



Curriculum Overview-Textiles

Year 7

Half Term:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics:	<p>Identity Project Intent – understanding health and safety with a practical environment and working with machines, understanding different hand sewing equipment and their use, how to thread a sewing machine and operate a sewing machine, developing accurate sewing on the sewing machine.</p>	<p>Identity Project Intent – to investigate Haida art and the use of transfer printing to create a textile print, develop accuracy of painting techniques</p>	<p>Identity Project Intent – to investigate African patterns through the following techniques - reverse applique and slashing. This involves stitching a design on the sewing machines and then cutting away some of the fabric.</p>	<p>Identity Project Intent – to investigate African patterns through the following techniques - reverse applique and slashing. This involves stitching a design on the sewing machines and then cutting away some of the fabric.</p>	<p>Identity Project Intent – to investigate African patterns through the following techniques - reverse applique and slashing. This involves stitching a design on the sewing machines and then cutting away some of the fabric.</p>	<p>Identity Project Intent – to investigate African patterns through the following techniques - reverse applique and slashing. This involves stitching a design on the sewing machines and then cutting away some of the fabric.</p>
Assessment & End Points:	<p>Sewing Machine assessment- Knowing key words for the sewing machine and sewing machine driving test.</p> <p>STAR assessment – Haida art using Transfer Paints</p>		<p>STAR assessment – African Reverse Applique and Slashing work</p>		<p>Final Product – Making of the pencil case using Haida art and African Reverse Applique</p>	
<p>End Point – To be able to operation of the sewing machine in order to produce a functioning pencil case, with a zip. Developing skill in drawing and painting to create their Haida art design and understanding the process of Transfer printing. Developing their sewing machine skills by sewing different type of lines using the sewing machines, precise cutting using fabric scissors to create an African inspired pattern.</p>						



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Year 8

Half Term:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics:	<p>Cushion Project Intent – Investigating how to create pattern within textiles. Investigation artist Brice Marden work through the skill of machine couching.</p>	<p>Cushion Project Intent – Experimenting with Tie Dye to create pattern on fabric.</p> <p>Exploring the work of Robert & Sonia Delaunay, through the skill of Batik</p>	<p>Cushion Project Intent – Continuing to exploring the work of Robert & Sonia Delaunay, through the skill of Batik</p> <p>Continuing to explore the Delaunay’s work through the skill of applique</p> <p>Design their cushion inspired by the work they have done so far.</p>		<p>Cushion Project Intent - Production of final product using a combination of techniques and process developed over the previous term.</p>	
Assessment & End Points:	<p>Assessment of Machine couching experiments and reflection on Brice Marden’s work</p>		<p>STAR assessment – Of Batik design and sample, reflection on Delaunay’s work.</p> <p>Self-reflection on Applique sample</p>		<p>STAR assessment – on Cushion and the demonstration of skills covered this year</p>	
<p>End Point – To produce an artist inspired cushion. This will be achieved by investigating a range of artist, leading to students to respond in a creative format, as well as the ability to analysis their work in order to strengthen the visual impact or application of their work. To experiment with a range of techniques and processes – couching, tie dye, batik, and applique in order to make their final product.</p>						



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Year 9

Half Term:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics:	Land Project Intent – exploring artist Rosie James, learning how to draw on the sewing machines using the skill free machine embroidery. Students will produce a range of artist response		Land Project Intent – exploring applique silhouettes and combining this with free machine embroidery in the style of Rosie James. Introduction to Mono Printing with architecture images		Land Project Intent – Introduction to the work of textile artist Cas Holmes, students are to produce a piece of textile art inspired by Landscapes using the skills of free machine embroidery, applique and mono printing	
Assessment & End Points:	Self-reflection on free machine embroidery work. STAR assessment – of Free machine embroidery work and applique responses to Rosie James work.		Self-reflection on Mono Printing work		STAR assessment - of final response and outcome to Cas Holmes’s work.	
	End Point - To research and analysis the work of others, leading to students to respond in a creative format, as well as the ability to analysis their work in order to strengthen the visual impact or application of their work. To experiment with a range of techniques and processes – Free Machine Embroidery, Applique to Mono printing, in order to increase their proficiency in these techniques. To produce a range of small outcomes as well as one art response to the work covered during the year.					



