

Our Lady Queen of Peace

Catholic Engineering College

Curriculum Overview

YEAR 10 TEXTILES

	Knowledge & Understanding			Subject Specific Literacy Development		Cultural Capital / Enrichment Opportunities
	Topics (Bigger Picture)	Knowledge (Key Concepts)	Recall & Retrieval Practice Focus	Read Like A... Focus	Key Vocabulary	
Half Term 1	Introduction to the course and start project 1 (e.g. Around the world, Portraits, Natural forms).	Introduction to Textile Processes & Contexts	A mixture of recall tasks: Sketchbook Scavenger Hunt	Reading for meaning task 'The Legacy of Textiles in Traditional Cultures'	Inspiration Influence Contextual Cultural Interpretation Research Style Symbolism Theme Intentions Mood Message References Comparative Analyse / analysis	Workshop: Cultural textiles – e.g. Indian block printing, African wax resist Film/Documentary: The True Cost (sustainable fashion awareness – edited version if needed) Creative Activity: Students research and share a textile tradition from their heritage or culture
	Presentation techniques and generating Mind maps.					
	Presenting a mood board.	Learning how to investigate and respond to contextual sources (AO1).	Name That Technique			
	Drawing techniques and mixed media.		Process Order Challenge			
	Dyeing methods Tie dye and Batik	Understanding the basic principles of textile design (pattern, surface, structure, form).	Quickfire Artist Quiz			
	Printing methods Mono printing and Batik.	Introduction to key textile techniques :	Drawing exercises.			
		Awareness of how cultural textiles reflect identity, tradition, and meaning.				
		Developing use of visual language : texture, contrast, composition.				

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Half Term 2	Heat Transfer	Developing Ideas & Artist Influence Understanding how to develop ideas purposefully, not just experiment randomly (AO1/AO2).	AO Breakdown Match-Up Exit Tickets: One-minute response to recall the purpose of a textile sample or influence of an artist. Mini Crit Sessions: 5-minute peer reviews using prior vocabulary (texture, contrast, surface, stitch, balance).	Reading for meaning task ‘The Art of Louise Bourgeois: Threads of Memory’	Experiment Manipulate Techniques (e.g., appliqué, felting, batik, transfer printing, embroidery) Process Media / mixed media Layering Fabric manipulation Textile construction Surface decoration Texture Pattern Stitch Contrast Composition Test piece / sample Development Evaluate / evaluation	Virtual Tour / Gallery Walk: Explore artists like Louise Bourgeois, Faith Ringgold, or Frida Kahlo Reading for Meaning: Artist biography or critical review. Workshop: Guest textile artist visit or online artist Q&A. Task: Curate a “mini-exhibition” in class inspired by a selected artist.
	Applique					
	Hand embroidery	Building knowledge of artist influences (e.g. Louise Bourgeois, Faith Ringgold, Yinka Shonibare).				
	Free motion embroidery	Learning how to analyse and annotate contextual and personal work.				
	Fabric manipulation	Using sketchbooks to record, reflect, and explain intentions.				
	Hot textiles	Applying artists' styles, methods, and symbolism in personal work.				

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Half Term 3	Developing ideas	Refining Techniques and Building a Personal Response <ul style="list-style-type: none"> Knowledge of how to refine and combine textile techniques with intent (AO2). Understanding how to evaluate and improve samples. Exploring how design decisions (colour, layering, composition) impact meaning. Knowing how to prepare for and plan a final outcome. 	Technique Transfer: "How could you adapt a resist dye technique to show your identity?"	Reading for meaning task 'Techniques in Focus: The History and Science of Batik'	Record Observation Primary source Secondary source Sketch Drawing Photography Collage Mark making Line Tone Form Scale Perspective Insight Reflect Annotation Intentions Mood board Visual response	Workshop: Fabric manipulation or digital embroidery session
	Generating samples		Mind Map Recall: 5-minute recall of all artists, techniques, and keywords related to a theme (without looking at books).			Research Challenge: Students investigate a contemporary textile designer (e.g. Iris van Herpen)
	Final design		AO1 Check-In: Students select an artist and explain how they show influence in their design work.			Competition Entry: Local or national art/textile competition
	Making final piece		Quick Compare: Recall two artists and write 2–3 similarities/differences.			Visit/Virtual Tour: Fashion & Textile Museum or a local design studio
	Evaluation of final piece					

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Half Term 4	Review of Project 1	Identity and Personal Themes <ul style="list-style-type: none"> Understanding how textiles can communicate identity and narrative (AO1, AO3, AO4). Developing confidence in choosing relevant primary and secondary sources. Knowledge of how to generate meaningful and personal visual ideas. Applying critical thinking to justify creative choices. 	What Went Well?’ Boards: Revisit earlier samples and annotate what worked and what they’d improve. Refine-the-Design Task: Given a basic sample from Term 1, students write how they’d now improve it using learned techniques. Timeline of Learning: Students create a visual timeline of techniques learned so far.	Reading for meaning task ‘Textiles and Identity in the Work of Grayson Perry’	Final outcome Personal response Intentions Meaningful Visual language Presentation Cohesion Resolved Realisation Interpretation Expressive Aesthetic Impact Composition Harmony Balance Creativity Craftsmanship Originality	Documentary/Interview: Grayson Perry’s Who Are You? or similar (teacher-curated clips) Creative Task: Create a “textile self-portrait” or piece representing identity Talk: Guest speaker on heritage crafts or fashion activism Cultural Sharing: Students present visual elements from their background that inspire them
	Introduction to Project 2					
	Presentation techniques and generating Mind maps.					
	Presenting a mood board.					
	Purposeful photography					
	Drawing techniques and mixed media.					

