

Year 11 Textiles Curriculum

Year 10		HT1	HT2	HT3	HT4	HT5	HT6
Art, Craft and Design	Topic	Investigation into the textiles artist Jennifer Collier (Mini introductory project)	Seashore/Journeys project	Seashore/Journeys project	Seashore/Journeys project	Earth from above mini project	Structures project
	Why this and why now?	<p>Students coming into Y10 through a normal KS3 will have experienced a curriculum that builds knowledge, understanding and skills in a wide range of materials, processes and techniques. Unfortunately, due to COVID lockdowns and isolations throughout y8 and 9, their experience has been greatly limited. We have therefore planned our projects and curriculum differently this year.</p> <p>The 'Seashore/journeys' project is designed to develop and refine a range of textiles skills through drawing, experimentation with textiles techniques, stitch and decorative processes. We have split the research and development tasks so students have a longer development phase</p>	<p>In half term 2 students will investigate the theme 'Seashores and journeys. They will create a mindmap for the theme and develop research into at least 2 textiles artists/designers. Students will be introduced to and have time to further develop textile techniques through drawing, experimentation and creative use of a range of textiles materials. They will be given the opportunity to work in the style of the artists they have studied and use techniques that directly link to them. They will evaluate this work to gain a clear idea of what their final product will be made from, what it will look like and how they will decorate it. Investigating and experimenting with a</p>	<p>In half term 3 students will create design ideas and a final design for their final product. They will be able to think about and plan the construction process they will use as well as timings of the making and decorative processes they have chosen to use. They will have gained this knowledge from experimenting with a range of materials and techniques and refining their skills in HT2. Students will have a plan for the making of this final product.</p>	<p>In half term 4 students will make their final product, decorate it, photograph it and evaluate it. This will be a natural refinement of their drawing, designing and making skills from the smaller sampling and experimentation in HT2/3 and plans they made in the earlier part of the project. Making samples and experimenting first will have built their confidence up to enable them to be more independent as they complete this final product. Doing a practical project and using fabric and stitch at this point in y10 gives them the opportunity to develop their making skills further if they wish to either in their second coursework project or in the externally set task in y11.</p>	<p>In half term 5 some students may have some 'Seashore/Journeys' work to complete- this will be done as additional home learning tasks or in after school sessions. In half term 5 students will start their second mini coursework project- 'The Earth from above'. This is an applique and stitch project and is planned for the half term 5 of y10 so students have been able to build up their stitching skills in the first two terms and are also keen to try more focussed and creative stitching having practiced these skills in their previous work. Students will be introduced to looking at images and selecting pattern, texture and colour in a more abstract style in this project, this supports students who</p>	<p>In half term 6 students will start their final coursework project- 'Structures'. This is an observational drawing, designing and printing project and is planned for the last term of y10 and the first term of Y11 so students have been able to build up their drawing and designing skills in year 10 and are also keen to develop and refine their practical textiles skills further. Students in this cohort will have an extra half term to complete this projects enabling them to produce a deeper investigation, more complex designs and a more intricate final product. Students will also be introduced to block and lino printing, this supports students who may find it challenging to recreate</p>