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Year 10

Half Term:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics:	<ul style="list-style-type: none"> • Specification and portfolio requirements. • Sewing machine, threading the bobbin, machine settings. • Free machine embroidery. • Component 1 theme, research and analysis theme, collection of own visuals • Slashing work, Lino printing, Mono printing, embellishment work. • Presentation of research and Photos and experiments 	<ul style="list-style-type: none"> • Stitch artist, research and critical analysis of artist work. • Student response to artist work. • Experimentation with free machine embroidery, samples and outcomes. • Critically reflect on own work. • Presentation of Stitch artist work into portfolio 	<ul style="list-style-type: none"> • Texture artist, research and critical analysis of artist work. • Student response to artist work. • Experimentation with a range of processes, for your chosen artist, to produce a range of samples and outcomes. • Critically reflect on their work. • Presentation of artist work into their portfolio 	<ul style="list-style-type: none"> • Digital Print Artist, research and critical analysis of artist work. • Student response to artist work • Experimentation of a range of digital processes samples and outcomes. • Critically reflect on their work. • Presentation of artist work into their portfolio 	<ul style="list-style-type: none"> • Own artist/Fashion designer, research and critical analysis of artist work. • Student response to artist work • Experimentation of a range of processes relevant to artist, to produce a range of samples and outcomes 	<ul style="list-style-type: none"> • Own artist/Fashion designer, research and critical analysis of artist work. • Student response to artist work • Experimentation of a range of processes relevant to artist, to produce a range of samples and outcomes
Assessment & End Points:	Students will be assessed against the following AO1 – Develop ideas through investigations, demonstrating critical understanding of sources AO2 – Refine work by exploring ideas,	Students will be assessed against the following AO1 – Develop ideas through investigations, demonstrating critical understanding of sources AO2 – Refine work by exploring ideas,	Students will be assessed against the following AO1 – Develop ideas through investigations, demonstrating critical understanding of sources AO2 – Refine work by exploring ideas, selecting and experimenting with	Students will be assessed against the following AO1 – Develop ideas through investigations, demonstrating critical understanding of sources AO2 – Refine work by exploring ideas,	Students will be assessed against the following AO1 – Develop ideas through investigations, demonstrating critical understanding of sources AO2 – Refine work by exploring ideas,	Students will be assessed against the following AO1 – Develop ideas through investigations, demonstrating critical understanding of sources AO2 – Refine work by exploring ideas,



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	selecting and experimenting with appropriate media, materials, techniques and processes AO3 – Record ideas, observations and insights relevant to intentions as work progresses	selecting and experimenting with appropriate media, materials, techniques and processes AO3 – Record ideas, observations and insights relevant to intentions as work progresses	appropriate media, materials, techniques and processes AO3 – Record ideas, observations and insights relevant to intentions as work progresses	selecting and experimenting with appropriate media, materials, techniques and processes AO3 – Record ideas, observations and insights relevant to intentions as work progresses	selecting and experimenting with appropriate media, materials, techniques and processes AO3 – Record ideas, observations and insights relevant to intentions as work progresses	selecting and experimenting with appropriate media, materials, techniques and processes AO3 – Record ideas, observations and insights relevant to intentions as work progresses
	<p>End Point - Students will be taking their own personal artistic journey, in-order to produce their Personal Portfolio (Component 1). Students will become confident in using a range of different media, materials, techniques and processes, and the ways in which they can be used in relation to students' own creative intentions and chosen area of study. Students will respond to the theme Environment as well as a range of textiles artist, fashion designers and modern artists. Students will be expected to refine their work by explore the following areas - Constructed textiles - manipulation and reworking of threads and fabrics, use of a range of constructed textiles materials, tools and techniques such as woven and stitched materials. Digital textiles – creating on Fabric prints, developing ideas in colour, repeat pattern. Dyed & Printed fabrics - the use of natural and synthetic dyes, resist, applied techniques, monoprint, transfer-relief, lino-cut. Stitched/ Embellished textiles - the application and incorporation of media, objects and embellishments, hand and machine stitching. Fashion design/ Furnished interiors/ Installations – for the development of a final product. By the end of year 10 we will be looking for students to become independent learners.</p>					



