

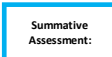




<p>This half term: Skills, Knowledge and Understanding to be developed:</p> <p><u>Students will design engineering outcomes in response to needs, wants or difficulties. Learners become enterprising problem-solvers who are well placed to contribute to society.</u></p> <ul style="list-style-type: none"> • SKILLS: Students will be able to produce and <u>embroidered</u> fleece hat while developing their <u>CAD/CAM</u> and <u>thinking skills</u> and will be able to <u>work independently</u>. • KNOWLEDGE: Students will understand and know the <u>history of hats</u> and <u>uses of hats</u> along with key terminology. • UNDERSTANDING: Students will show their understanding by <u>designing hats</u> and <u>logos</u> which are suitable to be embroidered. 		<p>Key Terms / Words:</p> <p>Brief, Recycling, Environment, Analyse, Data, Sew, Aesthetics, Design, Prepare, Diagrams, Resources, Product, Sewing, Research, Consider, Samples, Drawing, Intricate, Machine, Fleece, Components, Fabric, Anthropometric, Over-locker, Threads, Scissors, Embroidery, Texture, Technology, Accuracy, Ergonomic.</p>	
<p>Week 1 Learning Outcomes:</p> <p>1. Introduction. <i>Students will have opportunities for innovative designing that are beyond the constraints of their practical skills.</i> Students will know the expectations of high standards whilst completing this workbook. Students will be made aware of the brief whilst completing the Introduction page and be given the opportunity to investigate.</p> <ul style="list-style-type: none"> • Students will scan through the set brief and course outline to identify key information. (8.RS5) • Students will work together in highlighting the next steps within the course. (8.OC2) 		<p>Success Criteria:</p> <ol style="list-style-type: none"> 1. Students will be made aware of the importance of high standards. 2. Students will understand the term design brief. 3. Students will be able aware of task set. 	<p>Homework W1</p> <p>Homework:</p> <p>Collect images based on the clients interests for a mood board on Page 3.</p> <p>Grade: _____</p> <p>/15</p>
<p>Week 2 Learning Outcomes:</p> <p>2. Client Research. <i>Students will consider the needs and wants of the end user.</i> Students will be able to study, analyse and record details about their potential customer in a written piece of work on the Client Research page.</p> <ul style="list-style-type: none"> • Students will write in detail about their client by using correct and relevant technical terms, language and expression (8.WL2) • Students will write legibly and fluently ensuring correct use of paragraphs to organise a profile of their client. (8.WS4) <p>3. Anthropometric Data. <i>Students will apply knowledge and skills to make design decisions.</i> Students will know the importance of Anthropometric data and complete the experiment by combining a range of numerical skills.</p> <ul style="list-style-type: none"> • Students will measure on a ruler to the nearest cm (8.M1). • Students will transform the units of the metric system to help interpret the Anthropometric Data. (8.M3) 	<p style="text-align: center;"></p> <p style="text-align: center;">APP1 task: . Literacy Element: Design Specification.</p> <p style="text-align: center;">APP1</p> <p style="text-align: center;">Grade: _____</p> <p style="text-align: center;">/15</p>	<p>Success Criteria:</p> <ol style="list-style-type: none"> 1. Understand the clients needs by creating a written response. 2. Collect a series of data outlining the sizes of heads within the classroom. 	<p>Homework W2</p> <p>Homework:</p>
<p>Week 3 Learning Outcomes:</p> <p>4. Researching Hats. <i>Students will consider different cultures, and contexts to support designing and thinking.</i> Students will know the different types of hats and their purposes, studying more traditional and modern styles by completing the Hats Research page.</p> <ul style="list-style-type: none"> • Students will use this opportunity to research and select suitable designs to present the variety of hat styles and forms. Using a computer software tools to enhance (8.3.2) 		<p>Success Criteria:</p> <ol style="list-style-type: none"> 1. Understand the range of hats available, both past and present. 2. Gain an understanding of the importance of a Design Specification. Students will write their responses clearly, using good literacy 	<p>Homework W3</p> <p>Homework:</p>

