Carmel College Curriculum Implementation – KS 5 Long term plan Subject: **Textiles**

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|  | Year 12 | Year 13 |
| Autumn half term 1Sequential knowledge and skills |  **Building on skills and introducing new techniques*** AQA specification, assessment objectives intro to course. Mini 4/5 week project based on **Wearable art** – paper manipulation garments looking at Architecture and Fashion.
* Paper manipulation
* Photography of geometric architecture
* Toiling with paper on mannequins
* Designing
* Presenting as a Storyboard

**Introduction to Strange nature*** Fabric manipulation techniques in calico
* Black and white drawings & free machine embroidery, silk cocoon stripping
* Watercolour technique – Silk painting
* Felt applique/ hand embroidery
* Fabric bonding man-made fibres with soldering iron
* Dissolvable fabric
 | **Personal investigation continued*** Students to continue to work on their personal investigation unit

Week 2: Crit - To peer assess work using AQA assessment objectives.* Observations/textiles samples using appropriate media and techniques for the subject matter
* Contextual research to support and inspire development of ideas
* Initial ideas for interim outcome- sketched and photoshop
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| Assessment Content and methods used to judge learning | * Feedback sheets
* Teacher assessment is made on sketchbooks and includes both class work and homework based on assessment criteria.
 | * Crit: Self/Peer assessment of work – using AQA assessment objectives. Review to discuss strengths and areas to develop. Feedback sheets
* Teacher assessment is made on sketchbooks and includes both class work and homework based on assessment criteria.
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| Autumn half term 2Sequential knowledge and skills | Crit - To peer assess work using AQA assessment objectives.* More individual imagery to suit sub themes of Strange Nature
* Drawing for a corset on mannequin/history of corsetry
* Designing – initial drawn
 | * More focussed line of enquiry
* Begin 3,000 word essay – peer examples, mind map journey, create essay plan. Broken into weekly chunks- introduction/justifications/ conclusion
* Developing more studies, samples to lead to a final outcome
* Sketched ideas
* Adobe Photoshop designs
* Peer assessment to determine which idea is the best
* Complete feedback to improve sketch book
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| Assessment Content and methods used to judge learning | * Feedback sheets - Self/Peer assessment of work – using AQA assessment objectives. Review to discuss strengths and areas to develop.
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| Spring half term 3Sequential knowledge and skills | * Own studies – perhaps skeletons, floral, coral
* Toiling with samples on mannequin
* Designing - Adobe Photoshop
* Final design
* Making of a bodice

  | * Complete final outcome by end of January.
* Complete and present 3,000 word essay
* Feb 1st Externally set assignment
* Students to choose one theme to develop
* Mind map and mood board
* Observations/samples using appropriate media and techniques for the subject matter
* Contextual research to support and inspire development of ideas
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| Assessment Content and methods used to judge learning | * Teacher assessment is made on sketchbooks and includes both class work and homework based on assessment criteria.
 | * Teacher assessment is made on sketchbooks in a summative way which includes both class work and homework – personal investigation project marked in February.
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| Spring half term 4 Sequential knowledge and skills | Independent work – making of bodiceWorkshops on different techniques. | * Continue 0bservations/samples using appropriate media and techniques for the subject matter
* Contextual research to support and inspire development of ideas
* Refining ideas towards sketched and photoshop designs –peer assessment
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| Assessment Content and methods used to judge learning | * Crit - Self/Peer assessment of work – using AQA assessment objectives. Review to discuss strengths and areas to develop.
* Teacher assessment is made on sketchbooks in a summative way which includes both class work and homework – assessing completed ‘Strange Nature’ project
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| Summer half term 5 Sequential knowledge and skills | Begin personal investigation unit for A level | 15 hour exam after Easter |
| Assessment Content and methods used to judge learning | * Feedback sheets - Self/Peer assessment of work – using AQA assessment objectives. Review to discuss strengths and areas to develop.
 | Personal investigation and exam units marked internally/externally moderated.  |
| Summer half term 5Sequential knowledge and skills | Personal investigation unit continued. Trip to London/Newcastle – gallery visits – trip reportsEnd of term Crit: - Peer assess / acting on feedback to act on over the summer. | N/A |
| Assessment Content and methods used to judge learningAssessment | EOY Assessments* Teacher assessment is made on new personal investigation project
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