

Our Lady Queen of Peace

Catholic Engineering College

Curriculum Overview

YEAR 11 & ART 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	Finalising Component 1 Portfolio: Sustained project	<p>Artist research and analysis</p> <p>Developing personal response</p> <p>Exploring media and techniques (print, dye, stitch)-</p> <p>Refinement through experimentation</p>	<p>Recap textile techniques learned in Y10</p> <p>Low-stakes quizzes on artist/contextual links</p> <p>Mind-map review sessions</p>	<p>Reading for meaning task</p> <p>'Punk, Pearls & Provocation' Vivvian Westwood</p>	<p>Appliqué, Batik, Embellishment, Heat Transfer, Free Machine Embroidery, Mixed Media, Composition, Refinement, Aesthetic</p>	<p>Gallery/virtual exhibition visit (e.g. Fashion & Textile Museum, V&A)</p> <p>Artist-led workshops-</p> <p>Contextual studies linked to history/fashion movements</p>
Half Term 2	Realising outcomes & completing sketchbook work	<p>Presentation of final piece</p> <p>Evaluating project outcomes</p> <p>Sketchbook layout and annotation for assessment</p> <p>Deadline management & organisation</p>	<p>Peer critique using AO1–AO4</p> <p>Self-assessment against marking criteria</p> <p>Retrieval grid on textile processes</p>	<p>Reading for meaning task</p> <p>'The True Cost of Fast Fashion'</p>	<p>AO1, AO2, AO3, AO4, Analysis, Response, Evaluation, Outcome, Final Piece, Surface Design</p>	<p>In-school textile showcase</p> <p>Guest speaker from creative industries</p>
Half Term 3	Introduction to Component 2: ESA theme exploration	<p>Interpreting the ESA theme</p> <p>Independent research and idea generation</p> <p>Exploring personal responses through sampling</p>	<p>Quickfire artist recap</p> <p>Revisit mood boards, idea webs</p> <p>Sketchbook starter tasks</p>	<p>Reading for meaning task</p> <p>'Future Threads'</p>	<p>Externally Set Assignment, Personal Response, Experimentation, Influence, Interpret, Design Brief, Inspiration</p>	<p>Unpack ESA paper with real world case studies</p> <p>Research contemporary textile/fashion designers</p>

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Half Term 4	Developing final ESA idea & planning outcome	Selecting and refining materials/processes Developing a personal final idea- Planning 10-hour exam response Linking to chosen artists/designers	"What went well" reflections Practice planning pages Review all four AOs with example projects	Reading for meaning task 'Stitched with Meaning'	Sampling, Manipulation, Texture, Form, Structure, Experimentation, Refinement, Plan, Intention	Mock exam preparation with realistic setup Students reflect on creative career pathways
Half Term 5	10-Hour Practical Exam (ESA Final Piece) End of course & creative reflection	Producing final realisation Demonstrating creative journey- Sketchbook must show all AO evidence Course self- evaluation and reflection Transition to next steps (e.g. A-Level, College)	Visual recap of development journey Peer checklists to ensure completeness Group reflection activities Quiz on textile specialisms and careers	Reading for meaning task 'Voices Behind the Fabric'	Realisation, Presentation, Personal Response, AO4, Intentional Mark Making Creative Industries, Textiles Pathway, Portfolio, Progression	Work documented for exhibition Photographic portfolio for post-16 applications Careers in textiles talk (designer, costume, interior etc.) Final showcase of work

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	Portfolio Progress Review & Verbal Critique - AO1: Investigations & artist research - AO2: Refinement through media/technique - Sketchbook development and annotation	- To check students are on track with sustained project development - To reinforce the importance of critical thinking and visual connections - To provide formative feedback early for course correction	Mixture of peer and teacher marked. Written and verbal feedback. Mark stored on Simms tracker
End of Half Term 2	Final Realisation of Component 1 AO4: Final outcome (quality and personal meaning) - AO3: Recording ideas, observational work - Presentation and sketchbook organisation	- To formally assess completion of Component 1 for internal moderation - To give students confidence and clarity about how the final grade is built - To identify gaps in AO coverage before submitting portfolio	Mixture of peer and teacher marked. Written and verbal feedback. Mark stored on Simms tracker
End of Half Term 3	ESA Development Checkpoint - AO1–AO3: Idea development, contextual research, experimentation, recording - Preparedness for AO4 final realisation - Response to the externally set theme	- To ensure students have a clear direction for their 10-hour exam - To help with planning and selecting appropriate media - To build independence and make sure work aligns with AQA expectations	Mixture of peer and teacher marked. Written and verbal feedback. Mark stored on Simms tracker
End of Half Term 4	10-Hour ESA Practical Exam (Final Outcome) - AO4: Personal and meaningful response - Evidence of journey through sketchbook (AO1–AO3 support this) - Technical skill and creativity under exam conditions	- To fulfil the requirements of Component 2 (40% of final grade) - To demonstrate culmination of skills, ideas, and planning - To simulate a professional practice environment and meet AQA standards	Mixture of peer and teacher marked. Written and verbal feedback. Mark stored on Simms tracker