



# Textiles




## KEVI HWGA Curriculum Map

### Curriculum Purpose:


	Beyond KEVI HWGA:	Textiles can lead to further education through Foundation Art or textiles courses, where a variety of approaches in specialist areas can be explored. This would naturally lead to a university degree course in the preferred area of study. Art could lead to a wide range of career opportunities such as: Fine Art – Painting – Sculpture. Graphic Design – Magazine Editors – Advertisers. Web page designer, Illustrator, Media – research, reporting, presenting. Film / Video making – Photography. Industrial product design, Fashion and Textile industry. Jewellery designer, Architecture – Engineer – Town planner, Interior design, Art restoration – Art Historian – Auctioneer. Teaching – Primary, Secondary, Further Education or Higher Education, Occupational therapy.
Context	KS4	<p>You will learn to develop, refine, record and present your work through a range of mediums including but not limited to:</p> <ul style="list-style-type: none"> <li>• Observational drawing</li> <li>• Mark making</li> <li>• Printmaking</li> <li>• Photography / digital photo manipulation</li> <li>• Machine sewing skills</li> <li>• Hand embroidery</li> <li>• Photo transfers</li> <li>• Batik</li> </ul> <p>During KS4 students will follow the structure of the AQA exam board which will guide them through the appropriate stages of a portfolio and exam project. They will build their skillset whilst researching into artists and designers of their choice. Their literacy skills will be developed through their ability to criticise and analyse a range of artists' works as well as their own. Throughout the course students will work closely alongside the AQA Assessment Objectives to ensure thorough understanding of the mark scheme and how to push themselves to reach the higher levels. After researching their project to a substantial level, students will then draw together their investigations to produce a final piece showing the journey of their research concluding in a resolved piece of textiles work.</p> <p>Textiles is a fantastic outlet for creativity and serves an important role in our day-to-day lives. It is an enjoyable subject for those who like a challenge and are keen to develop their artistic ability. Students will explore a theme and develop work in response through researching into a range of different artists and designers.</p>

KS3	<p>In year 7 all students get textiles as part of the Design and Technology rotation. The rotation is made up of a 13-week project which will build up students' knowledge and understanding of the basics of textiles and slowly prepare them for the structure of a GCSE textiles project (AQA guidelines).</p> <p>Textiles rotation outline:</p> <ul style="list-style-type: none"><li>• <b>Year 7</b> Students will research into the theme of kawaii. They will then follow a loose GCSE project style (AQA) structure to encourage a natural progression for students understanding prior to KS4. During the 13 weeks they will be introduced to the format of artist research which will be supported in their KS3 art lessons. Students will be given the opportunity to develop their basic sewing skills and pattern creation. As the project develops, they will turn their research into designing their own kawaii creatures, before putting their theory knowledge into practice and constructing their own 3-D kawaii dolls. At the end of the rotation students will evaluate their outcomes and suggest possible improvements for the future.</li><li>• <b>Year 8</b> Students will research into the theme of confectionery. They will then follow a loose GCSE project style structure (AQA) to encourage a natural progression for students understanding prior to KS4. During the 13 weeks they will be developing their artist research skills and explore a new technique: needle felting. As the project develops, they will turn their research into designing their own cake pops inspired by confectionery before putting their theory knowledge into practice and constructing their 3D felted cake pop final piece. At the end of the rotation students will evaluate their outcomes and suggest possible improvements for the future.</li><li>• <b>Year 9</b> Students will research into the theme of sea life. They will then follow a GCSE project style structure (AQA) to encourage a natural progression of students understanding prior to KS4 enabling them to make a sounder decision about their creative GCSE option choices. During the 13 weeks they will be developing their artist research skills and their basic sewing skills from year 7. As the project develops, students will draw upon other contextual influences such as mandala history and representation, as well as the relationship between jellyfish and meditation. Students will start to build a mini portfolio of work researching into their theme, before concluding it by drawing all their research together to create a 3-D jellyfish model inspired by their mandala research. This will showcase their developing sewing skills, surface embellishment techniques and fabric painting skills. At the end of the rotation students will evaluate their outcomes and suggest possible improvements for the future.</li></ul>
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KS1/2 links	Students are able to record their observations in sketch books and use them to review and revisit ideas. They can use a range of techniques including drawing and painting. In some cases, students may have some experience and skill in the basic sewing techniques such as threading a needle and running stitch. They will have a basic knowledge of colour theory and have some exposure to great artists from history which may influence their work.
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## KEVI HWGA Curriculum Map



