

(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.

Year 7	Term 1	
	Half Term 1 [6 lessons]	Half Term 2 [6 lessons]
Topic	Sea Life Cushion	Sea Life Cushion
Skill	Researching Investigating Idea generation Tie dye Sponging Analysing Sketching Modelling Stencilling Bondaweb	Researching Investigating Construction Applique machine stitching Analysing Evaluating Couching Hand stitching tassles/pompoms
Content	<ul style="list-style-type: none"> • Design brief • Researching theme • Design ideas / effective design skills • Final design • Tie dye • Modelling • Health and safety • Practical textile techniques • Setting up and using the sewing machine 	<ul style="list-style-type: none"> • Health and safety • Practical textile techniques • modelling • Setting up and using the sewing machine • Textile construction methods • Evaluation
Prior Knowledge Required	The Design process	The Design process
Feedback Points	Students will receive verbal feedback every lesson. They will receive written feedback on: <ul style="list-style-type: none"> • Design ideas • Safety task 1 	Students will receive verbal feedback every lesson. They will receive written feedback on: <ul style="list-style-type: none"> • Safety task 2 • Manufacture of cushion
Key Questions	<ul style="list-style-type: none"> • What is a Design Brief? • Who is my target market? • What is an effective design? • How do you evaluate your design ideas? • What is a positive image? • How do you complete practical work safely? 	<ul style="list-style-type: none"> • Can you set up the sewing machine without teacher support? • Can you use the sewing machine safely? • What is a seam allowance?
Direct Vocab Instruction	Pin, Needle , colour, design, fabric, techniques, stencilling, cushion, appliqué, bondaweb, sponging,	Thread, needle, material, scissors, sewing machine, stitch, hand stitching, couching, embellishment, construction, evaluate ,
Standardised Homework	Research mood board Design ideas	Safety task 2 Swing ticket

	Final design Safety task 1	Evaluation
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Year 8	Term 1			
	Half Term 1 [6 lessons]		Half Term 2 [6 lessons]	
Topic	Ski Hat		Ski Hat	
Skill	Researching Investigating Idea generation Stencilling Bondaweb Pattern making	Analysing Sketching Modelling Sponging Applique Measuring	Researching Investigating Modelling Couching Hand stitching Tassles/pompoms Pattern making	Analysing Evaluating Construction Applique Machine stitching Embellishment Measuring
Content	<ul style="list-style-type: none"> • Design brief and researching theme • Design ideas – effective design skills • Final design • Pattern making • Health and safety • Modelling • Practical textile techniques 		<ul style="list-style-type: none"> • Health and safety • Modelling • The Cotton industry • Practical textile techniques • Textile construction methods • Evaluation 	
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: <ul style="list-style-type: none"> • Design ideas 		Students will receive verbal feedback every lesson. They will receive written feedback on: <ul style="list-style-type: none"> • The Cotton Industry • Manufacture of Hat 	
Key Questions	<ul style="list-style-type: none"> • What is a Design Brief and who is my target market? • What is a SMART Fabric? • What is an effective design? • How do you evaluate your design ideas? • What is a positive image? 		<ul style="list-style-type: none"> • How do you complete practical work safely? • Can you set up the sewing machine without teacher support? • Can you use the sewing machine safely? • What is a seam allowance? 	
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	

