



Curriculum Content

Art (Textiles) –

KS4 –

Year 9	Half Term 1 September - October	Half Term 2 October - December	Half Term 3 January – February
	<p>Topic: Nature: Panel</p> <p>Knowledge: Students will be given the starting point of Textures in Nature Introduce students to materials and explore a range of practical activities. Students use their collage and mixed media experiments to inspire fabric/textile samples/studies. Introduce them to a range of different weights, textures and densities of fabrics, yarns and threads. Encourage them to use these to experiment with processes such as hand and/or machine stitching and dyes and fabric manipulation.</p> <p>Skills: They use methods such as pleating, ruching, gathering, tearing and fraying and explore techniques such as applique, printing (mono, block and sublimation), machine embroidery and hand embroidery. They create their own samples to reflect their understanding of texture and surface quality. In drawing they experiment with Colour washes, pencil drawing skills, watercolour painting. They also complete Artist research, annotation and evaluations</p> <p>Assessment: Research section, observed studies,</p>	<p>Topic: Nature: Panel</p> <p>Knowledge: Introduce students to the creation of texture in the work of practitioners such as Jeanette Appleton, Jan Beaney, Rachel Quarmby and Kim Thittichai. Students make connections with their own practice and may use their findings to develop new methods of working or find new media with which to experiment. Students identify, observe and record examples of specific textures in their local environment through drawing and/or other appropriate means. They make first hand studies of key features or close-up viewpoints, using appropriate media and techniques. Visual responses are supported by descriptive and analytical notes or written annotation. Students review their work and consider a selection of possible outcomes (Panels)</p> <p>Skills: Students develop their skills in sketching and mark making which in turn, inform their ongoing panel developments. Students also demonstrate their knowledge of their chosen artists practices to develop their own work</p> <p>Cultural Capital: Knit and Stitch show – looking at artists work, galleries, shows, taking part in workshops, visiting stalls of producers</p> <p>Assessment: Development of panel piece and the resulting investigations</p>	<p>Topic: Nature: Skirt</p> <p>Knowledge: Continuing with the Nature theme, students use their knowledge and skills of techniques they have learnt so far to develop a 3D outcome. Students are also introduced to more textural materials and techniques such as Tyvek, markel markers and felting.</p> <p>Skills: They experiment with paper pattern making and layering techniques, looking at using dyes and stencils to create base techniques which they can then add to and develop further. They investigate how they can illustrate ideas through fashion design. They could explore costume design or sculptural pieces.</p> <p>Assessment: Development of the final skirt piece (illustrations, pattern development and technique development)</p>

Vocabulary Links	Abstract, still life, organic, interpretation, representational, application, experiment, exploration, media, techniques, process, material, mixed-media, pencil, print, paint, pastel, relief, textiles,	Artists, research, pastiche, photography, practice, evaluation, critique, hatching, shading, tone, hue,	Pattern cutting, layplan, seam allowance, grain line, fabric grain, weft, warp,
National Curriculum / Assessment Objectives	Pupils should be taught to: <ul style="list-style-type: none"> to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas to use a range of techniques and media, including painting to increase their proficiency in the handling of different materials to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. 		
Year 9	Half Term 4 February – March	Half Term 5 April - May	Half Term 6 June - July
	Topic: Nature: Skirt Knowledge: Students develop their skirt design, developing their knowledge of construction techniques and considering the application of the techniques they have chosen to use. Skills: Construction techniques, application of fasteners. Students record their making journey and continue to annotate their samples of best practice. Students evaluate their final pieces. Assessment: Final piece	Topic: Cultural Bag Knowledge: Students are introduced to the theme of the project and are given a starting point looking at fabrics, patterns and styles from around the world. Students research the theme creating a mind map and image board. Students research and analyse a selection of artists whose work demonstrates these themes. They then research the techniques and styles the artists use along with natural fibre dyeing techniques (hand, machine, natural dyes), shibori and Batik. In this component students will also get an insight into textile production in industry, specifically in the local area (Wooltex). This also coincides with looking at careers in industry. Skills: Students will develop their skills in colouring fabric made with natural fibres.	Topic: Cultural Bag Knowledge: Students will use their knowledge of decorative techniques to develop a final response of an origami bag. Students will incorporate their knowledge and applications of dyes, decorative techniques, weaving and decorative techniques in their final piece. Skills: Students will again develop their skills in pattern cutting and construction techniques. They will develop their own woven/dyed and decorated panel which will be incorporated into their final bag design. Assessment: Development of final piece

