

KS4 Curriculum Overview Textiles

Year 1 GCSE Option Subject

TERM 1 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<ul style="list-style-type: none"> • Introduction to the coursework theme (this is different each year) • Visual mind-map exploring the theme. • Effective use of annotation using a subject specific vocabulary. • Good sketchbook habits and presentation of information • Effective visual and written research which is personalised and relevant to the theme. • Using the writing framework for analysis • Drawing from primary and secondary sources • Introduction specialist sewing skills on the machine. • Effective use of the formal elements (Line, tone, shape, form, colour, pattern, and texture). • How to annotate using a specialist vocabulary 	<ul style="list-style-type: none"> ▪ Divergent thinking skills ▪ Creative presentation skills ▪ Evaluative and analytical writing ▪ Developing visual literacy ▪ Independent research skills 	<ul style="list-style-type: none"> ▪ All jobs in the creative industries require good drawing and recording skills. ▪ Understanding how artists and designers work
TERM 2 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<ul style="list-style-type: none"> • Contextual referencing (putting their own work into the context of famous artists) • Use of the “Writing about Textiles Artists” framework to analyse artists and designers relevant to the theme. • Introduction to felting, machine embroidery, hand embroidery. • Drawing using a range of different materials and techniques as well as looking at how to create designs based on their practical work. • Further research and collection of reference material, based on the theme. • Planning and preparing for first personalised outcome based on the theme. 	<ul style="list-style-type: none"> ▪ Knowledge and understanding of the ways in which artists, designers and crafts persons develop and refine a creative idea. ▪ Documenting a creative journey ▪ Use of specialist vocabulary to analyse key works by designers and artists. This results in analytical writing which is relevant across the curriculum. 	<ul style="list-style-type: none"> ▪ Looking at a range of artists and designers work highlights these as a career option. ▪ Media experimentation- students learn about techniques and processes and what is deemed good professional practice
TERM 3 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<ul style="list-style-type: none"> ▪ Continuation of exploring a range of specialist techniques related to the chosen theme, including printmaking, transfer dying and stencilling. ▪ Research and analysis of a range of traditional and contemporary artists, designers and crafts to support the techniques. 	<ul style="list-style-type: none"> ▪ Students are taught that there are many ways to record ideas. ▪ A wide range of textiles techniques and processes are taught. 	<ul style="list-style-type: none"> ▪ Working and thinking like a professional artist/designer

<ul style="list-style-type: none"> Continuation of planning and designing a personalised outcome. 		
TERM 4 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<ul style="list-style-type: none"> Continuation of exploring a range of specialist techniques related to the chosen theme including hot textiles, layering techniques, further exploration of free motion embroidery. Research and analysis of a range of traditional and contemporary artists, designers, and crafts to support the techniques. Continuation of planning and designing a personalised outcome. 	<ul style="list-style-type: none"> Reproduction skills Visual awareness and aesthetic understanding 	<ul style="list-style-type: none"> Students are taught that there are many ways to record ideas. Working and thinking like a professional artist/designer
TERM 5 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<ul style="list-style-type: none"> Refine and develop a 3D personal outcome. Continued planning to evidence how the outcome evolves. Experimentation with a range of materials, processes, and techniques to support the creative journey. 	<ul style="list-style-type: none"> Understanding and applying the formal elements in art and design. Following an idea through to a high-quality outcome. Understanding the need to be flexible as ideas develop. 	<ul style="list-style-type: none"> Students are encouraged to value themselves as unique human beings by personalising their work and finding out about artists and designers that enthuse them.
TERM 6 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<ul style="list-style-type: none"> Production of a sustained and personalised outcome using their sketchbooks to refine and develop ideas. Recording and refining techniques as the personal outcome develops. Produce analysis of artists and designers who have most inspired the student's response. Summer project set (design of a 2D outcome) 	<ul style="list-style-type: none"> Analytical and communication skills Artistic and aesthetic skills Importance of rigorous planning Time-management 	<ul style="list-style-type: none"> Individual liberty: Students are given the opportunity to express individuality through individually tailored projects. They are given regular opportunities to make own decisions and choices in their projects. Whilst making their own choices, they also know that there are boundaries which need to be respected.

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Year 2 GCSE Option Subject

TERM 1 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<ul style="list-style-type: none"> Continuation of sustained and personalised outcomes using their sketchbooks to refine and develop ideas. Continued planning to evidence of the refining of techniques and how the outcome evolves. Experimentation with a range of materials, processes, and techniques to support the creative journey. 	<ul style="list-style-type: none"> Students should understand and explore a range of skills in the development of their personal work informed by first hand experiences and appropriate secondary sources. Appropriate use of social media to support studies. Demonstrate the characteristics, properties, and effects of using different media, materials, techniques, and processes. 	<ul style="list-style-type: none"> Democracy: students are taught to be aware of and consider the views and values of others, particularly when working collaboratively. Votes may be taken, and discussions held when making decisions about their work, and collaborative projects.
TERM 2 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<ul style="list-style-type: none"> Refine and develop personal outcomes. Recording and refining techniques as the personal outcome develops. Produce analysis of artists and designers who have most inspired the student's response. Mock examination (this is a 10-hour session used to complete and formalise outcomes) Mount and present work 	<ul style="list-style-type: none"> Producing a portfolio Learning to sustain an idea over a long period of time 	<ul style="list-style-type: none"> Producing a portfolio exposes students to wide ranging creative careers including architecture, web design, marketing, graphic design and gallery work.
TERM 3 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<ul style="list-style-type: none"> The ESA (externally set assignment) is issued at the beginning of this term. It is an exam paper containing seven questions set by the examination board (AQA). Students select one question to respond to. The students have at least ten weeks to plan and prepare a personal response with teacher support. Students must start working in a new sketchbook for this component. Produce a visual mind-map exploring the theme. 	<ul style="list-style-type: none"> Time management Organisational skills Creative thinking when making decisions on how to personally interpret a theme. 	<ul style="list-style-type: none"> Responding to a brief introduces the students to the design process undertaken by artists in the creative industries.

<ul style="list-style-type: none"> Produce copious visual and written research of artists listed on the examination paper. Develop ideas in sketchbooks. Analysing and investigating a range of artists and designers related to the ESA theme. Exploration of materials, techniques, and processes. 		
TERM 4 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<ul style="list-style-type: none"> Refine and develop ideas using a range of media. Recording experiences and observations using a sketchbook Finalise ideas for examination outcome 	<ul style="list-style-type: none"> A range of recording skills such as drawing, annotation, photography and visual diagrams will be taught. 	<ul style="list-style-type: none"> Working to a client brief and following a design process introduces students to practice in the creative industry
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<ul style="list-style-type: none"> 10-hour examination. During this time students will produce an outcome which realises their intentions. Mount and prepare work for exhibition. External moderation 	<ul style="list-style-type: none"> Realising ideas to produce an outcome 	<ul style="list-style-type: none"> Tolerance: Students are taught to be tolerant of different beliefs and cultures by supporting each other on their creative journeys.
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