Year 9	Term 1		Term 2		Term 3	
	Half Term 1 [4 lessons]	Half Term 2 [4 lessons]	Half Term 3 [3 lessons]	Half Term 4 [3 lessons]	Half Term 5 [4 lessons]	Half Term 6 [4 lessons]
Topic	Time	Time	Time	Time	Time	Time
Skill	<p>Students will build upon the skills developed in Yr 7/8 but develop their knowledge in art textiles by exploring in other techniques, materials and process to include working with:</p> <ul style="list-style-type: none"> • Mark making • Crashing/ couching • Batik • Tyvek/burning • Freehand stitching • Applique/ reverse applique • Embroidery – hand and machine stitching • Print – lino/polystyrene <p>Students will also develop their written analytical skills to ensure that they are beginning to use visual language.</p>	<p>Students will continue to build upon the skills developed in Yr 7/ 8 but develop their knowledge in art textiles by exploring in other techniques, materials and process to include working with:</p> <ul style="list-style-type: none"> • Mark making • Crashing/ couching • Batik • Tyvek/burning • Freehand stitching • Applique/ reverse applique • Embroidery – hand and machine stitching • Print – lino/polystyrene <p>Students will also develop their written analytical skills to ensure that they are beginning to use visual language.</p>	<p>Students will continue to build upon the skills from Term 1, by developing their knowledge in art textiles, by exploring in other techniques, materials and process to include working with:</p> <ul style="list-style-type: none"> • Mark making • Crashing/couching • Batik • Tyvek/burning • Freehand stitching • Applique/ reverse applique • Embroidery – hand and machine stitching • Print – lino/polystyrene <p>Students will also develop their written analytical skills to ensure that they are beginning to use visual language.</p>	<p>Students will continue to build upon the skills from Term 1, by developing and extending their knowledge in art textiles, by exploring in other techniques, materials and process to include working with:</p> <ul style="list-style-type: none"> • Mark making • Crashing/ couching • Batik • Tyvek/burning • Freehand stitching • Applique/ reverse applique • Embroidery – hand and machine stitching • Print – lino/polystyrene <p>Students will also develop their written analytical skills to ensure that they are beginning to use visual language.</p>	<p>Students will begin to produce their final sample outcome using the techniques learnt in term 1 and 2:</p> <ul style="list-style-type: none"> • Mark making • Crashing/ couching • Batik • Tyvek/burning • Freehand stitching • Applique/ reverse applique • Embroidery – hand and machine stitching • Print – lino/polystyrene 	<p>Students will complete their final sample outcome using the techniques learnt in term 1 and 2:</p> <ul style="list-style-type: none"> • Mark making • Crashing/couching • Batik • Tyvek/burning • Freehand stitching • Applique/ reverse applique • Embroidery – hand and machine stitching • Print – lino/polystyrene
Content	Students will investigate and	Students will research into the	Students will research into the work of other	Students will continue to produce	Students will continue to produce	Student will work independently on

	research the design theme. They will also research into the work of other artists. They will develop their sketching ability and produce a final outcome idea. They will then produce samples, based on their idea, in a range of different techniques and processes. They will 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.	work of other artists. They will develop a final idea and produce samples, based on their idea, in a range of different techniques and processes. They will 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.	artists. They will continue to produce samples, based on their design idea, in a range of different techniques and processes. They will also continue to 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.	samples, based on their design idea, in a range of different techniques and processes. They will also continue to 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.	samples, based on their design idea, in a range of different techniques and processes. They will also continue to 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.	completing their final sample outcome.
Prior Knowledge Required	The skills gained and developed in Yr 7/8 will build a foundation which are extended and developed further in Yr 9. These skills include: <ul style="list-style-type: none"> • The designing process • Using the sewing machine • Researching • developing skills in a number of textile techniques 	The skills gained and developed in Yr 7/8 and term 1 will build a foundation which are extended and developed further in Yr 9. These skills include: <ul style="list-style-type: none"> • The designing process • Using the sewing machine • Researching • developing skills in a number of textile techniques 	The skills gained and developed in term 1 and 2, will be explored and developed further, to include: <ul style="list-style-type: none"> • The designing process • Using the sewing machine • Researching • developing skills in a number of textile techniques 			

Feedback Points	Students will receive regular verbal feedback. They will receive written feedback on: <ul style="list-style-type: none"> • Artist research • overall practical skills demonstrated • use of language to record their ideas and observations. • Final sample outcome. 		Students will receive regular verbal feedback. They will receive written feedback on: <ul style="list-style-type: none"> • Artist research • overall practical skills demonstrated • use of language to record their ideas and observations. • Final sample outcome. 		Students will receive regular verbal feedback. They will receive written feedback on: <ul style="list-style-type: none"> • Artist research • overall practical skills demonstrated • use of language to record their ideas and observations. • Final sample outcome. 	
Key Questions	<ul style="list-style-type: none"> • How can you develop your final sample idea further? • How can you develop your skills further in each technique? • How can you improve your written analytical ability to show higher levels of language being used? 		<ul style="list-style-type: none"> • How can you develop your skills further in each technique? • How can you improve your written analytical ability to show high levels of language being used? 		<ul style="list-style-type: none"> • How can you develop your skills further in each technique, to show multilayering in your final sample outcome? • How can you improve your written analytical ability to show high levels of language being used? 	
Direct Vocab Instruction	Sewing machine, analyse, research, theme, technique, designer, crashing, printing, polystyrene, lino, machine embroidery, hand embroidery, analysis, colour, tone, shape, texture, pattern.		Sewing machine, analyse, research, theme, technique, designer, crashing, printing, polystyrene, lino, machine embroidery, hand embroidery, analysis, colour, tone, shape, texture, pattern.		Sewing machine, analyse, research, theme, technique, designer, crashing, printing, polystyrene, lino, machine embroidery, hand embroidery, analysis, colour, tone, shape, texture, pattern.	
Standardised Homework	Researching theme Design idea	Artist research Sample/technique analysis	Artist research Sample/technique analysis	Sample/technique analysis	Sample/technique analysis	Sample/technique analysis