		<p>Students experiment with a range of fibres and fabrics (staple fibres, yarn and fabric) and investigate the success of different types of dyeing methods (hand/machine, chemical/natural). These dyeing experiments will both inform further experiments with traditional dyeing techniques such as shibori and batik. Students will also produce a 'careers' presentation as part of a visit to a local textile manufacturer. Students will also develop their knowledge and skills of weaving techniques through practicing loom and frame weaving.</p> <p>Assessment: Research section, observed studies, sampling</p>	
Vocabulary Links	techniques, process, material, mixed-media, pencil, print, paint, pastel, relief, textiles,	Culture, continents, traditional, techniques, staple fibres, stock dyeing, package dyeing, warp beam dyeing, mordants, fibre properties, careers, apprenticeships, pathways	Batik, shibori, tjanting, resist method, warp, weft, shuttle, origami, parallel, diagonal, top stitch, seam allowance,
National Curriculum	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas • to use a range of techniques and media, including painting • to increase their proficiency in the handling of different materials • to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work • about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. 		

Year 10	Half Term 1 September - October	Half Term 2 October - December	Half Term 3 January - February
	<p>Topic: Birds and Feathers (Sustained Project)</p> <p>Knowledge: Students will initially research the topic and produce a mind map of the title which will then define further research routes. Students will be introduced to a selection of textiles to experiment with and research artists who have been inspired by the topic and by surface qualities, textural effects or techniques. Students identify, observe and record examples of specific textures in their local environment through drawing and/or other appropriate means. They make first hand studies of key features or close-up viewpoints, using appropriate media and techniques. Visual responses are supported by descriptive and analytical notes or written annotation. Students use digital cameras to view and record textures and surfaces and further develop, edit or manipulate their observations using appropriate digital means.</p> <p>Skills: drawing, painting, observing, decorative techniques, research skills, annotation</p> <p>Cultural Capital: Visiting artist: Weaving / knitting / crochet</p>	<p>Topic: Birds and Feathers (Sustained project)</p> <p>Knowledge: Students continue to experiment with techniques but work towards the generation of a final plan. Students review their work and consider a selection of possible outcomes informed by their discoveries and experiments. They use the understanding they have gained through their recent studies to produce a series of visual illustrations and/or working drawings of their ideas. These depict different viewpoints and detailed key features. The students then develop these idea further, defining particular techniques to be included in the final piece</p> <p>Skills They investigate how they could illustrate ideas through fashion design, creating accessories, or wall art. They could explore costume design or sculptural pieces.</p> <p>Cultural Capital: Knit and Stitch show – looking at artists work, galleries, shows, taking part in workshops, visiting stalls of producers</p>	<p>Topic: Birds and Feathers (Sustained project)</p> <p>Knowledge: Students start to develop pattern pieces and construct their final piece in response to their original theme. They experiment with paper pattern making or scale drawings of compositions. Students will manipulate fabrics and add decorative techniques through the development of their response.</p> <p>Skills: Pattern cutting, CAD, decorative techniques</p> <p>Cultural Capital: University visit – weaving workshop</p>

Vocabulary Links	Context, understanding, themes, connection, inquire, period, style, research, investigate, symbolic, historical, contemporary, abstract, still-life, realism,	Development, interpretation, representational, experiment, exploration, process, material, mixed-media, multidisciplinary	Lay plan, cutting line, seam allowance, grain, grain line, structure, form,
AQA Assessment Objectives	A01, A02, A03	A01, A02, A03	A02, A03, A04
Year 10	Half Term 4 February – March	Half Term 5 April - May	Half Term 6 June - July
	<p>Topic: Theme for exam</p> <p>Knowledge: Students will decide on their given theme, selected from AQA guidance. Students will then research the theme and artists associated with chosen theme. The resulting research will then inform their final exam piece</p> <p>Skills: drawing, textiles decoration</p>	<p>Topic: Exam Preparation</p> <p>Knowledge: Self- directed project in preparation for exam Students must respond to one of seven starting points provided on the paper.</p> <p>Skills: Decoration Techniques, Construction techniques, tools and equipment, drawing, sketching, pattern drafting, garment construction</p>	<p>Topic: Sustained Project Component 1 Carnival /Architecture / Animal and Insects / Memories</p> <p>Knowledge: Students will initially research the topic and produce a mind map of the title which will then define further research routes. Students will be introduced to a selection of textiles to experiment with and research artists who have been inspired by the topic and by, surface qualities, textural effects or techniques. Students identify, observe and record examples of specific textures in their local environment through drawing and/or other appropriate means. They make first hand studies of key features or close-up viewpoints, using appropriate media and techniques. Visual responses are supported by descriptive and analytical notes or written annotation. Students use digital cameras to view and record textures and surfaces and further develop, edit or manipulate their observations using appropriate digital means.</p> <p>Skills: drawing, painting, decorative techniques, research skills, annotation</p>

