

Textiles -5 Year Curriculum Journey

<u>Textiles -5 Year Curriculum Journey</u>						
Curriculum Aim	Curriculum Aim for the year group <i>Year 7: By the end of the year, students will understand a range of hand stitch techniques and surface decoration to embellish fabric. They will understand the fundamentals of design and the formal elements and demonstrate this in an individual final keyring response inspired by the work of Jon Burgerman .</i>					
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Assessment Focus	Stitch Workshops Building on prior knowledge of basic hand stitch techniques using needle and thread.	Stitch Workshops Applying the knowledge of hand stitch techniques to a sample outcome Critique and self-evaluation	Jon Burgerman- Felt keyring Customer research, critique, planning Understanding the work of Jon Burgerman Developing and refining ideas	Jon Burgerman- Felt keyring Construction 2D- 3D Application of skills learnt	Jon Burgerman – Felt keyring Applying the knowledge of Surface decoration techniques through hand embroidery and fabric manipulation Critique and evaluation	Jon Burgerman- Felt keyring Applying the knowledge of Surface decoration techniques through hand embroidery and fabric manipulation Critique and evaluation Critique and self-evaluation
Topic	Textiles terminology and equipment Threading a needle Tying a knot Finishing off Running stitch Adding a button	French knot Chain stitch blanket stitch	Product Analysis of existing keyrings Design Plans Contextual and Cultural Connections- Artist/ designer research	Cutting a template and construction	Surface decoration/ embellishment Hand stitches Buttons Hand stitches	Surface decoration/ embellishment Hand stitches Buttons Hand stitches
Powerful Knowledge/ skills	Hand stitch techniques . Threading a needle	Hand stitch techniques . Threading a needle	Drawing- Visual communication Technical drawing Project design Visual communication	Shapes, spaces and measures. Construction of pattern pieces Cutting	Applique Hand stitch techniques Experimentation of media, materials, techniques and processes	Applique Hand stitch techniques Experimentation of media, materials, techniques and processes Produce a strong final piece, manipulating materials and processes with skill and intention

Useful online resources	National Gallery young learners https://www.nationalgallery.org.uk/learning/young-producers Tate Gallery https://www.tate.org.uk/kids BBC Bitesize Student art guide Khan Academy					
Sequenced from	Primary school setting	Primary school setting	Autumn 2 Stitch knowledge	Autumn 1/2 Stitch workshops	Autumn 1/2 Stitch workshops	Autumn 1/2 Stitch workshops
Sequenced to	Autumn 2 Stitch workshops	Summer 2 Surface decoration	Year 8 Autumn 1 Designer research	Year 8 Summer 1/2 Applique, Embellishment	Year 8 Summer 1/2 Applique, Embellishment	Year 8 Summer 1/2 Applique, Embellishment

Curriculum Aim	Curriculum Aim for the year group <i>Year 8: By the end of the year students will develop a knowledge of fabric dyeing techniques 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 Design to their own work, and use these to shape their work. They will understand the process Batik, developing a print 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 print design for Fashion.</i>					
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Assessment Focus	Cells – Designer research Analysis Critique Evaluation	Cell Pattern design Designing a range of patterns inspired by cells Applying colour and techniques to Cell designs Annotation, critical analysis and evaluation. Developing and refining ideas	Batik Experiment with the Batik technique to create cell inspired pattern Fabric painting- Watercolour Developing and refining ideas	Batik Experiment with the Batik technique to create cell inspired pattern Fabric painting- Watercolour Developing and refining ideas	Batik Embellishment of pattern- Hand stitch Running stitch Chain stitch French knot Blanket stitch	Batik Embellishment of pattern- sequins and beads Applying buttons and beads
Topic	Artist Research Contextual and contemporary connections and artist research	Pattern design Rules of pattern	Batik process/ application of Batik	Batik Dyeing fabrics Watercolour painting	Hand stitch embellishment techniques	Hand stitch embellishment techniques
Powerful Knowledge/ skills	Critique Evaluation Form,content, process, mood Cells link this to the Key Concept of Structure.	Line Repetition Scale Colour Rules of pattern Project design	Batik process and technique Students will be able to link this to the Key Concept of Pattern. Wax resist Experimentation of media, materials, techniques and processes	Batik process and technique Wax resist Watercolour application Experimentation of media, materials, techniques and processes	Embellishment techniques Running stitch Chain stitch French knot Blanket stitch Experimentation of media, materials, techniques and processes	Embellishment techniques – Buttons/beads Hand stitching Colour theory Produce a strong final piece, manipulating materials and processes with skill and intention

