



# DT - TEXTILES CURRICULUM AREA STAFF

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## DT - TEXTILES CURRICULUM INTENT

The Textiles curriculum at BYJHS aims to be **inspiring, creative and practical**. Throughout our Textiles curriculum we open our learner's minds to how fabrics and other materials interact with us as consumers and encourage students to question function and form. We also ensure all our students have experience with the main equipment, such as the sewing machine and **we encourage them to explore and broaden their capabilities and levels of personal challenge with practice**. The curriculum is a cross over between design and art-textiles. **Using creativity and imagination, pupils design and make outcomes**. They acquire a broad range of subject knowledge. Pupils learn **how to take risks, becoming resourceful, innovative, enterprising and capable citizens at work**.

Our Textiles curriculum will give students the opportunity to:

- Ensure the safety of themselves and others through learning established practices in the working environment and specifically with the machines and sharp equipment
- Recognise the hazards presented and identify ways of preventing harm
- Use a range of natural and man-made fibres and fabrics
- Use a range of equipment safely and accurately to produce different outcomes
- Communicate their design ideas using a variety of methods
- Practice different presentation techniques to heighten aesthetic appeal
- Challenge themselves when working independently through a range of practical tasks within set time frames
- Be aware of the impact there may be from textile production methods ethically and environmentally
- Know how to make a positive contribution to protecting the environment through recycling and upcycling
- Explore the work of textile artists and tap into these to inspire their own design work
- Take pride in their outcomes and feel a sense of achievement and increasing level of confidence and ability when dealing with fabrics, materials and components
- Evaluate outcomes and identify how to improve the quality next time.

# DT - TEXTILES CURRICULUM OVERVIEW

Year 10 Art and Design (AQA 8204) - Textiles Curriculum					
In Year 10 students complete a range of workshops looking at more challenging textiles techniques to help give them to skills to complete their Unit 1 coursework later in the year.					
Autumn Term		Spring Term		Summer Term	
Autumn 1		Spring 1		Summer 1	
<b>TOPIC: Natural Forms</b> <b>WEEKS: Term 1</b>		<b>TOPIC: Natural Forms</b> <b>WEEKS: Term 2</b>		<b>TOPIC: Natural Forms</b> <b>WEEKS: Term 3</b>	
KNOWLEDGE	ASSESSMENT	KNOWLEDGE	ASSESSMENT	KNOWLEDGE	ASSESSMENT
<ul style="list-style-type: none"> <li>To understand all 4 AQA Assessment Objectives: A01 developing ideas through investigations, A02 Exploring and developing materials and A03 Recording ideas. A04 Making</li> <li>A mock coursework project developed in response to the theme Natural Forms evidencing the journey from initial engagement with an idea(s) to the realisation of intentions.</li> </ul>	Continuous assessment of samples created by students against AQA assessment objectives both in lessons and feedback on any homework completed. - mood boards, analysis of artists, practical textiles	<ul style="list-style-type: none"> <li>how to investigate a new relevant textile artist and use them as a source of inspiration for continued investigations and refining experimentation.</li> <li>how to produce an initial study followed by refinement pieces based on the textiles artist they have chosen.</li> </ul>	Continuous assessment of samples created by students against AQA assessment objectives both in lessons and feedback on any homework completed. Teacher	<ul style="list-style-type: none"> <li>How to continue to develop and refine a creative journey through relevant investigations of chosen textile artist</li> </ul>	Continuous assessment of samples created by students against AQA assessment objectives both in lessons and feedback on any homework completed.

