

Subject: Textiles

Year group: Year 11

Department Curriculum Vision: *Students will learn a range of Textile techniques to enable them to produce interesting and individual outcomes using fabrics as their material. Researching artists, designers and methods to build a portfolio of work which shows a personal and meaningful response.*

	Autumn Term 1	Autumn Term 2
Content: (Know what...)	Students will continue with their development of component 1 project 2 of their coursework. They combine the techniques they have learned to create innovative and personal works through fabric samples. The course culminates in a final piece that reflects students' exploration of their chosen theme. This final project offers a wide range of possibilities, including parts of garments, wall hangings or even 3D sculptures allowing for individual expression and creativity. Component 1 is now fully complete and students will hand in everything they have produced from the start of Year 10.	
Skills: (know how...)	• Concept development: developing and refining creative concepts based on research. • Independent research: conducting independent, in depth research into themes and techniques • Contextual understanding: understanding the cultural and historical context of theme • Research skills: ability to conduct thorough research on chosen themes and artists • Observational drawing: executing accurate and expressive drawings from observation • Mark making: experimenting with various mark making techniques to enhance texture and detail • Artist analysis: Analysing and presenting research on relevant artists • Sketchbook presentation: maintaining a well organised and comprehensive sketchbook • Machine sewing: operating sewing machines with precision • Textile techniques: proficiency in techniques including shibori, ruffles, sewing on top of photographs and slashing. • Fabric manipulation: techniques for manipulation fabrics to achieve desired effects. • Material experimentation: exploring and experimenting with different materials and textiles. • Critical thinking: evaluating and reflecting on their own work and processes	

Key vocabulary	- Theme - Research - Mind map - Mood board - Observational drawing - Mark making - Critical thinking - Applique - Dye sublimation - Batik - Hand embroidery - Free machining - Plastic fusion - Block print - Fabric collage - 3D Shibori - Couching - Ruffles - Slashing - Shibori	
Mid Term Assessment	Sketchbook is evaluated against exam board mark scheme	
End Term Assessment	Sketchbook is evaluated against exam board mark scheme	
	Spring 1	Spring 2

Content: (Know what...)	Component 2 focuses on students' ability to develop a personal and creative response to a given theme or starting point. Students are given a question paper where they will decide on 1 question/theme they will explore. In the past themes have included portraits, creatures, time and colour. Students will follow the same format as their previous 2 sketchbooks but will be expected to produce higher quality work and more in depth thinking. This is the shortest of the projects. This component encourages exploration and experimentation with various textile techniques and processes, such as embroidery, weaving, dyeing, and fabric manipulation. Students are expected to demonstrate their understanding of the chosen theme through a series of practical and written responses, showcasing their ability to research, design, and create textile-based artwork. The final outcome should reflect a coherent and informed approach, highlighting technical skills, creativity, and personal expression, while also considering the work of other artists, designers, and craftspeople for inspiration.
Skills: (Know how...)	• Concept development: developing and refining creative concepts based on research. • Independent research: conducting independent, in depth research into themes and techniques • Contextual understanding: understanding the cultural and historical context of theme • Research skills: ability to conduct thorough research on chosen themes and artists • Observational drawing: executing accurate and expressive drawings from observation • Mark making: experimenting with various mark making techniques to enhance texture and detail • Artist analysis: Analysing and presenting research on relevant artists • Sketchbook presentation: maintaining a well organised and comprehensive sketchbook • Machine sewing: operating sewing machines with precision • Textile techniques: proficiency in techniques including shibori, ruffles, sewing on top of photographs and slashing. • Fabric manipulation: techniques for manipulation fabrics to achieve desired effects. • Material experimentation: exploring and experimenting with different materials and textiles. • Critical thinking: evaluating and reflecting on their own work and processes

Key vocabulary	- Development - Experimentation - Techniques - Observations - Refinement - Final piece - Theme - Research - Creativity - Inspiration - Design - Artists - Personal expression - Technical skills - Assessment - Applique - Dye sublimation - Batik - Hand embroidery - Free machining - Plastic fusion - Block print - Fabric collage - 3D Shibori - Couching - Ruffles - Slashing - Shibori
Mid Term Assessment	Sketchbook is evaluated against exam board mark scheme
End Term Assessment	Sketchbook is evaluated against exam board mark scheme

	Summer 1	Summer 2
Content: (Know what...)	The final piece/exam time represents the culmination of students' creative and technical efforts. During this supervised period, which spans 10 hours, students are required to produce a final textile piece that reflects their research. This final piece should embody the theme or starting point chosen, demonstrating their ability to effectively apply various textile techniques. Students will have prepped what they will be doing in the exam prior to the 10 hour. Students must showcase a high level of craftsmanship, creativity, and personal expression, ensuring that their work is both original and reflective of the influences and concepts they have explored. The final piece is assessed on its technical proficiency, aesthetic quality, and the coherence with sketchbook studies, illustrating a well-developed and resolved artistic vision.	
Skills: (Know how...)	● Concept development: developing and refining creative concepts based on research. ● Independent research: conducting independent, in depth research into themes and techniques ● Contextual understanding: understanding the cultural and historical context of theme ● Research skills: ability to conduct thorough research on chosen themes and artists ● Observational drawing: executing accurate and expressive drawings from observation ● Mark making: experimenting with various mark making techniques to enhance texture and detail ● Artist analysis: Analysing and presenting research on relevant artists ● Sketchbook presentation: maintaining a well organised and comprehensive sketchbook ● Machine sewing: operating sewing machines with precision ● Textile techniques: proficiency in techniques including shibori, ruffles, sewing on top of photographs and slashing. ● Fabric manipulation: techniques for manipulation fabrics to achieve desired effects. ● Material experimentation: exploring and experimenting with different materials and textiles. ● Critical thinking: evaluating and reflecting on their own work and processes	
Key vocabulary	- Development - Experimentation - Techniques - Observations - Refinement - Final piece - Theme - Research - Creativity - Inspiration	

	- Design - Artists - Personal expression - Technical skills - Assessment - Applique - Dye sublimation - Batik - Hand embroidery - Free machining - Plastic fusion - Block print - Fabric collage - 3D Shibori - Couching - Ruffles - Slashing - Shibori
Mid Term Assessment	Sketchbook is evaluated against exam board mark scheme
End Term Assessment	Unit 2 assessed against exam board mark scheme (40% of grade)
Additional information	
Homework	Researching artists that are relevant to the project. Completing sketch bookwork; drawings, annotation, mounting fabric. Development of samples and techniques used.

Extra curricular and enrichment opportunities	Designer visiting workshops. Textiles Club Competitions Use of resources
Useful links that will support learning	Access to a computer at home or in the LRC after school to research. Access to a printer. Regular visits to Art Galleries/Museums. Exhibitions relevant to themes/nature of projects. A range of materials that students can access at home to help support learning - needles, threads, paints, drawing tools, fabric, good fabric scissors
How parents can support learning	Ensure students spend time on their textiles work at home as this is a 100% course work subject.