	<p>between each technique to enable them to close the gap with their making skills and gain confidence in order to make accelerated progress during this project.</p> <p>In half term 1 students will begin with observational drawing and research and quickly move into making dresses and shoes from paper and stitch.</p>	<p>range of materials, techniques and processes at this point of the course will build on the knowledge they have from KS3 and give students time to refine their skills as well as adding new skills to their textiles experience. They will therefore be able to use these skills with more confidence throughout the rest of the course.</p>			<p>may find it challenging to recreate realistic detail and encourages students who are already confident and skilful to take risks with scale and use of tools/techniques.</p>	<p>realistic drawings and encourages students who are already confident and skilful to take risks with pattern and texture.</p>
<p>What is the essential knowledge that needs to be remembered?</p>	<p>Producing independent research into an artist/sculptor.</p> <p>Developing presentation skills in sketchbook/folder.</p> <p>Use of key words in verbal and written comments and opinions.</p> <p>Control of a range of media when drawing and making from observation.</p> <p>Use of paper and stitch to create a paper dress and shoe.</p> <p>How to use paint and stitch to develop the surface of a garment.</p>	<p>Producing further independent research into an artist/designer.</p> <p>Creating an themed mind map.</p> <p>Refining presentation skills in sketchbook/folder.</p> <p>Use of key words in verbal and written comments and opinions.</p> <p>Textiles processes and decorative techniques.</p> <p>Increasingly skilful use of stitch to create a more complex textiles samples.</p> <p>How to develop decoration using machine embroidery and felt making.</p>	<p>Selecting and refining drawings to create a series of designs for a final product that connects to the artists/designers studied.</p> <p>How to construct a product on a larger scale</p>	<p>Understanding how to use a range of tools to create controlled pattern and texture on fabric.</p> <p>What order to use decorative techniques on the surface of fabric to enable mixing of techniques successfully</p> <p>Evaluating the final textiles product.</p> <p>How the work connects to the artists/designers studied and the theme of the project.</p>	<p>Producing personal and independent research into an artist.</p> <p>Refining presentation skills in sketchbook/folder.</p> <p>Control of a range of stitching tools when creating an embroidery from observation.</p> <p>Understanding how to interpret a style of embroidery and image by choice of stitch, technique and tools.</p>	<p>Understanding of the qualities of a range of wet and dry media and how to use them with skill.</p> <p>Producing independent research into an artist/designer including your own opinions.</p> <p>Use of more complex key words in verbal and written comments and opinions.</p> <p>The block printing process.</p>
<p>What is the assessment intent and how will you assess?</p>	<p><i>Observational drawings and research will be assessed and feedback given. Paper dress and shoe will be evaluated and verbal feedback given</i></p>	<p><i>Mind map for project theme will be assessed and feedback given. Textiles samples will be evaluated and verbal feedback given before the</i></p>	<p><i>Design ideas and final design for final product will be assessed and formal feedback given. Making of final product will be evaluated (if</i></p>	<p><i>Summative assessment will take place of the whole project once the final product has been completed and evaluated.</i></p>	<p><i>Drawings and research will be assessed and feedback given. Pattern and texture embroidery skills will be evaluated and verbal feedback given</i></p>	<p>Observational drawings and research will be assessed and feedback given. This will give students ideas of the areas they need to</p>

	<i>before the student begins to develop their research task. This will give students ideas of the areas they need to develop in the second part of the project to improve their overall grade. Data will be recorded via SIMs in accordance to the school calendar- this data will be a holistic grade including all the work completed by the student.</i>	<i>student begins to develop their final product. This will give students ideas of the areas they need to develop in the final part of the project to improve their overall grade. Data will be recorded via SIMs in accordance to the school calendar- this data will be a holistic grade including all the work completed by the student.</i>	<i>complete) and verbal feedback given before the student begins to develop the decoration on their final product. This will give students ideas of the areas they need to develop to improve their overall grade. Data will be recorded via SIMs in accordance to the school calendar- this data will be a holistic grade including all the work completed by the student.</i>	<i>This summative assessment will be standardised by at least 2 members of staff. Data will be recorded via SIMs in accordance to the school calendar- this data will be a final grade for this coursework project and the introductory project in HT1.</i>	<i>before the student begins to develop their final embroidery. This will give students ideas of the areas they need to refine before the end of this mini project to improve their overall grade. Data will be recorded via SIMs in accordance to the school calendar- this data will be a holistic grade including all the work completed by the student.</i>	<i>develop in the second part of the project to improve their overall grade. Data will be recorded via SIMs in accordance to the school calendar- this data will be a holistic grade including all the work completed by the student</i>
What should the end point look like?	Research sheet for 1 artist/Designer, presented with drawings and annotation. Plan of making for paper dress and shoe. Paper dress and shoe made and decorated. Paper dress and shoe photographed and evaluated.	Mind map for project theme. Additional research. Samples of textiles techniques connected to theme and artists. Annotations	Design ideas and final design for final product and annotation. Plan of making for final product.	Final product completed, photographed and evaluated. All tasks completed and handed in for summative assessment.	Research sheets for 1 artist, presented with drawings and annotation. Embroidered final piece and evaluation.	Mind map for project theme. Additional research. Samples of textiles techniques connected to theme and artists. Annotations
How does it cover the NC	GCSE AO's Assessment Objective 1- Research artists and inspiration Assessment Objective 2- Experiment and develop ideas Assessment Objective 3- Observe and record Assessment Objective 4- Final piece, annotation and evaluation.		GCSE AO's Assessment Objective 1- Research artists and inspiration Assessment Objective 2- Experiment and develop ideas Assessment Objective 3- Observe and record Assessment Objective 4- Final piece, annotation and evaluation.		GCSE AO's Assessment Objective 1- Research artists and inspiration Assessment Objective 2- Experiment and develop ideas Assessment Objective 3- Observe and record Assessment Objective 4- Final piece, annotation and evaluation.	

