

## Textiles -3 Year Curriculum Journey

<b>Curriculum Aim</b>	<b>Curriculum Aim for the year group</b> <i>Year 7: By the end of the year, students will understand basic sewing techniques &amp; surface decoration skills. They will understand the fundamentals of art and the formal elements and demonstrate this in an individual final response(s). Students are introduced to art and Design movements and artists from a wide range of cultures. Students will have an understanding of the Key Concepts of Structure and Pattern in art and design, and will have been introduced to Key Concept Meaning.</i>					
<b>Term</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Assessment Focus</b>	<b>Stitch Workshops</b> Building on prior knowledge of basic hand stitch techniques using needle and thread.	<b>Stitch Workshops</b> Applying the knowledge of hand stitch techniques to a sample outcome  Critique and self-evaluation	<b>Jon Burgerman</b> Designing a Jon Burgerman inspired Character incorporating students' identity and key characteristics  Critique and evaluation.	<b>Jon Burgerman</b> Applying the knowledge of Surface decoration techniques through hand embroidery and fabric manipulation  Critique and evaluation	<b>DOD- Felt keyring</b> Design of Felt keyring inspired by Day of the Dead symbolism and skulls  Critique and evaluation	<b>DOD- Felt keyring</b> Creation of a 3D Felt Keyring inspired by Day Of The Dead  Critique and evaluation
<b>Topic</b>	Textiles terminology and equipment  Running stitch, blanket stitch, French knot, tying a needle and finishing.	Adding a button, self-evaluation and how to transfer knowledge and skills into a design that is 2D then developed 3D.	Jon Burgerman inspired character design	Surface decoration/embellishment Hand stitches Contextual and Cultural Connections	Media and Material Performance  Line, Texture and Pattern	Construction from 2D into 3D.  Surface pattern and design.
<b>Powerful Knowledge/ skills</b>	Identify Textiles equipment and materials.	Students start to self and peer evaluate their outcomes.	Drawing  Shapes, spaces and measures.  Technical drawing	Students understand that hand embellishment techniques can add to the illusion of 3-	Students link the mechanical reproduction of their design to the Key concept of Pattern.	Students link designing and making a 3-dimensional key ring to the Key Concept of Structure.

			Fine motor skills Visual communication	dimensionality and can link this to the Key Concept of Structure.  Stitching and embroidery  Shapes, spaces and measures.  Fine motor skills  Visual communication	Project design  Project realisation  Experimentation of media, materials, techniques and processes	2D design into 3D construction  Technical drawing  Experimentation of media, materials, techniques and processes  Project design  Project realisation  Creative problem solving
<b>Useful online resources</b>	National Gallery young learners <a href="https://www.nationalgallery.org.uk/learning/young-producers">https://www.nationalgallery.org.uk/learning/young-producers</a> Tate Gallery <a href="https://www.tate.org.uk/kids">https://www.tate.org.uk/kids</a> BBC Bitesize Student art guide Khan Academy					
<b>Sequenced from</b>	Part in primary settings and the National Curriculum entitlement.		Development of the formal elements Texture, Scale and proportion	Development of the formal elements and Design principles	Visual analysis in Art, critical annotation and evaluation	Media and material performance
<b>Sequenced to</b>	Development of the formal elements And Design principles		Development of the formal elements Colour theory	Development of the formal elements Texture, Scale and proportion	Media and material performance	Experiment and develop 2D ideas in to a 3D structure.



<b>Curriculum Aim</b>	<b>Curriculum Aim for the year group</b> <i>Year 8: By the end of the year students will develop a broader range of fabric manipulation skills that stretch and challenge their creativity and develop a body of work to produce a final piece. They will begin to forge cultural and contemporary connections in Art and Design to their own work, and use these to shape their work. They will understand the process of hand dyeing, developing a design using primary and secondary sources and be able to refine this by refining the initial idea. Students will begin to experiment with media and techniques in order to select the appropriate processes and materials for the final piece.</i>					
<b>Term</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Assessment Focus</b>	<b>Cells</b> Experimental drawing from observation in a wide range of media.	<b>Cells</b> Developing 2D designs 3D onto calico using paint and embellishment techniques. Annotation, critical analysis and evaluation.	<b>Batik</b> Experiment with the Batik technique to create cell responses Fabric painting  Developing and refining ideas	<b>Batik</b> Realisation of final response linked to Cells realising intentions and prior techniques learnt (embellishment) to produce a final outcome.	<b>Weaving</b> Demonstrate understanding of the structure of paper by creation & application of own material  Paper weaving	<b>Weaving</b> Demonstrate understanding of the structure of fabric by creation & application of own material  Fabric weaving .
<b>Topic</b>	The formal elements through experimental drawing from observation	Application of media and acquisition of textile techniques- surface embellishment	3D and mixed media  Texture, line, form and negative and positive space	3D to 2D  Extended drawing practice from sculpture	Contextual and contemporary connections and artist research  Developing artistic language	Experimentation and design development and refinement  Positive and negative space
<b>Powerful Knowledge/ skills</b>	Students will understand the structural composition of natural objects through observational studies and how 2-dimensional forms can be made to appear 3-	Students will understand the properties, performance and technical application of a wide range of textile techniques and media that can add to the illusion of 3-dimensionality to a 2-dimensional drawing and can link this to the Key	Students will be able to identify the visual characteristics of an artist's work , discuss their findings with others, and record them in written annotations. Students will be able to link this to the Key Concept of Pattern.	Students will select relevant materials to convey meaning and value and can link this to the Key Concepts of Meaning and Performance.	Students will understand the connection between the performance of materials, the structural composition and the surfaces and can link this to the Key Concepts of Structure and Performance.	Students demonstrate understanding of the structure of fabric by creation & application of own material.