<b>Big Qs</b> <i>Linked to NC</i>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 11</b>	<b><i>How do we explore and independently select projects, building on our prior learning? (Component 1-Project 2)</i></b> Complete ownership and personalised approach focusing on a specific starting point and artist influence. Experimentation with art mediums through research, investigations and practice.	<b><i>How do we build on our ideas informed by our contextual research and put them into practice? (Component 1- Project 2)</i></b> Complete ownership and personalised approach focusing on a specific starting point and artist influence. Experimentation with art mediums through research, investigations and practice.	<b><i>How do we build on previous learning to inspire our personal response to the externally set assignment? (Component 2)</i></b> Students will work independently on a sustained and focused portfolio which works towards a final outcome.	<b><i>How do we design and present a personal response to our contextual and practical work in the externally set assignment? (Component 2)</i></b> Students will sit a 10 hour exam completing their personal response (A04) to their externally set assignment.		
<b>Key Knowledge, Concepts and skills</b>	<b><i>Artist appreciation Evaluation, Analysis Experimentation Research</i></b>	<b><i>Application of mediums Contextual research Textiles skills</i></b>	<b><i>Creativity Planning Research</i></b>	<b><i>Time management Preperation Textiles skills</i></b>		
<b>Feedback &amp; Assessment</b>	AO1/A03- Develop /Record 20 <b>Portfolio Feedback Check-up x2</b>	AO2 and AO4 – Experiment and Final response <b>Portfolio Feedback Check-up</b> <b>Portfolio summative mark</b>	AO1/A03- Develop /Record 20 <b>Set Task Feedback Check-up x2</b>	AO2 and AO4 – Experiment and Final response <b>Set Task Feedback Check-up</b> <b>Internal Moderation</b>		
<b>Year 10</b>	<b><i>How do we recall and develop our skills in Art and Design using different medias, materials, techniques and processes?</i></b>	<b><i>How do I implement my knowledge and skills to an Art project considering my own artistic style? (Component 1-Project 1)</i></b>	<b><i>How do we build on our ideas informed by our contextual research and put them into practice? (Component 1- Project 1)</i></b>	<b><i>How do we design and present a personal response combining our contextual and practical work? (Component 1-Project 1)</i></b>	<b><i>How do we explore and independently select projects, building on our prior learning? (Component 1-Project 2)</i></b>	<b><i>How do we build on our ideas informed by our contextual research and develop personal and sophisticated responses?</i></b>

	<b>(Mini Skills Project)</b> Students recall and develop their practical skills and theoretical knowledge in Art and Design. Through experimentation with different medias, materials, processes and techniques students develop their own artistic style.	Students are introduced to Component 1: Portfolio. This is internally assessed coursework project worth 60% of their GCSE level. Students approach project by focusing on a specific starting point by recording initial ideas through drawing activities and study an artist influence.	Students independently experiment with a range of different materials and processes relevant to their style and ideas. Pupils investigate artists to influence their ideas towards a personal response. Pupils begin to take ownership and personalise their project.	Using the contextual research and practical investigations from their portfolio work, pupils develop final piece ideas.  In a mock exam setting, students produce a final piece towards their project over a ten hour period.	Complete ownership and personalised approach focusing on a specific starting point and artist influence. Experimentation with textiles mediums through research, investigations and practice.	<b>(Component 1- Project 2)</b> Complete ownership and personalised approach focusing on a specific starting point and artist influence. Experimentation with art mediums through research, investigations and practice.		
<b>Key Knowledge, Concepts and skills</b>	<b>Fine art skills Experimentation Artist research Independence</b>	<b>Artist appreciation Evaluation, Analysis Experimentation Research</b>	<b>Application of mediums Contextual research Textiles skills</b>	<b>Creativity Planning Research Textiles skills</b>	<b>Artist appreciation Evaluation, Analysis Experimentation Research</b>	<b>Application of mediums Contextual research Textiles skills</b>		
<b>Feedback &amp; Assessment</b>	Written Feedback- baseline test Documented verbal feedback	AO1/A03- Develop /Record 20 Portfolio Feedback Check-up X 2	AO2 and AO3 – Experiment and Record Written Feedback Documented verbal feedback	AO4 – Final piece ideas and Final response Portfolio Feedback Check-up Portfolio summative mark (Project 1)	AO1/A03- Develop /Record 20 Portfolio Feedback Check-up Documented verbal feedback	AO2 and AO3 – Experiment and Record Written Feedback Documented verbal feedback		
<b>Big Qs</b>	<b>Week 1 – 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Weeks 8 -9</b>	<b>Weeks 10 - 13</b>
<b>Year 9</b>	<b>The importance of mind maps and mood boards when starting a textiles project.</b> Students will understand why these are needed to begin a project and how revisiting them throughout the project can give us direction and inspiration.	<b>How are the formal elements of art relevant to our textiles project?</b> Students will start to combine their current theory knowledge from their art project to understand how the formal elements are important within all the creative subjects. Students will independently identify and describe the formal elements.	<b>How does mandala history relate to our project theme?</b> <b>What are the important elements of colour theory linked to this research?</b> Students will research mandala history	<b>Design sheets – why do we make these?</b> Students will create 3 mandala inspired jellyfish designs which will show clear links to their mandala research. They will be shown	<b>What sewing stitches do we use when and why?</b> Students will revisit the basic skills of sewing from year 7. Firstly, students will recall how to thread a needle independently and using the needle threading hack!! Students will	<b>How do we use fabric paint effectively to create the base of our design?</b> Students will be introduced to a new medium. Students will develop their fabric painting skills to	<b>How can embroidery techniques be used to enhance and embellish my design?</b> Students will transfer their sewing skills onto their painted jellyfish to add further detail and develop their surface manipulation techniques.  All students will use 2 basic stitches and an additional decorative stitch. They will also	<b>How do I use my basic stitches to create gathers and other 3D textiles techniques?</b> During the construction part of the project students will start manipulating their design to become a 3D jellyfish model. Students will use their knowledge of the basic stitches to create a gather and construct tentacles for their jellyfish.