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Year 11

Half Term:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics:	<ul style="list-style-type: none"> Investigate fashion designers/ interior designers or installation artists, to inspire design ideas. Initial design ideas Final design, development and presentation of work. Development of final design. 	<ul style="list-style-type: none"> Development of final design, refinement of techniques, colour palette, material selection and pattern pieces for product. Students complete final product. Evaluation and presentation of final product 	Externally Set Assignment <ul style="list-style-type: none"> Investigation into Externally set theme, produce mind map + written analysis of theme, collection of own imagery. Select three artist, fashion designer, complete research Response and investigation into artist one, production of samples 	Externally Set Assignment <ul style="list-style-type: none"> Artist response and investigation into artist three, production of samples Development of design ideas and final design, refining samples Sampling and refining final design, planning Produce a personal meaningful response and realise intentions 		
Assessment & End Points:	Students will be assessed against the following AO1 – Develop ideas through investigations, demonstrating critical understanding of sources AO2 – Refine work by exploring ideas, selecting and experimenting with appropriate	Students will be assessed against the following AO1 – Develop ideas through investigations, demonstrating critical understanding of sources AO2 – Refine work by exploring ideas, selecting and experimenting with appropriate	Students will be assessed against the following AO1 – Develop ideas through investigations, demonstrating critical understanding of sources AO2 – Refine work by exploring ideas, selecting and experimenting with appropriate	Students will be assessed against the following AO1 – Develop ideas through investigations, demonstrating critical understanding of sources AO2 – Refine work by exploring ideas, selecting and experimenting with appropriate		



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	<p>media, materials, techniques and processes AO3 – Record ideas, observations and insights relevant to intentions as work progresses</p>	<p>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</p>	<p>media, materials, techniques and processes AO3 – Record ideas, observations and insights relevant to intentions as work progresses</p>	<p>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</p>		
	<p>End Point – independent working and completion of final outcome for component 1 – through refining and developing their work within their portfolio.</p>		<p>End Point – Externally set assignment (component 2), students are expected to use their knowledge, understanding and skills learnt from component 1, to produce a mini portfolio, students will investigate a range of artist, designer, and then respond to this artist work through a range of experiments, refine and develop their work. Ready for a 10 hour practical exam.</p>			



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Year 12

Half Term:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics:	<ul style="list-style-type: none"> Students selecting initial theme for their personal investigation. Workshops on garments construction techniques, working from a block pattern Students start personal portfolio, investigate and research chosen theme and appropriate sources, practical responses, critical reflection. Record ideas in sketchbooks. 	Personal Investigation Students start personal portfolio, investigate and research chosen themes and appropriate sources, artists and designers work, practical responses, refining ideas, critical reflection. Record ideas in sketchbooks.	Personal Investigation Students start personal portfolio, investigate and research chosen themes and appropriate sources, artists and designers work, practical responses, refining ideas, developing ideas critical reflection. Record ideas in sketchbooks, development of theme.	Personal Investigation Students start personal portfolio, investigate and research chosen themes and appropriate sources, artists and designers work, practical responses, refining ideas, developing ideas critical reflection. Record ideas in sketchbooks, development of theme	Personal Investigation Students start personal portfolio, investigate appropriate sources, artists and designers work, practical responses, refining ideas, developing ideas critical reflection. Record ideas in sketchbooks, development of theme. Start the contextual study – write introduction	Personal Investigation Students start personal portfolio, investigate appropriate sources, artists and designers work, practical responses, refining ideas, developing ideas critical reflection. Record ideas in sketchbooks, development of theme. Start the contextual study – write introduction to artist.
Assessment & End Points:	AO1 - Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. AO2 - Explore and select appropriate resources, media, materials, techniques and processes, reviewing and	AO1 - Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. AO2 - Explore and select appropriate resources, media, materials, techniques and processes, reviewing and	AO1 - Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. AO2 - Explore and select appropriate resources, media, materials, techniques and processes, reviewing and	AO1 - Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. AO2 - Explore and select appropriate resources, media, materials, techniques and processes, reviewing and	AO1 - Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. AO2 - Explore and select appropriate resources, media, materials, techniques and processes, reviewing and	AO1 - Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. AO2 - Explore and select appropriate resources, media, materials, techniques and processes, reviewing and



