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| **Our Lady Queen of Peace**  Catholic Engineering College | Curriculum Overview |
| **YEAR GROUP & SUBJECT KS4 YR 10 TEXTILES DG** | |

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|  | **Knowledge & understanding** | | | **Subject Specific Literacy Development** | | **Cultural Capital / Enrichment Opportunities** |
|  | **Composites**  **(Bigger Picture)** | **Components**  **(Key Concepts)** | **Recall & Retrieval Practice Focus** | **Read Like A... Focus** | **Key Vocabulary** |
| **KS4 YEAR 10-11** | | | Key practical skills retrieval to support coursework onwards.  All skills and practical outcomes support their journey. | Read like a Designer  Student chooses 3 embroidery artists that use portraits to research and analyse work.  This will support their practical work needed.  Read like a creative designer not just Textiles based chosen by students | Research  Primary/Secondary  Evidence  Response  Investigating  Measure  Creativity  Designing  Explanation  Analysis  Development  Describe  Industrial  Embellishment  Conclusion  Annotation  Amendments  Manipulation  Function  Specialities  Adaptation  Connections  Encapsulating  Embroidery | Building links with Southport college  Building on the relationships with Wigan & Leigh college DG attended & still contacts.  Workshop with Mandy Bevington – Tufting and needle punch cost/availability?  Textiles Tea & Chat sessions for DG to attend to build on new skills so students can incorporate them in their portfolio.  Textiles skill Centre – skill sessions sometimes provided at a cost.  Southport Arts Trail – A variety of local artists and workshops available - June  Possible contacts with other colleges, if possible, through DG contacts |
| **YR10**  **TERM 1a/b**  **PORTFOLIO** | Mini Project 1  End of Year 9 initial artist’s research  by end of next ½ term  Artist research combined with garment / A3/A4 fabric outcome. | Make connections with the work of textile artists, craftspeople and designers that are given so students can respond to a given starting point(s)and outcomes.  Integrate the use of drawing and written annotation into working practice.  More understanding looking at exemplar materials from past students work. |
| **YR10**  **Term 2a/b PORTFOLIO** | Sustained project  Major project  The teacher provides support and advice as the individual student’s course of study develops | Select from a range of starting points / themes Independently research sources, references, and approaches. Identify and research work of textile artists, craftspeople and designers that are key to their theme.  Evidence and address all four assessment objectives.  Clearly evidence drawing and written annotation in the work presented. |
| **YR10**  **Term 3a/b PORTFOLIO** | Sustained project  Major project  Continued as this counts for the majority of the 60% outcome | Realise their intentions in a creative and personal way.  Students identify suitable sources, resources, references, materials, and techniques. They consider the assessment objectives and ways to evidence their personal creative journey. They use this knowledge to pursue their studies and to investigate the theme. They make independent decisions, take risks and evidence their practical skills and creative insights as their studies progress. |

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| **Key Assessments** | | | |
| **When** | **What will be assessed?** | **Why is this being assessed?** | **How will results be stored & students receive feedback?** |
| Year 10  Term 1 | Project 1 a variety of artists researched and create own response | Reinforce research skills in preparation for the sustained project. | Fully embellished corset or product  Project 1 completed in book |
| Year 10  Term2 until  Year 11 term 1 | Sustained project evidencing the journey from initial engagement to the realisation of intentions | Create a personal and meaningful textile response to their chosen theme and present their completed sustained assignment | Chosen practical outcome using the 4 objectives total 96 marks.  60% |