			<p>including their spiritual importance and colour theory. Students will use this information later in their projects to influence their design choices.</p> <p>Students will recognise link between the mandala and jellyfish as symbolic objects.</p>	<p>previous examples of</p> <ul style="list-style-type: none"> <li>• Basic</li> <li>• Better</li> <li>• Best</li> </ul> <p>To help them to visualise their ideas.</p> <p>Students will compare the 3 designs and evaluate which they think is best and why.</p>	<p>then recap 2 stitches:</p> <ul style="list-style-type: none"> <li>• Running stitch</li> <li>• Back stitch</li> </ul> <p>Students will recall when certain stitches are more appropriate than others &amp; why. Students will then explore how to use these stitches to create surface embroidery designs and enhance these with embellishment techniques. They will experiment with stitching on buttons and beads.</p>	<p>enhance their designs before adding their embroidery techniques.</p>	<p>have to incorporate bead work or beading to embellish their final surface design.</p>	<p>Finally, students will develop their evaluation techniques. They will be able to identify where their strengths are and which aspects of the project they struggled with. Students will suggest possible improvements and refinements for the future.</p>
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Key Knowledge, Concepts and skills	<i>Formal Elements Colour theory Theme specific language</i>	<i>Formal Elements Colour theory Theme specific language</i>	<i>Formal Elements Colour theory Theme specific language Research skills Compositional skills</i>	<i>Understanding proportion Inspiration from other artists Influence of mandala research Using technical language Drawing skills Planning and research skills</i>	<i>Accurate sewing technique Sewing skills development Cutting skills</i>	<i>Accurate painting technique Colour theory Influence of mandala research</i>	<i>Accurate sewing technique Sewing skills development Cutting skills</i>	<i>Accurate sewing technique Sewing skills development Cutting skills</i>
Feedback & Assessment	Written Feedback – Baseline test	Documented verbal feedback Summative Assessments of project	Documented verbal feedback		Summative Assessment of project		Written Feedback	Documented verbal feedback Summative Assessment of project
Big Qs	Weeks 1 – 2	Week 3	Weeks 4 – 5		Weeks 6 – 7		Weeks 8 – 13	
Year 8	<b><i>The importance of mind maps and mood boards when starting a textiles project.</i></b> Students will understand why these are needed to begin a project and how revisiting them throughout the project can give us direction and inspiration.	<b><i>Why is artist research important for project progression? Why is it important to take inspiration from others?</i></b> Students will develop their artist research skills to be more independent. Through the 'Artist Detective' lesson students will expand their knowledge and understand of artist research from the art curriculum to find the correct information and piece together their pages. Students will follow the D.E.A.L structure to help organise their work. (Describe,	<b><i>Design sheets – why do we make these?</i></b> Students will create 2 cake pop designs inspired by their research into the theme of confectionery. They will be shown previous examples of <ul style="list-style-type: none"> <li>• Basic</li> <li>• Better</li> <li>• Best</li> </ul> To help them to visualise their ideas. Students will compare the 2 designs and evaluate which they think is best and why.		<b><i>Why is understanding how to use new equipment safely important?</i></b> Students will be introduced to the new technique of needle felting. Students will need to clearly understand the health and safety involved in the equipment and how to use the materials correctly. Students will also recap their knowledge about natural fibers and identify the proper use and care of the materials for this project.		<b><i>How do we use the equipment and materials carefully to create accurate 3D models related to our designs?</i></b> Students will start turning their 2D design plans into their 3D outcomes. Students will practice their needle felting skills and develop these over the rotation to create successful felted cake pop outcomes. Students will push their outcomes by developing their embellishment skills to enhance their final outcomes.  Finally, students will develop their evaluation techniques. They will be able to identify where their strengths are and which aspects of the	

