

GCSE Art & Design – Textiles.

Curriculum Intent 2023-2024

The intent of our Textiles curriculum is to ensure students are offered a breadth and depth of knowledge and skills throughout the 2-year course. Students are offered challenging opportunities, life-long learning to prepare them for future pathways and community involvement. The course enables students to develop knowledge, experience and understanding of trends, designing, fashion, clothing, surface pattern and manufacture. GCSE Art and Design is a vibrant and dynamic specification. The process of creative thinking and innovation inspires students to develop undiscovered talents, which in turn cultivates an independent personal development, self-confidence and belief in their abilities to achieve. It also challenges and appeals to the creative instincts that have driven humanity to discover, adapt and overcome. The course gives the freedom to teach GCSE Art and Design in ways that inspire and bring out the best in students, whilst equipping them with the skills to continue the subject with confidence at AS, A-level and beyond. Textiles touches our daily lives, from casual wear to household products to more technically advanced medical applications and industrial products. Textiles has been synonymous with human activity for thousands of years. Textile products we see, purchase and use have all been designed. The designer can have great influence on the Spiritual, Moral, Social and Cultural development of a product and in some way, help prepare for our future. Students will be developing an understanding of textile design and trend issues, supporting the environment and their communities, ranging from developing project links with local primary schools and making connections with local industry.

It allows for progression from key stage 3 whilst providing a strong foundation for further study as well as vocational pathways. To support this progression, the assessment objectives, structure and titles are very similar to those detailed in the AS and A level Art and Design specification. The qualification features a wide range of titles, which allow for the study of art and design in both breadth and depth. This is a skills-based approach specification, allowing students to develop knowledge and understanding during the course through a variety of learning experiences and approaches. This allows them to develop the skills to explore, create and communicate their own ideas.

Students will develop knowledge in the following areas.

Subject Knowledge.

Students will be inspired and motivated to develop knowledge, understanding and skills relevant to their chosen title through integrated practical, critical and contextual study. This can be through a very personal investigation. Students may work in any combination of media, or medium. This can include a variety of surface pattern techniques and incorporate mixed media such as; paint, pencil, pens, stitching into paper, overlapping layers of transparent paper to create individual and personal surface textures and experiments. Students must learn through practical experiences, experimental work and demonstrate knowledge and understanding of sources that inform their intentions. Intentions should be realised through exciting visual language, visual concepts, media, materials and the application of suitable techniques. Students must develop and apply relevant subject specific skills in order to use visual language to communicate personal ideas, meanings and responses.

Knowledge and Understanding.

Students will be introduced to learning, which encourage the development of skills through the use of appropriate media, processes and techniques. They will be taught how to produce surface pattern samples to include; Applique, machine and hand stitching, digital printing, embellishments such as beading, digital printing and hand painting. Students will develop knowledge, understanding and skills in the development of their personal work informed by first- hand experience and appropriate sources. Students will know how to progressively develop their own strengths and interests, following their own line of enquiry. Students will develop their knowledge in decision making skills, including the planning and organisation of time and resources when managing their own project work. Students will know how sources inspire the development of ideas. This can include investigations into fashion designers such as Dior, McQueen and surface pattern designers such as Ian Berry. The students must extract and understand the work of artists, designers from contemporary and or historical periods and societies. They also can investigate movements, youth culture and how trends can influence contemporary and or historical environments and issues. The characteristics, properties and effects of using different media, materials techniques and processes in relation to students own creative intentions. The students must understand and know how different intentions and purposes of design in variety of contexts relevant to their work.

Trips and visits

Possible visits to local industry. Gallery and museum visits, industry visits. Visits from lecturers and university course leaders, ex student talks and visits.

Assessment

This specification is designed to be taken over two years.

Component 1.

A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.

How it's assessed • No time limit • 96 marks • 60% of GCSE

Component 2.

Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.

Assessment objectives (AOs) are set by Ofqual

The exams and non-exam assessment will measure how students have achieved the following assessment objectives.

- AO1: Develop ideas through sustained investigations, demonstrating critical understanding of sources
- AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3: Record ideas, observations and insights relevant to intentions as work progresses.
- AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Please see website for internal assessment record.

Homework

Homework is set when required. The research and skills content that is taught will be backed up by homework tasks that will embed knowledge and understanding of skills.

Students will the opportunity to enhance their portfolio and Component 1 work by preparing the required work before producing the final work through self-study.

Clubs and/or intervention

Catch up Component and Portfolio 1 sessions will be held at lunch times and after school. Timings TBC annually and will be found on the school website

Parental/Carer support

Support your son/daughter by purchasing an A3 or A4 suitable sketchbook. You can also buy fabrics and suitable components such as beads, threads and embellishment equipment. Some art equipment and some initial stationary would not be essential but supportive.

