

Curriculum Map: Art Textiles Year 10

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	Foundation skills	Foundation skills	Natural forms project	Natural forms project	Structures project – portfolio work for component 1 (NEA)	Structures project – portfolio work for component 1 (NEA)
Intent	To provide students with the practical skills necessary to create expressive pieces of work whilst meeting the GCSE criteria for KS4.	To provide students with the practical skills necessary to create expressive pieces of work whilst meeting the GCSE criteria for KS4.	To provide students with the practical skills necessary to create expressive pieces of work whilst meeting the GCSE criteria for KS4.	To encourage independent creative responses towards a set brief. To allow students the time to hone their craft.	Students will learn how to generate research, respond to the work of relevant textile artists and fashion designers in order to create initial studies based on the theme of structures.	To experiment and work in the style of a textile artist/fashion designer to create samples and inform ideas.
Start point	Students will understand the Design, Make and Evaluate process learned at KS3. They know how to use a design brief and will be highly competent in a range of skills such as C.A.D and the use of other tools and equipment. They know how to use feedback and work of others to inform the evaluation and re-design process.		Students will have a foundation of evidence to show their understanding in how to research, develop and refine ideas and will be confident practically with a range of skills and techniques. Students will know how to reflect critically over time on their creative journey and be able to explain how sources inform their work in great depth.		Students will have competency in practical skills and will be able to create viable design ideas. Students will have a sound understanding of how to critically evaluate the work of themselves and others in order to inform their design process.	
Key Knowledge	To know and understand how to do a wide range of practical skills which support their progression through the course and understand the work of key artists and designers.	To know and understand how to do a wide range of practical skills which support their progression through the course and understand the work of key artists and designers.	To know and understand how to do a wide range of practical skills which support their progression through the course and understand the work of key artists and designers.	To know and understand how to create a personal response. To understand the importance of using artists and designers as inspiration and know how to use elements of their work within an outcome.	To understand how to create primary and secondary research to support the theme of structures. To understand how to generate ideas from the research	To understand how to take key features from the work of artists and designers and create fabric and paper samples to demonstrate critical understanding
Key Skills	Preparing backgrounds, Screen printing, Transfer printing, Mounting and annotating work, Machines skills- stitch settings, Applique Reverse applique, Working in the style of an artist/designer Utilising support and advice during the design process from adults and others	Freehand applique, Applying freehand embroidery, Quilting Heat pressing, Slashing, Couching, working in the style of an artist/designer Utilising support and advice during the design process from adults and others	Marbling, Batik, Tye-Dye, CAD from primary photos, Fabric manipulation, working in the style of an artist/designer. Utilising support and advice during the design process from adults and others	Various practical skills demonstrated, as appropriate to the intended outcome. Working independently to lead their own learning Working to a set time frame	Photography of primary structures Research via the internet of images of structures Research and investigations of relevant work of textile artists and fashion designers. Analysis and annotation of initial studies explaining the inspiration. Students work independently to lead their own learning and response to the project brief	Students will select and work independently on practical skills to create samples which reflect the work of their chosen artist/designer. This will include paper and fabric manipulation, pleating, folding, tucking, applique, reverse applique, smocking, stitch and slash. mark making on fabric and paper, decorative machine stitching, embellishment with ribbons, braids and relevant printing and dyeing techniques Students will complete analysis and annotation of samples recording and explaining ideas and developments Students will work independently, utilising support and advice from adults and others to aid completion of sample work. Students will understand how to plan and prepare for an exam and complete work for a sustained period of time (min 2hrs)
Key Vocabulary	Screen printing, Transfer printing, Mounting, annotating, stitch settings, Applique, Reverse applique.	Freehand applique, Applying freehand embroidery, Quilting Heat pressing, Slashing, Couching, applique.	Marbling, Batik, Tye-Dye, CAD, Fabric manipulation.	Primary Secondary Analyse Annotate	Primary Secondary Analyse Annotate	Subject specific vocabulary relating to construction and decorative textile techniques to include, smocking, applique, stitch and slash etc
Key Reading	Artist research: Mary Margaret Briggs, Dawn Thorne, Cas Holmes, Louise Pettifer,	Artist research: Nicki Parmenter, Louise Pettifer, Heather Collins	Artist research: Damien Hirst,		Artist research: Issey Miyake, Gareth Pugh, Junya Watanabe, Iris Van Harpen, Titiana Inglis, Sandra Backlund	Artist research: Issey Miyake, Gareth Pugh, Junya Watanabe, Iris Van Harpen, Titiana Inglis, Sandra Backlund
End Point	Competency in practical skills and mounted and annotated portfolio of sampled skills. All students show a sound understanding of key artists and designers' work through completed research.	Competency in practical skills and mounted and annotated portfolio of sampled skills. All students show a sound understanding of key artists and designers' work through completed research.	Competency in practical skills and mounted and annotated portfolio of sampled skills. All students show a sound understanding of key artists and designers' work through completed research.	Competency in practical skills, viable design ideas. All project work should be mounted and artist research work complete with a sound understanding of key artists and designers' work.	Production of initial studies to include research of textile artist, structures moodboard, photographs of structures Initial studies to include working into using filters/effects and creating motif and repeat patterns of photographs, collage work and line drawings from research	Production of sample work to show critical understanding of sources including primary and secondary research. Experimentation with different techniques, materials and processes to support the recording and refining of ideas. Planning, preparation and experience of working in exam conditions for a sustained time (minimum 2hrs)
Form of Assessment	Formative assessment sheets within design sketchbook Whole-class feedback sheets	Formative assessment sheets within design sketchbook Whole-class feedback sheets	Formative assessment sheets within design sketchbook Whole-class feedback sheets	Formative assessment sheets within design sketchbook Whole-class feedback sheets	Formative assessment sheets within design sketchbook Whole-class feedback sheets	Formative assessment sheets within design sketchbook Whole-class feedback sheets
Enrichment opportunities	Homework tasks set every 2 weeks to support the learning in lesson. Opportunity to link learning to Bradford 2025 and contextualise knowledge through visits and trips. Additional after-school technical support workshops.		Homework tasks set every 2 weeks to support the learning in lesson. Opportunity to link learning to Bradford 2025 and contextualise knowledge through visits and trips. Additional after-school technical support workshops.		Homework tasks set every 2 weeks to support the learning in lesson. Opportunity to link learning to Bradford 2025 and contextualise knowledge through visits and trips. Additional after-school technical support workshops.	
Leadership opportunities	Opportunities to lead aspects of the lesson (practical demonstrations), show BBEC values through supporting other with practical skills, leading presentation and groupwork.		Opportunities to lead aspects of the lesson (practical demonstrations), show BBEC values through supporting other with practical skills, leading presentation and groupwork.		Opportunities to lead aspects of the lesson (practical demonstrations), show BBEC values through supporting other with practical skills, leading presentation and groupwork.	