## (Textiles) Technology Department: Curriculum Overview 2023-24

## **Curriculum Intent:**

We believe that students deserve a Design Technology and Art curriculum which prepares them for the ever-changing world they live in. Our curriculum aims to promote and develop resilient, independent, problem solvers utilising a range of transferable skills, allowing them to become successful members of our wider community.

Our Design Technology and Art faculty comprises the following subjects: Design Technology, Hospitality & Catering, Food Technology, Graphic Design, Art Textiles, Art and Hair and Beauty. In the Design and Technology faculty students combine practical and technological skills with creative thinking to design and make unique outcomes. They learn to use current technologies and consider the impact of future technological developments as well as thinking creatively and solve a range of problems. We are a faculty which draws, develops and implements a range of different disciplines including mathematics, science, engineering, computing, geography, art and embed high quality literacy skills using analysis and evaluation techniques. Through the curriculum, students are actively contributing to the creativity, culture, and well-being of themselves. Students will be working in stimulating contexts that provide a range of opportunities and draw on the local community and wider world. They respond with ideas and products, challenging the ordinary and consider aesthetic, technical, cultural, social, emotional, economic, and environmental issues. Alongside this, students evaluate present and past design, its uses and effects. The Design Technology and Art faculty makes a unique and valuable contribution to the education and preparation for students' future lives for work and leisure. We aim to ensure that our students achieve the best possible experiences to become lifelong learners sharing the same joy of the subject that their teachers have.

	Term 1					
Year 7	Half Term 1	Half Term 2				
	[6 lessons]	[6 lessons]				
Торіс	Sea Life Cushion	Sea Life Cushion				
Skill	Researching Analysing	Researching Analysing				
	Investigating Sketching	Investigating Evaluating				
	Idea generation Modelling	Construction Couching				
	Tie dye Stencilling	Applique Hand stitching				
	Sponging Bondaweb	machine stitching tassles/pompoms				
Content	Design brief	Health and safety				
	Researching theme	Practical textile techniques				
	<ul> <li>Design ideas / effective design skills</li> </ul>	modelling				
	Final design	<ul> <li>Setting up and using the sewing machine</li> </ul>				
	Tie dye	Textile construction methods				
	Modelling	Evaluation				
	Health and safety					
	Practical textile techniques					
	<ul> <li>Setting up and using the sewing machine</li> </ul>					
Prior Knowledge	The Design process	The Design process				
Required						
Feedback Points	Students will receive verbal feedback every lesson.	Students will receive verbal feedback every lesson.				
	They will receive written feedback on:	They will receive written feedback on:				
	Design ideas	Safety task 2				
	Safety task 1	Manufacture of cushion				
Key Questions	What is a Design Brief?	• Can you set up the sewing machine without teacher support?				
	<ul> <li>Who is my target market?</li> </ul>	Can you use the sewing machine safely?				
	<ul> <li>What is an effective design?</li> </ul>	What is a seam allowance?				
	<ul> <li>How do you evaluate your design ideas?</li> </ul>					
	What is a positive image?					
	How do you complete practical work safely?					
Direct Vocab	<i>Pin, Needle</i> , colour, design, fabric, techniques, stencilling, cushion,	Thread, needle, material, scissors, sewing machine, stitch, hand				
Instruction	appliqué, bondaweb, sponging,	stitching, couching, embellishment, construction, evaluate,				
Standardised	Research mood board	Safety task 2				
Homework	Design ideas	Swing ticket				