<ul style="list-style-type: none"> <li>• Knowledge and practical skills textiles workshops based on Natural Forms theme resulting in students, developing a range of material explorations, investigations through research and learning how to record, refine and present work. Workshops inc: making snip material, stenciling on prepared backgrounds, hand embroidery, collage, Monoprinting, lino printing and Suffolk Puffs.</li> <li>• Artist research on artists such as Deborah Boschert, Deborah O’Hara, Cass Holmes, Louise O’Hara, Hillary Beattie, Han Cao</li> </ul> <p><b><u>Knowledge and skills/techniques:</u></b>  Applique  Beading  Printing  Embroidery  Stitching  Free motion  Heat transfer  Watercolour and ink onto fabric  Fabric choices and selection  Pattern development</p>	skill development, outcomes Teacher review of work and 1:1 coaching in lesson time.		review of work and 1:1 coaching in lesson time.		
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<p>Surface Pattern          Printing ideas and techniques          Stitched and embellished textiles          Fashion design          Woven knitted or stitched fabrics          Decorative for non-functional purpose          Mind map and mood board construction</p>					
<b>SKILLS</b>		<b>SKILLS</b>		<b>SKILLS</b>	
<p><b><u>Research and Investigation:</u></b></p> <ul style="list-style-type: none"> <li>• Mind maps</li> <li>• Mood board</li> <li>• Artist research</li> <li>• Artist analysis</li> <li>• Design development</li> <li>• How sources can inspire the development of ideas</li> <li>• Design skills</li> </ul> <p><b><u>Written Annotation:</u></b></p> <ul style="list-style-type: none"> <li>• Purposeful annotation</li> <li>• Initial shapes</li> <li>• Sketching and drawing in stich, paint, pen, pencil relevant to intentions</li> </ul>		<ul style="list-style-type: none"> <li>• Skilful use of textiles techniques based on textile artist chosen to investigate.</li> <li>• how to present work effectively</li> </ul>		<ul style="list-style-type: none"> <li>• Increasing experimentation and independence through choice of techniques and artist inspiration</li> </ul>	

<ul style="list-style-type: none"> <li>Recording through initial photos</li> <li>Communicate an understanding of cultural and social contexts.</li> <li>Communicate understanding of contemporary and or historical environments or issues.</li> <li>Communicate the ways in which meanings, ideas and intentions can be communicated through visual and tactile language.</li> </ul>					
<b>Autumn 2</b>		<b>Spring 2</b>		<b>Summer 2</b>	
<b>TOPIC: Natural Forms</b> <b>WEEKS: Term 1</b>		<b>TOPIC: Natural Forms</b> <b>WEEKS: Term 2</b>		<b>TOPIC: Natural Forms</b> <b>WEEKS: Term 3</b>	
<b>KNOWLEDGE</b>	<b>ASSESSMENT</b>	<b>KNOWLEDGE</b>	<b>ASSESSMENT</b>	<b>KNOWLEDGE</b>	<b>ASSESSMENT</b>
As above	Continuous assessment of samples created by students against AQA assessment objectives both in lessons and feedback on any homework completed.	<ul style="list-style-type: none"> <li>How to use a textile artist as inspiration.</li> <li>Developing individual concepts linked to a student's personal creative journey.</li> </ul>	Continuous assessment of samples created by students against AQA assessment objectives both in lessons and feedback on	As in previous term	Assessment of final portfolio on Natural Forms
<b>SKILLS</b>		<b>SKILLS</b>		<b>SKILLS</b>	
As above		<ul style="list-style-type: none"> <li>Producing a full portfolio of an artist investigation</li> </ul>		<ul style="list-style-type: none"> <li>How to realise intentions and create a final outcome relevant to the</li> </ul>	

	Teacher review of work and 1:1 coaching in lesson time.	with experimentation and refinement	any homework completed. Teacher review of work and 1:1 coaching in lesson time.	individual's personal journey. <ul style="list-style-type: none"> <li>• Integrating AQA assessment objectives</li> <li>• Use a variety of materials, techniques and processes.</li> <li>• How to present outcomes to showcases their best.</li> <li>• Full annotation of work</li> </ul>	
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## Year 11 Art and Design (AQA 8204) - Textiles Curriculum

In Year 11 students finish their chosen topic for component 1. In January they select a theme from the AQA exam paper and complete a portfolio leading up to their 10 hour exam.