Allow your child to attend catch up sessions, especially when producing the Portfolio.

Helpful sources of information

The course specification can be found here

Connections to future pathways

Careers: fashion trends, trend forecasting, fashion magazines, fashion research and development, costume design, brand design, fashion publishing, fashion styling, fashion design, surface pattern design, fabric construction, fashion magazines, fashion research and development, fabric buying, fabric development, printing engineer, consumer psychologist, fabric research and development, sustainability expert, fashion styling, Accessories designer, visual merchandiser, fashion photographer, digital media

Future learning: links to NEA, A level Textiles, A level Art, A level Graphics.

Year 10 Overview

Term	Knowledge	Assessment	Connections to learning
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	<p>Introduction to the course. Fashion, interiors, surface pattern, trends, style are all integral to life. For centuries individual have used clothes and body adornment as a non-verbal communication and language. Expressing, wealth, social class, occupation, rank and individuality. There are many forms fashion can take, the brands people gravitate towards, individuality, integrity and philosophy of style. The Textiles industry is a major employer in this country and across the world. Clothing expresses individuality, protects from the elements, distinguishes between cultures and religions and protects modesty. This concept and idea is taught through investigating different media forms and a range of different social, historical and cultural ideas. The history of dress used as a visual language starting point can encourage innovative and creative ideas.</p>		
<p>Autumn 1</p>	<p>Denim project:</p> <ul style="list-style-type: none"> ➤ Introduction to textiles and fashion. Experimentation through denim samples. 6 weeks. <p>Component 1: Portfolio</p> <ul style="list-style-type: none"> ➤ Each student must select and present a portfolio representative of their course of study. ➤ The Portfolio must include both: <ul style="list-style-type: none"> • <u>A sustained project</u> developed in response to a subject, theme, task or brief of their choice evidencing the journey from initial engagement with an idea(s) to the realisation of intentions. This will give students the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding from across their course of study. • <u>A selection of further work</u> resulting from activities such as trials and experiments; skills based workshops; mini and/or foundation projects, independent study. The 	<ul style="list-style-type: none"> ➤ Annotations, write-ups and analysis of research work and investigations. ➤ Assessment using AO criteria and develop student understanding of assessment language. ➤ Peer assessment. Developing Assessment criteria understanding, using Self - Assessment sheets ➤ Students gain knowledge of spec criteria and assessment terminology through self and peer assessment. ➤ Exam style question open response homework annotation write ups of design work ➤ Assessment using AO criteria and develop student understanding of assessment language. ➤ Peer assessment. Developing Assessment criteria understanding, using Self - Assessment sheets ➤ Key words tests 	<ul style="list-style-type: none"> ➤ KS3 Art, drawing and recording and developing ideas understanding visual language and the work of others ➤ KS3 Technology product analysis and research ➤ KS3 English analysis, writing, inference and critical understanding. ➤ KS3 History, research and knowledge. <p>2. Social development, including political and current affairs awareness.</p> <p>6. Cultural development.</p>

	<p>work submitted for this component will be marked as a whole.</p> <ul style="list-style-type: none"> • Students will investigate the history of Denim, its origins and how the fabric is a high fashion garment. <p><u>Research and Investigation:</u></p> <ul style="list-style-type: none"> ➤ Moodboard ➤ Artist research ➤ Artist analysis ➤ Fashion research ➤ Product Analysis ➤ Potential client ➤ Pattern development ➤ How sources inspire the development of ideas ➤ Design skills <p>Written Annotation:</p> <ul style="list-style-type: none"> ➤ Annotation ➤ Initial shapes ➤ Sketching and drawing in paint, pen, pencil relevant to intentions ➤ Recording through initial photos 		
<p>Autumn 2</p>	<p>Introduction to the course. Fashion, interiors, surface pattern, trends, style are all integral to life. For centuries individual have used clothes and body adornment as a non-verbal communication and language. Expressing, wealth, social class, occupation, rank and individuality. There are many forms fashion can take, the brands people gravitate towards, individuality, integrity and philosophy of style. The Textiles industry is a major employer in this country and across the world. Clothing expresses individuality, protects from the elements, distinguishes between cultures and religions and protects modesty. This concept and idea is taught through investigating different media forms and a range of different social, historical, religious and cultural ideas. The history of dress used as a visual language starting point can encourage innovative and creative ideas.</p>		