Final design	Evaluation
Safety task 1	

	Term 1			
Year 8	Half Term 1	Half Term 2		
	[6 lessons]	[6 lessons]		
Торіс	Ski Hat	Ski Hat		
Skill	ResearchingAnalysingInvestigatingSketchingIdea generationModellingStencillingSpongingBondawebAppliquePattern makingMeasuring	ResearchingAnalysingInvestigatingEvaluatingModellingConstructionCouchingAppliqueHand stitchingMachine stitchingTassles/pompomsEmbellishmentPattern makingMeasuring		
Content	<ul> <li>Design brief and researching theme</li> <li>Design ideas – effective design skills</li> <li>Final design</li> <li>Pattern making</li> <li>Health and safety</li> <li>Modelling</li> <li>Practical textile techniques</li> </ul>	<ul> <li>Health and safety</li> <li>Modelling</li> <li>The Cotton industry</li> <li>Practical textile techniques</li> <li>Textile construction methods</li> <li>Evaluation</li> </ul>		
Prior Knowledge Required	The Design process Using the sewing machine Modelling your design ideas	The Design process Using the sewing machine Modelling your design ideas		
Feedback Points	Students will receive verbal feedback every lesson. They will receive written feedback on: • Design ideas	Students will receive verbal feedback every lesson. They will receive written feedback on: • The Cotton Industry • Manufacture of Hat		
Key Questions	<ul> <li>What is a Design Brief and who is my target market?</li> <li>What is a SMART Fabric?</li> <li>What is an effective design?</li> <li>How do you evaluate your design ideas?</li> <li>What is a positive image?</li> </ul>	<ul> <li>How do you complete practical work safely?</li> <li>Can you set up the sewing machine without teacher support?</li> <li>Can you use the sewing machine safely?</li> <li>What is a seam allowance?</li> </ul>		
Direct Vocab Instruction	Design brief, SMART, materials, Stomatex, product, techniques, scissors, fleece, pattern, recycle, environmental, bondaweb, applique, interactive, couching, stitching, embellishment,	techniques, couching, stitching, embellishment, scissors, fleece, pattern, seam allowance, construction, tassles, advertising, evaluate, recycle, environmental, organic, fairtrade		
Standardised Homework	Research SMART Fabric Research mood board Design ideas Research existing products	The cotton Industry Evaluation		

	research the design	work of other artists.	artists. They will	samples, based on	samples, based on	completing their final
	theme. They will also	They will develop a	continue to produce	their design idea, in a	their design idea, in a	sample outcome.
	research into the	final idea and	samples, based on	range of different	range of different	sample outcome.
	work of other artists.	produce samples,	their design idea, in a	techniques and	techniques and	
	They will develop	based on their idea,	range of different	processes. They will	processes. They will	
	their sketching ability	in a range of different	techniques and	also continue to learn	also continue to learn	
	and produce a final	techniques and	processes. They will	how to analyse and	how to analyse and	
	•	•	also continue to learn	evaluate their	evaluate their	
	outcome idea. They	processes. They will also learn how to				
	will then produce		how to analyse and	outcomes in order to	outcomes in order to	
	samples, based on	analyse and evaluate	evaluate their	be able to record	be able to record	
	their idea, in a range	their outcomes in	outcomes in order to	their ideas and	their ideas and	
	of different	order to be able to	be able to record their	observations, visually	observations, visually	
	techniques and	record their ideas and	ideas and	and through written	and through written	
	processes. They will	observations, visually	observations, visually	annotation, using	annotation, using	
	also learn how to	and through written	and through written	appropriate specialist	appropriate specialist	
	analyse and evaluate	annotation, using	annotation, using	vocabulary.	vocabulary.	
	their outcomes in	appropriate specialist	appropriate specialist			
	order to be able to	vocabulary.	vocabulary.			
	record their ideas and					
	observations, visually					
	and through written					
	annotation, using					
	appropriate specialist					
	vocabulary.					
Prior Knowledge	The skills gained and de	•	The skills gained and dev	•	0	eveloped in term 1 and 2,
Required	build a foundation which	ch are extended and	term 1 will build a found	lation which are	will be explored and de	eveloped further, to
	developed further in Yr	9. These skills include:	extended and developed	d further in Yr 9. These	include:	
	The designing proce	SS	skills include:		The designing proce	ess
	Using the sewing ma	achine	<ul> <li>The designing proces</li> </ul>	S	Using the sewing matching the sewing t	achine
	Researching		<ul> <li>Using the sewing ma</li> </ul>	chine	Researching	
	• developing skills in a	number of textile	<ul> <li>Researching</li> </ul>		• developing skills in a	number of textile
	techniques		<ul> <li>developing skills in a r techniques</li> </ul>	number of textile	techniques	

