(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				
	 Design ideas / effective design skills 	modelling				
	Final design	 Setting up and using the sewing machine 				
	Tie dye	Textile construction methods				
	Modelling	Evaluation				
	Health and safety					
	Practical textile techniques					
	 Setting up and using the sewing machine 					
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?				
	 Who is my target market? 	 Can you use the sewing machine safely? 				
	What is an effective design?	 What is a seam allowance? 				
	 How do you evaluate your design ideas? 					
	• 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, <i>evaluate</i> ,				
Standardised	Research mood board	Safety task 2				
Homework	Design ideas	Swing ticket				

	Final design	Evaluation
	Safety task 1	
End points	Students will be able:	
	 To develop an understanding of the design process To learn how to research a theme and develop ideas based on that the To develop a knowledge and understanding of using the sewing mach To understand the processes of tie dye, bondaweb, stencilling and sp To gain skills in the stencilling, sponging, bondaweb, applique, hand s To understand and develop basic constructional skills of making a cus To learn how to evaluate and reflect on their own performance 	iine onging. titching, machine stitching, couching, tassles, 3D embellishment

		Term 1			
Year 8		Half Term 1		Half Term 2	
	[6 lessons]			[6 lessons]	
Торіс	Ski Hat		Ski Hat		
Skill	Researching	Analysing	Researching	Analysing	
	Investigating	Sketching	Investigating	Evaluating	
	Idea generation	Modelling	Modelling	Construction	
	Stencilling	Sponging	Couching	Applique	
	Bondaweb	Applique	Hand stitching	Machine stitching	
	Pattern making	Measuring	Tassles/pompoms	Embellishment	
			Pattern making	Measuring	
Content	 Design brief and re 	searching theme	 Health and safety 		
	 Design ideas – effe 	ctive design skills	Modelling		
	 Final design 		The Cotton industry		
	Pattern making		Practical textile techn	niques	
	Health and safety		Textile construction methods		
Modelling			Evaluation		
	 Practical textile tec 	hniques			
Prior Knowledge	The Design process		The Design process		
Required	Using the sewing machine		Using the sewing machine		
	Modelling your design idea	S	Modelling your design ideas		
Feedback Points	Students will receive verba	•	Students will receive verbal f	•	
	They will receive written fe	edback on:	They will receive written feedback on:		
	 Design ideas 		The Cotton Industry		
			Manufacture of Hat		
Key Questions	-	rief and who is my target market?	 How do you complete practical work safely? 		
	 What is a SMART F 		• Can you set up the sewing machine without teacher support?		
	What is an effective design?		 Can you use the sewing machine safely? 		
	 How do you evaluate your design ideas? 		What is a seam allow	/ance?	
	 What is a positive i 				
Direct Vocab		rials, Stomatex, product, techniques, scissors,	techniques, couching, stitching, embellishment, scissors, fleece,		
Instruction	tion fleece, pattern, recycle, environmental, bondaweb, applique, interactive,		pattern, seam allowance, cor	nstruction, tassles, advertising, evaluate,	
	couching, stitching, embell	ishment,	recycle, environmental, organic, fairtrade		
Standardised	Research SMART Fabric		The cotton Industry		
Homework	Research mood board		Evaluation		
	Design ideas				
l	Research existing products				

End points	Students will be able:
	To further develop an understanding of the design process
	To research a theme and develop ideas based on that theme
	• To gain a knowledge and understanding of SMART materials, organic and fair-trade cotton and the environmental impact of fibre production
	To develop skills in researching different hats on the market
	• To build on the skills of using the sewing machine from Yr7
	• To further develop skills in bondaweb, applique, hand stitching, machine stitching, couching, tassles/pom poms, and 3D embellishment
	To learn how to make a hat pattern for their own heads
	To learn how to construct a hat
	To further develop how to evaluate and reflect on their own performance

	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	1 1		sample outcome.
	research into the	final idea and	samples, based on	their design idea, in a	their design idea, in a	sample outcome.
	work of other artists.			range of different	range of different	
		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	
	outcome idea. They	processes. They will	also continue to learn	evaluate their	evaluate their	
	will then produce	also learn how to	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	eveloped in Yr 7/8 will	The skills gained and dev	veloped in Yr 7/8 and	The skills gained and de	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 process	
	Using the sewing matching the sewing the sewing the sewing the sewing matching the sewing the sewi	achine	The designing process		Using the sewing m	achine
	Researching		 Using the sewing ma 	chine	Researching	
	• developing skills in a	number of textile	Researching		• developing skills in a	number of textile
	techniques		 developing skills in a r 	number of textile	techniques	
			techniques			