		Evaluate, Analyse, Link)			project they struggled with. Students will suggest possible improvements and refinements for the future.
<b>Key Knowledge, Concepts and skills</b>	<i>Formal Elements Colour theory Theme specific language</i>	<i>Inspiration from other artists Using technical language Compositional skills Research skills</i>	<i>Understanding proportion Inspiration from other artists Using technical language Drawing skills Planning and research skills</i>	<i>Health and safety skills Precise technical skill development Care of new equipment</i>	<i>Technical language Health and safety skills in practice Precise technical skill development Care of new equipment Evaluation techniques</i>
<b>Feedback &amp; Assessment</b>	Written Feedback – Baseline test	Documented verbal feedback. Summative Assessment of project	Documented verbal feedback	Summative Assessment of project	Written Feedback Documented verbal feedback. Summative. Assessment of project
<b>Year 7</b>	<i>The importance of mind maps and mood boards when starting a textiles project.</i> Students will understand why these are needed to begin a project and how revisiting them throughout the project can give us direction and inspiration.	<i>What are natural fibers and where do they come from?</i> Students will research into what natural fibers are and why they are important. Students will start to break down the journey natural fibers go on to get from their natural state to us in the classroom!	<i>Design sheets – why do we make these?</i> Students will create 2 kawaii doll designs inspired by their research into the theme and the materials. They will be shown previous examples of <ul style="list-style-type: none"> <li>• Basic</li> <li>• Better</li> <li>• Best</li> </ul> To help them to visualise their ideas.  Students will compare the 2 designs and evaluate which they think is best and why. Students will revisit these later on once they have completed their stitching practice to decide on the most	<i>What sewing stitches do we use when and why?</i> Students will be introduced to the basic skills of sewing. Firstly, students will learn how to thread a needle independently and using the needle threading hack!! Once students are confident in getting themselves set up they will then be introduced to 3 stitches: <ul style="list-style-type: none"> <li>• Running stitch</li> <li>• Back stitch</li> </ul>	<i>Why are patterns and templates created in textiles projects? How do they help us?</i> Students will be introduced  <i>How do we construct our kawaii doll pieces together to turn my 2D design into a 3D model?</i> Students will start constructing their doll using their knowledge from throughout the project, selecting the appropriate stitches and

			<p>appropriate stitches for areas of their chosen design.</p>	<ul style="list-style-type: none"> <li>Blanket stitch</li> </ul> <p>Students will start to understand when certain stitches are more appropriate than others &amp; why.</p> <p>Challenge: sewing on embellishment (buttons and beads)</p> <p>Students will revisit their design plans to make notes of which stitches they will use where and why.</p>	<p>to drafting their own sewing patterns to help them cut their kawaii doll pieces out of the fabric. Students will understand why creating patterns is important to help us cut out accurate pieces of fabric and reduce waste.</p>	<p>techniques.</p> <p>Finally, students will develop their evaluation techniques. They will be able to identify where their strengths are and which aspects of the project they struggled with. Students will suggest possible improvements and refinements for the future.</p>
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<b>Key knowledge, concepts and skills.</b>	<i>Formal Elements Colour theory Theme specific language</i>	<i>Analysis of materials</i>	<i>Using technical language Drawing skills</i>	<i>Accurate sewing technique Sewing skills development Cutting skills</i>	<i>Accurate technical drawing skill Use of technical language Accurate translation from 2D to 3D</i>	<i>Accurate sewing skills Use of technical language Accurate translation from 2D to 3D Knowledge of proper stitch selection</i>
<b>Feedback &amp; Assessment</b>	Written Feedback – Baseline test	Documented verbal feedback Summative Assessment of project	Documented verbal feedback	Summative Assessment of project	Written Feedback	Documented verbal feedback Summative Assessment of project