

Art and Design: Textiles

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Curriculum Intent: Engaging with an Art and Design curriculum enables students to broaden their horizons and offers them a greater understanding of the world in which we live. Students are taught to develop a broad range of skills and techniques allowing them to engage with artists, designers, concepts, issues and build cultural awareness. Students are encouraged to record, refine, develop and respond to design briefs allowing them to build confidence and creativity. Written work encourages the use of key terminology, analysis, evaluation, and self-critique along with contextual writing in reference to artists and designers. We endeavour to provide opportunities to understand and explore a wider art and design culture through the introduction of a broad range of current and past artists, traditions and cultures, gallery visits and opportunities to work with outside agencies including involvement in The Big Draw and other competitions. We are passionate about supporting and leading our students with their own style and creativity to become life-long practitioners with the skills to communicate effectively in a range of media. We believe that all students should have the opportunity to engage with the Arts and develop cultural and creative understanding and abilities.

	Core Knowledge	Procedural Knowledge
	Topics: The use of the sewing machine. Stitch selection and safe, high-quality manufacture. An introduction to synthetic fibres, production, and suitability of use and properties. An awareness of quality control, time managements, production planning, and quality manufacture, taught through practical investigations and development. Surface decoration. Applique and the use of bond-a-web. Pop Art. The use of colour. Primary colours, shape, popular culture and words and slogans. How Pop art had influenced design.	Students will: Design, develop and personalise a drawstring bag with a surface design inspired by the Pop Art movement. Use Paper modelling whilst exploring accuracy and the process of making. Develop a logo whilst exploring how a personalised logo will work, using scaling, symmetry, flipping and mirroring. Try the Applique decoration technique, learning how to use bond-a-web to successfully apply a logo design. Follow the process of manufacture, using instructions, teamwork and industrial techniques. Evaluate and self and peer critique to inform the process and quality of making.

Homework:

Homework in Textiles will be set four times during the rotation; it will be explained in lesson and set online. The purpose of the homework set is to develop, consolidate, and refine skills taught in lessons, or support upcoming lessons.

The content will either focus on research, development, recording, personally responding or annotating work.

Homework should be completed to a high standard, mirroring the standard of work in lessons.

Printing facilities are available in the Art department at lunchtime and afterschool to print out any homework.

Assessment:

AO1: Research.

AO2: Development.

AO3: Designing.

AO4: Making.

AO5: Evaluation.

Work is assessed for each assessment objective, and students are given an overall percentage, relating to their learning, development, and skill during research, design, making and evaluation.

In assessment week students have the opportunity in lesson time to act on feedback to improve and complete elements of their work before it is assessed. No revision is required.

Links to Personal Development:

Cultural development.

British values.

Confidence, Resilience and Knowledge.

How is my knowledge further developed in Year 9?

Students develop sewing machine and practical making skills alongside surface decoration and embellishment skills. Projects vary between design textiles and textile art, with a focus on fashion and how the world of design has an impact on what we wear.

Students expand their technical knowledge through practical weaving skills, construction techniques and accurate technical drawing and illustration skills.