Feedback Points	 Students will receive re They will receive writte Artist research overall practical skill use of language to re observations. Final sample outcome 	en feedback on: s demonstrated cord their ideas and	 They will receive written feedback on: Artist research overall practical skills demonstrated use of language to record their ideas and observations. 		 Students 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. 	
Key Questions	each technique?How can you impro	op your skills further in ve your written show higher levels of	 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? 		 How can you develop your skills further in each technique, to show multilayering in y final sample outcome? How can you improve your written analyti ability to show high levels of language bein used? 	
Direct Vocab Instruction	Sewing machine, analy technique, designer, cr polystyrene, lino, mach embroidery, analysis, c texture, pattern.	ashing, printing, nine embroidery, hand	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
End points	 Students will be able: To further learn how to research the theme of "Time" and develop a final design idea based on the theme To develop drawing and researching skills and how to work independently To learn and develop skills in researching other artists work To develop and demonstrate skills and in mark making, crashing, batik, printing, Tyvek, applique, reverse applique, freehand embroidery stitching (techniques) To learn how to analyse their own work and the work of others, using subject specific terminology To produce a final outcome to represent their personal journey of the theme "Time" 				eehand embroidery	

	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 a vocabulary, as wort • use drawing skills and purposes, apprecent context in which it • realise personal i the sustained applic creative process Students will contin creatively with num and techniques to it surface printing error or hand), batik, apprecent media collage to in development of the Students will also r	ions informed by ally 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 uspire the eir ideas. refer to the work and ile designer's textile	through investi selecting and co 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 so needs and purp the context in w • realise persor through the sus of the creative Students will co demonstrate the creatively with and techniques surface printing (machine or ha and mixed med the developme Students will all	he ability to: explore their ideas gations informed by ritically analysing leas as work bugh experimenting iterials, techniques deas, observations, lependent sually and through tion, using ecialist vocabulary, sses skills for different boses, appropriate to which it is used hal intentions stained application process ontinue to he ability to work numerous processes to include: weaving,

Contort		evidence of their artist in their own samples.	Students will continue to produce a	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 Ki 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	 What was successful in your sample? How could you develop your work further? 	 individual written targets per cycle and these will be the focus for study both in lessons and homework time. What was successful in your sample? How could you develop your work further? 	 individual written targets per cycle and these will be the focus for study both in lessons and homework time. What was successful in your sample? How could you develop your work further? 	 individual written targets per cycle and these will be the focus for study both in lessons and homework time. 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.
End points	 To develop drawing and research To further develop skills in research To be able to produce small samp To develop and demonstrate skil To learn how to analyse their ow To show they have explored their 	ning skills and how to work independent rching other artists work ples of textile work that reflect the col Is in multiple textile techniques that an n work and the work of others, using s	ours, textures, shapes, patterns and details re appropriate to their chosen area of stud subject specific terminology own progress and development from one s	s taken from their photographs y with "Natural/Organic"

		Term 1		Term 2	Те	rm 3
Year 11	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Торіс	Portfolio	Portfolio (60% of GCSE) Externally set task (Exam 10 hours) (40% of GCSE)				
Skill	 develop and explore the investigations informed analysing sources refine their ideas as we experimenting with med processes record their ideas, obs independent judgement annotation, using appropriate to the context of the creative students will continue to work creatively with nur techniques to inspire the context of the context of the context of the context of the creative students will continue to the context of the creatively with nur techniques to inspire the context of the context of the creatively with nur techniques to inspire the context of the context of the context of the creatively with nur techniques to inspire the context of the context of the creatively with nur techniques to inspire the context of the context of the context of the creatively with nur techniques to inspire the context of the creatively with nur techniques to inspire the context of the creatively with nur techniques to inspire the context of the creatively with nur techniques to inspire the context of the	by selecting and critically ork progresses through lia, materials, techniques and ervations, insights and s, visually and through written priate specialist vocabulary, as ifferent needs and purposes, ext in which it is used ions through the sustained ve process o demonstrate the ability to nerous processes and e development of their ideas.	 awareness of the elements shape, line, scale, colour, and/or repetition in relative textile design awareness of intended chosen area of study ability to respond to an working to a brief or answarea(s) of textile design appreciation of the relation of	wering a need in the chosen ationship of form and function he constraints of working to a ety of textile methods, such as: nd batik; spraying and transfer; hing, appliqué, padding, d on the four objectives in the nd skills presented: ugh investigations, iderstanding of sources. loring ideas, selecting and opriate media, materials, s vations and insights relevant ogresses and meaningful response that emonstrates understanding of		
Content	Students will complete t work and produce a fina	he sketchbook portfolio of l personal outcome.	exam board in Jan, which themes to be used as sta	rith a question paper from the n will consist of a choice of five rting points. From this paper, option for which they will		

	 Within the outcome and portfolio, students will provide evidence of meeting all four assessment objectives. They will show they have: 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. 	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	What was successful in your sample?How could you develop your work further?	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.	

