



### Textiles Curriculum Learning Journey

Knowledge & Concepts increase students depth/ challenge and build on previous learning where topics are revisited throughout their learning journey

		Year 9	Year 10	Year 11	Year 12	Year 13
Half Term 1	Topic	<b>Recycled Materials – Alphabet Project</b>	<b>Key Skills – Colour</b>	<b>Fabric Manipulation, Texture and Accessories</b>	<b>Introduction to Textiles</b>	<b>Personal Investigation – Component 1. Written component.</b>
	Knowledge	<p>Recording and exploring the qualities of media, materials, techniques and processes</p> <p>To understand the principles of <b>hand embroidery</b> – including applique, <b>weaving and fusing</b>.</p> <p>To gain understanding of the work of the following artists/ designers and their work: <b>Jessica Grady, Diedrick Brackens, Ben Venom and Nick Cave.</b></p>	<p>Recording and exploring the qualities of media, materials, techniques and processes</p> <p>To understand the following techniques: hand/machine embroidery, batik, wet and dry felting, weaving.</p> <p><b>Introduce artist/designer research</b></p> <p><b>General understanding of exam board AOs</b></p>	<p>Independent research and <b>understanding of fabric manipulation</b> and how it can be used to <b>alter the material surface of fabric.</b></p> <p><b>Analysing</b> the work of artists and designers e.g. Issey Miyake etc.</p>	<p>To understand the following techniques: hand embroidery, machine stitch.</p> <p>To understand the formal elements of art.</p> <p>To research relevant artists and designers.</p>	<p>To research relevant artists and designers in relation to Component 1.</p> <p>To conduct relevant research relating to student’s individual enquiry, using a broader range of sources to gain deeper understanding of the subject matter. This could include academic journals and first hand sources etc.</p> <p>To understand how to compile written evidence of Personal Investigation in regard to practical exploration and research.</p>



	Skills	<p><b>Develop</b> skills through <b>experimenting with media</b> - creating textile surfaces and samples using hand embroidery, weaving and fusing.</p> <p>Use unconventional materials, considering the best application method to produce the desired results.</p> <p><b>Analyse</b> the work of artists/ designers, drawing on them for inspiration where necessary.</p>	<p><b>Record observations</b> Develop skills through experimenting with media - Creating textile surfaces &amp; samples, <b>line and mixed media drawing</b>, hand/machine embroidery, batik, wet and dry felting, weaving.</p>	<p>Independent artist research. <b>Recording and</b> Experimenting with a variety of media and materials.</p> <p><b>Explore the qualities of materials processes and techniques e.g. fabric manipulation, machine stitching, collage, Mixed-media</b></p>	<p>Hand embroidery Machine set up, changing stitches (including using free motion stitching)</p> <p>Apply them to drawings related to primary/ secondary sources.</p>	<p>Students will continue to critically analyse the work of artist's/ designer's with an increased ability to carefully dissect their work within the context of available research.</p> <p>Students will continue to apply the style/ materials of artist's/ designer's. With a focus on expressing their individual style through the work of others.</p> <p>Develop increasing proficiency with a wide range of techniques including but not limited to hand embroidery, machine stitch etc. At this stage students may choose to explore a single technique in depth.</p> <p>To develop comprehensive writing in accordance with AQA requirements on the written assignment</p>
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		Year 9	Year 10	Year 11	Year 12	Year 13
Half Term 2	Topic	<b>Recycled Materials – Alphabet Project</b>	<b>Key Skills – Colour</b>	<b>Fabric Manipulation, Texture and Accessories</b>	<b>Introduction to Textiles Personal Investigation – Component 1.</b>	<b>Personal Investigation – Component 1. Written component.</b>
	Knowledge	Recording and exploring the qualities of media, materials, techniques and processes  To understand the principles of <b>hand embroidery</b> – including applique, <b>weaving and fusing</b> .  To gain understanding of the work of the following artists/ designers and their work: <b>Jessica Grady, Diedrick Brackens, Ben Venom and Nick Cave.</b>	Develop ideas for a final piece.  <b>Present a personal response that realises intentions</b>  3D/2D construction techniques Pattern adapting knowledge	Develop ideas for a final piece – an accessory that utilises fabric manipulation as the main component.  <b>Present a personal response that realises intentions</b>	To research relevant artists and designers in relation to Component 1.  To conduct relevant research relating to student’s individual enquiry.	To use the body of work produced to develop ideas for a fully realised final piece that demonstrates the depth of learning undertaken throughout the course.  Students will be realising intentions and finalising written assignments.
	Skills	<b>Develop</b> skills through <b>experimenting with media</b> - creating textile surfaces and samples using hand embroidery, weaving and fusing.  Use unconventional materials, considering the best application method to produce the desired results.  <b>Analyse</b> the work of artists/ designers, drawing on them for inspiration where necessary.  <b>Design and make</b> a final piece that utilises unconventional materials in an unusual way.	Create draft designs towards a final piece  <b>Create final piece</b>  <b>General understanding of exam board AOs</b>  Develop ideas through investigations, demonstrating critical understanding of sources	Create draft designs towards a final piece  <b>Create final piece</b>  <b>Sound understanding of exam board AOs</b>  Develop ideas through investigations, demonstrating critical understanding of sources	Critically analyse the work of artist’s/ designer’s  Apply the style/ materials of artist’s/ designer’s  Develop proficiency with a wide range of techniques including but not limited to: hand embroidery, machine stitch etc.	Record ideas and observations towards realising a final piece. Including testing materials and technique suitability.



