Curriculum Map   **Subject: Textiles**   **Year Group: Yr 10**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content- WHAT will be learned? What previous learning can be linked? Why this order/**sequence**? Note: Yr 9 ad 10 Textiles projects are similar as the students have not done this project before and the decision was made to develop this with Yr 10. 2023/24 will see this project replaced.	Project 1: "Texture" – nature/industrial Students undertake artist research and create textured samples using "Nature" or "industrial" as a theme. (This them will vary year on year) They research the work of textile designers and artists choosing from: Hilary Ellis, Alexandra Kehayoglou, Celia Pym, Lesley Richmond, they will also research an artist of their choice. Once again, they include technical terms and key words in their research but this year they are building on their vocabulary and their ability to analytically annotate and evaluate their work. Sustainability and the environment will be explored with students having to link these elements cohesively and seamlessly into their portfolio of work.	Students continue Texture: The final response relates to the research and the theme of Texture and Industrial but this term sees students creating their own interpretation of the final response which is a body accessory. Students are encouraged to think outside the box with collars, cuffs, head pieces and belts being explored as possible end results. This body accessory must differ from Yr 9 and must show development from Yr 9. Embellishment and technical skills are now key as students begin their journey into individual exploration to find their own areas of expertise.	Project 2: Time The second portfolio of research, samples and ideas in year 10 will include researching a cultural element and will look at, amongst others, the work of individual artists that explore time. Students will Include technical terms and key words in their research and these are now being linked closely to the language that will be used in Yr 11. Time can be interpreted in many different ways and students are encouraged to choose their own "Time" theme to explore, this leads to different ideas being bounced around the room and can lead to students exploring skills and techniques that they initially may not have thought of but have seen someone else doing. Creativity, skill and technique are key elements to make "Time" a successful project. Sustainability and the environment are also explored with elements of both being woven into the execution of the final piece. Through design and research students decide on a suitable garment to make, this can be based on traditional garments or those from other cultures.	Project 2: Time Students: Final response Students create a final response that relates to the theme of "Time". The final response is individual to each student and reflects their chosen interpretation of what time means to them. Links between the primary and secondary research should by now be very apparent with students being able to create a product that reflects samples within it and which explores a skills and techniques that are pushing their boundaries.	TBC This 3rd and final Yr 10 project will be confirmed when evaluation of the projects so far has taken place. 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. Watch this space, it's coming soon!	TBC Final response.

Skills- What will be developed?	Students produce a range of textile samples along with their coursework books exploring different techniques both by hand and with sewing machines. Embellishment is explored including: Applique Embroidery Fabric painting The final piece will be a body accessory. Students will choose what to make and incorporate their research into their final product. Students annotate and evaluate their work to include technical terms and key words in the research and annotation of samples and evaluation of products.	Students produce a final piece that demonstrates 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 for their final product and it is expected that they will push themselves to produce work that explores new techniques and skills and which moves the boundaries of creativity from Yr 9 well and truly into Yr 10.	"Time" allows students to be creative and innovative to produce a final product that extends their skill and technique use. 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	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?	Project 1: "Texture" – nature/industrial Research and create textured samples using "Nature" or "industrial" as a theme. How to present information in coursework books in preparation for Yr 11 Students will build on their knowledge and improve skills and techniques exploring more difficult and elaborate ways of presenting their ideas.	Project 1: "Texture" – nature/industrial Research and create textured samples using "Nature" or "industrial" as a theme. How to present information in coursework books in preparation for Yr 11 Students will build on their knowledge and improve skills and techniques exploring more difficult and elaborate ways of presenting their ideas.	Project 2: Time The second project in year 10 will include researching a cultural element. How to present information in coursework books in preparation for Yr 11 Students will build on their knowledge and improve skills and techniques exploring more difficult and elaborate ways of presenting their ideas.	Project 2: Time The second project in year 10 will include researching a cultural element and students will choose a designer. How to present information in coursework books in preparation for Yr 11 Students will build on their knowledge and improve skills and techniques exploring more difficult and elaborate ways of presenting their ideas.	Project 2: Time The second project in year 10 will include researching a cultural element and students will choose a final response to make. How to present information in coursework books in preparation for Yr 11 Students will build on their knowledge and improve skills and techniques exploring more difficult and elaborate ways of presenting their ideas.	Project 2: Time The second project in year 10 will include researching a cultural element and students will choose and make their final response. How to present information in coursework books in preparation for Yr 11 Students will build on their knowledge and improve skills and techniques exploring more difficult and elaborate ways of presenting their ideas.
SEND- how will support be seen? Seating plans? Simplified questions?	Seating Plans Questions tailored to suit ability	Seating Plans Questions tailored to suit ability	Seating Plans Questions tailored to suit ability	Seating Plans Questions tailored to suit ability	Seating Plans Questions tailored to suit ability	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

Instructions are written on the work surface in both theory and practical to break down activities. | Students given individual assistance to complete theory research and annotation Practical: Students are teamed with more able students. Power Points to assist with instructions

Instructions are written on the work surface in both theory and practical to break down activities. | Students given individual assistance to complete theory research and annotation Practical: Students are teamed with more able students. Power Points to assist with instructions

Instructions are written on the work surface in both theory and practical to break down activities. | Students given individual assistance to complete theory research and annotation Practical: Students are teamed with more able students. Power Points to assist with instructions

Instructions are written on the work surface in both theory and practical to break down activities. | Students given individual assistance to complete theory research and annotation Practical: Students are teamed with more able students. Power Points to assist with instructions

Instructions are written on the work surface in both theory and practical to break down activities. | Students given individual assistance to complete theory research and annotation Practical: Students are teamed with more able students. Power Points to assist with instructions

Instructions are written on the work surface in both theory and practical to break down activities. |
| **Assessment**- What? Why? | 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

AO1: Develop ideas through investigations, demonstrating critical understanding of sources.

AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. | 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

AO3: Record ideas, observations and insights relevant to intentions as work progresses

AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language**.** | 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

AO1: Develop ideas through investigations, demonstrating critical understanding of sources.

AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. | 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

AO3: Record ideas, observations and insights relevant to intentions as work progresses

AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language**.** | 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

AO1: Develop ideas through investigations, demonstrating critical understanding of sources.

AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. | 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

AO3: Record ideas, observations and insights relevant to intentions as work progresses

AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language**.** |
| 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 | 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 products |
| **Literacy**- reading, extended accurate writing and oracy opportunities | Technical terms Key Words Reading text Annotation | Technical terms Key Words Reading text | Technical terms Key Words Reading text | Technical terms Key Words Reading text | Technical terms Key Words Reading text | Technical terms Key Words Reading text |

	Writing/research about artists Evaluating products	Writing/research about artists Evaluating products	Writing/research about artists Evaluating products	Writing/research about artists Evaluating products	Writing/research about artists Evaluating products	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. Sustainability project: Recycled top	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	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	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
Homework/Independent learning	Primary Research	Final Product	Primary Research	Final Product	Primary Research	Final Product

CIAG coverage/links						