End Points	Students will be able: (Term 1)	Students will be able: (Term 2)	
	 To develop drawing and researching skills and how to work independently To further develop skills in researching other artists work To further produce small samples of textile work that reflect the colours, textures, shapes, patterns and details taken from their photographs To continue to develop and demonstrate skills in multiple textile techniques that are appropriate to their chosen area of study To further learn how to analyse their own work and the work of others, using subject specific terminology To continue to show they have explored their topic by demonstrating they have shown progress and development from one sample to another To produce a sketchbook of work showing their sampling and exploration of their theme To produce a final outcome to represent their personal journey 	 To learn how to research a theme (set by the exam board) and take good quality photograph of their theme that they can use in their own work To develop drawing and researching skills and how to work independently To further develop skills in researching other artists work To be able to produce small samples of textile work that reflect the colours, textures, shapes, patterns and details taken from their photographs To develop and demonstrate skills in multiple textile techniques that are appropriate to their chosen area of study To learn how to analyse their own work and the work of others, using subject specific terminology To show they have explored their topic by demonstrating they have shown progress and development from one sample to another To produce a final outcome in the 10 hour practical exam, to represent their personal journey 	

		Term 1		Term 2		Term 3
Year 12	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Торіс	Res	earch project		signment (and Mock exam 10 hours)	(Yr 13) Coursewor	k Portfolio (60% of A Level)
Skill	 following: awareness of the elements shape, line, scale, colour, repetition in relation to t awareness of intended chosen area(s) of textile of ability to respond to an a brief or answering a nere design appreciation of the relation o	issue, concept or idea, working to ed in the chosen area(s) of textile ationship of form and function he constraints of working to a brief ety of textile methods, such as: nting, relief printing, screen g; tie-dye and batik; spraying and ion; stitching, appliqué, ting and embroidery. I on the four objectives in the nd skills presented: ugh investigations, demonstrating sources. foring ideas, selecting and opriate media, materials, s vations and insights relevant to	skills in all of the f awareness of th design, such as sh texture, pattern, o in relation to the o design awareness of int purpose for their design ability to respon- idea, working to a in the chosen area appreciation of and function and, constraints of wor understanding of methods, such as: printing, relief pri- laser printing; tie- and transfer; fabr appliqué, patchwor embroidery. Students will be a objectives in the o skills presented: AO1: Develop ide demonstrating cri sources.	e elements of textile ape, line, scale, colour, contrast and/or repetition chosen area(s) of textile tended audience or chosen area(s) of textile ad to an issue, concept or brief or answering a need a(s) of textile design the relationship of form where applicable, the rking to a brief of a variety of textile fabric printing, mono- nting, screen printing and dye and batik; spraying ic construction; stitching, ork, padding, quilting and ssessed on the four context of the content and eas through investigations, tical understanding of by exploring ideas,	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 text • appreciation of the function and, where working to a brief • understanding of a such as: fabric printing printing, screen printing printing, screen printing dye and batik; sprayi construction; stitching padding, quilting and Students will be assed in 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	d/or repetition in relation to f textile design 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, s 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 skills presented.	appropriate media, materials, techniques and processes AO3: Record ideas, observations and insights relevant to intentions as work progresses AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. 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 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	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	Every lesson student's will receive verbal feedback on their progress and the work they are completing. Verbal feedback will be given.

Key Questions Direct Vocab Instruction	 What is successful within your exploration? How could you develop your work further? Develop, investigate, demonstrate, critical understanding, refine, explore, experiment, media, materials, techniques, processes, record, observe, insights, present, respond, intention, visual language, analyse. 	 What is successful within your exploration? How could you develop your work further? Develop, investigate, demonstrate, critical understanding, refine, explore, experiment, media, materials, techniques, processes, record, observe, insights, present, respond, intention, visual language, analyse. 	 What is successful within your exploration? How could you develop your work further? 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.	Students will be set weekly individual targets and these are the focus for study both in lessons and during independent study time.
End Points	 Students will be able: (Term 1) To develop drawing and researching skills and how to work independently To develop skills in researching other artists work To produce small samples of textile work that reflect the colours, textures, shapes, patterns and details taken from their photographs To develop and demonstrate skills in multiple textile techniques that are appropriate to their chosen area of study To learn how to analyse their own work and the work of others, using subject specific terminology To show they have explored their topic by demonstrating they have shown progress and development from one sample to another To produce a sketchbook of work showing their sampling and exploration of their theme 	 Students will be able: (Term 2) To learn how to research a theme (set by the exam board) and take good quality photograph of their theme that they can use in their own work To develop drawing and researching skills and how to work independently To further develop skills in researching other artists work To be able to produce small samples of textile work that reflect the colours, textures, shapes, patterns and details taken from their photographs To develop and demonstrate skills in multiple textile techniques that are appropriate to their chosen area of study To learn how to analyse their own work and the work of others, using subject specific terminology To show they have explored their topic by demonstrating they have shown progress and development from one sample to another 	 Students will be able: (Term 3) To develop drawing and researching skills and how to work independently To further develop skills in researching other artists work To further produce small samples of textile work that reflect the colours, textures, shapes, patterns and details taken from their photographs To continue to develop and demonstrate skills in multiple textile techniques that are appropriate to their chosen area of study To further learn how to analyse their own work and the work of others, using subject specific terminology To continue to show they have explored their topic by demonstrating they have shown progress and development from one sample to another To produce a sketchbook of work showing their sampling and exploration of their theme

