

Curriculum Map

Subject: Textiles

Year Group: Yr 11

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Content- WHAT will be learned? What previous learning can be linked? Why this order/ sequence ?	Kimonos: Students are given an open design brief so that they have the opportunity to create a final product of their choice. They are given advice and guidance but now is the time that they work independently to create individual research, samples and coursework books. Students explore the world of Kimono's from researching the culture, the fabric and the structure to creating a response to a Kimono in their own style.	Kimonos: Students now put all of their research into practice in order to create an innovative final piece. This piece does not have to be a whole product but can be a part thereof eg: a sleeve or a belt. Students link their creative research to their final piece so that links can be easily seen as to how they have been able to develop their ideas into a practical and formulated piece of work.	Final Exam piece: Students explore an externally set theme.	Final Exam piece: Students explore an externally set theme.	May: Textiles 2 day exam Date in conjunction with exams
Skills- What will be developed?	Students produce a range of textile work exploring different techniques both by hand and with sewing machines. Embellishment is explored including: Applique Embroidery Fabric painting Final piece will be a body accessory. Students will choose what to make. Include technical terms and key words in the research and annotation of samples and exploration of products.	Students produce a range of textile work exploring different techniques both by hand and with sewing machines. Embellishment is explored including: Applique Embroidery Fabric painting Final piece will be a body accessory. Students will choose what to make. Include technical terms and key words in the research and annotation of samples and exploration of products.	Students produce a range of textile work exploring different techniques both by hand and with sewing machines. Embellishment is explored including: Applique Embroidery Fabric painting Final piece will be a body accessory. Students will choose what to make. Include technical terms and key words in the research and annotation of samples and exploration of products.	Students produce a range of textile work exploring different techniques both by hand and with sewing machines. Embellishment is explored including: Applique Embroidery Fabric painting Final piece will be a body accessory. Students will choose what to make. Include technical terms and key words in the research and annotation of samples and exploration of products.	
Key 'How'/'Why' Questions- What powerful knowledge will be gained? What areas/themes/concepts will be explored?	Students will build on their knowledge and improve skills and techniques exploring more difficult and elaborate ways of presenting their ideas. Students coursework will be the result of skills and techniques learnt in Yr 9 and 10. Students will respond independently pushing their knowledge and skills levels ever higher to achieve their target/above target.	Students will build on their knowledge and improve skills and techniques exploring more difficult and elaborate ways of presenting their ideas. Students coursework will be the result of skills and techniques learnt in Yr 9 and 10. Students will respond independently pushing their knowledge and skills levels ever higher to achieve their target/above target.	Students will build on their knowledge and improve skills and techniques exploring more difficult and elaborate ways of presenting their ideas. Students coursework will be the result of skills and techniques learnt in Yr 9 and 10. Students will respond independently pushing their knowledge and skills levels ever higher to achieve their target/above target.	Students will build on their knowledge and improve skills and techniques exploring more difficult and elaborate ways of presenting their ideas. Students coursework will be the result of skills and techniques learnt in Yr 9 and 10. Students will respond independently pushing their knowledge and skills levels ever higher to achieve their target/above target.	
SEND- how will support be seen? Seating plans? Simplified questions?	Seating Plans Questions tailored to suit ability Students given individual assistance to complete theory, research and annotation Practical:	Seating Plans Questions tailored to suit ability Students given individual assistance to complete theory, research and annotation Practical:	Seating Plans Questions tailored to suit ability Students given individual assistance to complete theory, research and annotation Practical:	Seating Plans Questions tailored to suit ability Students given individual assistance to complete theory, research and annotation Practical:	