Year 10	Term 1		Term 2		Term 3	
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	Techniques and processes Developing analytical language	Portfolio (60% of GCSE)	Portfolio (60% of GCSE)		Portfolio (60% of GCSE)	
Skill	<p>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:</p> <ul style="list-style-type: none"> • Solufleece • Tyvek • Felt • Silk • Printing • Burning • Monofusion • Weave <p>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.</p>	<p>Students will begin to demonstrate the ability to:</p> <ul style="list-style-type: none"> • 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. <p>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</p>	<p>Students will continue to demonstrate the ability to:</p> <ul style="list-style-type: none"> • develop and explore their ideas through investigations informed by selecting and critically analysing sources • refine their ideas as work progresses through experimenting with media, materials, techniques and processes • record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses • use drawing skills for different needs and purposes, appropriate to the context in which it is used • realise personal intentions through the sustained application of the creative process <p>Students will continue 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 also refer to the work and approaches of textile designer's textile artists, and complete another artist study.</p>		<p>Students will continue to demonstrate the ability to:</p> <ul style="list-style-type: none"> • develop and explore their ideas through investigations informed by selecting and critically analysing sources • refine their ideas as work progresses through experimenting with media, materials, techniques and processes • record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses • use drawing skills for different needs and purposes, appropriate to the context in which it is used • realise personal intentions through the sustained application of the creative process <p>Students will continue to 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 also refer to the work and approaches of textile designer's</p>	

		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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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 KS3 will build a foundation which are extended and developed further in Yr 10.		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

		individual written targets per cycle and these will be the focus for study both in lessons and homework time.	individual written targets per cycle and these will be the focus for study both in lessons and homework time.	individual written targets per cycle and these will be the focus for study both in lessons and homework time.
Key Questions	<ul style="list-style-type: none"> What was successful in your sample? How could you develop your work further? 	<ul style="list-style-type: none"> What was successful in your sample? How could you develop your work further? 	<ul style="list-style-type: none"> What was successful in your sample? How could you develop your work further? 	<ul style="list-style-type: none"> What was successful in your sample? How could you develop your work further?
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.

Year 11	Term 1		Term 2		Term 3	
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	Portfolio (60% of GCSE)		Externally set task (Exam 10 hours) (40% of GCSE)			
Skill	<p>Students will continue to demonstrate the ability to:</p> <ul style="list-style-type: none"> • develop and explore their ideas through investigations informed by selecting and critically analysing sources • refine their ideas as work progresses through experimenting with media, materials, techniques and processes • record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses • use drawing skills for different needs and purposes, appropriate to the context in which it is used • realise personal intentions through the sustained application of the creative process <p>Students will continue to demonstrate the ability to work creatively with numerous processes and techniques to inspire the development of their ideas.</p>		<p>Students will demonstrate skills in all of the following:</p> <ul style="list-style-type: none"> • awareness of the elements of textile design, such as shape, line, scale, colour, texture, pattern, contrast and/or repetition in relation to the chosen area(s) of textile design • awareness of intended audience or purpose for their chosen area of study • ability to respond to an issue, concept or idea, working to a brief or answering a need in the chosen area(s) of textile design • appreciation of the relationship of form and function and, where applicable, the constraints of working to a brief • understanding of a variety of textile methods, such as: fabric printing, tie-dye and batik; spraying and transfer; fabric construction; stitching, appliqué, padding, quilting and embroidery. <p>Students will be assessed on the four objectives in the context of the content and skills presented:</p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</p> <p>AO3: Record ideas, observations and insights relevant to intentions as work progresses</p> <p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>			
Content	Students will complete the sketchbook portfolio of work and produce a final personal outcome.		Students will be issued with a question paper from the exam board in Jan, which will consist of a choice of five themes to be used as starting points. From this paper, students will choose one option for which they will			

