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

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|  | Year 12 | Year 13 |
| Autumn half term 1  Sequential 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 |
| 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. |
| Autumn half term 2  Sequential 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 |
| 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. |  |
| Spring half term 3  Sequential 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 |
| 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. |
| Spring half term 4 Sequential knowledge and skills | Independent work – making of bodice  Workshops 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 |
| 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 |  |
| 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 5  Sequential knowledge and skills | Personal investigation unit continued.  Trip to London/Newcastle – gallery visits – trip reports  End of term Crit: - Peer assess / acting on feedback to act on over the summer. | N/A |
| Assessment Content and methods used to judge learning  Assessment | EOY Assessments   * Teacher assessment is made on new personal investigation project |  |