	dimensional using shading and perspective and can link this to the Key Concept of Structure.	Concepts of Structure and Performance.				
<b>Useful online resources</b>	The National Society for Education in Art and Design (NSEAD) <a href="https://www.nsead.org">https://www.nsead.org</a> Arts Council England <a href="http://www.artscouncil.org.uk">www.artscouncil.org.uk</a> GCSE Art and Design- GOV.UK <a href="https://www.gov.uk/government/publications/gcse-art-and-design">https://www.gov.uk/government/publications/gcse-art-and-design</a> National Gallery young learners <a href="https://www.nationalgallery.org.uk/learning/young-producers">https://www.nationalgallery.org.uk/learning/young-producers</a> Tate Gallery <a href="https://www.tate.org.uk/kids">https://www.tate.org.uk/kids</a>					
<b>Sequenced from</b>	The introduction of the formal elements and key concepts in Y7	Observational drawing and tonal values- Year 7	Artist research and Analysis – Year 7	Experimentation of materials- year 7	Refinement of ideas year 7	A 2D- 3D shape- year 7
<b>Sequenced to</b>	The embedding of the formal elements	Recording visually- linked to their theme	Cultural and contextual connections through written and visual analyses	Exploration and experiments with media and techniques trying out a range of processes and techniques	Refinement of ideas and selective experimentation	the ability to produce a final piece

<b>Curriculum Aim</b>	<b>Curriculum Aim for the year group</b> <i>Year 9: By the end of the year students will consolidate their skills and knowledge acquired in year 7 and 8, being able to show fluency with a range of textile techniques. Students will be able to make independent choices when developing their work, experimenting and refining the final piece. Student will be able to independently select relevant information when researching and produce a visual analysis of a chosen artist or art form from a wide range of cultures that will then influence their work</i>					
<b>Term</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Assessment Focus</b>	<b>Upcycling</b> Development of contextual understanding and functionality.	<b>Upcycling</b> Development of contextual understanding and functionality.	<b>Upcycling</b> Development of contextual understanding and functionality.	<b>Group Patchwork</b> Demonstrate understanding of textiles as a form of communication.	<b>Group Patchwork</b> Demonstrate understanding of textiles as a form of communication.	<b>Group Patchwork</b> Realisation of final response -realising intentions and prior techniques learnt to produce a group final outcome
<b>Topic</b>	Media and Material Performance  Surface decoration/embellishment Hand stitches	Media and Material Performance  Surface decoration/embellishment Hand stitches	Contextual and contemporary connections and artist research.  Embedding artistic, analytical and evaluative language.	Patchwork construction techniques	Patchwork construction techniques  Communicating meaning through patchwork	Patchwork construction techniques  Assemblage of group patchwork
<b>Powerful Knowledge/ skills</b>	Students understand a range of fabric Manipulation techniques and the choice of fabric links to performance  Embellishment techniques	Students understand how to use a range of embellishment techniques to create pattern and detail.  Realisation of intentions	Students understand the meaning of the artists' concepts, identity, messages and ideas through critical analysis and personal response and understanding and can link this to the Key Concept of Meaning.	Students will understand that the outcome of an artwork is affected by the choice of media and materials and can choose these with purpose to reflect identity. Students can link this to the Key Concept of Performance.	Students will understand the importance of personal style and self-expression, exploring ideas in connection to their chosen artist to inform meaning and identity, and can link this to the Key Concept of Meaning.	Students will understand the process of independently selecting relevant materials to convey personal meaning and value and can link this to the Key Concepts of Meaning and Performance.

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<b>Sequenced from</b>	Introduction, developing and embedding of the formal elements year7/8	Recording visually linked to their theme- year 8	Cultural and contextual connections through written and visual analyses- year 8	Exploration and experiments with media and techniques trying out a range of processes – year 8	Refinement of ideas and selective experimentation- year 8	the ability to produce a final piece- year 8
<b>Sequenced to</b>	Consolidation of the formal elements	Visual connections	Meanings and concepts	Purpose of materials	Personal style and self-expression	A meaningful outcome to the project