	<p>Within the outcome and portfolio, students will provide evidence of meeting all four assessment objectives. They will show they have:</p> <ul style="list-style-type: none"> • developed ideas through investigations and demonstrated critical understanding of sources from a given starting point • produced material informed by context that is relevant to the development of their ideas • refined work by exploring ideas, selecting and experimenting with media appropriate to their chosen specification title and area(s) of study • recorded ideas, observations and insights relevant to intentions as work progresses • presented a personal and meaningful response that realises intentions. 	<p>generate an appropriate personal response of one or more artefact(s)/product(s)/personal outcome(s) within a 10-hour supervised exam period.</p> <p>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.</p>		
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 style="list-style-type: none"> • What was successful in your sample? • How could you develop your work further? 	<ul style="list-style-type: none"> • What was successful in your sample? • How could you develop your work further 		
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.		

Year 12	Term 1		Term 2		Term 3	
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	Research project		Externally set assignment (and Mock exam 10 hours)		(Yr 13) Coursework Portfolio (60% of A Level)	
Skill	<p>Students will be required to demonstrate skills in all of the following:</p> <ul style="list-style-type: none"> • awareness of the elements of textile design, such as shape, line, scale, colour, texture, pattern, contrast and/or repetition in relation to the chosen area(s) of textile design • awareness of intended audience or purpose for their chosen area(s) of textile design • ability to respond to an issue, concept or idea, working to a brief or answering a need in the chosen area(s) of textile design • appreciation of the relationship of form and function and, where applicable, the constraints of working to a brief • understanding of a variety of textile methods, such as: fabric printing, mono-printing, relief printing, screen printing and laser printing; tie-dye and batik; spraying and transfer; fabric construction; stitching, appliqué, patchwork, padding, quilting and embroidery. <p>Students will be assessed on the four objectives in the context of the content and skills presented:</p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</p> <p>AO3: Record ideas, observations and insights relevant to intentions as work progresses</p> <p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>		<p>Students will be required to demonstrate skills in all of the following:</p> <ul style="list-style-type: none"> • awareness of the elements of textile design, such as shape, line, scale, colour, texture, pattern, contrast and/or repetition in relation to the chosen area(s) of textile design • awareness of intended audience or purpose for their chosen area(s) of textile design • ability to respond to an issue, concept or idea, working to a brief or answering a need in the chosen area(s) of textile design • appreciation of the relationship of form and function and, where applicable, the constraints of working to a brief • understanding of a variety of textile methods, such as: fabric printing, mono-printing, relief printing, screen printing and laser printing; tie-dye and batik; spraying and transfer; fabric construction; stitching, appliqué, patchwork, padding, quilting and embroidery. <p>Students will be assessed on the four objectives in the context of the content and skills presented:</p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</p> <p>AO3: Record ideas, observations and insights relevant to intentions as work progresses</p> <p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>		<p>Students will be required to demonstrate skills in all of the following:</p> <ul style="list-style-type: none"> • awareness of the elements of textile design, such as shape, line, scale, colour, texture, pattern, contrast and/or repetition in relation to the chosen area(s) of textile design • awareness of intended audience or purpose for their chosen area(s) of textile design • ability to respond to an issue, concept or idea, working to a brief or answering a need in the chosen area(s) of textile design • appreciation of the relationship of form and function and, where applicable, the constraints of working to a brief • understanding of a variety of textile methods, such as: fabric printing, mono-printing, relief printing, screen printing and laser printing; tie-dye and batik; spraying and transfer; fabric construction; stitching, appliqué, patchwork, padding, quilting and embroidery. <p>Students will be assessed on the four objectives in the context of the content and skills presented:</p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</p> <p>AO3: Record ideas, observations and insights relevant to intentions as work progresses</p> <p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	

