



# Achievement Cycle Overview

## Curriculum: Design & Technology: Textiles

**Excellence.  
No Excuses.**

Year	AC1 – Textiles	AC2 – Textiles	AC3 - Textiles	AC4 - Textiles
10	<p>Topic Overview:Topic Overview: Materials focus: Textiles Context: Understanding User Needs Design Brief: Design and make a <b>Bag for Life</b> for a specific target group.</p> <p>NC links:</p> <p>Design: identify and solve their own design problems and understand how to reformulate problems given to them Make: select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture Evaluate: test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups Technical knowledge: understand and use the properties of materials and the performance of materials and components to achieve functioning solutions</p> <p>GCSE Links:</p> <ul style="list-style-type: none"> <li>• Properties of materials</li> <li>• Fabric and their properties</li> <li>• Product Analysis</li> <li>• Exploring and developing a design idea</li> <li>• Working safely</li> <li>• Production aids</li> <li>• Shaping techniques</li> <li>• Standard components</li> <li>• Developing prototypes</li> <li>• Drawing techniques</li> <li>• Product sustainability</li> <li>• Printing techniques</li> <li>• Joining and Shaping Materials</li> </ul>	<p>Topic Overview:Materials focus: Textiles Context: Understanding User Needs Design Brief: Design and make a <b>mini skirt</b> inspired by Mary Quant</p> <p>NC links:</p> <p><b>Design:</b> identify and solve their own design problems and understand how to reformulate problems given to them <b>Make:</b> select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture <b>Evaluate:</b> test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups <b>Technical knowledge:</b> understand and use the properties of materials and the performance of materials and components to achieve functioning solutions</p> <p>GCSE Links:</p> <ul style="list-style-type: none"> <li>•Properties of materials</li> <li>•Understanding user needs</li> <li>•Product Analysis</li> <li>•Exploring and developing a design idea</li> <li>•Working safely</li> <li>•Production aids</li> <li>•Shaping techniques</li> <li>•Standard components</li> <li>•Developing prototypes</li> <li>•Drawing techniques</li> <li>•CAD/CAM</li> <li>•The work of others</li> <li>•Scales of production</li> <li>•Developments in new materials</li> </ul>	<p>Topic Overview :Materials focus: Textiles Context: Understanding User Needs Design Brief: Design and make an <b>up-cycled product</b> to encourage sustainability</p> <p>NC links:</p> <p><b>Design:</b> identify and solve their own design problems and understand how to reformulate problems given to them <b>Make:</b> select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture <b>Evaluate:</b> test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups <b>Technical knowledge:</b> understand and use the properties of materials and the performance of materials and components to achieve functioning solutions</p> <p>GCSE Links:</p> <ul style="list-style-type: none"> <li>•Properties of materials</li> <li>•Understanding user needs</li> <li>•Product Analysis</li> <li>•Exploring and developing a design idea</li> <li>•Working safely</li> <li>•Production aids</li> <li>•Shaping techniques</li> <li>•Standard components</li> <li>•Developing prototypes</li> <li>•Drawing techniques</li> </ul> <p>Design strategies</p>	<p>Topic Overview</p> <p><b>NEA – Contexts from exam board</b></p> <p>Students to research the contexts and then decide upon a Design brief</p> <p>NC links:</p> <p>GCSE Links:</p> <p>Section A: Identifying &amp; investigating design possibilities (10 marks)</p> <p>Section B: Producing a design brief &amp; specification (10 marks)</p> <ul style="list-style-type: none"> <li>•Understanding user needs</li> <li>•Product Analysis</li> <li>•The work of other designers</li> <li>•Market research</li> <li>•Analysis</li> <li>•Design briefs</li> <li>•Design Specifications</li> <li>•Product sustainability</li> <li>•Social impact</li> <li>•Products in Society</li> </ul> <p>FOR EXAM CONTENT SEE COUNTDOWN PLAN</p>