

Curriculum Map

Subject: Textiles

Year Group: Yr 9

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Content- WHAT will be learned? What previous learning can be linked? Why this order/sequence?</p>	<p>This is a foundation year for Textiles and students not only build on skills learnt in KS3 but they begin their GCSE journey. Students research and create textural samples in a portfolio of coursework and then as a final piece a body accessory. Students research the work of textiles designers and creatives following the themes of "Nature" and "Industrial" as well as including sustainability and the environment into their work.</p> <p>They learn to carry out appropriate research including the work of textile designers and artists choosing from: Hilary Ellis, Alexandra Kehayoglou, Celia Pym, Lesley Richmond. They also research an artist of their choice. This enables them to create a piece of coursework that mirrors Yr 11 and so they are learning from the outset what is expected of them. They must include technical terms and key words in the research which also enables them to build on their textiles vocabulary which carries forward to Yr 11, they achieve this by ensuring all work produced in the project will be annotated and evaluated.</p>	<p>Texture: Final Response. Students research and sampling culminate in a final piece that directly connects to all that they have done in the last term. Progression from paper to product needs to be seen in order for the final piece to be marked at a high level. There must be clear links to the research and design stages so that the product evolves from paper to product seamlessly.</p>	<p>Architecture: Head Piece This project will incorporate work including the architecture of Antoni Gaudi and will look at, amongst others, the designer Issey Miyake and the artist Harriet Popham. Again, through research and design students explore a suitable head piece to make, this can be based on ideas that are traditional, modern or those from other cultures. A portfolio of coursework is produced to support their final piece.</p>	<p>Architecture: Final response Students create a final response to their architecture research and create a head piece of their choice. As before the headpiece must show a connection between the research and product stages and also include evaluations and annotations in order to justify why the product has been chosen and why the embellishment has been executed on the piece.</p>	<p>This term will be another project and will link closely to the topics sent out for the Yr 11 exam. By researching and designing the students will create a portfolio of coursework in preparation for the making of their final piece.</p>	<p>Completion of the final product.</p>

Skills- What will be developed?	<p>Students produce a range of textile work exploring different techniques both by hand and with sewing machines.</p> <p>Embellishment is explored including:</p> <ul style="list-style-type: none"> Applique Embroidery Fabric painting <p>Final piece will be a body accessory. Students will choose what to make.</p> <p>The inclusion of technical terms and key words in the research and annotation of samples and the exploration of products is mirrored throughout KS4 in preparation for Yr 11. Students are taught right from the start what is expected in Yr 11 which carries throughout Yr 10 as well.</p>	<p>Students produce a range of textile work exploring different techniques both by hand and with sewing machines.</p> <p>Embellishment is explored including:</p> <ul style="list-style-type: none"> Applique Embroidery Fabric painting <p>Final piece will be a body accessory. Students will choose what to make.</p> <p>Include technical terms and key words in the research and annotation of samples and exploration of products.</p>	<p>Students continue to annotate work and to evaluate what they have done but as each project progresses across the year students are expected to increase their analytical skills and their ability to critically evaluate. At Yr 9 level these skills are beginning to be explored and will be developed over time.</p> <p>Students produce a range of textile work exploring different techniques both by hand and with sewing machines.</p> <p>Embellishment is explored including:</p> <ul style="list-style-type: none"> Applique Embroidery Fabric painting 	<p>Students produce a range of textile work exploring different techniques both by hand and with sewing machines.</p> <p>Embellishment is explored including:</p> <ul style="list-style-type: none"> Applique Embroidery Fabric painting <p>Final piece will be a head piece. Students will choose what to make.</p> <p>Include technical terms and key words in the research and annotation of samples and exploration of products.</p>	<p>Students produce a range of textile work exploring different techniques both by hand and with sewing machines.</p> <p>Embellishment is explored including:</p> <ul style="list-style-type: none"> Applique Embroidery Fabric painting <p>Final piece will be a head piece. Students will choose what to make.</p> <p>Include technical terms and key words in the research and annotation of samples and exploration of products.</p>	<p>Students produce a range of textile work exploring different techniques both by hand and with sewing machines.</p> <p>Embellishment is explored including:</p> <ul style="list-style-type: none"> Applique Embroidery Fabric painting <p>Final piece will be a head piece. Students will choose what to make.</p> <p>Include technical terms and key words in the research and annotation of samples and exploration of products.</p>
Key 'How'/'Why' Questions- What powerful knowledge will be gained? What areas/themes/concepts will be explored?	<p>How to present information in coursework books in preparation for Yr 11</p> <p>Skills: sewing:</p> <ul style="list-style-type: none"> Threading a machine Hand sewing Machine sewing Beading Applique 	<p>How to present information in coursework books in preparation for Yr 11</p> <p>Skills: sewing:</p> <ul style="list-style-type: none"> Threading a machine Hand sewing Machine sewing Beading Applique 	<p>How to present information in coursework books in preparation for Yr 11</p> <p>Skills: sewing:</p> <ul style="list-style-type: none"> Threading a machine Hand sewing Machine sewing Beading Applique <p>Students will build on their knowledge and improve skills and techniques exploring more difficult and elaborate ways of presenting their ideas.</p>	<p>How to present information in coursework books in preparation for Yr 11</p> <p>Skills: sewing:</p> <ul style="list-style-type: none"> Threading a machine Hand sewing Machine sewing Beading Applique <p>Students will build on their knowledge and improve skills and techniques exploring more difficult and elaborate ways of presenting their ideas.</p>	<p>How to present information in coursework books in preparation for Yr 11</p> <p>Skills: sewing:</p> <ul style="list-style-type: none"> Threading a machine Hand sewing Machine sewing Beading Applique <p>Students will build on their knowledge and improve skills and techniques exploring more difficult and elaborate ways of presenting their ideas.</p>	<p>How to present information in coursework books in preparation for Yr 11</p> <p>Skills: sewing:</p> <ul style="list-style-type: none"> Threading a machine Hand sewing Machine sewing Beading Applique <p>Students will build on their knowledge and improve skills and techniques exploring more difficult and elaborate ways of presenting their ideas.</p>