Feedback PointsStudents will receive regular verbal feedback. They will receive written feedback on: • Artist research • overall practical skills demonstrated • use of language to record their ideas and observations. • Final sample outcome.		<ul> <li>Students will receive regular verbal feedback.</li> <li>They will receive written feedback on: <ul> <li>Artist research</li> <li>overall practical skills demonstrated</li> <li>use of language to record their ideas and observations.</li> <li>Final sample outcome.</li> </ul> </li> </ul>		<ul> <li>Students will receive regular verbal feedback.</li> <li>They will receive written feedback on: <ul> <li>Artist research</li> <li>overall practical skills demonstrated</li> <li>use of language to record their ideas and observations.</li> <li>Final sample outcome.</li> </ul> </li> </ul>		
Key Questions	<ul><li>idea further?</li><li>How can you develor each technique?</li><li>How can you improvi</li></ul>	show higher levels of	<ul> <li>How can you develop your skills further in each technique?</li> <li>How can you improve your written analytical ability to show high levels of language being used?</li> </ul>		<ul> <li>How can you develop your skills further in each technique, to show multilayering in your final sample outcome?</li> <li>How can you improve your written analytical ability to show high levels of language being used?</li> </ul>	
Direct Vocab	Sewing machine, analy	se, research, theme,	Sewing machine, analys	se, research, theme,	Sewing machine, analy	yse, research, theme,
Instruction	technique, designer, crashing, printing, polystyrene, lino, machine embroidery, hand embroidery, analysis, colour, tone, shape, texture, pattern.		technique, designer, crashing, printing, polystyrene, lino, machine embroidery, hand embroidery, analysis, colour, tone, shape, texture, pattern.		technique, designer, crashing, printing, polystyrene, lino, machine embroidery, hand embroidery, analysis, colour, tone, shape, texture, pattern.	
Standardised	Researching theme	Artist research	Artist research	Sample/technique	Sample/technique	Sample/technique
Homework	Design idea	Sample/technique analysis	Sample/technique analysis	analysis	analysis	analysis

	Ter	m 1	Те	erm 2	1	Ferm 3
Year 10	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Торіс	Techniques and processes Developing analytical language	Portfolio (60% of GCSE)	Portfolio (60% of GCSE)		Portfolio	(60% of GCSE)
Skill	Students will build upon the skills developed in Yr 9 but extend their knowledge by exploring further in other techniques, materials and process to include working with: • Solufleece • Tyvek • Felt • Silk • Printing • Burning • Monofusion • Weave Students will also develop their written analytical skills to ensure that they have the visual language and critical understanding required for the portfolio area of work.	Students will begin to demonstrate the ability to: • develop and explore their ideas through investigations informed by selecting and critically analysing sources i.e. first-hand photos • refine their ideas as work progresses through experimenting and sampling with media, materials, techniques and processes • record their ideas and observations, visually and through written annotation, using appropriate specialist vocabulary, as their work progresses • use drawing skills for different needs and purposes, • realise personal intentions through the sustained application of the creative process. Students will demonstrate the ability to work creatively with numerous processes and techniques to include: weaving, surface printing embroidery (machine or hand), batik, appliqué and mixed media collage to inspire the development of their ideas. Students will research into the work of another artist, compatible with their chosen theme, and show	the ability to: • develop and expl through investigati selecting and critical sources • refine their ideas through experiment materials, techniqu • record their ideas insights and indepervisually and throug annotation, using and vocabulary, as wort • use drawing skills and purposes, apprecent context in which it • realise personal inthe the sustained application creative process Students will conting creatively with number and techniques to its surface printing error or hand), batik, apprecent Students will also r	ions informed by sally analysing as work progresses nting with media, ues and processes s, observations, endent judgements, gh written appropriate specialist k progresses s for different needs ropriate to the is used intentions through ication of the nue to work merous processes include: weaving, nbroidery (machine pliqué and mixed aspire the eir ideas. refer to the work and cile designer's textile	through investig selecting and cr sources • refine their id progresses thro with media, ma and processes • record their id insights and ind judgements, vis written annotat appropriate spe as work progres • use drawing s needs and purp the context in v • realise persor through the sus of the creative Students will co demonstrate th creatively with and techniques surface printing (machine or hat and mixed med the developments	eability to: explore their ideas gations informed by ritically analysing eas as work ough experimenting terials, techniques deas, observations, lependent sually and through tion, using ecialist vocabulary, sses kills for different osses, appropriate to which it is used hal intentions stained application process ontinue to he ability to work numerous processes to include: weaving,

