

Curriculum Map Textiles						
Year 9						
Half term	Unit title with hyperlink to scheme of work	Unit summary	Skills & content covered	Skills & content revisited	Summary of formative marking, feedback and student response	Summative assessment schedule, including assessment criteria
Autumn 1	AQA Textiles Art and Design: Patterns in Nature Interior Design, Furnishings and Cushion project Theme: Nature	<p>Introduction to the course, this is a foundation skills project where students study the work of artists and designers, learn a range of decorative techniques to design and make a cushion or wall-hanging. Introduce students to a range of materials, experimental and decorative techniques and processes and give them the opportunity to:</p> <ul style="list-style-type: none"> <li>• explore practical activities</li> <li>• make connections with the work of textile artists, craftspeople and designers</li> <li>• integrate the use of drawing and written annotation into working practice</li> <li>• respond to a given starting point(s)</li> <li>• understand assessment objectives by having them explained, identified and exemplified</li> <li>• develop and present work in any appropriate format such as sketchbooks, worksheets or through sample and design journals</li> <li>• to produce a quality practical outcome,</li> <li>• to become competent and confident using a sewing machine</li> <li>• to learn appliques, machine and hand embroidery skills</li> <li>• -an intro to processes and tools: sewing and cutting, decoration and appliqué, pattern cutting,</li> </ul>	<p>Investigation and research techniques: Primary and secondary sources. Drawing techniques using a range of media, including pencil, resist, pastel and watercolor. Looking at the work of others : Georgia O'Keefe William Morris, Althea McNish Trip to William Morris Gallery: FOCUS: THE FOUR ASSESSMENT OBJECTIVES, PARTICULARLY AO1</p> <p>Develop ideas through investigations, demonstrating critical understanding of sources &amp; AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</p>	Textile fiber and material properties, Dyeing techniques	Students work towards AO criteria, work s marked on marksheets in project folders with WWW/EBI comments and there are session in class and for HW where students response to feedback. Verbal feedback is given in class	<a href="#">GCSE1-9 using AQA mark scheme and grade descriptors for progress checks and at end of unit</a>
Autumn 2	AQA Textiles Art and Design: Patterns in Nature Interior Design, Furnishings and Cushion project Theme: Nature	<p>Introduction to the course, this is a foundation skills project where students study the work of artists and designers, learn a range of decorative techniques to design and make a cushion or wall-hanging. Introduce students to a range of materials, experimental and decorative techniques and processes and give them the opportunity to:</p> <ul style="list-style-type: none"> <li>• explore practical activities</li> <li>• make connections with the work of textile artists, craftspeople and designers</li> <li>• integrate the use of drawing and written annotation into working practice</li> <li>• respond to a given starting point(s)</li> <li>• understand assessment objectives by having them explained, identified and exemplified</li> <li>• develop and present work in any appropriate format such as sketchbooks, worksheets or through sample and design journals</li> <li>• to produce a quality practical outcome,</li> <li>• to become competent and confident using a sewing machine</li> <li>• to learn appliques, machine and hand embroidery skills</li> <li>• -an intro to processes and tools: sewing and cutting, decoration and appliqué, pattern cutting,</li> </ul>	<p>Practical skills workshops: Tie Dye, Batik, machine embroidery, couching, hand embroidery, Design ideas: Explore and develop ideas, using a range of media</p> <p>Specialist techniques : Applique and reverse applique FOCUS: THE FOUR ASSESSMENT OBJECTIVES, PARTICULARLY AO3 Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress. AO4 Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.</p>	Drawing for textile design	Students work towards AO criteria, work s marked on marksheets in project folders with WWW/EBI comments and there are session in class and for HW where students response to feedback. Verbal feedback is given in class	<a href="#">GCSE1-9 using AQA mark scheme and grade descriptors for progress checks and at end of unit</a>
Spring 1	AQA Textiles Art and Design: Patterns in Nature Interior Design, Furnishings and Cushion project Theme: Nature	<p>Introduction to the course, this is a foundation skills project where students study the work of artists and designers, learn a range of decorative techniques to design and make a cushion or wall-hanging. Introduce students to a range of materials, experimental and decorative techniques and processes and give them the opportunity to:</p> <ul style="list-style-type: none"> <li>• explore practical activities</li> <li>• make connections with the work of textile artists, craftspeople and designers</li> <li>• integrate the use of drawing and written annotation into working practice</li> <li>• respond to a given starting point(s)</li> <li>• understand assessment objectives by having them explained, identified and exemplified</li> <li>• develop and present work in any appropriate format such as sketchbooks, worksheets or through sample and design journals</li> <li>• to produce a quality practical outcome,</li> <li>• to become competent and confident using a sewing machine</li> <li>• to learn appliques, machine and hand embroidery skills</li> <li>• -an intro to processes and tools: sewing and cutting, decoration and appliqué, pattern cutting,"</li> </ul>	<p>Practical skills workshops: Pattern cutting, design workshops, construction skills, seams, piping, zips, OCUS: THE FOUR ASSESSMENT OBJECTIVES, PARTICULARLY AO3 Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress. AO4 Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.</p>	Review of textile decorative and construction techniques	Students work towards AO criteria, work s marked on marksheets in project folders with WWW/EBI comments and there are session in class and for HW where students response to feedback. Verbal feedback is given in class	<a href="#">GCSE1-9 using AQA mark scheme and grade descriptors for progress checks and at end of unit</a>