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	<p>refining ideas as work develops. AO3 - Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</p>	<p>refining ideas as work develops. AO3 - Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</p>	<p>refining ideas as work develops. AO3 - Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</p>	<p>refining ideas as work develops. AO3 - Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</p>	<p>refining ideas as work develops. AO3 - Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</p>	<p>refining ideas as work develops. AO3 - Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress. AO4 - Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.</p>
	<p>End Point: A level textiles design has been designed to provide engaging and innovative creative learning experiences, where art, craft and design practice is meaningfully integrated with theoretical knowledge and understanding. This specification/course provides learners with opportunities to develop a broad foundation of critical, practical and theoretical skills that offers learners a holistic understanding of a range of practices and contexts in the visual arts specialising in textile design/ fashion design/ costume design, culminating in greater specialism and achievement. The course encourages creativity, sustained investigation and analysis, experimentation, and design and making as a means of developing technical and expressive skills. It gives learners the opportunity to follow a programme of study which extends experience and personal response as well as developing imagination and critical and reflective thinking. The ability to innovate, adapt and work independently, which underlies all aspects of the specification, is valued by higher education and employers alike.</p> <p>Students to be working independently, setting their own focus, with guidance from the class teacher. At Key stage 5, students are assessed against the 4 assessment criteria set out by Eduqas A Level, Art and Design, Textile Design. As part of students regular mentoring sessions students will receive feedback against these assessment criteria, identifying ways forward. Component 1 makes up 60% of the course</p> <p>AO1 - Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.</p> <p>AO2 - Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.</p> <p>AO3 - Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</p> <p>AO4 - Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements. The AO's are broken down into 5 ability areas - Limited, Some, Reasonable, Thorough, Sophisticated.</p> <p>Mock exam during the summer term 2 will be used to form first assessment of AO4</p>					



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Year 13

Half Term:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics:	<ul style="list-style-type: none"> • Students will continue to refine their personal investigation and developing design ideas leading towards a final product, experimenting with materials • Students continue the Contextual Study, linking their contextual study to the work done within their sketchbooks and starting to draw conclusions and links towards their final piece 	<ul style="list-style-type: none"> • Students should have produced their final design and completed all experiments and pattern development for their final product. Students start to produce their final product - this must be completed by second week of January. • Students continue the Contextual Study draw conclusions and links towards their final piece. 	<p>Complete final product - this must be completed by the second week of January, all work critically evaluated. Coursework hand in January 31st</p> <ul style="list-style-type: none"> • February 1st start Component 2 – Externally set assignment, exploring theme, experimenting with media, materials, techniques and developing work. 	<p>Externally set assignment, refining and developing theme to have a clear focus, planning final piece.</p>	<p>Externally set assignment, producing significant response that is in response to the theme set. This will be produced in a 15hour practical exam (May)</p>	
Assessment & End Points:	<p>AO1 - Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. AO2 - Explore and select appropriate resources, media,</p>	<p>AO1 - Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. AO2 - Explore and select appropriate resources, media,</p>	<p>AO1 - Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. AO2 - Explore and select appropriate resources, media,</p>	<p>AO1 - Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. AO2 - Explore and select appropriate resources, media,</p>	<p>AO4 - Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.</p>	



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	<p>materials, techniques and processes, reviewing and refining ideas as work develops. AO3 - Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</p>	<p>materials, techniques and processes, reviewing and refining ideas as work develops. AO3 - Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</p>	<p>materials, techniques and processes, reviewing and refining ideas as work develops. AO3 - Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress. AO4 - Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.</p>	<p>materials, techniques and processes, reviewing and refining ideas as work develops. AO3 - Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</p>		
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