 To produce a sketchbook of work showing their sampling and exploration of their theme To produce a final outcome in the 10 hour practical exam, to represent their 	
personal journey	

		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) Coursev	vork Portfolio (60% of A Level)	Externally set assignm	ent (Exam 15 hours)(40% of A		
•		, , ,	, 0	Level)		
Skill	Students will continue	with the portfolio started in Yr 12.	Students will be required	to demonstrate skills in all of		
	They will continue to b	be required to demonstrate skills in	the following:			
	all of the following:		• awareness of the eleme	ents of textile design, such as		
	 awareness of the ele 	ements of textile design, such as	shape, line, scale, colour,	texture, pattern, contrast		
	shape, line, scale, colo	our, texture, pattern, contrast and/or	and/or repetition in relat	ion to the chosen area(s) of		
	repetition in relation t	o the chosen area(s) of textile design	textile design			
		ed audience or purpose for their		audience or purpose for their		
	chosen area(s) of texti	-	chosen area(s) of textile	-		
		an issue, concept or idea, working to		issue, concept or idea, working		
	-	need in the chosen area(s) of textile	•	need in the chosen area(s) of		
	design		textile design			
		relationship of form and function		ationship of form and function		
		, the constraints of working to a brief		ne constraints of working to a		
	-	variety of textile methods, such as:	brief	aty of taxtile matheds such as:		
		printing, relief printing, screen ting; tie-dye and batik; spraying and		ety of textile methods, such as: nting, relief printing, screen		
		uction; stitching, appliqué,		g; tie-dye and batik; spraying		
		juilting and embroidery.		ruction; stitching, appliqué,		
		sed on the four objectives in the	patchwork, padding, quil			
	context of the content	-		I on the four objectives in the		
		nrough investigations, demonstrating	context of the content ar	-		
	critical understanding		AO1: Develop ideas thro			
	_	exploring ideas, selecting and	demonstrating critical un			
	-	opropriate media, materials,	_	loring ideas, selecting and		
	techniques and proces	sses	experimenting with appr	opriate media, materials,		
	AO3: Record ideas, ob	servations and insights relevant to	techniques and processe	s		
	intentions as work pro	ogresses		vations and insights relevant to		
		al and meaningful response that	intentions as work progre			
		d demonstrates understanding of		and meaningful response that		
	visual language.			emonstrates understanding of		
			visual language.			
Content		to research and investigate into a		ith 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 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.	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.	
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	What is successful within your exploration?How could you develop your work further?	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.	
End points	 Students will be able: (Term 1) To develop drawing and researching skills and how to work independently To further develop skills in researching other artists work 	 Students will be able: (Term 2) To learn how to research a theme (set by the exam board) and take good quality photograph of their theme that they can use in their own work To develop drawing and researching skills and how to work independently 	

To further produce small samples of textile work that reflect the colours, textures, shapes, patterns and details taken from their photographs	 To further develop skills in researching other artists work To be able to produce small samples of textile work
 To continue to develop and demonstrate skills in multiple textile techniques that are appropriate to their chosen area of study To further learn how to analyse their own work and the work of others, using subject specific terminology To continue to show they have explored their topic by demonstrating they have shown progress and development from one sample to another To produce a sketchbook of work showing their sampling and exploration of their theme To produce a final outcome to represent their personal journey 	 To be usite to produce similar samples of textile work that reflect the colours, textures, shapes, patterns and details taken from their photographs To develop and demonstrate skills in multiple textile techniques that are appropriate to their chosen area of study To learn how to analyse their own work and the work of others, using subject specific terminology To show they have explored their topic by demonstrating they have shown progress and development from one sample to another To produce a sketchbook of work showing their sampling and exploration of their theme To produce a final outcome in the 15 hour practical exam, to represent their personal journey