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Useful online resources	The National Society for Education in Art and Design (NSEAD) https://www.nsead.org Arts Council England www.artscouncil.org.uk GCSE Art and Design- GOV.UK https://www.gov.uk/government/publications/gcse-art-and-design National Gallery young learners https://www.nationalgallery.org.uk/learning/young-producers Tate Gallery https://www.tate.org.uk/kids					
Sequenced from	Year 7 Spring 1 Artist/ designer research	Year 7 Art/Graphics Formal elements	Year 7 Spring 1 / 2 Skateboards project - watercolours	Year 7 – Embellishment	Year 8 summer 1 / 2 Embellishment	Year 8 summer 1 / 2 Embellishment
Sequenced to	Year 9 spring 1 Artist/designer research	Year 9 Spring 1 Pencil case designs	Year 8 Spring 2 – Watercolour application on fabric	Year 8- Summer 1 Batik Purpose of materials	Year 9 Summer 2 Embellishment	Year 9 Summer 2 Embellishment

Curriculum Aim	Curriculum Aim for the year group <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 to design and construct a pencil case. Students will be able to make independent choices when developing their work. Student will be able to independently select relevant information when researching and produce a visual analysis of a chosen designer that will then influence their work. Students will have a working knowledge of the sewing machines using the straight and freehand foot for construction and embellishment.</i>					
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Assessment Focus	Machine basic workshops Threading a sewing machine Basic functions Machining with straight foot	Machine basic workshops Threading a sewing machine Basic functions Machining with free hand foot	Pencil case Design/ research Market research Understanding of upcycling Artist/designer research	Pencil case construction Machine embroidery	Pencil case construction Machine embroidery Inserting a zip	Pencil Case embellishments Personalised design Hand stitch Machine stitch
Topic	Threading a sewing machine Basic functions Machining with straight foot	Threading a sewing machine Basic functions Machining with free hand foot	Market research/analysis Upcycling Artist/designer research Design plan	Pattern cutting Construction techniques	Pattern cutting Construction techniques	Surface decoration/ embellishment Personalised design Hand stitch Machine stitch
Powerful Knowledge/ skills	Threading a sewing machine Health and safety when using a sewing machine Basic machine functions Straight foot stitches	Threading a sewing machine Health and safety when using a sewing machine Basic machine functions Free hand embroidery	Evaluation Critique Formal elements Embellishment techniques Construction techniques	Machine skills Pattern cutting Construction techniques Experimentation of media, materials, techniques and processes	Machine skills Pattern cutting Construction techniques Experimentation of media, materials, techniques and processes	Machine skills Pattern cutting Construction techniques Hand stitches Applique Produce a strong final piece, manipulating materials and processes with skill and intention

Useful online resources	The National Society for Education in Art and Design (NSEAD) https://www.nsead.org Arts Council England www.artscouncil.org.uk GCSE Art and Design- GOV.UK https://www.gov.uk/government/publications/gcse-art-and-design National Gallery young learners https://www.nationalgallery.org.uk/learning/young-producers Tate Gallery https://www.tate.org.uk/kids					
Sequenced from	Hand stitch techniques year 7/8	Autumn 1 Exploration and experiments with media and techniques	Year 8 Autumn 2- pattern design	Machine basics workshop Autumn 1 / 2	Machine basics workshop Autumn 1 / 2	Year 7/8 embellishment techniques
Sequenced to	Year 10 Machine basics	Year 10 Machine embellishment	Year 10 F,C,P,M	Year 10 workshops Seams/ construction technique	Year 10 workshops Machine embroidery	Year 10 workshops Hand stitch/ embellishment Personal style and self-expression

