

Kings Curriculum Map
Textiles

	Autumn Term	Spring Term	Summer Term
Year 9	<p>Students create a sketchbook on the theme 'Fruit.' Students learn how to select, arrange, and create from a range of textile techniques and processes including printmaking and stitch.</p> <p>Skills: how to use the formal elements of art & design through watercolour painting and colour theory workshops.</p> <p><i>Students learn how to analyse a work of art, how to create work in the style of an artist and form personal opinions.</i></p> <p>Techniques: weaving, hand embroidery, lino and block printing and batik</p>	<p>Students construct a fruit inspired patchwork bag.</p> <p>Skills: how to plan and design a personal response outcome. How to pattern cut, embellish and machine stitch.</p> <p>Techniques: tie dye, mono print, trapping, dissolvable fabric, embroidery and construction.</p> <p><i>Students learn how to annotate initial ideas, final designs and how to evaluate samples and the work of other artists/designers and makers.</i></p> <p>Artists: Jocelyn Proust and Carolyn Saxby.</p>	<p>AQA Component 1 (60% of GCSE). Students begin to build a portfolio of work to include a sustained project and a selection of further work.</p> <p>Students thematically explore a Decade</p> <p>Skills: fabric manipulation and print making. <i>Students learn how to develop insightful rather than descriptive annotations.</i></p> <p>Techniques: push pleats, trapping, paper image weaving, sketchbook presentation, mono-print, embroidery and slash work.</p> <p>Artists: Louis Feraud, Furphy Simpson and Camille Walala.</p>
Year 10	<p>AQA Component 1 (60% of GCSE). Students continue the Decade Project to build on their portfolio of work.</p> <p>Students combine and select the techniques they have learnt and developed in the summer term (Year 9) to create a personal response based on their research.</p> <p>Students design and make an outcome selecting the skills they wish to showcase.</p> <p>Students have the choice to construct one of 3 personal outcomes based on a decade:</p> <ol style="list-style-type: none"> 1. A wall hanging 	<p>AQA Component 1 (60% of GCSE). Students thematically explore 'Stories.' Students devise a project based on a favourite film, book, tv show or musical.</p> <p>Skills based practical workshops teach students how to make samples based on characters, scenes and objects from their chosen story. In the process students develop inventive techniques to manipulate fabrics considering colour, texture to sculpt and embellish surfaces through imagination and play.</p>	<p>AQA Component 1 (60% of GCSE). The Stories Project continued. Students continue to develop the Stories Project learning new techniques to include pleating and printmaking.</p> <p>3 new artists/designers are introduced and explored through research and samples.</p> <p>Students make "developed samples" combining the techniques produced in the previous term. These samples are refined and trialled to be suitable for a personal outcome.</p>

	<ol style="list-style-type: none"> 2. An upcycled jacket 3. A skirt <p>Skills: 3D and garment construction, pattern cutting, embellishment, fashion illustration, design and how to consider composition and scale.</p> <p>Artists: Memphis Group and Fay Maxwell.</p>		<p>Artists: Allison Willoughby, Carolyn Saxby and Deepa Panchamia.</p>
<p>Year 11</p>	<p>AQA Component 1 (60% of GCSE). Students conclude the portfolio of work for the Stories Project with a personal outcome. Students design and make with the option to construct:</p> <ol style="list-style-type: none"> 1. A corset 2. A wall hanging 3. An option of their choice. <p>Skills: New garment construction, pattern markings/seam allowance, pattern cutting, fastenings, finishings, embellishment, design and how to consider composition and scale.</p>	<p>AQA Component 2 (40% of GCSE). AQA provide an externally set assignment from 2 Jan. Students select and respond to a starting point and demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding in response to their chosen theme. A preparation period of approx. 10 weeks is followed by 10 hours of supervised unaided work in which students are required to realise their intentions.</p>	<p><i>Both component 1 and 2 are Non-exam assessment (NEA) set and marked by the academy and moderated by AQA during a visit. Moderation will normally take place in June.</i></p>
<p>Year 12</p>	<p>Avant Garden Portfolio of work. Students are introduced to a series of skills-based workshops with dyeing, printing and embellishment as a core activity throughout. Specialist areas include screen printing and fabric manipulation. The emphasis of this component is the development of understanding and skills using an appropriate range of materials, processes and techniques. <i>Annotation is used as a way to consolidate initial ideas, charting the thought process over time, examining materials, techniques and processes.</i></p>	<p>Portfolio of work continued. Students study artists and designers of choice leading to a personal outcome. Students hone skills to create samples that showcase their ability to observe. <i>Annotation demonstrates critical understanding of contextual sources, decisions leading to the development and refinement of ideas.</i></p> <p>A Level Component 1. Personal Investigation, 60% of A Level. This is a practical investigation supported by written material. Students are required to conduct a practical investigation, into an idea, issue, concept or theme, supported by written material. The focus of the investigation must be identified independently by the student</p>	<p>Personal Investigation continued. Students develop their work from initial intentions to create a series samples informed by an aspect of contemporary or past practice of artists, photographers, designers or craftspeople. Students evidence their ability to research and develop ideas and relate their work in meaningful ways to relevant critical/contextual materials. <i>PI written focus this term:</i> students' complete section 2 of the 1000 - 3000 essay.</p>

		and must lead to a finished outcome or a series of related finished outcomes. <i>PI written focus this term:</i> students clarify the focus of the PI and write section 1 of the 1000 - 3000 essay.	
Year 13	Personal Investigation continued Students conclude the PI with resolved planning and conclusive personal outcome(s). <i>PI written focus this term:</i> Students complete section 3 and 4 of the 1000 - 3000 essay.	A Level Component 2 (40% of A Level). AQA provide an externally set assignment from 1 Feb. Following the receipt of the paper students consider the starting points and select one. A preparation period of approx. 12 weeks is followed by 15 hours of supervised unaided work in which students are required to realise their intentions.	<i>Both component 1 and 2 are Non-exam assessment (NEA) set and marked by the academy and moderated by AQA during a visit. Moderation will normally take place in June.</i>