<p>Week 4 Learning Outcomes:</p> <p>5. Design Specification. <i>Students will consider the needs and wants of the end user and take into account of environmental and societal impacts.</i> Students will be able to create a detailed Specification in their workbooks commenting on Aesthetics, Customer, Size, Materials, Manufacture, Safety and Environmental issues using the correct terminology.</p> <ul style="list-style-type: none"> • Students will write legibly and fluently a suitable design specification by using correct and relevant technical terms, language and expression. (8.WL2) • Students will be able to discuss which specification points are the most important and why. (8.OL3) <p>6. Design Proposal. <i>Students will apply their creativity and imagination to understand there is often more than one solution.</i> Lessons 6, 7 and 8 are all interlinked. Students will know the purpose of a logo and what makes a successful logo. Students will be able to create a Logo Specification and list and draw some of the most popular logo's.</p> <ul style="list-style-type: none"> • Students will discuss the success or shortcomings of the product with their Peers. (8.OL3) • Students will listen to feedback for peers and record the opinions received. (8.OC2) 		<p>Success Criteria:</p> <ol style="list-style-type: none"> 1. Gain an understanding of the importance of a Design Specification. 2. Students will write their responses clearly, using good literacy skills and correct terminology. 3. Students must communicate clearly and consider their literacy skills within this task. 4. Students must understand the purpose of a logo. 5. Communicate facts clearly in a logical order. 6. Develop a range of high quality sketches. 7. Students must consider their literacy skills within this task. 	<p>Homework W4</p> <p>Homework:</p>
<p>Week 5 Learning Outcomes:</p> <p>7. Logo Proposal. <i>Students will apply their creativity and imagination to understand there is often more than one solution.</i> Lessons 6, 7 and 8 are all interlinked. Students will demonstrate their drawing ability by developing a series of logo possibilities.</p> <ul style="list-style-type: none"> • Students will understand the importance of communicating their design work in the most appropriate manner. (8.WM3) 	<p style="text-align: center;"></p> <p style="text-align: center;"><u>Summative Assessment:</u> <i>Design Element.</i> Logo Development/CAD CAM Page.</p> <p style="text-align: center;"></p> <p style="text-align: center; border: 2px solid red; padding: 10px;">Grade: _____ /30</p>	<ol style="list-style-type: none"> 1. Students must understand the purpose of a logo. 2. Communicate facts clearly in a logical order. 3. Develop a range of high quality sketches. 4. Students must consider their literacy skills within this task. 	<p>Homework W5</p> <p>Homework:</p> <p>Buy or source fabric for the Hat.</p> <p>N.B. Students are encouraged to re-use their left over fleece from their Year 7 project, minimizing cost and waste.</p>
<p>Week 6 Learning Outcomes:</p> <p>8. Logo Proposal. <i>Students will apply their creativity and imagination to understand there is often more than one solution.</i> Lessons 6, 7 and 8 are all interlinked. Students will know by discussing then recording the meaning of CAD/CAM. *Students will then demonstrate their ICT capabilities by creating an outline of the chosen logo- to be scanned on the computer.</p> <ul style="list-style-type: none"> • Students will listen to feedback for peers and record the opinions received. (8.OC2) • Students will develop their understanding of copyright guidelines when creating a logo. (8.1.3) • Students will learn by using JANOME software that they can use the tools to create and enhance text and images. They will also learn how to transform their image into a textile logo product. (8.3.2) <p>9. Initial Ideas. <i>Students will develop design proposals through questioning and evaluating with peers.</i></p>		<p>Success Criteria:</p> <ol style="list-style-type: none"> 1. Students must understand the purpose of a logo. 2. Communicate facts clearly in a logical order. 3. Develop a range of high quality sketches. 4. Students must consider their literacy skills within this task. 5. Students will fully understand the meaning of the terms CAD/CAM. 6. Communicate facts clearly in a logical order. 7. Develop a range of high quality sketches. 	<p>Homework W6</p> <p>Homework:</p>

<p>Students will demonstrate their creative flair by creating two initial hat designs. They will then gain opinions of others. Student will know their shopping lists of resources needed to make the hat.</p> <p>N.B. Students will be encouraged to re-use the left over fleece fabric from Year 7 rather than buy more, wasting money and minimizing waste.</p> <ul style="list-style-type: none"> Students will discuss the success or shortcomings of the product with their Peers. (8.OL3) 		<p>8. Students must consider their literacy skills within this task.</p>	
<p>Week 7 Learning Outcomes:</p> <p>10. Sewing Skills. <i>Student will develop manual dexterity, accuracy, precision, and craftsmanship through the use of tools, utensils, equipment, appropriate materials and ingredients.</i></p> <p>Students will demonstrate their competency using machinery knowing how to thread and control the speed of the machine. Evidence will be in the form of samples on the Sewing Skills Pages.</p>		<p>Success Criteria:</p> <ol style="list-style-type: none"> Students will work in a safe environment. Students will create samples of each skill listed. All samples and facts will be recorded in a logical manner in their workbooks. 	<p>Homework W7</p> <p>Homework:</p>