Curriculum Aim	Curriculum Aim for the year group <i>Year 10: By the end of the year students will be able to confidently select relevant secondary sources to produce sensitive, articulate and detailed observational work that demonstrates an embedded knowledge of the formal elements. They will be able to critically analyse artists' work and produce a thought provoking visual analysis in a refined way. Students will be able to exploit the qualities of materials independently and skilfully through experimentation and be able to critically evaluate and articulate the outcomes</i>					
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Assessment Focus	Portfolio- Workshops Machine embroidery, Drawing for different purposes, Seams/ construction, Dyeing processes and techniques, Fashion Illustration, Fashion manipulation techniques Holistic grading against OCR marking grid encompassing A01-A04			Personalised project Holistic grading against OCR marking grid encompassing A01-A04		
Topic	Coursework (Portfolio) THEME IS SET BY THE SCHOOL LEAD & SUBJECT TEACHER. – Students will pick from a range of starting points that change every year					
Powerful Knowledge/ skills	<ul style="list-style-type: none"> • To know how to access/collect / collate and interpret information from a variety of sources • To be able to visually critique artwork using own opinions, art terminology and Formal Elements of Art • To have a good understanding of the historical context in which a piece of art was created. • To be confident in the use of a variety of media and technical processes • To know how to confidently realise their own intentions by working independently and creating a final outcome 					
Useful online resources	www.artcyclopedia.com www.tate.org.uk www.saatchiart.com/ www.studentartguide.com https://www.vam.ac.uk/ https://www.ftmlondon.org/ www.art2day.co.uk www.theartstory.org/artists/ https://www.moma.org/ www.tate.org.uk/art/student-resource/exam-help https://www.centrepompidou.fr/en www.nsead.org https://www.khanacademy.org/					
Sequenced from	Consolidation of Key skills and knowledge from Key Stage Three.	OCR Coursework portfolio A01- Develop ideas through investigation, demonstrating critical understanding of sources	OCR Coursework portfolio A03- Record ideas, observations and insights relevant to intentions as work progresses	OCR portfolio coursework project(s). A02- Refine work by exploring ideas, selecting and experimenting with	OCR portfolio coursework project(s). A02- Refine work by exploring ideas, selecting and experimenting with	OCR portfolio coursework project(s). A02- Refine work by exploring ideas, selecting and experimenting with
				appropriate media, materials, techniques and processes	appropriate media, materials, techniques and processes	appropriate media, materials, techniques and processes

Sequenced to	OCR Coursework portfolio A01- Develop ideas through investigation, demonstrating critical understanding of sources	OCR Coursework portfolio A03- Record ideas, observations and insights relevant to intentions as work progresses	OCR portfolio coursework project(s). A02- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes	OCR portfolio coursework project(s). A02- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes	OCR portfolio coursework project(s). A02- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes
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Curriculum Aim	Curriculum Aim for the year group <i>Year 11: By the end of the year students will be able to demonstrate mastery in recording from observation, developing ideas and exploring media and techniques. They will be able to confidently and independently realise this body of work and research in an original and sophisticated final piece. They will be able to critically evaluate and comment on their work both visually and verbally.</i>					
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Assessment Focus	Portfolio/ ESA Holistic grading against OCR marking grid encompassing A01-A04					
Topic	Experimentation, material testing and refining. Annotation. Realisation of the final piece.	Realisation of the final piece and critical evaluation.	Exam set task. Observational drawing form selected secondary sources and artist research.	Exam set task. Design development, experimentation. Final exam and realisation. Completion of coursework tasks. Course end.	Course End	
Powerful Knowledge/ skills	<ul style="list-style-type: none"> To know how to access/collect / collate and interpret information from a variety of sources To be able to visually critique artwork using own opinions, art terminology and Formal Elements of Art To have a good understanding of the historical context in which a piece of art was created. To be confident in the use of a variety of media and technical processes To know how to confidently realise their own intentions by working independently and creating a final outcome 					
Useful online resources	www.artcyclopedia.com www.tate.org.uk www.saatchiart.com/ www.studentartguide.com www.art2day.co.uk www.theartstory.org/artists/ www.tate.org.uk/art/student-resource/exam-help					
Sequenced from	OCR portfolio coursework project(s). A02- Refine work by exploring ideas,	OCR portfolio coursework project(s). A04 – Present a personal and meaningful response that realises intentions and	OCR portfolio ESA A01- Develop ideas through investigation, demonstrating	OCR portfolio ESA A03- Record ideas, observations and insights relevant to	OCR portfolio ESA A04 – Present a personal and meaningful response that realises intentions	N/A

	selecting and experimenting with appropriate media, materials, techniques and processes	demonstrates understanding of visual language	critical understanding of sources	intentions as work progresses	and demonstrates understanding of visual language	
Sequenced to	OCR portfolio coursework project(s). A04 – Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language	OCR portfolio coursework project(s). A04 – Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language	OCR portfolio ESA A02- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes	OCR portfolio ESA A04 – Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language	OCR portfolio ESA A04 – Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language	N/A