		evidence of their artist in their own samples.		textile artists, and complete a 3rd artist study.
Content	They will produce a sample for each technique/process, based on their chosen area of study for the portfolio and also learn how to analyse and evaluate their outcomes in order to be able to record their ideas and observations, visually and through written annotation, using appropriate specialist vocabulary.	Students will begin to produce a portfolio of work which will consist of numerous practical samples, which explore the skills, knowledge and understanding of their theme. All work will be presented in a sketchbook with a final practical outcome being produced in term 1 Yr 11. Within the portfolio, students will continually provide evidence of meeting all four assessment objectives. They will show they can: • develop ideas through investigations and demonstrate critical understanding of sources • produce material informed by context that is relevant to the development of their ideas • refine their work by exploring ideas, selecting and experimenting with different media • record their ideas, observations and insights relevant to their intentions as their work progresses • present a personal and meaningful response that realises their intentions.	Students will continue to produce a portfolio of work which will consist of numerous practical samples, which explore the skills, knowledge and understanding in their chosen of study, leading to a final personal outcome produced in term 1 in Yr 11. Within the portfolio, students will continue to provide evidence of meeting all four assessment objectives. They will show they can: • develop ideas through investigations and demonstrate critical understanding of sources from a given starting point • produce material informed by context that is relevant to the development of their ideas • refine their work by exploring ideas, selecting and experimenting with media • record their ideas and observations relevant to their intentions as their work progresses • present a personal and meaningful response that realises their intentions.	Students will continue to produce a portfolio of work which will consist of numerous practical samples, which explore the skills, knowledge and understanding in their chosen of study, leading to a final personal outcome in term 1 in Yr 11. Within the portfolio, students will continue to provide evidence of meeting all four assessment objectives. They will show they can: • develop ideas through investigations and demonstrate critical understanding of sources from a given starting point • produce material informed by context that is relevant to the development of their ideas • refine their work by exploring ideas, selecting and experimenting with media • record their ideas and observations relevant to their intentions as their work progresses • present a personal and meaningful response that realises their intentions.
Prior Knowledge Required	The skills gained and developed in K extended and developed further in Y		The skills gained and developed in KS3 and term 1, will build a foundation which are extended and developed further in Yr 10.	The skills gained and developed in KS3 and term 1 and 2, will build a foundation which are extended and developed further in this term
Feedback Points	Students will receive regular verbal feedback.	Students will receive regular verbal feedback. They will also be given	Students will receive regular verbal feedback. They will also be given	Students will receive regular verbal feedback. They will also be given

Key Questions	<ul> <li>What was successful in your sample?</li> <li>How could you develop your work further?</li> </ul>	<ul> <li>individual written targets per cycle and these will be the focus for study both in lessons and homework time.</li> <li>What was successful in your sample?</li> <li>How could you develop your work further?</li> </ul>	<ul> <li>individual written targets per cycle and these will be the focus for study both in lessons and homework time.</li> <li>What was successful in your sample?</li> <li>How could you develop your work further?</li> </ul>	<ul> <li>individual written targets per cycle and these will be the focus for study both in lessons and homework time.</li> <li>What was successful in your sample?</li> <li>How could you develop your work further?</li> </ul>
Direct Vocab Instruction	Colour, pattern, tone, shade, texture, analyse, evaluate, detail, medium, accentuate, reflects, exuberant, composition, distorts, highlights layers, explores, contrast, emphasises, exaggerate, highlights, illustrates, technique, visually, harmonious, deteriorates,	Colour, pattern, tone, shade, texture, analyse, evaluate, detail, medium, accentuate, reflects, exuberant, composition, distorts, highlights, layers, explores, contrast, emphasises, exaggerate, highlights, illustrates, technique, visually, harmonious, deteriorates, develop, investigate, demonstrate, critical understanding, refine, explore, experiment, media, materials, processes, record, observe, insights, present, respond, intention, visual language.	Colour, pattern, tone, shade, texture, analyse, evaluate, detail, medium, accentuate, reflects, exuberant, composition, distorts, highlights, layers, explores, contrast, emphasises, exaggerate, highlights, illustrates, technique, visually, harmonious, deteriorates, develop, investigate, demonstrate, critical understanding, refine, explore, experiment, media, materials, processes, record, observe, insights, present, respond, intention, visual language	Colour, pattern, tone, shade, texture, analyse, evaluate, detail, medium, accentuate, reflects, exuberant, composition, distorts, highlights, layers, explores, contrast, emphasises, exaggerate, highlights, illustrates, technique, visually, harmonious, deteriorates, develop, investigate, demonstrate, critical understanding, refine, explore, experiment, media, materials, processes, record, observe, insights, present, respond, intention, visual language
Standardised Homework	Homework will focus on analysing and evaluating the successes of each sample created.	The individual targets set, will incorporate activities to be completed as homework.	The individual targets set, will incorporate activities to be completed as homework.	The individual targets set, will incorporate activities to be completed as homework.

