

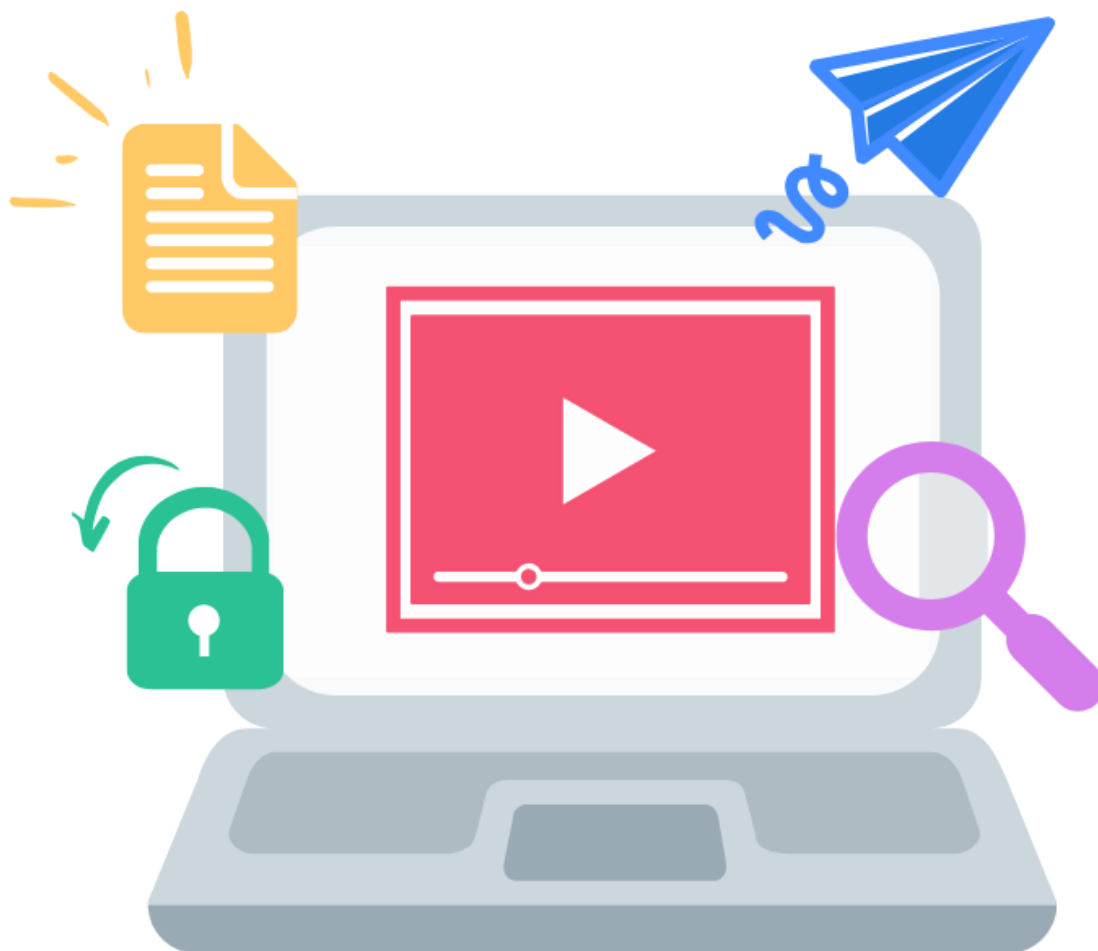
REMOTE LEARNING MODULE

Subject: Design and Technology – Year 8 Textiles

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Subject:	Design and Technology	Teacher (if applicable):	DJB/NLO		
Year:	Year 8	Ability/Class (if applicable):	All Groups		
Module title:	Textiles				
Duration:	2 weeks <input type="checkbox"/>	4 weeks <input type="checkbox"/>	6 weeks <input type="checkbox"/>	8 weeks <input type="checkbox"/>	Other:
Intent					
Intent Statement - at Landau Forte Amington, we believe learning powerful knowledge helps students achieve and creates a fairer society. How are you trying to accomplish this, with this module?					
Providing a KS3 Curriculum which provides students with essential practical life skills to allow them to develop healthy and creative lifestyles. This module introduces students to D&T at KS3 and prepares them with the skills to develop in all areas of the D&T curriculum.					
Aims - what do you want pupils to be able to know and do by the time they finish this module?					
To be able to use/ follow the design process to meet a design brief To be able to identify different types of textiles materials and their origins. To be able to use and explain different decorative techniques					
Academy values – at Landau Forte Amington, we want students to be ambitious, brave and kind. How are these values promoted in this module?					
Ambitious – students are encouraged to strive to produce products which are of the highest quality and push their creativity and skills. Brave – Students are required to be brave when undertaking tasks which require the use of new and interesting tools, equipment and processes in the workshop. Kind – Students are required to work in groups and help each other in this projects. The end user of the product being designed is always considered and the impact on the wider community has to be taken into account.					
Content – what is being covered, ensuring breadth & depth?			National Curriculum/Exam Specification - how does the content link to the NC or Exam Spec?		
Material sources and uses Technical processes – (decorative and functional) Design process (working to a brief, analysing products, creating ideas & developing them, producing high quality products and evaluating the final outcomes)			All points relate to the technical knowledge section of the NC.		