Autumn Term		Spring Term		Summer Term	
<b>Autumn 1</b>		<b>Spring 1</b>		<b>Summer 1</b>	
<b>TOPIC: Workshop run by Murrion Fraser (Local Textiles Artist)</b>		<b>TOPIC: Component 2</b>		<b>TOPIC: Component 2</b>	
<b>WEEKS: Term 1</b>		<b>WEEKS: Term 2</b>		<b>WEEKS: Term 3</b>	
KNOWLEDGE	ASSESSMENT	KNOWLEDGE	ASSESSMENT	KNOWLEDGE	ASSESSMENT
<ul style="list-style-type: none"> <li>Different forms of recycling textiles in a contemporary way.</li> <li>How to use different/new techniques introduced in the workshop as a springboard for a creative journey for second topic in component 1.</li> </ul>	Continuous assessment of samples created by students against AQA assessment objectives both in lessons and feedback on any homework completed. Teacher review of work and 1:1 coaching in lesson time.	<ul style="list-style-type: none"> <li>Linking AQA AOs to the new textiles' investigations based on their selected exam question</li> </ul>	Continuous assessment of samples created by students against AQA assessment objectives both in lessons and feedback on any homework completed. Teacher review of work and 1:1 coaching in lesson time.	<ul style="list-style-type: none"> <li>Investigate another 2 artists ensuring that all work fits the criteria of the four assessment objectives.</li> </ul>	Continuous assessment of samples created by students against AQA assessment objectives both in lessons and feedback on any homework completed. Teacher review of work and 1:1 coaching in lesson time.
SKILLS		SKILLS		SKILLS	
<ul style="list-style-type: none"> <li>Experimenting with recycled textiles.</li> <li>How to create a relevant and refined mind map and mood board on topic.</li> </ul>		<ul style="list-style-type: none"> <li>Continuation of development of skills necessary to complete the component 2 portfolio to the highest level possible.</li> <li>Investigate a minimum of 3 artists ensuring that all work fits the criteria of the four assessment objectives.</li> </ul>		As before for component 2	
<b>Autumn 2</b>		<b>Spring 2</b>		<b>Summer 2</b>	



<b>TOPIC: Component 2</b> (Changes annually. 2023-24 is Architecture) <b>WEEKS: To the end of term</b>		<b>TOPIC: Component 2</b> <b>WEEKS: To the end of term</b>		<b>TOPIC: Component 2</b> <b>WEEKS:</b>	
<b>KNOWLEDGE</b>	<b>ASSESSMENT</b>	<b>KNOWLEDGE</b>	<b>ASSESSMENT</b>	<b>KNOWLEDGE</b>	<b>ASSESSMENT</b>
<ul style="list-style-type: none"> <li>How to use the local textile artist as inspiration to investigate other textile artists.</li> </ul>	Continuous assessment of samples created by students against AQA assessment objectives both in lessons and feedback on any homework completed. Teacher review of work and 1:1 coaching in lesson time.	As above		As above	
<b>SKILLS</b>		<b>SKILLS</b>		<b>SKILLS</b>	
<ul style="list-style-type: none"> <li>Developing and refining investigation skills during a creative journey to produce an outcome</li> <li>How to present work to showcase their best.</li> </ul>				<ul style="list-style-type: none"> <li>Create and construct a final portfolio of their outcomes.</li> </ul> <p>By the first week in May students will sit the 10-hour exam to complete component 2.</p> <ul style="list-style-type: none"> <li>Organise materials necessary for exam</li> <li>Manage time effectively</li> </ul>	

# DT - TEXTILES CURRICULUM SEQUENCING

At the start of year 10, pupils return to the fundamental principles of colour, texture and pattern studied during KS3 before moving on to their portfolio work. In Textiles Design, pupils draw upon a selection of Artists and Textile Artists to study in relation to a topic. This is used as a stimulus for pupils to make a personal response and build up a substantial portfolio of textiles work. Pupils experience contextual referencing, design development and refinement, initial research, photography and observational drawing. The interpretation of what it means to draw in textiles is stitch. Stitching is perceived as a drawing tool and used as such. As the creative process ensues, development of technical skills, breadth of media used, critical understanding and analysis are all basic requirements for pupils to move forward. Experimentation and exploration of ideas are developed with increasing independence as the course progresses. Risk taking is widely encouraged as an important part of the learning experience and a contribution to confidence building. By the time the pupils come to the start the externally set final topic in the January of year 11, they can draw upon the skills, knowledge and previous experience and apply them to a new exploration with more maturity and independence.

## EXAM INFORMATION FOR GCSE QUALIFICATIONS IN THIS SUBJECT AREA

Click each link below to view the full specification:

[AQA | GCSE | Art and Design | Specification at a glance](#)