SEND- how will support be seen? Seating plans? Simplified questions?	<p>Seating Plans Questions tailored to suit ability Students given individual assistance to complete theory research and annotation Practical: Students are teamed with more able students. Power Points to assist with instructions</p> <p>Instructions are written on the work surface in both theory and practical to break down activities.</p>	<p>Seating Plans Questions tailored to suit ability Students given individual assistance to complete theory research and annotation Practical: Students are teamed with more able students. Power Points to assist with instructions</p> <p>Instructions are written on the work surface in both theory and practical to break down activities.</p>	<p>Seating Plans Questions tailored to suit ability Students given individual assistance to complete theory research and annotation Practical: Students are teamed with more able students. Power Points to assist with instructions</p> <p>Instructions are written on the work surface in both theory and practical to break down activities.</p>	<p>Seating Plans Questions tailored to suit ability Students given individual assistance to complete theory research and annotation Practical: Students are teamed with more able students. Power Points to assist with instructions</p> <p>Instructions are written on the work surface in both theory and practical to break down activities.</p>	<p>Seating Plans Questions tailored to suit ability Students given individual assistance to complete theory research and annotation Practical: Students are teamed with more able students. Power Points to assist with instructions</p> <p>Instructions are written on the work surface in both theory and practical to break down activities.</p>	<p>Seating Plans Questions tailored to suit ability Students given individual assistance to complete theory research and annotation Practical: Students are teamed with more able students. Power Points to assist with instructions</p> <p>Instructions are written on the work surface in both theory and practical to break down activities.</p>
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>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>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>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>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>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>
What memory for learning skills will be required- modelling? Concrete answers? Retrieval?	<p>Retrieval/Concrete answers: Testing Modelling products Threading a sewing machine Sewing Techniques Independent learning: Creating samples</p>	<p>Retrieval/Concrete answers: Testing Modelling products Threading a sewing machine Sewing Techniques Independent learning: Creating product</p>	<p>Retrieval/Concrete answers: Testing Modelling products Threading a sewing machine Sewing Techniques Independent learning: Creating samples</p>	<p>Retrieval/Concrete answers: Testing Modelling products Threading a sewing machine Sewing Techniques Independent learning: Creating product</p>	<p>Retrieval/Concrete answers: Testing Modelling products Threading a sewing machine Sewing Techniques Independent learning: Creating samples</p>	<p>Retrieval/Concrete answers: Testing Modelling products Threading a sewing machine Sewing Techniques Independent learning: Creating products</p>

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	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	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 University Degrees/Diplomas	Lessons relate to industry: Fashion Design Textile Design Textiles Artist Artist University Degrees/Diplomas	Lessons relate to industry: Fashion Design Textile Design Textiles Artist Artist University Degrees/Diplomas	Lessons relate to industry: Fashion Design Textile Design Textiles Artist Artist University Degrees/Diplomas	Lessons relate to industry: Fashion Design Textile Design Textiles Artist Artist University Degrees/Diplomas	Lessons relate to industry: Fashion Design Textile Design Textiles Artist Artist University Degrees/Diplomas
Equality /Diversity opportunities	SLANT: Students follow Base 6 and SLANT. Learning styles incorporate: Visual, Kinaesthetic, Audio, Read/Write Learning/ Learning environment accessible to all students. Students work as teams during practical lessons to clean work areas. 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.	SLANT: Students follow Base 6 and SLANT. Learning styles incorporate: Visual, Kinaesthetic, Audio, Read/Write Learning/ Learning environment accessible to all students. Students work as teams during practical lessons to clean work areas. 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.	SLANT: Students follow Base 6 and SLANT. Learning styles incorporate: Visual, Kinaesthetic, Audio, Read/Write Learning/ Learning environment accessible to all students. Students work as teams during practical lessons to clean work areas. 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.	SLANT: Students follow Base 6 and SLANT. Learning styles incorporate: Visual, Kinaesthetic, Audio, Read/Write Learning/ Learning environment accessible to all students. Students work as teams during practical lessons to clean work areas. 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.	SLANT: Students follow Base 6 and SLANT. Learning styles incorporate: Visual, Kinaesthetic, Audio, Read/Write Learning/ Learning environment accessible to all students. Students work as teams during practical lessons to clean work areas. 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.	SLANT: Students follow Base 6 and SLANT. Learning styles incorporate: Visual, Kinaesthetic, Audio, Read/Write Learning/ Learning environment accessible to all students. Students work as teams during practical lessons to clean work areas. 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.

			Sustainability project: Recycled top	Sustainability project: Recycled top	Sustainability project	Sustainability project
Homework /Independent learning	Primary Research	Final Product	Primary Research	Final Product	Primary Research	Final Product
CIAG coverage/links						