		Term 1		Term 2	Tei	rm 3
Year 11	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Торіс	Portfoli	o (60% of GCSE)	Externally set task (E	xam 10 hours) (40% of GCSE)		
Skill	<ul> <li>develop and explore t investigations informed analysing sources</li> <li>refine their ideas as w experimenting with med processes</li> <li>record their ideas, obs independent judgement annotation, using approx work progresses</li> <li>use drawing skills for of appropriate to the conti-</li> <li>realise personal intent application of the creati- Students will continue t work creatively with numbers</li> </ul>	by selecting and critically ork progresses through dia, materials, techniques and servations, insights and ts, visually and through written priate specialist vocabulary, as different needs and purposes, ext in which it is used tions through the sustained ve process o demonstrate the ability to	<ul> <li>awareness of the elem shape, line, scale, colour and/or repetition in relat textile design</li> <li>awareness of intended chosen area of study</li> <li>ability to respond to an working to a brief or ans area(s) of textile design</li> <li>appreciation of the re- and, where applicable, the brief</li> <li>understanding of a var fabric printing, tie-dye and fabric construction; stited quilting and embroidery Students will be assesse context of the content an AO1: Develop ideas thread demonstrating critical un AO2: Refine work by exp experimenting with app techniques and processes AO3: Record ideas, obset to intentions as work pro- AO4: Present a personal</li> </ul>	d on the four objectives in the and skills presented: ough investigations, nderstanding of sources. oloring ideas, selecting and ropriate media, materials, es ervations and insights relevant		
Content	Students will complete work and produce a fination of the second	the sketchbook portfolio of al personal outcome.	Students will be issued v exam board in Jan, whic themes to be used as sta	with a question paper from the h will consist of a choice of five arting points. From this paper, e option for which they will		

	<ul> <li>Within the outcome and portfolio, students will provide evidence of meeting all four assessment objectives.</li> <li>They will show they have: <ul> <li>developed ideas through investigations and demonstrated critical understanding of sources from a given starting point</li> <li>produced material informed by context that is relevant to the development of their ideas</li> <li>refined work by exploring ideas, selecting and experimenting with media appropriate to their chosen specification title and area(s) of study</li> <li>recorded ideas, observations and insights relevant to intentions as work progresses</li> <li>presented a personal and meaningful response that realises intentions.</li> </ul> </li> </ul>	generate an appropriate personal response of one or more artefact(s)/product(s)/personal outcome(s) within a 10-hour supervised exam period. During the preparatory period leading up to the exam, students will research, plan and develop ideas/samples for their theme Preparatory work will be presented in a sketchbook.	
Prior Knowledge Required	The skills gained and developed in KS3 and Yr 10 will build a foundation which are extended and developed further in Yr 11.	The skills gained and developed in KS3 and Yr 10 will build a foundation which are extended and developed further in Yr 11.	
Feedback Points	Students will receive individual written targets per cycle and these will be the focus for study both in lessons and homework time.	Students will receive individual written targets per cycle and these will be the focus for study both in lessons and homework time.	
Key Questions	<ul><li>What was successful in your sample?</li><li>How could you develop your work further?</li></ul>	<ul><li>What was successful in your sample?</li><li>How could you develop your work further</li></ul>	
Direct Vocab Instruction	Colour, pattern, tone, shade, texture, analyse, evaluate, detail, medium, accentuate, reflects, exuberant, composition, distorts, highlights, layers, explores, contrast, emphasises, exaggerate, highlights, illustrates, technique, visually, harmonious, deteriorates, develop, investigate, demonstrate, critical understanding, refine, explore, experiment, media, materials, processes, record, observe, insights, present, respond, intention, visual language	Colour, pattern, tone, shade, texture, analyse, evaluate, detail, medium, accentuate, reflects, exuberant, composition, distorts, highlights, layers, explores, contrast, emphasises, exaggerate, highlights, illustrates, technique, visually, harmonious, deteriorates, develop, investigate, demonstrate, critical understanding, refine, explore, experiment, media, materials, processes, record, observe, insights, present, respond, intention, visual language	
Standardised Homework	The individual targets set, will incorporate activities to be completed as homework.	The individual targets set, will incorporate activities to be completed as homework.	