			Cultural Capital: Museum Visit (Leeds City Museum)
Vocabulary Links	Research, controlled conditions, investigation, analyse, exploration, inform, annotate, process	Controlled conditions, synthesise, independence, interpretation	
AQA Assessment Objectives	A01, A02, A03	A02, A03, A04	A01, A02, A03
Year 11	Half Term 1 September - October	Half Term 2 October - December	Half Term 3 January - February
	<p>Topic: Component 1 (Sustained Project) Carnival /Architecture / Memories</p> <p>Knowledge: Students define their chosen routes further and identify, observe and record examples of specific forms/textures through observed drawing and/or other appropriate means. They make first hand studies of key features or close-up viewpoints, using appropriate media and techniques. Visual responses are supported by descriptive and analytical notes or written annotation. Students can use digital cameras to view and record textures, forms and surfaces to further develop, edit or manipulate through CAD packages such as illustrator.</p> <p>Skills: drawing, painting, decorative techniques, CAD, research skills, annotation</p> <p>Cultural Capital: Knit and Stitch show – seeing exhibitions, meeting working artists, workshops and stalls</p>	<p>Topic: Component 1 (Sustained Project) Carnival /Architecture / Memories</p> <p>Knowledge: Students continue to experiment with techniques informed by their chosen artists and developing themes but work towards the generation of a final plan. Students review and evaluate their work and consider a selection of possible outcomes informed by their discoveries and experiments. They use the understanding they have gained through their recent studies to produce a series of visual illustrations and/or working drawings of their ideas. These depict different viewpoints and detailed key features. The students then develop these ideas further, defining particular techniques to be included in the final piece</p> <p>Skills: drawing, painting, decorative techniques, research skills, annotation</p> <p>Cultural Capital: Museum Visit (Leeds City Museum)</p>	<p>Topic: Component 1 (Sustained Project) Carnival /Architecture / Memories</p> <p>Knowledge: Students start to develop pattern pieces and construct their final piece in response to their original theme. They experiment with paper pattern making or scale drawings of compositions. Students will manipulate fabrics and add decorative techniques through the development of their response.</p> <p>Skills: Pattern cutting, CAD, decorative techniques</p>

Vocabulary Links	Context, understanding, themes, connection, inquire, period, style, research, investigate, symbolic, historical, contemporary, abstract, still-life, realism,	Development, interpretation, representational, experiment, exploration, process, material, mixed-media, multidisciplinary	Lay plan, cutting line, seam allowance, grain, grain line, structure, form,
AQA Assessment Objectives	A02, A03	A02, A03	A03, A04
Year 11	Half Term 4 February – March	Half Term 5 April - May	Half Term 6 June - July
	<p>Topic: Theme for exam</p> <p>Knowledge: Students will decide on their given theme, selected from AQA guidance. Students will then research the theme and artists associated with chosen theme. The resulting research will then inform their final exam piece</p> <p>Skills: drawing, textiles decoration</p>	<p>Topic: Exam Preparation</p> <p>Knowledge: Self- directed project in preparation for exam Students must respond to one of seven starting points provided on the paper.</p> <p>Skills: Decoration Techniques, Construction techniques, tools and equipment, drawing, sketching, pattern drafting, garment construction</p>	
Vocabulary Links	Research, controlled conditions, investigation, analyse, exploration, inform, annotate, process	Controlled conditions, synthesise, independence, interpretation	
AQA Assessment Objectives	A01, A02, A03	A02, A03, A04	