	<p><u>Designing and Drawing:</u></p> <ul style="list-style-type: none"> ➤ Initial shapes ➤ Sketching and drawing in paint, pen, pencil, stitch relevant to intentions ➤ Recording through initial photos ➤ Develop an understanding of cultural and social contexts. ➤ Develop an understanding of contemporary and or historical environments or issues. ➤ The ways in which meanings, ideas and intentions can be communicated through visual and tactile language. 	<ul style="list-style-type: none"> ➤ Annotation assessment and analysis of research work and investigations. ➤ Assessment using AO criteria and develop student understanding of assessment language. ➤ Peer assessment. <p>Developing Assessment criteria understanding, using Self - Assessment sheets</p>	<ul style="list-style-type: none"> ➤ KS3 Art, drawing and recording and developing ideas understanding visual language and the work of others ➤ KS3 Technology product analysis and research ➤ KS3 English analysis, writing, inference and critical understanding. <p>2. Social development, including political and current affairs awareness.</p> <p>6. Cultural development.</p>
<p>Spring 1</p>	<p>Textile and fashion designers have to research trends and forecasts in the textile industry. Having understood historical, cultural and social contexts, development of media, techniques and processes. This determines product design and final solution. Working as a designer in industry, creating samples, experiments and testing. Manipulating digital designs until they have met customer requirements. Researching trends and design forecasts to further impact work and development. Some designers work for organisations such as retailers, design agencies and manufacturers. It is said that the Roman Empire adopted the Eastern taste for coloured and patterned fabrics and after 552 when the emperor established the first silk manufacturing industry in Europe. As a sign of wealth and class distinction, decorated clothes became more developed. Roman law had applied equally to men and</p>		

	<p>women, in Europe the laws were more discriminatory, restricting the richest fabrics, furs and jewels to the aristocracy. Why do we embellish fabrics and clothing?</p>		
	<ul style="list-style-type: none"> ➤ Pattern development ➤ Surface Pattern ➤ Printing ideas and techniques ➤ Stitched and embellished textiles ➤ Digital textiles ➤ Fashion design ➤ Woven knitted or stitched fabrics ➤ Decorative or non functional purpose <p><u>Knowledge and techniques:</u></p> <ul style="list-style-type: none"> ➤ Applique ➤ Beading ➤ Printing ➤ Embroidery ➤ Stitching ➤ Fabric choices and selection 	<ul style="list-style-type: none"> ➤ Annotation assessment and analysis of research work and investigations. ➤ Assessment using AO criteria and develop student understanding of assessment language. ➤ Peer assessment. <p>Developing Assessment criteria understanding, using Self - Assessment sheets</p> <ul style="list-style-type: none"> ➤ Written feedback ➤ Verbal feed back. ➤ Using Assessment criteria and AO ➤ Target setting and improvement ideas ➤ Formal Assessment after section of work. 	<ul style="list-style-type: none"> ➤ KS3 Art, drawing and recording and developing ideas understanding visual language and the work of others ➤ KS3 Technology product analysis and research ➤ KS3 English analysis, writing, inference and critical understanding. <p>2. Social development, including political and current affairs awareness.</p> <p>6. Cultural development.</p>
<p>Spring 2</p>	<p>Textile and fashion designers have to research trends and forecasts in the textile industry. Having understood historical, cultural and social contexts, development of media, techniques and processes. This determines product design and final solution. Working as a designer in industry, creating samples, experiments and testing. Manipulating digital designs until they have met customer requirements. Researching trends and design forecasts to further impact work and development. Some designers work for organisations such as retailers, design agencies and manufacturers. It is said that the Roman Empire adopted the Eastern taste for coloured and patterned fabrics and after 552 when the emperor established the first silk manufacturing industry in Europe. As a sign of wealth and class distinction, decorated clothes became more developed. Roman law had applied equally to men and</p>		

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<p>Summer 1</p>	<p>Based on the theory that human beings not only cover their bodies, but also display them to attract others. Every person has a number of sub-identities or roles they play in society. Textile products help to define each separate role, communicate and convey a message. It protects our modesty, defines gender, decorates a surface interior and is a practical barrier from the elements and the environment and has been used to raise self-esteem.</p>		