	Students work independently to produce coursework and final response Power Points to assist with instructions	Students are teamed with more able students. Power Points to assist with instructions	Students work independently to produce coursework and final response Power Points to assist with instructions	Students work independently to produce coursework and final response Power Points to assist with instructions	
Assessment- What? Why?	<p>This project will consist of a folio of work including practical samples and a finished piece, each will be assessed according to the AO descriptors. Product Evaluations-Self Assessment</p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>Assessment is internal and moderated within the Textiles department.</p> <p>Externally moderated</p>	<p>This project will consist of a folio of work including practical samples and a finished piece, each will be assessed according to the AO descriptors. Product Evaluations-Self Assessment</p> <p>AO3: Record ideas, observations and insights relevant to intentions as work progresses</p> <p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> <p>Assessment is internal and moderated within the Textiles department.</p> <p>Externally moderated</p>	<p>This project will consist of a folio of work including practical samples and a finished piece, each will be assessed according to the AO descriptors. Product Evaluations-Self Assessment</p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>Assessment is internal and moderated within the Textiles department.</p> <p>Externally moderated</p>	<p>This project will consist of a folio of work including practical samples and a finished piece, each will be assessed according to the AO descriptors. Product Evaluations-Self Assessment</p> <p>AO3: Record ideas, observations and insights relevant to intentions as work progresses</p> <p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> <p>Assessment is internal and moderated within the Textiles department.</p> <p>Externally moderated</p>	
What memory for learning skills will be required- modelling? Concrete answers? Retrieval?	Retrieval/Concrete answers: Testing Modelling products Threading a sewing machine Sewing Techniques Independent learning: Creating samples	Retrieval/Concrete answers: Testing Modelling products Threading a sewing machine Sewing Techniques Independent learning: Creating product	Retrieval/Concrete answers: Testing Modelling products Threading a sewing machine Sewing Techniques Independent learning: Creating samples	Retrieval/Concrete answers: Testing Modelling products Threading a sewing machine Sewing Techniques Independent learning: Creating product	
Literacy - reading, extended accurate writing and oracy opportunities	Technical terms Key Words Reading text Annotation Writing/research about artists Evaluating products	Technical terms Key Words Reading text Writing/research about artists Evaluating products	Technical terms Key Words Reading text Writing/research about artists Evaluating products	Technical terms Key Words Reading text Writing/research about artists Evaluating products	
Numeracy/computing skills	Measuring fabric Researching artists Researching coursework	Measuring fabric Researching artists Researching coursework	Measuring fabric Researching artists Researching coursework	Measuring fabric Researching artists Researching coursework	

Character development	Lessons relate to industry: Fashion Design Textile Design Textiles Artist Artist 6 th Form University Degrees/Diplomas	Lessons relate to industry: Fashion Design Textile Design Textiles Artist Artist 6 th Form University Degrees/Diplomas	Lessons relate to industry: Fashion Design Textile Design Textiles Artist Artist 6 th Form University Degrees/Diplomas	Lessons relate to industry: Fashion Design Textile Design Textiles Artist Artist 6 th Form University Degrees/Diplomas	
Equality /Diversity opportunities	<p>SLANT: Students follow Base 6 and SLANT.</p> <p>Learning styles incorporate: Visual, Kinaesthetic, Audio, Read/Write Learning/ Learning environment accessible to all students.</p> <p>Students work as teams during practical lessons to clean work areas.</p> <p>Global majority is supported in terms of curriculum and students who choose to make products that support this. Support is provided to all students and all students have equal access to enable participation and opportunities. The department actively encourages the team to avoid using stereo types within the classroom in resources and examples.</p>	<p>SLANT: Students follow Base 6 and SLANT.</p> <p>Learning styles incorporate: Visual, Kinaesthetic, Audio, Read/Write Learning/ Learning environment accessible to all students.</p> <p>Students work as teams during practical lessons to clean work areas.</p> <p>Global majority is supported in terms of curriculum and students who choose to make products that support this. Support is provided to all students and all students have equal access to enable participation and opportunities. The department actively encourages the team to avoid using stereo types within the classroom in resources and examples.</p>	<p>SLANT: Students follow Base 6 and SLANT.</p> <p>Learning styles incorporate: Visual, Kinaesthetic, Audio, Read/Write Learning/ Learning environment accessible to all students.</p> <p>Students work as teams during practical lessons to clean work areas.</p> <p>Global majority is supported in terms of curriculum and students who choose to make products that support this. Support is provided to all students and all students have equal access to enable participation and opportunities. The department actively encourages the team to avoid using stereo types within the classroom in resources and examples.</p>	<p>SLANT: Students follow Base 6 and SLANT.</p> <p>Learning styles incorporate: Visual, Kinaesthetic, Audio, Read/Write Learning/ Learning environment accessible to all students.</p> <p>Students work as teams during practical lessons to clean work areas.</p> <p>Global majority is supported in terms of curriculum and students who choose to make products that support this. Support is provided to all students and all students have equal access to enable participation and opportunities. The department actively encourages the team to avoid using stereo types within the classroom in resources and examples.</p>	
Homework /Independent learning	Students complete all work in school	Students complete all work in school	Students complete all work in school	Students complete all work in school	
CIAG coverage/links					