 3-** Has used the studies of the artist to refine their own interpretation of a bird study using 2 different mix medias
- 4-** Has used the studies of the artist to refine their own interruption of a bird study using 1 different mix medias

#### **Component 4: How do I get to a final piece?**

Guide students to look through samples produces, students select 4 of the mix medias explored to produce a refined outcome. Students should be directed explore these ideas on fabric and not purely draw them to gain a confident idea forming for a final piece.

#### **Assessment**

Students follow the mix media samples produced to help them form their final working ideas.

- 1- I have included 4 techniques and responded to the 4 key questions from the annotation grid
- 2- I have included 3 techniques and responded to the 3 key questions from the annotation grid
- 3- I have included 2 techniques and responded to the 2 key questions from the annotation grid
- 4- I have included 2 techniques and responded to the 2 key questions from the annotation grid

#### **Component 5: Producing a final piece**

Provide students with two sheets of A4 paper, attach these together to form a final piece. Students may wish to complete a final piece on A3 calico.

Much of this component will be led by the students, classroom teacher will facilitate the learning to support with specialist equipment to support the student achieve their final outcome. Provide students individual feedback in the form of a tutorial to ensure students are able to access verbal feedback as lessons unfold. Teacher example below:



Reference to colour wheel, colours that are contrasting, this is a reiteration of Yr7 Art, students should be able to use this knowledge. A reminder will allow students to work more confidently.

### Assessment:

Teacher feedback on the successes of the final piece/ present section of the body of work. The assessment MUST include WWW, EBI and an opportunity for students to improve some of the action points provided.

### Knowledge & vocabulary

### Substantive knowledge (core in BOLD)

- **Design brief, how to respond to one exploring wider contexts associated with the brief.**
- **Artist study, exploring the work of current and artist from a time period to inform ideas around brief**
- **Responding to the work of an artist, analysing findings and forming personal opinions**
- **Experiment and refinement, produce samples of work recreating ideas of the artist's work studied.**
- **Planning for a final piece, using the refinement process, a final idea is formed.**
- **Make, respond to the brief and the research components carried out.**

### Disciplinary knowledge

Students will learn a range of topics surrounding research, respond, refine and make to form an understanding of the processes that are undertaken to produce a final piece. The knowledge taught in Textiles is a combination of Textiles and Art that combines the disciplinary learning from early years. Students will learn to select the appropriate material and mediums as they explore new techniques that allow them to respond to the work of textile and art practitioners. They will be given the opportunity to compare mediums traditional and modern to widen their knowledge. As a result, students will be able to self-reflect and critique their own work verbally and in a written form to produce a final piece.

### **Vocabulary**

- Research - the systematic investigation into and study of materials and sources in order to establish facts and reach new conclusions
- Artisan – worker in a skilled trade, especially one that involves making things by hand
- Comparison - is the act of evaluating two or more things
- Annotation - a note by way of explanation or comment added to a text or diagram
- Sketch/ design - rough or unfinished drawing or painting, often made to assist in making a more finished picture
- Blend - the action of mixing or combining things together
- Manufacture - make (something) on a large-scale using machinery.
- Material - A textile is a flexible material consisting of a network of natural or artificial fibres (yarn or thread). Yarn is produced by spinning raw fibres of wool, flax, cotton, ...
- Sustainable - able to be maintained at a certain rate or level
- Carbon footprint - the amount of carbon dioxide released into the atmosphere as a result of the activities of a particular individual, organization, or community.
- Arts and crafts movement – merged from the attempt to reform design and decoration in mid-19th century Britain, associated with factory production
- Modern - relating to the present or recent times as opposed to the remote past

<p><b>Subject methods and resources</b></p>	<ul style="list-style-type: none"> <li>- PPT to display image examples of the stages of each component.</li> <li>- Photos of products made by students to help the design process.</li> <li>- Calico</li> <li>- Threads</li> <li>- Equipment, un-picker, scissors,</li> <li>- Threads (black / white)</li> <li>- Sewing machines</li> <li>- Bobbins filled</li> <li>- Knowledge organiser</li> <li>- Printed booklets</li> <li>- Links to videos</li> </ul>	<p><b>Prior Knowledge</b></p> <ul style="list-style-type: none"> <li>• Health and safety rules</li> <li>• Recognise parts of the sewing machine</li> <li>• Able to use equipment safely</li> <li>• Sketch loose ideas</li> <li>• Form basic hand sewing skills</li> </ul>	<p>This is the second unit of work over a three-year KS3 curriculum. The prior knowledge has consisted of students learning to operate a sewing machine, recognise specialist textile equipment, produce ideas in a design form, label their ideas and manufacture a final idea.</p> <p>Students will link knowledge taught in Art to help improve the handling of medias</p>
<p><b>Assessment</b> of components and summative assessment of the unit (composite).</p>	<p><u>Components:</u></p> <p>Starters will be used to check knowledge retrieval and pupils will demonstrate prior learning of each component and self-reflect during the manufacturing stage.</p> <p><u>Composite:</u></p> <p>At the end of the unit students will be assessed on their use of mix media skills and the ability to refine as they investigate the artist chosen to study. They will also recall the learning via and</p>	<p>Likely <b>misconceptions</b> and suggested strategies to tackling them</p> <p>Thread Needle Pin</p>	<ul style="list-style-type: none"> <li>- Capture in this section any common subject misconceptions that pupils make.</li> <li>- Follow the N shape of threading on the sewing machine</li> <li>- Needles have an eye, used to sew</li> <li>- Pins have a head, to hold fabric in place</li> <li>- Blending is not harsh application of colour, it is colours that merge into one another</li> <li>- Rendering, colouring in one direction, gradual build-up of colour</li> </ul>

	end of unit assessment and key vocabulary and its definition.		
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