	Term 1		Те	rm 2	Term 3		
Year 12	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6	
Торіс	Research project		Externally set assignment	(and Mock exam 10 hours)	(Yr 13) Coursewor	k Portfolio (60% of A Level)	
Skill	Students will be required all of the following: • awareness of the eleme as shape, line, scale, colou contrast and/or repetition area(s) of textile design • awareness of intended a their chosen area(s) of tex • ability to respond to an working to a brief or answ chosen area(s) of textile d • appreciation of the rela function and, where appli working to a brief • understanding of a varie such as: fabric printing, m printing, screen printing a and batik; spraying and tr construction; stitching, ap padding, quilting and emb Students will be assessed the context of the conten AO1: Develop ideas throu demonstrating critical uno AO2: Refine work by explo experimenting with approt techniques and processes AO3: Record ideas, observer relevant to intentions as w AO4: Present a personal a that realises intentions an understanding of visual la	nts of textile design, such ar, texture, pattern, a in relation to the chosen audience or purpose for stile design issue, concept or idea, vering a need in the lesign tionship of form and cable, the constraints of ety of textile methods, ono-printing, relief nd laser printing; tie-dye ansfer; fabric opliqué, patchwork, proidery. on the four objectives in t and skills presented: ugh investigations, derstanding of sources. oring ideas, selecting and opriate media, materials, vations and insights work progresses and meaningful response ad demonstrates	of the following: • awareness of the eleme as shape, line, scale, colou contrast and/or repetition area(s) of textile design • awareness of intended a their chosen area(s) of tex • ability to respond to an working to a brief or answ area(s) of textile design • appreciation of the rela function and, where appli working to a brief • understanding of a varie as: fabric printing, mono-	ar, texture, pattern, a in relation to the chosen audience or purpose for tile design issue, concept or idea, vering a need in the chosen tionship of form and cable, the constraints of ety of textile methods, such printing, relief printing, printing; tie-dye and batik; ric construction; stitching, ding, quilting and on the four objectives in t and skills presented: ugh investigations, derstanding of sources. pring ideas, selecting and opriate media, materials, vations and insights vork progresses nd meaningful response id demonstrates	all of the following: • awareness of the essuch as shape, line, spattern, contrast and the chosen area(s) of • awareness of intent their chosen area(s) • ability to respond to working to a brief or chosen area(s) of tex • appreciation of the function and, where working to a brief • understanding of a such as: fabric printing printing, screen printing printing, screen printing of the context of the AO1: Develop ideas demonstrating criticat AO2: Refine work by and experimenting work materials, technique AO3: Record ideas, or relevant to intention AO4: Present a person	aded audience or purpose for of textile design to an issue, concept or idea, answering a need in the stile design e relationship of form and applicable, the constraints of a variety of textile methods, ng, mono-printing, relief ting and laser printing; tie- ing and transfer; fabric ng, appliqué, patchwork, d embroidery. essed on the four objectives content and skills presented: through investigations, al understanding of sources. exploring ideas, selecting with appropriate media, as and processes observations and insights as as work progresses onal and meaningful	