Content	<p>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.</p> <p>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 skills presented.</p>	<p>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.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>Students will be assessed on the four objectives in the context of the content and skills presented.</p>
Prior Knowledge Required	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 KS5.
Feedback Points	<p>Every lesson student's will receive verbal feedback on their progress and the work they are completing.</p> <p>Written feedback will be given once in the term and will be supported with a 1:1 discussion on areas to improve.</p>	<p>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</p>	<p>Every lesson student's will receive verbal feedback on their progress and the work they are completing.</p> <p>Verbal feedback will be given.</p>
Key Questions	<ul style="list-style-type: none"> What is successful within your exploration? How could you develop your work further? 	<ul style="list-style-type: none"> What is successful within your exploration? How could you develop your work further? 	<ul style="list-style-type: none"> What is successful within your exploration? How could you develop your work further?
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 Homework	Students will be set weekly individual targets and these are the focus for study both in lessons and during independent study time.	Students will be set weekly individual targets and these are the focus for study both in lessons and during independent study time.	Students will be set weekly individual targets and these are the focus for study both in lessons and during independent study time.

Year 13	Term 1		Term 2		Term 3	
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	(Yr 13) Coursework Portfolio (60% of A Level)		Externally set assignment (Exam 15 hours)(40% of A Level)			
Skill	<p>Students will continue with the portfolio started in Yr 12. They will continue to be required to demonstrate skills in all of the following:</p> <ul style="list-style-type: none"> • awareness of the elements of textile design, such as shape, line, scale, colour, texture, pattern, contrast and/or repetition in relation to the chosen area(s) of textile design • awareness of intended audience or purpose for their chosen area(s) of textile design • ability to respond to an issue, concept or idea, working to a brief or answering a need in the chosen area(s) of textile design • appreciation of the relationship of form and function and, where applicable, the constraints of working to a brief • understanding of a variety of textile methods, such as: fabric printing, mono-printing, relief printing, screen printing and laser printing; tie-dye and batik; spraying and transfer; fabric construction; stitching, appliqué, patchwork, padding, quilting and embroidery. <p>Students will be assessed on the four objectives in the context of the content and skills presented:</p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</p> <p>AO3: Record ideas, observations and insights relevant to intentions as work progresses</p> <p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>		<p>Students will be required to demonstrate skills in all of the following:</p> <ul style="list-style-type: none"> • awareness of the elements of textile design, such as shape, line, scale, colour, texture, pattern, contrast and/or repetition in relation to the chosen area(s) of textile design • awareness of intended audience or purpose for their chosen area(s) of textile design • ability to respond to an issue, concept or idea, working to a brief or answering a need in the chosen area(s) of textile design • appreciation of the relationship of form and function and, where applicable, the constraints of working to a brief • understanding of a variety of textile methods, such as: fabric printing, mono-printing, relief printing, screen printing and laser printing; tie-dye and batik; spraying and transfer; fabric construction; stitching, appliqué, patchwork, padding, quilting and embroidery. <p>Students will be assessed on the four objectives in the context of the content and skills presented:</p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</p> <p>AO3: Record ideas, observations and insights relevant to intentions as work progresses</p> <p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>			
Content	Students will continue to research and investigate into a chosen area of study through the creative development of		Students will be issued with a question paper from the exam board which will consist of a choice of eight			

	<p>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.</p>	<p>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 15 hours supervised time. In the 15 hours students will produce a finished informed by their preparatory work. Preparatory work and the work produced during the 15 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.</p>	
Prior Knowledge Required	The skills developed and extended in Yr 12 will build the foundation	The skills developed and extended in Yr 12 will build the foundation	
Feedback Points	Student's will receive verbal feedback	Student's will receive verbal feedback	
Key Questions	<ul style="list-style-type: none"> What is successful within your exploration? How could you develop your work further? 	<ul style="list-style-type: none"> What is successful within your exploration? How could you develop your work further? 	
Direct Vocab Instruction	Develop, investigate, demonstrate, critical understanding, refine, explore, experiment, media, materials, techniques, processes, record, observe, insights, present, respond, intention, visual language, analyse.	Develop, investigate, demonstrate, critical understanding, refine, explore, experiment, media, materials, techniques, processes, record, observe, insights, present, respond, intention, visual language, analyse.	
Standardised Homework	Students will be set weekly individual targets and these are the focus for study both in lessons and during independent study time.	Students will be set weekly individual targets and these are the focus for study both in lessons and during independent study time.	