	Topic	Recycled Materials – Alphabet Project	1960's Project	GCSE EXAM	Personal Investigation – Component 1.	Personal Investigation – Component 1. External exam – Component 2
Half Term3	Knowledge	<p>Recording and exploring the qualities of media, materials, techniques and processes</p> <p>To understand the principles of <b>hand embroidery</b> – including applique, <b>weaving and fusing</b>.</p> <p>To gain understanding of the work of the following artists/ designers and their work: <b>Jessica Grady, Diedrick Brackens, Ben Venom and Nick Cave</b>.</p>	<p><b>General understanding of exam board AOs</b></p> <p>Develop ideas through investigations, demonstrating critical understanding of sources</p>	<p><b>Sound understanding of exam board AOs</b></p> <p>Confidently develop ideas through investigations, demonstrating critical understanding of sources</p>	<p>To research relevant artists and designers in relation to Component 1.</p> <p>To conduct relevant research relating to student's individual enquiry.</p>	<p>To identify external assignment starting point.</p> <p>To examine their chosen starting point in more detail using appropriate media and materials to <b>record observations</b>.</p> <p>To refine ideas through investigations, demonstrating critical understanding of sources used.</p>



	Skills	<p><b>Develop</b> skills through <b>experimenting with media</b> - creating textile surfaces and samples using hand embroidery, weaving and fusing.</p> <p>Use unconventional materials, considering the best application method to produce the desired results.</p> <p><b>Analyse</b> the work of artists/ designers, drawing on them for inspiration where necessary.</p>	<p><b>Record observations</b> Student supported to experiment with materials and techniques as appropriate including - surfaces, <b>line, tone and pattern, drawing</b>, mark making using some of the following textile processes to develop proficiency with a wide range of the techniques included not just limited to: hand embroidery, machine stitch etc</p> <p><b>Constructive textiles – Weaving, Knitting, Fusing plastics and other materials, Wet felting, Braiding, Macramé</b></p> <p><b>Surface decoration Textiles – Stencil, Lino, Styrofoam, Sublimation, Screen Printing, Machine &amp; Hand embroidery, Applique, Wax resist (Batik), Beadwork, Dying, Shibori, Slashing, quilting, pleating, Dry felting, Computer aided design (Serif &amp; photoshop)</b></p> <p>Independent artist/ designer research</p>	<p><b>Record observations</b> Student independently experiment with materials and techniques as appropriate including - surfaces, <b>line, tone and pattern, drawing</b>, mark making using most of the following textile processes to develop proficiency with a wide range of the techniques included not just limited to: hand embroidery, machine stitch etc</p> <p><b>Constructive textiles – Weaving, Knitting, Fusing plastics and other materials, Wet felting, Braiding, Macramé</b></p> <p><b>Surface decoration Textiles – Stencil, Lino, Styrofoam, Sublimation, Screen Printing, Machine &amp; Hand embroidery, Applique, Wax resist (Batik), Beadwork, Dying, Shibori, Slashing, quilting, pleating, Dry felting, Computer aided design (Serif &amp; photoshop)</b></p> <p>Independent artist/ designer research</p> <p>At this stage students will be selecting their own techniques and processes for exploration based on research and direct of enquiry.</p>	<p>Critically analyse the work of artist's/ designer's</p> <p>Apply the style/ materials of artist's/ designer's</p> <p>Develop proficiency with a wide range of techniques including but not limited to: hand embroidery, machine stitch etc.</p> <p>Record ideas and observations towards realising a final piece. Including testing materials and technique suitability.</p>	<p>Students independently refine work and develop new ways of working by exploring ideas and experimenting with different media and techniques.</p> <p>Apply techniques with confidence including but not limited to: hand embroidery, machine stitch etc.</p>
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		Year 9	Year 10	Year 11	Year 12	Year 13
Half Term 4	Topic	<b>Recycled Materials – Alphabet Project</b>	<b>1960’s Project</b>	<b>GCSE EXAM</b>	Personal Investigation – Component 1.	External exam – Component 2
	Knowledge	Recording and exploring the qualities of media, materials, techniques and processes  To understand the principles of <b>hand embroidery</b> – including applique, <b>weaving and fusing</b> .  To gain understanding of the work of the following artists/ designers and their work: <b>Jessica Grady, Diedrick Brackens, Ben Venom and Nick Cave</b> .	<b>Record observations</b> With support students refine ideas through investigations, demonstrating critical understanding of sources	<b>Record observations</b> Students independently refine ideas through investigations, demonstrating critical understanding of source	To research relevant artists and designers in relation to Component 1 with increasing confidence.  To conduct relevant research relating to student’s individual enquiry. This information should be utilised to form a line of enquiry that is complemented by their practical explorations.	<b>Sound understanding of exam board AOs</b> , Confidently develop ideas through investigations, demonstrating critical understanding of sources.
	Skills	<b>Develop</b> skills through <b>experimenting with media</b> - creating textile surfaces and samples using hand embroidery, weaving and fusing.  Use unconventional materials, considering the best application method to produce the desired results.  <b>Analyse</b> the work of artists/ designers, drawing on them for inspiration where necessary.  <b>Design and make</b> a final piece that utilises unconventional materials in an unusual way.	Students supported to refine work by exploring ideas experimenting with different media and techniques <b>Develop proficiency in skills</b>	Students independently refine work by exploring ideas experimenting with different media and techniques <b>Develop proficiency in skills</b>	Critically analyse the work of artist’s/ designer’s considering the context in which the work was produced.  Apply the style/ materials of artist’s/ designer’s. This application should be conducive to the development of the student’s individual voice.  Develop proficiency with a wide range of techniques including but not limited to hand embroidery, machine stitch etc. Students should seek to discover new techniques and use them in combination with those taught at the start of the year.	<b>Record observations</b> independently, experiment with materials and techniques as appropriate. Conduct <b>Independent artist research</b> .



