

Further information on the Overview element for curriculum development: Textiles

Aim:

The 4 R's are embedded in our curriculum at all key stages. This particular project enables learners to specialise within a Textile area, building on the skills learnt within the Art and Design curriculum in year 7-8. Student's Resilience to feedback develops throughout the course of study and their open mindedness to researching different cultures and beliefs through studying artwork, producing a body of work improves problem solving skills and the ability to work independently. They have opportunity to work in well facilitated classrooms, Respecting their environment and the space and time they are given. They are encouraged to be proud and share ideas, offering Responsible feedback for their peers. We have an open door policy after school to enable students to revisit work or contribute further to their projects to enable them to be Ready to learn and continue their studies with confidence.

- To be able to analyse artists work and reproduce samples reflecting the style of the artist's work
- To be able to select relevant parts of information they have researched or been presented with and respond to this by experimenting appropriately to develop their work in a creative way.
- To explore a variety of techniques; such as water wash creating innovative design ideas
- To understand how to create a variety of different patterns and understand their place within industry
- To understand the use of repeat pattern and symmetry within the interior industry.
- To create a collection of design ideas inspired by both the artist and reflect the design brief
- To be able to transfer design ideas onto fabric surface areas using a variety of media such as; Fabric pens/Fabric crayons and Fabric paints suitable for a 3d outcome
- To produce a final idea reflecting their own personal development inspired by their artists research
- To understand the basics of the sewing machine
- To be able to complete a variety of construction methods and apply these to a 3d outcome
- They will be able to show understanding of pattern templates
- To be able to identify processes and stages needed within construction their practical outcome
- Analyse the successes and limitations of their own and other people's ideas and work and show that they understand how this relates to the objectives of the task, adapting and refining their work to make sure it well suits what they set out to do

Sequencing:

Pupils complete a scheme of work with the focus of producing a practical final 3D outcome. They will have explored a variety of basic textile skills within the Art and Design curriculum during year 7/8 of which they will use as a building block in year 9. Pupils will be able to show an understanding of research reflecting their artist and be able to give detailed information and opinion's based on the skills previously learnt. As a result of their research pupils will show a range of skills to enable them to make informed choices about their own design ideas. They will then be able to produce work reflecting the artist's style, allowing them to create a collection of ideas which they have prior knowledge of from their textile work within year 7-8, this will then enable them to progress into their final ideas: ready for a final outcome. They will have experimented using different media allowing them to make informed choices about their own individual skill set. They will show progress within their practical skills by learning and understanding how to use appropriate, specialist machinery and apply this to the making of their final product. Pupils will reflect on their pattern development knowledge from within year 7-8. Pupils will be able to apply this when working on the scale and dimensions of the final outcome; referring to technical terms taught within previous schemes. Clear progression of basic hand sewing skills from within 7-8 will support pupil's with the understanding of how to use of the sewing machine to produce a high

quality product. This will be a combination of skills learnt and applied throughout the scheme taught and how these can relate also within industry. Pupils will be given the opportunity to evaluate their skills and Final outcome, strengthening their own personal self and peer awareness, showing an understanding of how work is reviewed within industry.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Suggested Revision Website	Exam Board Link	Recommended Revision Guide
KS3									
Year 7	Textiles skills are taught within the Art units in key stage 3								
Year 8									
Year 9	Textiles interior product - Cushion. Students research a textile artist using the theme of pattern. They analyse the work of the artist and create a pattern reflecting their style.	Textiles interior product - Cushion. Pupils understand how to create a repeat pattern reflecting the work of the artist. Pupils plan out using a variety of different	Textiles interior product - Cushion. The focus is to develop their repeat pattern in readiness for their cushion. The use of a variety of textile media are explored in order to develop knowledge and understanding	Textiles interior product - Cushion. Students research a textile artist using the theme of pattern. They analyse the work of the artist and create a pattern reflecting their style.	Textiles interior product - Cushion. Pupils understand how to create a repeat pattern reflecting the work of the artist. Pupils plan out using a variety of different	Textiles interior product - Cushion. The focus is to develop their repeat pattern in readiness for their cushion. The use of a variety of textile media are explored in order to develop knowledge and understanding	https://www.pinterest.co.uk/AldridgeTextile/		

	<p>A range of media is used to develop their skills and explore a variety of techniques .</p>	<p>methods such as symmetry-reflection rotation. Pupils learn how to trace and transfer their ideas onto fabric.</p>	<p>g of Textiles. The pupils produce a fabric sample during their assessment to enable them to evaluate their skills. Pupils apply their design onto their cushion fabric. Practical skills are then developed through the use of the sewing machine for the construction and neatening stages of making the cushion.</p>	<p>A range of media is used to develop their skills and explore a variety of techniques . .</p>	<p>methods such as symmetry-reflection rotation. Pupils learn how to trace and transfer their ideas onto fabric.</p>	<p>g of Textiles. The pupils produce a fabric sample during their assessment to enable them to evaluate their skills. Pupils apply their design onto their cushion fabric. Practical skills are then developed through the use of the sewing machine for the construction and neatening stages of making the cushion.</p>			
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Aim:

- To be able Improve skills in observation
- To develop skills with water colour mixing and application
- To record observations in a range of media

- To understand a variety of construction methods and apply these within their own research and practical outcomes.
- To be able to Independently select and analyse contextual sources to aid the development of ideas
- Pupils_will_explore_appropriate_media linking to research
- Pupils will be able to understand pattern templates and how these can relate within industry
- To be able to analyse the work of others through practical investigation
- They will be able to develop ideas leading to a personal response
- Pupils will be able to present a personal response showing evidence of links to contextual sources studied

Sequencing: Pupils build on skills from the key stage 3 curriculum by using a range of analytical skills to inform their ideas. They complete a short project during the first half term of the year, focussing on skills in observation and recording in a variety of different media and developing a range of technical skills including presenting a GCSE portfolio and a developing understanding of assessment objectives. After the initial project students are introduced to an extended project which will form a major part of their coursework portfolio. During this project pupil’s show progression with their artist’s research by analysing artist/designers and companies in more depth, giving more complex opinions about the work investigated and how this can influence their own ideas. Pupils create a variety of reproductions to investigate a broad range of media and technique choices working in the style of the artist/designer and as a result of this produce responses to contribute to the development of their own ideas. Pupils will develop on a range of strategies to improve their practical skills, this supports the development of their design ideas ready for a final outcome. The departments approach to the coursework will then equip the pupils to approach the Externally Set Assignment upon its release in the January of year 11, approaching it using the same structure that was embedded during the extended coursework portfolio project.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Suggested Revision Website	Exam Board Link	Recommended Revision Guide
KS4									
Year 10	Observational skills. Students work from primary sources developing their skills in observation and media experimentation.	Main coursework portfolio project. Students select a theme from a range of starting points to base their	Main coursework portfolio. Students begin research, producing reproductions and responses linked to	Main coursework portfolio. Students continue research, producing reproductions and responses linked to	Main coursework portfolio. Students continue research, producing reproductions and responses linked to	Main coursework portfolio. Students develop an idea for a larger scale outcome, showing links to their	https://www.pinterest.co.uk/AldridgeTextile/ https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/subject-content/textile-design		