Powerful Knowledge - what powerful knowledge is included in this module? Consider what knowledge is it important for our students to know, so that when they leave school they can engage in and lead discussions, with people from the most advantaged backgrounds?

The ability to use and explain textiles decorative techniques. Knowledge of different types of textiles materials and their origins. Being aware of decorative and constructive techniques that can help them after school to maintain or reuse materials for a more unsustainable future. E.g. Fixing soft furnishings or adding buttons.

Implementation

KEY CONCEPTS

Key Concepts – what are the key concepts being taught?	Progression – how will studying these key concepts support progression to the next academic year, or key stage?
To know how to use decorative techniques To know how to complete research to work towards a design brief To know how to present a design idea To know how to pick suitable materials	These skills can be used for progression into year 9 and eventually into a D&T GCSE qualification

LEARNING

Synchronous – what are the synchronous aspects of the module, including new material taught?	Asynchronous – what are the asynchronous aspects of the module, including deliberate practice?
Technical processes – hand, applique, buttons and seams. Material processes	Carrying out research into their product, creating and developing ideas. Creating detailed instructions for processes that can be used in assessment or for practical when it can return

ENGAGEMENT

Accessibility – how are you going to ensure students without ICT can engage with this module?	Disengagement – how are you going to ensure students who are not engaging with this module are identified and supported?
These lessons have been planned so that students can receive paper versions of this home or in the classroom.	Regular light feedback will highlight any students that are not fully engaging and appropriate contact can be made.

FEEDBACK

End of Module – what is the end of module assessment, which will be used to evaluate the knowledge and skills gained?	Review Points – what takes place at the review points, to monitor the progress of learners and provide feedback, or support?
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1. The final outcome and it's links to the initial designs and brief will be assessed and deep feedback given 2. An assessment will be carried out with short/multiple choice questions and a longer design based question.	2 Weeks	The task analysis and use of ACCESSFMM will be reviewed using a short quiz
	4 Weeks	Design ideas will be assessed with the opportunity for students to apply the feedback to their developments
	6 Weeks	Final design assessed to check for progress from initial design assessment
	8 Weeks	
	Other	

Delivery (please note - a two week remote learning module may only take one lesson cycle)

		1) Lesson Type (remote or blended)	2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
1	Number of lessons in cycle:	Remote (live on MS Teams and remote as study)	List as many products they can think of that are made with textiles materials.	What	How to analyse a design brief and conduct research into existing products
		Blended (live in classroom and remote as study)		Why	So that we are able to design something in the future that is new and innovative. Will be able to present and analyse research
				How	Complete a task analysis and a mood board with existing products (if they have computer access)
		4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	
		Introduction to the new design brief with task analysis – new product/ material Mood board, Task analysis and ACCESSFMM – have previously learning in year 7	Questioning existing knowledge of task analysis points and ACCESSFMM Checking for understanding in plenary	Mood board exemplar Task analysis template with live talk through ACCESSFMM table	
		7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	
		Mood board – students to complete research and present ideas (if they have access to a computer – could be homework) Fill in task analysis – Independent	Light – Teacher led discussion about LO and students self-mark and adjust if he needed.	Review at the start of next live session during questioning	
				Synchronous (live)	
				Asynchronous (remote)	
		1) Lesson Type (remote or blended)	2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
2					

	Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>	Accessfmm – Name each Letter and give explanation	What	To be able to analyse an existing product		
	Blended (live in classroom and remote as study)	<input type="checkbox"/>		Why	To be able using different skills to identify opportunities to make a new innovative product		
				How	A completed product analysis using ACCESSFMM		
Number of lessons in cycle:	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)		Synchronous (live)
	Review ACCESSFMM that was taught in year 7 but was quite a while ago for some. Review areas of challenge – pick areas of misconceptions		<ul style="list-style-type: none"> Cold calling Directed questioning 		<ul style="list-style-type: none"> Example answer Partial answer – depending on ability have sentence starters/ fill in the gaps Teacher model answer Break it down – used to achieve desired answer from students 		
	7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)		Asynchronous (remote)
	<ul style="list-style-type: none"> Everybody writes – have the opportunity to write an answer before they share. Front the writing – students write an initial response and then repeat the question at the end 		Deep – Collect in Product analysis and mark and then redraft Light – If misconceptions are noticed in chat function or work pieces. Teacher can give verbal feedback and students can adjust it straight away with green pen		<ul style="list-style-type: none"> Exit ticket Show me 		
3	1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)		
	Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>	Quiz / LOW STAKES TEST		What	To understand and use decorative techniques	
	Blended (live in classroom and remote as study)	<input type="checkbox"/>	ACCESSFMM recap and questions on decorative techniques		Why	To be able to use these skills to create/ upgrade materials in the future	
					How	By creating different samples and step by step guides	
Number of lessons in	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)		Synchronous (live)
	Previous leaning and new material - some have not covered this at all. Teacher demo/ recorded video. <ul style="list-style-type: none"> Applique knowledge – Demonstration and Name the steps 		Questioning existing knowledge Plan for errors		<ul style="list-style-type: none"> Name the steps – break the task into smaller steps What to do – be precise in what you want from the guide 		

		<ul style="list-style-type: none"> Hand embroidery – Demonstration Name the steps 				Asynchronous (remote)		
		7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)				
		<ul style="list-style-type: none"> Students to write step by step guide of how to create sample Everybody writes – writing answers before they share. Step by step guide for how to create sample. (if possible) Students to create sample. 	Light – identifying positives/errors. Students send in work/ show – highlight positives/ areas for improvement Deep – using criteria – mark the work live.	Could use – Show me (whiteboards, paper or in chat) Quiz/exam question				
4	3	1) Lesson Type (remote or blended)	2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)			Asynchronous (live)	
		Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>	Quiz on material properties and design brief	What	To understand the uses and properties of materials		
		Blended (live in classroom and remote as study)	<input type="checkbox"/>		Why	To be able to make sustainable choices in the future		
			How		To look at both natural and synthetic materials			
	Number of lessons in cycle:		4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)			
			New material – classifications of materials and their uses. Begin with the end – big question. 'Is cotton the best material for kid's toys?'	Directed questioning Cold calling Plan for error	<ul style="list-style-type: none"> Partial answer – fill in the gaps/ multiple choice 			
		7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)				
		Several tasks before extended writing task Front the writing – Get students to answer big question at the start of the lesson and then again after discussion. Talk the answer – go through one students work and let other students self-improve	Light – identifying positives and errors.	Assessment/ quiz / Kahoot				
5		1) Lesson Type (remote or blended)	2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)				

	Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>	Quiz/ low stakes – material properties	What	To create several designs that meet the design brief	
	Blended (live in classroom and remote as study)	<input type="checkbox"/>		Why	To be able to present a design that includes in all information for manufacturing.	
				How	Create several designs that are annotated	
	Number of lessons in cycle:	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	
Previous learning – review concept for some		Cold calling	Teacher model exemplar Sheets with criteria and key words			
7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)			
Students complete designs with annotation – Independent		Light – Student development work shown against criteria – looking for positives/errors Deep feedback on final design	Exam Question			
				Synchronous (live)		
				Asynchronous (remote)		
6	1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)	
	Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>		What		
	Blended (live in classroom and remote as study)	<input type="checkbox"/>		Why		
				How		
	Number of lessons in cycle:	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)	
				Synchronous (live)		
				Asynchronous (remote)		

7	Number of lessons in cycle:	1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)		
		Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>		What		
		Blended (live in classroom and remote as study)	<input type="checkbox"/>		Why		
	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)		Synchronous (live)
	7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)		
						Asynchronous (remote)	

8	Number of lessons in cycle:	1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)		
		Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>		What		
		Blended (live in classroom and remote as study)	<input type="checkbox"/>		Why		
	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)		Synchronous (live)
	7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)		
						Asynchronous (remote)	

9	Number of lessons in cycle:	1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)		
		Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>		What		
		Blended (live in classroom and remote as study)	<input type="checkbox"/>		Why		
	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)		Synchronous (live)
	7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)		
						Asynchronous (remote)	

10	Number of lessons in cycle:	1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)		
		Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>		What		
		Blended (live in classroom and remote as study)	<input type="checkbox"/>		Why		
	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)		Synchronous (live)
	7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)		
						Asynchronous (remote)	