		Year 9	Year 10	Year 11	Year 12	Year 13
Half Term 5	Topic		1960'S Project	GCSE EXAM	Personal Investigation – Component 1. Written component.	External exam – Component 2
	Knowledge		<p>Create visual journey and draft designs</p> <p><b>Present a personal response that realises intentions</b></p>	<p>Create visual journey and draft designs</p> <p><b>Present a personal response that realises intentions in a sophisticated manner.</b></p>	<p>To research relevant artists and designers in relation to Component 1 with increasing confidence and a keen attention to detail.</p> <p>To conduct relevant research relating to student's individual enquiry. This information should be utilised to form a line of enquiry that is complemented by their practical explorations. This could include research into the evolution of textile techniques and processes.</p> <p>To understand how to compile written evidence of Personal Investigation in regard to practical exploration and research.</p>	<p>Create visual journey and draft designs</p> <p><b>Present a personal response that realises intentions suitable to the chosen starting point.</b></p>



	Skills		Use appropriate materials and techniques to create final piece <b>Develop proficiency in skills</b>	Use appropriate materials and techniques to create final piece (10hr controlled conditions), <b>Apply proficiency in skills</b>	Critically analyse the work of artist's/ designer's considering the context in which the work was produced.  Apply the style/ materials of artist's/ designer's. This application should be conducive to the development of the student's individual voice.  Develop proficiency with a wide range of techniques including but not limited to hand embroidery, machine stitch etc. Students should seek to discover new techniques and use them in combination with those taught at the start of the year.	Use appropriate materials and techniques to create final piece (15hr controlled conditions). <b>Demonstrate proficiency in the application of skills.</b>
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		Year 9	Year 10	Year 11	Year 12	Year 13
Half Term 6	Topics		1960's Project		Personal Investigation – Component 1. Written component.	
	Knowledge		<p>Understanding of exam board AOs, <b>Record ideas relevant to intentions</b>, Develop ideas through critical understanding of artists, designers.</p> <p><b>Knowledge of the qualities of materials processes and techniques in art and textiles.</b></p>		<p>To research relevant artists and designers in relation to Component 1 with increasing confidence and a keen attention to detail. This should be evident in the written assignment.</p> <p>To conduct relevant research relating to student's individual enquiry. This information should be utilised to form a line of enquiry that is complemented by their practical explorations. This could include research into the evolution of textile techniques and processes. This should be evident in the written assignment.</p> <p>To reflect on how to compile written evidence of Personal Investigation in regard to practical exploration and research.</p>	



	Skills		<p>Independent research and understanding of Artists e.g.</p> <p>Art/textile techniques in the style of the artist looked at in their chosen portraits developing proficiency.</p> <p><b>Explore the qualities of materials processes and techniques, Pattern, Machine/Hand stitching, Applique</b></p>		<p>Critically analyse the work of artist's/ designer's considering the context in which the work was produced. It may be relevant to consider the response of audiences then and now.</p> <p>Apply the style/ materials of artist's/ designer's. This application should be conducive to the development of the student's individual voice and style.</p> <p>Develop proficiency with a wide range of techniques including but not limited to hand embroidery, machine stitch etc. Students should seek to discover new techniques and use them in combination with those taught at the start of the year. Student's are free to incorporate making skills from other areas into their practice.</p> <p>To develop comprehensive writing in accordance with AQA requirements on the written assignment</p>	
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