Content	Students will research and investigate an area of study through the creative development of practical pieces. Students will complete one sketchbook, various practical samples and a final practical outcome. Connection with several artists, movements or styles must be included in their work. Students will be introduced to a variety of experiences that explore a range of textile media, processes and techniques. Students will explore the use of drawing for different purposes, and the potential for the use of colour. Students will use a sketchbook to record their work. Students will also explore relevant images, artefacts and resources relating to a range of art, craft and design, from the past and from recent times. Students' responses to these examples must be shown through practical outcomes that demonstrate their understanding of different styles, genres and traditions. Students will be aware of the four assessment objectives to be demonstrated in the context of the content and	Students will be issued with a question paper from the exam board which will consist of a choice of eight questions to be used as starting points. Students are required to select one. Preparatory work will be presented in a sketchbook. Students will then complete 10 hours supervised time. In the 10 hours students will produce a finished informed by their preparatory work. Preparatory work and the work produced during the 10 hours of supervised time will be assessed, as a whole, against the four assessment objectives. Students will be assessed on their ability to work independently, working within the specified time constraints, and developing a personal and meaningful response.	Students will research and investigate into a chosen area of study through the creative development of practical pieces to produce a portfolio of work which will consist of a sketchbook, various practical samples and a final practical outcome. Connection with several artists, movements or styles must be included in their work. Students will use their skills to continue to explore a range of textile media, processes and techniques. Students will also explore relevant images, artefacts and resources relating to a range of art, craft and design, from the past and from recent times. Alongside the portfolio of work students will complete a piece of focused writing which will record the journey of the portfolio. Students will be assessed on the four objectives in the context of the content and skills presented.
Prior Knowledge	skills presented. The skills gained at KS3 and KS4 build a foundation which are extended and developed further at KS5.	The skills gained at KS3 and KS4 build a foundation which are extended and developed further at KS5.	The skills gained at KS3 and KS4 build a foundation which are extended and developed further at KSE
Required Feedback Points	Every lesson student's will receive verbal feedback on their progress and the work they are completing. Written feedback will be given once in the term and will be supported with a 1:1 discussion on areas to improve.	Every lesson student's will receive verbal feedback on their progress and the work they are completing. Feedback and a grade will be given on the outcomes of the assignment	further at KS5. Every lesson student's will receive verbal feedback on their progress and the work they are completing. Verbal feedback will be given.
Key Questions	<ul><li>What is successful within your exploration?</li><li>How could you develop your work further?</li></ul>	<ul><li>What is successful within your exploration?</li><li>How could you develop your work further?</li></ul>	<ul> <li>What is successful within your exploration?</li> <li>How could you develop your work further?</li> </ul>
Direct Vocab Instruction	Develop, investigate, demonstrate, critical understanding, refine, explore, experiment, media, materials, techniques, processes, record, observe,	Develop, investigate, demonstrate, critical understanding, refine, explore, experiment, media, materials, techniques, processes, record, observe,	Develop, investigate, demonstrate, critical understanding, refine, explore, experiment, media, materials, techniques, processes, record,

	insights, present, respond, intention, visual language, analyse.	insights, present, respond, intention, visual language, analyse.	observe, insights, present, respond, intention, visual language, analyse.
Standardised	Students will be set weekly individual targets and	Students will be set weekly individual targets and	Students will be set weekly individual targets and
Homework	these are the focus for study both in lessons and	these are the focus for study both in lessons and	these are the focus for study both in lessons and
	during independent study time.	during independent study time.	during independent study time.