	<p><u>Knowledge and techniques:</u></p> <ul style="list-style-type: none"> ➤ Applique ➤ Beading ➤ Printing ➤ Embroidery ➤ Stitching ➤ Fabric choices and selection ➤ Sample work and construction ➤ Mock-ups ➤ Toiles ➤ Construction experimentation ➤ Client expectations ➤ Associated constraints ➤ Product development ➤ Garment construction 	<ul style="list-style-type: none"> ➤ Annotation assessment and analysis of sample work and investigations. ➤ Assessment using AO criteria and develop student understanding of assessment language. ➤ Peer assessment. ➤ Self assessment ➤ Verbal feedback 	<ul style="list-style-type: none"> ➤ KS3 Art, drawing and recording and developing ideas understanding visual language and the work of others ➤ KS3 Technology product analysis and research ➤ KS3 English analysis, writing, inference and critical understanding. ➤ KS3 Technology product analysis and research <p>2.Social development, including political and current affairs awareness.</p> <p>6. Cultural development.</p>
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<p style="text-align: center;">Summer 2</p>	<p><u>Knowledge and techniques:</u></p> <ul style="list-style-type: none"> ➤ Applique ➤ Beading ➤ Printing ➤ Embroidery ➤ Stitching ➤ Fabric choices and selection ➤ Sample work and construction ➤ Mock-ups ➤ Toiles ➤ Construction experimentation ➤ Client expectations ➤ Associated constraints ➤ Product development ➤ Garment construction 	<ul style="list-style-type: none"> ➤ Annotation assessment and analysis of sample work and investigations. ➤ Assessment using AO criteria and develop student understanding of assessment language. ➤ Peer assessment. ➤ Self assessment ➤ Annotation assessment and analysis of sample work and investigations. ➤ Written Assessment using AO criteria and develop student understanding of assessment language. ➤ Target setting 	<ul style="list-style-type: none"> ➤ KS3 Art, drawing and recording and developing ideas understanding visual language and the work of others ➤ KS3 Technology product analysis and research ➤ KS3 English analysis, writing, inference and critical understanding. ➤ KS3 Art, drawing and recording and developing ideas understanding visual language and the work of others ➤ KS3 Technology product analysis and research ➤ KS3 English analysis, writing, inference and critical understanding. <p>2.Social development, including political and current affairs awareness. 6. Cultural development.</p>
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Year 11 Overview

Term	Knowledge	Assessment	Connections to learning
<p style="text-align: center;">Autumn 1</p>	<ul style="list-style-type: none"> ➤ Sample work and construction ➤ Mock-ups ➤ Toiles ➤ Construction experimentation ➤ Client expectations ➤ Associated constraints ➤ Product development ➤ Fastening samples 	<ul style="list-style-type: none"> ➤ Annotation assessment and analysis of sample work and investigations. ➤ Written Assessment using AO criteria and develop student understanding of assessment language. ➤ Target setting 	<ul style="list-style-type: none"> ➤ KS3 Art, drawing and recording and developing ideas understanding visual language and the work of others ➤ KS3 Technology product analysis and research ➤ KS3 English analysis, writing, inference and critical understanding.

	<ul style="list-style-type: none"> ➤ Seam samples ➤ Finishing samples ➤ Analysis and evaluating 		<p>2. Social development, including political and current affairs awareness.</p> <p>6. Cultural development.</p>
	<ul style="list-style-type: none"> ➤ Evaluation techniques ➤ Realise intentions ➤ figurative and non-figurative representations, stylisation, simplification, surface embellishment, constructional considerations and imaginative interpretation 	<ul style="list-style-type: none"> ➤ Annotation assessment and analysis of sample work and investigations. ➤ Written Assessment using AO criteria and develop student understanding of assessment language. ➤ Target setting 	<ul style="list-style-type: none"> ➤ KS3 Art, drawing and recording and developing ideas understanding visual language and the work of others ➤ KS3 Technology product analysis and research ➤ KS3 English analysis, writing, inference and critical understanding.
	<p>Based on the theory that human beings not only cover their bodies, but also display them to attract others. Every person has a number of sub-identities or roles they play in society. Textile products help to define each separate role, communicate and convey a message. It protects our modesty, defines gender, decorates a surface interior and is a practical barrier from the elements and the environment and has been used to raise self-esteem.</p>		
Autumn 2	<ul style="list-style-type: none"> ➤ Sample work and construction ➤ Mock-ups ➤ Toiles ➤ Construction experimentation ➤ Client expectations ➤ Associated constraints ➤ Product development 	<ul style="list-style-type: none"> ➤ Annotation assessment and analysis of sample work and investigations. ➤ Written Assessment using AO criteria and develop student understanding of assessment language. ➤ Target setting 	<ul style="list-style-type: none"> ➤ KS3 Art, drawing and recording and developing ideas understanding visual language and the work of others ➤ KS3 Technology product analysis and research ➤ KS3 English analysis, writing, inference and critical understanding. ➤ KS3 History, research and knowledge. <p>2. Social development, including political and current affairs awareness.</p> <p>6. Cultural development.</p>
Spring 1	<p>Introduction Component 2: Externally set assignment 10 hours practical examination 40% of final grade.</p> <p>Textile and fashion designers have to respond to set briefs and industrial questions. Starting points research trends and forecasts in the textile industry. Having understood historical, cultural and social contexts, development of media, techniques and processes. This determines product design and final solution. Working as a designer in industry, creating samples, experiments and testing. Manipulating digital designs until they have met customer requirements. Researching trends and design forecasts to further impact work and development. Some designers work for organisations such as retailers, design agencies and manufacturers. It's said that</p>		