Year 11		HT1	HT2	HT3	HT4	HT5	HT6
Subject Art, Craft and Design	Topic	Structures	Structures	Externally Set Task	Externally Set Task	Coursework Completion	
	Why this and why now?	<p>In half term 1 students will start their final coursework project- 'Structures'. This is an observational drawing, designing and printing project and is planned for the first term of y11 so students have been able to build up their drawing and designing skills in year 10 and are also keen to develop and refine their practical textiles skills further.</p> <p>Students will also be introduced to block and lino printing, this supports students who may find it challenging to recreate realistic drawings and encourages students who are already confident and skilful to take risks with pattern and texture.</p>	<p>In half term 2 students continue with their 'Structures' project. Having focused on researching a printer/designer and developing their pattern skills in HT1 they now refine their drawings of architectural structures to create a multi layered block print. By spending time in HT1 experimenting with drawing materials and textile techniques and working in the styles of the artists/designers studied, students have developed their skills further and they should be confident to develop their work into print. Planning a large scale or repeating multi layered print for this point in the course builds confidence so that when students return after Christmas to work on their individual projects they</p>	<p>Students are given the externally set tasks. Students choose one theme to create a project of work from. They are able to choose the materials, processes and techniques they wish to use.</p> <p>They must cover all assessment objectives during the project.</p>	<p>Students are given the externally set tasks. Students choose one theme to create a project of work from. They are able to choose the materials, processes and techniques they wish to use.</p> <p>They must cover all assessment objectives during the project.</p> <p>Final assessment sessions- 10 hours, students work independently in exam conditions on their final piece and evaluation. (Either just before or after Easter)</p>	<p>Final assessment sessions- 10 hours, students work independently in exam conditions on their final piece and evaluation. (Either just before or after Easter)</p> <p>Any unfinished coursework is completed before assessment deadline.</p> <p>All course work and externally set tasks marked and standardised internally.</p> <p>Sample standardised by exam board.</p>	

		should have developed some independence. Students will be given the opportunity to develop a garment or textiles art piece.				
What is the essential knowledge that needs to be remembered?	Understanding of the qualities of a range of wet and dry media and how to use them with skill. Producing independent research into an artist/designer including your own opinions. Use of more complex key words in verbal and written comments and opinions. The block printing process.	Understanding how to interpret a style of printing by choice of colour and texture through textiles processes and techniques. Refining presentation skills in sketchbook/folder. Increasingly complex use of key words in verbal and written comments, opinions and evaluations.	Students must cover all assessment objectives during this project.	Students must cover all assessment objectives during this project.	The deadline date must be met.	
What is the assessment intent and how will you assess?	Observational drawings and research will be assessed and feedback given. This will give students ideas of the areas they need to develop in the second part of the project to improve their overall grade. Data will be recorded via SIMs in accordance to the school calendar- this data will be a holistic grade including all the work completed by the student	Summative assessment will take place of the whole project once the final block print and product has been completed and evaluated. This summative assessment will be standardised by at least 2 members of staff. Data will be recorded via SIMs in accordance to the school calendar- this data will be a final grade for this coursework project. All the students coursework will then be marked and standardised	The externally set task is summatively assessed only. Verbal feedback and advice can be given up to the point of the start of the 10 hour exam session.	The externally set task is summatively assessed only. Verbal feedback and advice can be given up to the point of the start of the 10 hour exam session.	All the students externally set tasks will be marked and standardised by at least 2 staff and a final externally set task grade agreed. If students have added to their coursework it will be marked and standardised again and a final coursework grade agreed. A sample of the coursework and externally set task is then standardised by the exam board.	

		and a final coursework grade agreed.				
What should the end point look like?	Observational drawings of structures using a range of media and textiles techniques In depth research into an artist/printer. Presentation and annotation of all work.	Final multi layered block print. Evaluation of block print.	Unable to comment until the externally set task is available (Jan 2022)	Unable to comment until the externally set task is available (Jan 2022)	At least 2 completed coursework projects and externally set task handed in by deadline.	
How does it cover the NC?	GCSE AO's Assessment Objective 1- Research artists and inspiration Assessment Objective 2- Experiment and develop ideas Assessment Objective 3- Observe and record	GCSE AO's Assessment Objective 1- Research artists and inspiration Assessment Objective 2- Experiment and develop ideas Assessment Objective 3- Observe and record Assessment Objective 4- Final piece, annotation and evaluation.	GCSE AO's Assessment Objective 1- Research artists and inspiration Assessment Objective 2- Experiment and develop ideas Assessment Objective 3- Observe and record Assessment Objective 4- Final piece, annotation and evaluation.	GCSE AO's Assessment Objective 1- Research artists and inspiration Assessment Objective 2- Experiment and develop ideas Assessment Objective 3- Observe and record Assessment Objective 4- Final piece, annotation and evaluation.		

