Richard Lander School

Statement of Intent

Every subject maximises the potential of each student, enabling them to become successful learners, confident learners and responsible citizens. We will ensure that all students are well prepared for life and work and keen to make a positive difference to the world they live in.

Textiles

Intent

In Textiles we are dedicated to sharing our breadth of experience and skills with the students of Richard Lander. Our aim is to encourage and inspire our students to be creative and innovative craftsmen, embedding skills that can be taken beyond the classroom teaching them skills for life that will help them to create and repair.

Design and Technology textile students are encouraged to think creatively, solve problems and work productively in teams with independence. We are supporting the development of our future designers through a curriculum which seeks to engage and inspire. We want our students to develop an understanding of the impact of design on daily life, considering their own and others' needs, wants and values.

Skills

The curriculum for Design and Technology will provide students with skills to be honed, a platform, as they move through the school, a toolkit to be applied in and out of the classroom. They will respond to a variety of design contexts, learning how to apply and explore their own ideas through the design, make and evaluate process. Students combine practical and technological skills with creative thinking to design and make a range of products from a variety of materials. Students learn to use current technologies and have opportunities to observe similar processes in industry. In addition, students are challenged to consider the impact of future developments within the textile industry and their impact as designers on the environment. Beyond the curriculum, a range of exciting design based opportunities enable our students to further develop their skills.

Design skills - Through research and exploration students will identify and understand the needs of the intended user, helping them to develop their own design ideas. In addition, they will recognise links between the design industry and their own process of design. Students will write their own specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations. They will develop and communicate design ideas using annotated sketches. Ideas are encouraged to be creative, ambitious and refined, avoiding stereotypical responses.

Making skills - Students will continually develop and improve upon their existing skills, learning how to confidently select from and use specialist tools, techniques, processes, equipment and machinery precisely, this will include computer-aided manufacture. As they progress through their time at Richard Lander, they will learn how to select from and use a wider, more complex range of materials and components, taking into account their properties. Through, self, peer and teacher assessment, students will review and refine their making skills, encouraging them to produce outcomes that are fit for purpose, designed to last through the quality of making.

Evaluating skills - Through team work, existing designs and products are analysed initially to help inform the success of their own design ideas. The work of past and present professionals

and others are used to develop and broaden their understanding. Furthermore, testing and evaluating will help students to refine their ideas and products against a specification, taking into account the views of intended users and other interested groups.

Purpose of Study

Students should develop a critical understanding of design, the impact on daily life and the wider world.

We are ambitious about teaching our students to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world.

Students learn to use current technologies and have opportunities to observe similar processes in industry. In addition, students are challenged to consider the impact of future technological developments and their impact as designers on the environment.

Aims

During Design and Technology lessons at Richard Lander School, students are encouraged to think creatively, solve problems and work productively in teams and with independence. We aim to create a positive working atmosphere within their lessons and in their extended curricular activities. We are supporting the development of our future designers through a curriculum which seeks to engage and inspire.

The national curriculum for design and technology aims to ensure that all students:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- produce creative work, exploring their ideas and recording their experiences
- evaluate and analyse creative works using the language of art, craft and design

- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Assessment

Assessment is used throughout the department by using results from assessment both carried out throughout the year at entry points and in lessons. In lessons we use a variety of assessment techniques from in class tests, satchel quizzes and skills assessments. We then use the results of this to inform our future planning, starter activities and scheme of work adaptation. This enables us to fill any missing gaps in knowledge or common errors, in order to ensure students have a secure knowledge on each topic area or mark band. In KS4 we also use exam and analysis tools to ensure weaker areas on practical assessment topics and mark schemes are covered and all students are aware of topic areas that need further revision and work in class. We use our PPE practical assessment in order to revisit critical content that was of a weaker area ready for the final practical assessment in the summer term.

Rationale

The basis of the knowledge and skills learnt at the start of KS3 is fundamental to underpinning the wider curriculum, to be further explored and developed throughout their KS3 journey.

Students begin to develop a critical understanding of textile design, the impact on daily life. and the wider world. Learning about the work of iconic designers past and present, designs that are fit for purpose, various artistic styles, trends, cultures and traditions that inspire design ideas. Year 7 students are introduced to essential key design words that will support their understanding of the fundamental elements applied to all design subjects and helping them to make the connection between all design subjects regardless of the specialism. On top of this they will design and make a final outcome that will offer them the opportunity to learn hand stitch and use the sewing machine. Students are encouraged to share their own personal creative experiences previous to Richard Lander.

As they continue into year 8 they will build upon their skills and knowledge learnt in year 7, requiring them to apply all the required elements more comprehensively to make further progress and consolidate their understanding. They will learn about the term ‘properties’ again making links to all design, they design a final outcome that will be functional and fit for purpose. They will be required to use more technical fabric to be constructed into a 3D shape, further challenging and stretching their practical skills.

Towards the end of the KS3 journey, we start to look forward to more of the KS4 curriculum. The focus is mostly on the sustainable implications of the textile industry, but by referencing to the impacts of design in general, students will learn about both negative and positive effects. Student understanding is initially communicated through an exam style extended written task, embedding cross curricular GCSE application. Research into the work of a practising successful textile print designer will inspire the year 9 design task. They will learn about the influences behind Fashion trends, including cinema, celebrities, climate, creative explorations, innovations, designs, political, economic, social, and technological, making links to possible career outcomes. The development of their own designs is a response to their research and concentrates mostly on surface decoration techniques, which will also prepare students wanting to further the subject in art & design. The practical skills and knowledge of the design process learnt throughout year 7, 8 and 9 will have prepared students also wanting to further their studies in Design and Technology.

An introductory phase for year 10 students studying art and design textiles, will help to Introduce students to a range of appropriate materials, processes and techniques. This initial guidance will help to build their confidence, as they explore and experiment and begin the process of developing knowledge, understanding and skills. Through a variety of initial skills-based workshops students will develop their own individual avenues of enquiry. Moving on from the 12-week introductory phase students will respond to a given starting point and work on their first sustained project that will assess all of the necessary assessment objectives of component one. They will be expected to design and make a final outcome.

Moving into year 11 students are given a second starting point for a new sustained project, their skills are further developed through workshops, to help them to achieve more ambitious outcomes. The work throughout year 10 and 11 will enable them to apply the necessary skills, confidently and independently to achieve a final outcome at the end of their final 10-hour exam.