the Roman Empire adopted the Eastern taste for coloured and patterned fabrics and after 552 when the emperor established the first silk manufacturing industry in Europe. As a sign of wealth and class distinction, decorated clothes became more developed. Roman law had applied equally to men and women, in Europe the laws were more discriminatory, restricting the richest fabrics, furs and jewels to the aristocracy. Why do we embellish fabrics and clothing?

Component 2: Externally Set Assignment

- AQA will provide a separate externally set assignment for each title, each with seven different starting points. Students must select and respond to one starting point from their chosen title. The externally set assignment provides students with the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding in response to their selected starting point.

- Annotations, write-ups and analysis of research work and investigations.
- Assessment using AO criteria and develop student understanding of assessment language.
- Peer assessment.
Developing Assessment criteria understanding, using Self -Assessment sheets

- KS3 Art, drawing and recording and developing ideas understanding visual language and the work of others
- KS3 Technology product analysis and research
- KS3 English analysis, writing, inference and critical understanding.
- KS3 History, research and knowledge.
- 2. Social development, including political and current affairs awareness.
- 6. Cultural development.

Research and Investigation:

- Moodboard
- Artist research
- Fashion research
- Product Analysis
- Potential client
- Pattern development
- How sources inspire the development of ideas
- Design skills

Designing:

- Initial shapes
- Sketching and drawing in paint, pen, pencil relevant to intentions
- Recording through initial photos
- Sample and fabric experimentation
- Surface pattern development

- Annotation assessment and analysis of sample work and investigations.
- Assessment using AO criteria and develop student understanding of assessment language.
- Peer assessment.
- Self assessment

- KS3 Art, drawing and recording and developing ideas understanding visual language and the work of others
- KS3 Technology product analysis and research
- KS3 English analysis, writing, inference and critical understanding.
- KS3 History, research and knowledge.
- 2. Social development, including political and current affairs awareness.
- 6. Cultural development.

Spring 2	<p>Introduction Component 2: Externally set assignment 10 hours practical examination 40% of final grade.</p> <p>Textile and fashion designers have to respond to set briefs and industrial questions. Starting points research trends and forecasts in the textile industry. Having understood historical, cultural and social contexts, development of media, techniques and processes. This determines product design and final solution. Working as a designer in industry, creating samples, experiments and testing. Manipulating digital designs until they have met customer requirements. Researching trends and design forecasts to further impact work and development. Some designers work for organisations such as retailers, design agencies and manufacturers. It's said that the Roman Empire adopted the Eastern taste for coloured and patterned fabrics and after 552 when the emperor established the first silk manufacturing industry in Europe. As a sign of wealth and class distinction, decorated clothes became more developed. Roman law had applied equally to men and women, in Europe the laws were more discriminatory, restricting the richest fabrics, furs and jewels to the aristocracy. Why do we embellish fabrics and clothing?</p>		
	<ul style="list-style-type: none"> ➤ Exam 10 hours dates TBC ➤ Develop an understanding of cultural and social contexts. ➤ Develop an understanding of contemporary and or historical environments or issues. ➤ The ways in which meanings, ideas and intentions can be communicated through visual and tactile language. 	<ul style="list-style-type: none"> ➤ Annotation assessment and analysis of sample work and investigations. ➤ Assessment using AO criteria and develop student understanding of assessment language. ➤ Peer assessment. ➤ Self assessment 	<ul style="list-style-type: none"> ➤ KS3 Art, drawing and recording and developing ideas understanding visual language and the work of others ➤ KS3 Technology product analysis and research ➤ KS3 English analysis, writing, inference and critical understanding. ➤ KS3 History, research and knowledge. <p>2. Social development, including political and current affairs awareness.</p> <p>6. Cultural development.</p>
	<ul style="list-style-type: none"> ➤ The characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be used in relation to students' own creative intentions and chosen area(s) of study. ➤ The different purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work. ➤ End of the course. 	<ul style="list-style-type: none"> ➤ All work is finally assessed and submitted to the board. ➤ Moderation and external moderation. ➤ Annotation assessment and analysis of sample work and investigations. ➤ Assessment using AO criteria and develop student understanding of assessment language. ➤ Peer assessment. ➤ Self assessment 	