Spring 2	AQA Textiles Art and Design: Patterns in Nature Interior Design, Furnishings and Cushion project Theme: Nature	<p>Introduction to the course, this is a foundation skills project where students study the work of artists and designers, learn a range of decorative techniques to design and make a cushion or wall-hanging . Introduce students to a range of materials, experimental and decorative techniques and processes and give them the opportunity to:</p> <ul style="list-style-type: none"> <li>• explore practical activities</li> <li>• make connections with the work of textile artists, craftspeople and designers</li> <li>• integrate the use of drawing and written annotation into working practice</li> <li>• respond to a given starting point(s)</li> <li>• understand assessment objectives by having them explained, identified and exemplified</li> <li>• develop and present work in any appropriate format such as sketchbooks, worksheets or through sample and design journals</li> <li>• .to produce a quality practical outcome,</li> <li>• to become competent and confident using a sewing machine</li> <li>• to learn appliques, machine and hand embroidery skills</li> <li>• -an intro to processes and tools: sewing and cutting, decoration and appliqué, pattern cutting."</li> </ul>	construction of final piece, responding to feedback	Review of textile decorative and construction techniques	Students work towards AO criteria, work s marked on marksheets in project folders with WWW/EBI comments and there are session in class and for HW where students response to feedback. Verbal feedback is given in class	<a href="#">GCSE1-9 using AQA mark scheme and grade descriptors for progress checks and at end of unit</a>
Summer 1	<a href="#">AQA Textiles Art and Design: Fashion and Architecture project</a>	<p>Introduce students to range of materials, experimental techniques and processes and give them the opportunity to:</p> <ul style="list-style-type: none"> <li>• explore practical activities</li> <li>• make connections with the work of textile artists, craftspeople and designers</li> <li>• integrate the use of drawing and written annotation into working practice</li> <li>• respond to a given starting point(s)</li> <li>• understand objectives by having them explained, identified and exemplified</li> <li>• develop and present work in any appropriate format such as sketchbooks, worksheets or through sample and design journals</li> <li>• .to produce a quality practical outcome,</li> <li>• to become competent and confident using a range of printing and techniques</li> <li>• Learn a range of CAD techniques</li> <li>• to learn basic pattern drafting and draping techniques</li> <li>• study a range of fashion designers and investigate the history of fashion and clothing</li> </ul>	<p>Investigation and research techniques: Primary and secondary sources. Drawing and collage techniques using a range of media, including pencil, resist, pastel and watercolor. Looking at the work of others : Mary Katrantzou, Zandra Rhodes, and other fashion print designers as appropriate</p> <p>FOCUS: THE FOUR ASSESSMENT OBJECTIVES, PARTICULARLY AO1 Develop ideas through investigations, demonstrating critical understanding of sources &amp; AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</p>	Review of drawing techniques using a range of media	Students work towards AO criteria, work s marked on marksheets in project folders with WWW/EBI comments and there are session in class and for HW where students response to feedback. Verbal feedback is given in class	<a href="#">GCSE1-9 using AQA mark scheme and grade descriptors for progress checks and at end of unit</a>
Summer 2	<a href="#">AQA Textiles Art and Design: Fashion and Architecture project</a>	<p>Introduce students to range of materials, experimental techniques and processes and give them the opportunity to:</p> <ul style="list-style-type: none"> <li>• explore practical activities</li> <li>• make connections with the work of textile artists, craftspeople and designers</li> <li>• integrate the use of drawing and written annotation into working practice</li> <li>• respond to a given starting point(s)</li> <li>• understand objectives by having them explained, identified and exemplified</li> <li>• develop and present work in any appropriate format such as sketchbooks, worksheets or through sample and design journals</li> <li>• .to produce a quality practical outcome,</li> <li>• to become competent and confident using a range of printing and techniques</li> <li>• Learn a range of CAD techniques</li> <li>• to learn basic pattern drafting and draping techniques</li> <li>• study a range of fashion designers and investigate the history of fashion and clothing</li> </ul>	<p>Practical skills workshops: Printing: Sublimation, Lino</p> <p>FOCUS: THE FOUR ASSESSMENT OBJECTIVES, PARTICULARLY AO1 Develop ideas through investigations, demonstrating critical understanding of sources &amp; AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</p>	Review of embroidery techniques	Students work towards AO criteria, work s marked on marksheets in project folders with WWW/EBI comments and there are session in class and for HW where students response to feedback. Verbal feedback is given in class	<a href="#">GCSE1-9 using AQA mark scheme and grade descriptors for progress checks and at end of unit</a>