

Welcome to the Fashion & Textiles Department

Our Aims

Fashion & Textiles is just one of the key specialist Design and Technology subjects offered at KS3 in North Oxfordshire Academy. We aim to encourage our students to become young designers. Students are challenged to be innovative and creative when exploring and developing textile based solutions and products for a target market.

Department Information

Fashion Textiles, Graphic Products and Resistant Materials are all key subjects within Design and Technology. We have a dedicated leader of the subject who's specialism is Fashion Textiles. Situated on the ground floor, lessons are taught in a dedicated textile classroom. This classroom is fitted with a data projector and fully interactive whiteboards alongside 2 machine embroiderers, 8 sewing machines, 3 over lockers, 4 tailor's dummies, and heat press with a sublimation printer plus much more. CAD design and manufacture is a key element to the subject both at KS3 and KS4.

Department Staffing

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Textiles Key Stage 3

Key Stage 3 – Textiles

At North Oxfordshire Academy the aim is to make the study of Fashion and Textiles an enjoyable, practical and creative subject for all pupils. Year 7 & 8 Textiles lesson work on a rotation basis with other Design Technology (DT) subjects. Students participate in a 'design and make' project lasting 9 lessons before rotating to another DT area. KS3 lessons are timetabled once a week and students in Year 7 & 8 are taught in their tutor groups.

Year 9 Textile lessons are selected into by students whom choose to participate in a subject taster. This taster works on a rotation with Art as students will participate in a 20 lesson 'design and make' project. At the end of the 'taster' students will take a theory mock exam testing their learning over the project. Final assessment grades will consist of 50% Exam and 50% Practical.

The KS3 syllabus introduces students to Design and Technology and its key concepts and processes. The particular process focus is on new technologies such as CAD/CAM and E-textiles. The concept focus is on designing and making fully functional and aesthetically pleasing products. In Year 7 the 'Mini Mii' project, Year 8 'Graffiti Duffle Bag' and Year 9 'Diwali Electric Lamps'

Students will investigate different materials and components that are suitable for their project which also introduces students to the major equipment and processes in Textiles. The final product will be manufactured from their own design to fit the design brief.

Students will develop an awareness of the importance of CAD/CAM in product development and manufacture. They will develop team working skills. They will become familiar with the correct use of equipment, tools and materials.

Students will develop an understanding of the importance of CAD/CAM and how they can improve the quality of life. They will understand the basic principles involved in electrical components and currents, new technologies and the design process. This will also help to prepare any student optioning a GCSE D&T subject at KS4.

Home Learning

All parents are encouraged to support their child by checking Show My Homework and staff within the faculty set homework regularly for students using this resource.

The department sets one piece of home learning once a week. This works on a 'Home Learning Task Option' sheet which the students can select the task to complete. All tasks are awarded points. Students have a quota of points to collect during the Home Learning course. The Home Learning contributes to their project and overall grade. Home Learning abides by the department and school policies and makes use of the RAG system and diagnostic feedback. Home Learning is set by the teacher on the lesson they have Textiles, this varies depending on class.

Year 7 Textiles Home Learning Task Options

With this piece of home learning, you are aiming to get a minimum of 80 points from the options listed below throughout the 9 week project. You can CHOOSE the pieces that you want to do and you can decide how to best use your time. Some tasks require more work by yourself than others, so they are **worth more points**, but all tasks require **your own research**. If the piece you hand in is not completed as well as it can be, it can get less points. You would then have to do another task or make corrections to your work to reach your 80 points for the project. REMEMBER points make prizes.