<p>Week 8 Learning Outcomes:</p> <p>11. Experimental / Sewing Skills. <i>Student will develop manual dexterity, accuracy, precision, and craftsmanship through the use of tools, utensils, equipment, appropriate materials and ingredients.</i></p> <p>Students will demonstrate their competency using machinery knowing how to thread and control the speed of the machine. Students will be able to carry out the experiment regarding appropriate types of stitching, then discuss findings and record in workbooks. Evidence will be in the form of samples on the Sewing Skills Pages.</p> <ul style="list-style-type: none"> Students will learn key terminology and language to develop their understanding of the specialised equipment and machinery. (8.WL2) <p>12. Practical lesson 1 and cutting out Worksheet. <i>Students will safely use appropriate tools, materials, and equipment, to methodically construct purposeful outcomes.</i></p> <p>Students will demonstrate their practical skills by mastering how to pin the hat pattern to the fabric and cut fabric out carefully and prepare for the embroidery using iron on interfacing. Students will also be able draw a lay plan for the cutting out process and label the pattern pieces with the appropriate measurements.</p> <ul style="list-style-type: none"> Students will listen to series of instructions of processes and sequences and will use these to plan their production stages. (8.OL.3) Students will learn how to mark and measure the locations of the templates/pattern pieces. (8.M1) 	<p style="text-align: center;"></p> <p style="text-align: center;">APP1 task: Initial Ideas.</p> <p style="text-align: center;">APP1</p> <div style="border: 2px solid red; padding: 10px; margin: 10px 0;"> <p>Grade: _____</p> <p style="text-align: right; font-size: 1.5em;">/15</p> </div>	<p>Success Criteria:</p> <ol style="list-style-type: none"> Students will work in a safe environment. Students will create samples of each skill listed. All samples and facts will be recorded in a logical manner in their workbooks. Students will follow instructions to produce a high quality hat. 	<p>Homework W8</p> <p>Homework:</p> <p style="text-align: center;">. Nike Worksheet.</p> <p style="text-align: center;">Students will be encouraged to read the information, research and then record their findings.</p> <p style="text-align: center;"><small><i>Literacy Framework:</i> 8.RC3: Can locate, select and use additional information from different sources.</small></p> <p style="text-align: center;">Students will know about the work of designers to inform their own design thinking.</p> <div style="border: 2px solid red; padding: 10px; margin: 10px 0;"> <p>Grade: _____</p> <p style="text-align: right; font-size: 1.5em;">/28</p> </div>
<p>Week 9 Learning Outcomes:</p> <p>13. Practical lesson 2 and Turtle Doves Case Study. <i>Students will safely use appropriate tools, materials, and equipment, to methodically construct purposeful outcomes.</i></p> <p>Students will know how to place their work in the embroidery hoops and embroider their logo design onto their fleece. (limited machines)</p> <p>For those waiting for an embroidery machine: Students will know facts about Turtle Doves (Case Study) and able to complete the worksheet.</p> <ul style="list-style-type: none"> Students will scan through the information on the case study to identify key information. (8.RS5) Students will listen to series of instructions of processes and sequences and will use these to plan their production stages. (8.OL.3) 		<p>Success Criteria:</p> <ol style="list-style-type: none"> Within the Turtle Doves response students will describe the designer/product in detail using good written communication. 	<p>Homework W9</p> <p>Homework:</p>
<p>Week 10 Learning Outcomes:</p> <p>14. Practical lesson 3 and Turtle Doves Case Study.</p>		<p>Success Criteria:</p>	<p>Homework W10</p> <p>Homework:</p>

<p><i>Students will safely use appropriate tools, materials, and equipment, to methodically construct purposeful outcomes.</i> Students will know how to place their work in the embroidery hoops and embroider their logo design onto their fleece. (limited machines)</p> <p>For those waiting for an embroidery machine: Students will know facts about Turtle Doves (Case Study) and able to complete the worksheet.</p> <ul style="list-style-type: none"> Students will scan through the information on the case study to identify key information. (8.RS5) <p>15. Practical lesson 4 and Polartec Case Study. <i>Students will safely use appropriate tools, materials, and equipment, to methodically construct purposeful outcomes.</i> Students will know how to place their work in the embroidery hoops and embroider their logo design onto their fleece. (limited machines)</p> <p>For those waiting for an embroidery machine: Students will know facts about Polartec (Case Study) and able to complete the worksheet.</p> <ul style="list-style-type: none"> Students will scan through the information on the case study to identify key information. (8.RS5) Students will learn how to mark and measure the correct position for the logo in the nearest cm. (8.M1) 		<ol style="list-style-type: none"> Students will follow instructions to produce a high quality hat. Within the Turtle Doves/Polartec response students will describe the designer/product in detail using good written communication. 	