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Half Term 5	Artist 1 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.	Developing Project 2 Focus: Experimenting, refining, expanding skills. How to refine, adapt, and edit work in response to feedback and personal reflection. Developing a deeper understanding of AO2: purposeful experimentation.	AO Reflection Grid: For each AO, recall how they've demonstrated it in both projects. 'What Went Well?' Boards: Revisit earlier samples and annotate what worked and what they would improve. Refine-the-Design Task: Given a basic sample from Term 1, students write how they'd now improve it using learned techniques.	Reading for meaning task 'From Waste to Wearable: The Rise of Sustainable Fashion'	Inspiration Influence Contextual Cultural Interpretation Research Style Symbolism Theme Intentions Mood Message References Comparative Analyse / analysis	Gallery/Exhibition Visit: School trip to see contemporary textile/fashion exhibitions Peer Critique Event: "Mini-crit" or "gallery walk" – present and discuss sample pieces Design Challenge: Plan an outcome for a real-world purpose (e.g., climate awareness, protest art, fashion show)
	Artist 2	Understanding how visual elements (line, shape, colour, texture) work together in a resolved design. Knowledge of materials, techniques and processes appropriate to intentions.	Timeline of Learning: Students create a visual timeline of techniques learned so far.			

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Half Term 6	Artist 3	<p>Effective use of planning strategies: mock-ups, sampling, annotation.</p> <p>Understanding how to bring together ideas, influences, and skills in a final outcome (AO4).</p> <p>Demonstrating understanding of visual language through presentation.</p>	<p>AO Reflection Grid: For each AO, recall how they've demonstrated it in both projects.</p> <p>GCSE Keyword Test: Weekly test on visual language (e.g., form, structure, texture, embellishment, contrast).</p> <p>Peer Teaching Task: In pairs, students reteach each other one textile process or artist influence.</p>	<p>Reading for meaning task</p> <p>'Why Sketchbooks Matter: The Artist's Visual Diary'</p>	<p>Experiment Manipulate Techniques (e.g., appliqué, felting, batik, transfer printing, embroidery)</p> <p>Process Media / mixed media Layering Fabric manipulation Textile construction Surface decoration Texture Pattern Stitch Contrast Composition Test piece / sample Development Evaluate / evaluation</p>	<p>Exhibition: Host a Year 10 showcase for peers, parents, and staff</p> <p>Creative Industry Link: Interview or video with a designer, stylist, or costume maker</p> <p>Portfolio Workshop: Teach students to photograph, mount and present work professionally</p> <p>Careers Focus: Look at pathways into fashion, costume, and design (university, apprenticeships, industry)</p>
	Development and experimentation	<p>Knowledge of how to evaluate the success of outcomes using art vocabulary.</p> <p>Knowing how to link outcomes clearly to original intentions and sources.</p> <p>Developing professional presentation skills in sketchbook layout and display.</p>	<p>Design Diary Recap: Students write a short paragraph from memory explaining a past decision in their sketchbook or outcome.</p> <p>Art Crit Game: Random artist or image shown — 1-minute timed verbal response recalling influence, medium, and style.</p>			

Key Assessments

When	What will be assessed?	Why is this being assessed?	How will results be stored & students receive feedback?
End of Half Term 1	Sketchbook work will be assessed for evidence of AO1 which include mind map, mood board and artist research.	To reinforce research skills in preparation for the sustained project and gain knowledge of the requirements and standard expected for AO.	Mixture of peer and teacher marked. Written and verbal feedback. Mark stored on Simms tracker
End of Half Term 3	Sketch book and final piece will be assessed against all assessment objectives.	To assess all content learnt through Project 1 and give learners experience of the full assessment process at GCSE.	Mixture of peer and teacher marked. Written and verbal feedback. Mark stored on Simms tracker
End of Half Term 4	Sketchbook work will be assessed for evidence of AO1 and AO3 which include mind map, mood board and artist research, observational drawing, photographs and annotation.	To reinforce research skills and gain knowledge of the requirements and standard expected for AO1 and AO3.	Mixture of peer and teacher marked. Written and verbal feedback. Mark stored on Simms tracker
Half Term 6 during mock exam window	Work produced within 2 hours of exam conditions. Assessment will focus on evidence for AO2 developing and experimenting with different techniques.	To give learners the experience of a practical exam in preparation for the 10-hour exam in Y11.	Mixture of peer and teacher marked. Written and verbal feedback. Mark stored on Simms tracker