<p style="text-align: center;">Task A</p> <p>Create 5 survey questions to ask friends and family. The questions in the survey should relate to a children's toy.</p> <p style="text-align: center;"><i>Grade 3-5 5 points</i></p>	<p style="text-align: center;">Task B</p> <p>Find out the meaning of these words; fibre, yarn, weave, fabric, natural yarn, synthetic yarn</p> <p style="text-align: center;"><i>2 words Grade 3</i> <i>3 words grade 4</i> <i>All words grade 5 5 points</i></p>	<p style="text-align: center;">Task C</p> <p>Highlight 2 questions from the list of 10. 2 that are challenging and 2 that you're really confident in. Answer these 4 questions for your home learning. Write in full sentences.</p> <p style="text-align: center;"><i>Grade 3-6 5 points</i></p>	<p style="text-align: center;">Task D</p> <p>Picture paints a 1000 or 10 words. Students given an image and they need to respond in 10 words to that image.</p> <p style="text-align: center;"><i>Grade 4-6 5 points</i></p>
<p style="text-align: center;">Task E</p> <p>Paper weaving of a plain weave which cotton is constructed from. Use 5 strips of one colour paper and 5 strips from another.</p> <p style="text-align: center;"><i>Grade 3-5 10 points</i></p>	<p style="text-align: center;">Task F</p> <p>Colour in a section of a part of Bayeux tapestry using colour/symbol codes similar to a cross stitch pack (sections make a large year 7 Bayeux tapestry)</p> <p style="text-align: center;"><i>Grade 3-4 10 points</i></p>	<p style="text-align: center;">Task G</p> <p>Invent armour for your prototype mini mii that could be worn in the crusades to protect your body from arrows. Make sure you label your drawings to explain them further.</p> <p style="text-align: center;"><i>Grade 4-6 10 points</i></p>	<p style="text-align: center;">Task H</p> <p>Conduct a product analysis of three products. Using worksheet and ACCESSFM to help you discuss the products.</p> <p style="text-align: center;"><i>Grade 4-6 10 points</i></p>
<p style="text-align: center;">Task I</p> <p>Read an extract from a seamstress working by candlelight. Write an agony aunt reply to the letter.</p> <p style="text-align: center;"><i>Grade 4-6 20points</i></p>	<p style="text-align: center;">Task J</p> <p>Produce a 2-3minutes presentation on a revision topic (list below). The presentation needs to include the keywords and summary of the topic. These will be used as revision for the year 7 mock.</p> <p style="text-align: center;"><i>Topics: sublimation, sewing machine, running stitch, ACCESS FM, weeworld</i> <i>Grade 4-6 20points</i></p>	<p style="text-align: center;">Task K</p> <p>Write a letter to your teacher explaining the hardship of working in a cotton field in medieval Britain</p> <p style="text-align: center;"><i>Grade 4-6 20points</i></p>	<p style="text-align: center;">Task L</p> <p>Imagine you're moving from your country home from working in the fields to working as a dressmaker in a large city. What 4 textile items will you take with you and why.</p> <p style="text-align: center;"><i>Grade 3-5 20points</i></p>

Year 8 Textiles Home Learning Task Options

With this piece of home learning, you are aiming to get a minimum of 80 points from the options listed below throughout the 9 week project. You can CHOOSE the pieces that you want to do and you can decide how to best use your time. Some tasks require more work by yourself than others, so they are **worth more points**, but all tasks require **your own research**. If the piece you hand in is not completed as well as it can be, it can get less points. You would then have to do another task or make corrections to your work to reach your 80 points for the project. REMEMBER points make prizes.

<p style="text-align: center;">Task A</p> <p>Create 5 survey questions to ask friends and family. The questions in the survey should relate to a bag. Use the example questions to help create your own. <i>Grade 3-5 5 points</i></p>	<p style="text-align: center;">Task B</p> <p>Find out the meaning of these words; applique, reverse applique, tie dye, graffiti, surface pattern decoration <i>2 words Grade 3</i> <i>3 words Grade 4</i> <i>All words Grade 5 5 points</i></p>	<p style="text-align: center;">Task C</p> <p>Highlight 2 questions from the list of 10. 2 that are challenging and 2 that you're really confident in. Answer these 4 questions for your home learning. Write in full sentences. <i>Grade 3-6 5 points</i></p>	<p style="text-align: center;">Task D</p> <p>Picture paints a 1000 or 10 words. Students given an image and they need to respond in 10 words to that image. <i>Grade 4-6 5 points</i></p>
<p style="text-align: center;">Task E</p> <p>List the hazards and dangers for children working in a workhouse. Write a precaution for each of the hazards you identify in the image. <i>Grade 3-5 10 points</i></p>	<p style="text-align: center;">Task F</p> <p>Create a flowchart by ordering the statements of how to create an applique. <i>Grade 3-4 10 points</i></p>	<p style="text-align: center;">Task G</p> <p>Invent a new weaving machine that could be used in the industrial revolution to weave cotton yarn. The machine must be safe to use by children. Make sure you label your drawings to explain them further. <i>Grade 4-6 10 points</i></p>	<p style="text-align: center;">Task H</p> <p>Conduct a product analysis of three products. Using worksheet and ACCESSFM to help you discuss the products. <i>Grade 4-6 10 points</i></p>
<p style="text-align: center;">Task I</p> <p>Read an extract from a child working in a workhouse. Write an agony aunt reply to the letter. <i>Grade 4-6 20points</i></p>	<p style="text-align: center;">Task J</p> <p>Produce a 2-3minutes presentation on a revision topic (refer to task worksheet.). The presentation needs to include the keywords and summary of the topic. These will be used as revision for the year 8 mock. <i>Grade 4-6 20points</i></p>	<p style="text-align: center;">Task K</p> <p>Use the statistics provided on the worksheet to create a scatter graph showing the efficiency of weaving cotton. What do you notice from the data? <i>Grade 4-6 20points</i></p>	<p style="text-align: center;">Task L</p> <p>Write an article explaining the differences between modern children and children of the industrial revolution. <i>Grade 3-5 20points</i></p>

Year 9 Textiles Home Learning Task Options

With this piece of home learning, you are aiming to get a minimum of 110 points from the options listed below throughout the 16 lesson project. You can CHOOSE the pieces that you want to do and you can decide how to best use your time. Some tasks require more work by yourself than others, so they are **worth more points**, but all tasks require **your own research**. If the piece you hand in is not completed as well as it can be, it can get less points. You would then have to do another task or make corrections to your work to reach your 140 points for the project. REMEMBER points make prizes.