<p>Week 11 Learning Outcomes:</p> <p>16. Practical lesson 5 and Polartec Case Study. <i>Students will safely use appropriate tools, materials, and equipment, to methodically construct purposeful outcomes.</i> Students will demonstrate their ability to sew up their hats using an over-locker and sewing machine.</p> <p>For those waiting for a sewing machine/over-locker: Students will know facts about Polartec (Case Study) and able to complete the worksheet.</p> <ul style="list-style-type: none"> Students will listen to series of instructions of processes and sequences and will use these to plan their production stages. (8.OL.3) 	 <p><u>Summative Assessment:</u> <i>Practical Element:</i> Progress in making their hats.</p> <div style="border: 1px solid blue; padding: 2px; width: fit-content; margin: 5px auto;">Summative Assessment:</div> <div style="border: 2px solid red; padding: 10px; width: fit-content; margin: 10px auto;"> <p>Grade: _____</p> <p style="text-align: center;">/30</p> </div>	<p>Success Criteria:</p> <ol style="list-style-type: none"> Students will follow instructions to produce a high quality hat. Within the Turtle Doves and Polartec response students will describe the designer/product in detail using good written communication. 	<p>Homework W11</p> <p>Homework:</p>
<p>LP – Week 12 Learning Outcomes:</p> <p>17. Practical lesson 6. <i>Students will safely use appropriate tools, materials, and equipment, to methodically construct purposeful outcomes.</i> Students will be able to use their skills and knowledge sew up their hats using zig-zag stitching on the sewing machine and an over-locker around the seams.</p> <ul style="list-style-type: none"> Students will learn the importance of using the technical terms and language when working with specialist equipment. (8.WL2) <p>18. Practical lesson 7. <i>Students will safely use appropriate tools, materials, and equipment, to methodically construct purposeful outcomes.</i> Students will be able to use their skills and knowledge sew up their hats using zig-zag stitching on the sewing machine and an over-locker around the seams.</p> <ul style="list-style-type: none"> Students will learn the importance of using the technical terms and language when working with specialist equipment. (8.WL2) 		<p>Success Criteria:</p> <ol style="list-style-type: none"> Students will record each manufacturing stage in detail considering timings, skills and quality control issues. A high quality final design drawing is needed which is clearly annotated using the key terminology. Students will follow instructions to produce a high quality hat. 	<p>Homework W12</p> <p>Homework:</p>

<p>Week 13 Learning Outcomes:</p> <p>18. Evaluate their products. <i>Students will apply creativity and imagination to understand there is often more than one solution.</i></p> <p>Students will be able to evaluate the product against the original specification outlined on the Design Specification Page and gain the opinions of their peers.</p> <ul style="list-style-type: none"> • Students will discuss with peers the successes and shortcomings of the Product. (8.OC2) • Students will evaluate in detail about successes and failures of their by using correct and relevant technical terms, language and expression. (8.WL2) • Students will write legibly and fluently ensuring correct use of paragraphs to organise their evaluative comments. (8.WS4) 		<ol style="list-style-type: none"> 1. Students must write in a clear, accurate and logical manner. 2. This piece of extended writing must be communicated clearly and in detail. 3. Students will suggest modifications and improvements. 	<p>Homework W13</p> <p>Homework:</p>
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This programme is subject to change.