		Term 1	Term 2		Term 3	
Year 13	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Торіс	(Yr 13) Coursew	vork Portfolio (60% of A Level)	Externally set assignm	hent (Exam 15 hours)(40% of A		
CI.:!!	Chudanta will a antinua		Chudanta will be no ovino o	, ,		
Skill	<ul> <li>They will continue to be all of the following:</li> <li>awareness of the elesshape, line, scale, color repetition in relation to a wareness of intender chosen area(s) of texti</li> <li>ability to respond to a brief or answering a design</li> <li>appreciation of the reand, where applicable,</li> <li>understanding of a v fabric printing, mono-printing and laser print transfer; fabric construpt patchwork, padding, q Students will be assess context of the content AO1: Develop ideas the critical understanding AO2: Refine work by enderstanding</li> </ul>	an issue, concept or idea, working to need in the chosen area(s) of textile relationship of form and function , the constraints of working to a brief ariety of textile methods, such as: printing, relief printing, screen ting; tie-dye and batik; spraying and uction; stitching, appliqué, uilting and embroidery. sed on the four objectives in the : and skills presented: nrough investigations, demonstrating of sources. xploring ideas, selecting and	<ul> <li>the following:</li> <li>awareness of the elements shape, line, scale, colour, and/or repetition in relative textile design</li> <li>awareness of intended chosen area(s) of textile</li> <li>ability to respond to an to a brief or answering a textile design</li> <li>appreciation of the reland, where applicable, the brief</li> <li>understanding of a variant fabric printing, mono-priprinting and laser printing and transfer; fabric construction of the content an AO1: Develop ideas throo demonstrating critical units and transfer is a the content and context of the content and context of the content and context of the context o</li></ul>	Level) red to demonstrate skills in all of ements of textile design, such as our, texture, pattern, contrast elation to the chosen area(s) of led audience or purpose for their ile design o an issue, concept or idea, working g a need in the chosen area(s) of relationship of form and function e, the constraints of working to a variety of textile methods, such as: printing, relief printing, screen nting; tie-dye and batik; spraying onstruction; stitching, appliqué, quilting and embroidery. sed on the four objectives in the t and skills presented: hrough investigations,		
	techniques and proces AO3: Record ideas, obs intentions as work pro AO4: Present a person	servations and insights relevant to	experimenting with appr techniques and processe AO3: Record ideas, obser intentions as work progre AO4: Present a personal realises intentions and de	rvations and insights relevant to		
Content		to research and investigate into a		vith a question paper from the		
	chosen area of study t	hrough the creative development of	exam board which will co	onsist of a choice of eight		

	practical pieces to produce a portfolio of work which will	questions to be used as starting points. Students are	
	consist of a sketchbook, various practical samples and a	required to select one.	
	final practical outcome. Connection with several artists,	Preparatory work will be presented in a sketchbook.	
	movements or styles must be included in their work.	Students will then complete 15 hours supervised time. In	
	Students will use their skills to continue to explore a range	the 15 hours students will produce a finished informed by	
	of textile media, processes and techniques. Students will	their preparatory work. Preparatory work and the work	
	also explore relevant images, artefacts and resources	produced during the 15 hours of supervised time will be	
	relating to a range of art, craft and design, from the past	assessed, as a whole, against the four assessment	
	and from recent times. Alongside the portfolio of work	objectives. Students will be assessed on their ability to	
	students will complete a piece of focused writing which	work independently, working within the specified time	
	will record the journey of the portfolio.	constraints, and developing a personal and meaningful	
	Students will be assessed on the four objectives in the	response.	
	context of the content and skills presented.		
Prior	The skills developed and extended in Yr 12 will build the	The skills developed and extended in Yr 12 will build the	
Knowledge	foundation	foundation	
Required			
Feedback	Student's will receive verbal feedback	Student's will receive verbal feedback	
Points			
Кеу	<ul> <li>What is successful within your exploration?</li> </ul>	What is successful within your exploration?	
Questions	<ul> <li>How could you develop your work further?</li> </ul>	<ul> <li>How could you develop your work further?</li> </ul>	
Direct Vocab	Develop, investigate, demonstrate, critical understanding,	Develop, investigate, demonstrate, critical	
Instruction	refine, explore, experiment, media, materials, techniques,	understanding, refine, explore, experiment, media,	
	processes, record, observe, insights, present, respond,	materials, techniques, processes, record, observe,	
	intention, visual language, analyse.	insights, present, respond, intention, visual language,	
		analyse.	
Standardised	Students will be set weekly individual targets and these are	Students will be set weekly individual targets and these	
Homework	the focus for study both in lessons and during independent	are the focus for study both in lessons and during	
	study time.	independent study time.	