

Curriculum Map: Art Textiles Year 11						
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	Structures project – Portfolio work for component 1(NEA)	Structures project – portfolio work for component 1 (NEA)	Exam preparation - Component 2	Exam Preparation – Component 2	Final exam	
Intent	To continue to develop and refine ideas including further experimentation with textile techniques and processes and the combining of relevant ideas and techniques	To present a meaningful response which reflects developed ideas and realises intentions	Students generate research, respond to the work of relevant textile artists and fashion designers in order to create initial studies based on a brief set by the exam board. To experiment and work in the style of a textile artist/fashion designer to create samples and inform ideas.	To continue to develop and refine ideas including further experimentation with textile techniques and processes and the combining of relevant ideas and techniques working to the chosen exam brief.	To present a meaningful response which reflects developed ideas and realises intentions	
Start point	Students will have produced a range of samples and studies to show critical understanding, development, and refinement of ideas. Students will be confident in the experimentation with different techniques, materials, and processes. Students are able to critically reflect. Students are well-prepared for their mock examination.		Students will have produced a highly developed range of samples and studies to show critical understanding, development, and refinement of ideas. Students will be highly confident in the experimentation with different techniques, materials, and processes to support them into component 2. Students can critically reflect. Students are well-prepared for their final examination.			
Key Knowledge	To know and understand how to refine work by exploring ideas, selecting and experimenting with different materials, relevant textile techniques and processes to create samples which record ideas and developments	To understand how to present a personal response that demonstrates understanding of initial research, artist inspiration, refinement, and development of ideas.	To apply understanding and knowledge of how to create primary and secondary research to support the project brief. To apply understanding to generate initial ideas and responses from the research. To understand how to take key features from the work of artists and designers and create samples to demonstrate critical understanding	To apply understanding and knowledge to support the refinement of their work by exploring ideas, selecting, and experimenting with different materials, relevant textile techniques and processes Creating samples which record ideas and developments	To apply knowledge and understanding in order to present a personal response that demonstrates understanding of initial research, artist inspiration, refinement and development of ideas.	
Key Skills	Students will select and work independently on practical skills to create samples which reflect the work of their chosen artist/designer, their initial studies and relevant refinements and developments. Students will work on fashion designs to support their fabric sample work. 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 select and work independently on the production of a corset or waistcoat which reflects research and sample work completed. Students will complete analysis and annotation of final piece the outcome and reflecting on project success and improvements. Students will work independently, utilising support and advice from adults and others to aid completion of the finished piece	Primary research where relevant Secondary research via the internet Research and investigations of relevant work of textile artists and fashion designers. Students will select and work independently on practical skills to create samples which reflect the work of their chosen artist/designer and are relevant to the chosen brief. Students will complete analysis and annotation of samples and studies recording and explaining ideas and developments. 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, their initial studies, refinements and developments relevant to their chosen brief. 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.	Planning and preparation for exam to include time allocation and identification of chosen techniques and processes needed for the final outcome. Mounting work and annotating Working independently in timed examination conditions	
Key Vocabulary	Subject specific vocabulary relating to construction and decorative textile techniques to include, sampling, sublimation printing, embellishment, freehand machine embroidery. Analysis vocabulary to include the explanation, description and evaluation of chosen artists work, sample production and idea development.	Subject specific vocabulary relating to construction and decorative textile techniques including printing, decorative and embellishment. Analysis vocabulary to include the explanation, description and evaluation of chosen artists work, sample production, idea development and final outcome.	Subject specific vocabulary relating to construction and decorative textile techniques including printing, decorative and embellishment. Analysis vocabulary to include the explanation, description and evaluation of chosen artists work, sample production and idea development.	Subject specific vocabulary relating to construction and decorative textile techniques including printing, decorative and embellishment. Analysis vocabulary to include the explanation, description and evaluation of chosen artists work, sample production and idea development.	Subject specific vocabulary relating to construction and decorative textile techniques including printing, decorative and embellishment. Analysis vocabulary to include the explanation, description and evaluation of chosen artists work, sample production idea development and final outcome.	
Key Reading	Artist research: Issey Miyake, Gareth Pugh, Junya Watanabe, Iris Van Harpen, Titiana Inglis, Sandra Backlund		Reading and research relevant to the topic of the examination. This will be updated when more information is provided by AQA			
End Point	Production of developed 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 including a range of fashion designs	Creation of a finished design. Production of a finished garment Arrangement and mounting of all project work. Annotation to explain development and refinement of ideas and links to artist/designers work.	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	Production of developed 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 including a range of fashion designs	Creation of a finished design and production of a final outcome. All project work should be mounted and annotated to explain development and refinement of ideas and links to artis/designers work.	
Form of Assessment	Formative assessment sheets within portfolio	Formative assessment sheets within portfolio Summative assessment sheets: mock exam	Formative assessment sheets within portfolio	Formative assessment sheets within portfolio	Formative assessment sheets within portfolio Summative assessment sheets: final exam	
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.			
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.			