<p style="text-align: center;">Task A</p> <p>Create a mood board/research mood on Diwali (festival of Lights). Include keywords, images and sketches etc. A4 size is suitable. <i>Grade 5-6 5 points</i></p>	<p style="text-align: center;">Task B</p> <p>Find out the meaning of these words; sublimation, electrical current, LED, cathode, anode <i>2 words Grade 6</i> <i>3 words Grade 7</i> <i>All words Grade 8 5 points</i></p>	<p style="text-align: center;">Task C</p> <p>Create 5 survey questions to ask friends and family. The questions in the survey should relate to the product you are designing. Use the example questions to help create your own. <i>Grade 6-7 5 points</i></p>	<p style="text-align: center;">Task D</p> <p>Picture paints a 1000 or 10 words. Students given an image and they need to respond in 10 words to that image. <i>Grade 5-6 5 points</i></p>
<p style="text-align: center;">Task E</p> <p>List 3 potential customers for your product and state WHY they would buy your product? <i>Grade 6-7 10 points</i></p>	<p style="text-align: center;">Task F</p> <p>Calculate the cost of the product to make it. Use the resources sheet for this task to have a breakdown of materials and prices. <i>Grade 6-7 10 points</i></p>	<p style="text-align: center;">Task G</p> <p>Research what these 3 terms mean (mass production, batch production and one-off production). Which is best suited to your product? <i>Grade 4-6 10 points</i></p>	<p style="text-align: center;">Task H</p> <p>Conduct a product analysis of three products similar to the product you are making. Using ACCESSFM to help you, discuss the products in detail. <i>Grade 7-8 10 points</i></p>
<p style="text-align: center;">Task I</p> <p>Read the 'sustainable' article on sustainability. Evaluate your product and state why it is sustainable or why it isn't sustainable. <i>Grade 7-8 20points</i></p>	<p style="text-align: center;">Task J</p> <p>Produce a 2-3minute presentation on a revision topic (refer to task worksheet). The presentation needs to include the keywords and summary of the topic. These will be used as revision for the year 9 mock. <i>Grade 7-9 20points</i></p>	<p style="text-align: center;">Task K</p> <p>Produce a profit/loss table for your product use the information data sheet to help you. Then answer the question. How many products do you need to sell at £3 to break even? <i>Grade 7-9 20points</i></p>	<p style="text-align: center;">Task L</p> <p>Write an article about your product for an interior design fashion blog. 150-200words. Use the examples of fashion blog articles to give you ideas. <i>Grade 7-9 20points</i></p>

Fashion & Textiles Key Stage 4

Key Stage 4- Fashion and Textiles

Textiles technology at North Oxfordshire Academy builds a foundation for students with an interest in design, interior design or fashion as a career. The first few terms of the course encourages students to experiment with surface pattern decoration, garment construction methods and pattern cutting. Students then undergo a controlled assignment that is constructed of design and make activity. This instills knowledge and skills learnt from the introduction unit and forms 60% of the overall grade in Year 11. Briefs are selected by the teacher with accordance from the examining body Edexcel. Students produce a personal response of study linked to the design brief and work varies from large scale to fashion accessories. Students produce both practical and written work evolving around a variety of sources. Recent coursework submissions have included outdoor children toys, sportswear and couture gowns. The coursework is submitted in February and after this students will partake in revision lessons that with gear them up for the written exam in June/July of Year 11.

This course is primarily linked to fashion textiles and students should have an interest in working with textiles, printmaking, pattern cutting and garment assembly. All students are encouraged to explore and use CAD/CAM and industrial practises and these skills can be applied in many industries. This course opens up the possibility to study or lead to a range of career opportunities. Students find this course is a good foundation course for students wishing to study design at post 16.

Key Stage 4 Programme of study (Timeline)

The GCSE Textiles Technology Syllabus can be found on the Edexcel Website or alternatively click the link: <http://www.edexcel.com/quals/gcse/gcse09/dt/Textiles/Pages/default.aspx>

Year 10 & Year 11

Year 10	Introduction to Textiles
Year 10	Unit 1: Design and make controlled assessment (60%)
Year 11	Completion of Unit 1 and revision for the summer exam

Home Learning

All parents are encouraged to support their child by checking Show My Homework and staff within the faculty set homework regularly for students using this resource. The department set homework on a weekly basis and cover the work completed in class. Students are expected to complete the homework to high standard. Work is assessed by the teacher using feedback and targets for improvement. Students are required to comment on the work and set diagnostic targets to reinforce their learning. To enable students at KS4 to work in their own time please use the link below to provide access to past examination papers and mark schemes.

Year 10 produce a History of Fashion Portfolio that including mood boarding from Ancient Greek through to Modern fashion

Year 11 part take in subject knowledge home learning that builds a revision portfolio for exam