

Long Term Departmental Planning Overview	Subject:	Textiles
<p>Rationale behind curriculum decisions in light of Covid-19</p> <p>Textiles Curriculum (KS3/4/5)</p> <p>As a department we have taken steps to ensure that KS3's gaps in learning are addressed, with a new scheme of work for each KS3 year. We have incorporated both a class and sample book to help monitor the theoretical understanding and the practical aspects of Textiles. We have implemented Rosenshine's review quadrants as starters, and plenaries for each lesson to ensure students are continually recapping knowledge and addressing common Textiles and Technology terminology and skills.</p> <p>At KS4 SOW ensure students have skills demonstrated to them with the opportunity to apply these in the form of a sample book. This sample book enables pupils to learn skills prior to their coursework, encouraging more independent learning within that area. The revised Year 11 SOW has enabled more time for Textile sampling, A02 to ensure this area is covered in depth and students fully understand the assessment objectives which need to be met for their coursework.</p> <p>Using Rosenshine's review quadrants, we support students in all aspects of the assessment objectives, with past examples of coursework, demonstrations, action plans and key works sheets to enable students to have a good understanding of all the key terminology for the critical and analytical side of Art Textiles. Each unit in KS5 is broken down into unit assignments booklets for students to follow. Within these unit booklets are breakdowns of each task for the unit, and the assessment criteria it will cover. Key dates, interim assessments, examples and resources are provided for students to use, ensuring students have a good understanding of the unit and assignment specifications.</p> <p>Textiles Assessment (KS3/4/5)</p> <p>Students at KS3 are provided with FAR marking improvements sheets, incorporated into class booklets. These together with, end of year tests, the topic FAR marking sheets and MAD time enables the monitoring of individual pupils and whole class achievement. Incorporating a sample booklet which is designed to move up with the year group will enable teachers to see students' capabilities within the practical and theoretical side of Textiles. This can be used to highlight pupils whose practical skills need to be targeted.</p> <p>At KS4 action planning is individually provided to students to monitor their coursework progress. Each student has a folder, with again the marking criteria digital sketchbook and action plan. This data is monitored and collected by the individual teacher, and centralised to highlight those at risk of underachievement. This allows staff to offer targeted intervention, further support sheets and guidance, and verbal feedback. This will provide a clear opportunity to see and monitor progression and improvement half termly showing and monitoring their understanding.</p>		

KS5 students are given unit handbooks for every unit within the course. This handbook, has a breakdown of assessment criteria expected for each task. Students are continually marked on their work and feedback is given verbally when each task is being completed. An interim assessment is completed half way through the unit with the pupil present to assess student's progression, understanding and time management in completing the overall unit. Power points, work sheets and examples are additional resources provided to students to allow further development and understanding.

Intended Impact

Textiles

Textiles is an extremely popular subject, with a large uptake at KS4 and KS5 (Fashion Design with Production). Students are given a comprehensive understanding of key skills in Y7 as a foundation, on which to help them progress through the key stages.

In Textiles we work with a variety of techniques and processes, mixing traditional and new technology together. This develops confidence, skills, imagination and creativity within a safe and creative environment. Students are encouraged to critically analyse and assess their own and others work. Through research students are guided to think and act as Designers/Textiles artists independently; working creatively and intelligently towards individual personal responses. We encourage Social, Moral and Cultural aspects in order to value the importance of the design and making processes in all aspects of life.

Year	Curriculum Title	HT1 topics	HT2 topics	HT3 topics	HT4 topics	HT5 topics	HT6 topics
7	UK to Africa	Basic Equipment; Sewing Machine parts; Sewing; Machine License; Design Brief; Task Analysis; Existing Products research	Sample Stitches: Running, Back, Stem and Blanket Stitch; Fabric, Natural v Man Made; Design Development, Design Ideas CAD/CAM)	Design Specification; Final Design; Seams; Construction; Paper Template: Applique; Tie Dye	Construction/ Iron/ Hand Stitch/Applique/ Quality Control	Construction/ Iron/ Hand Stitch/Applique/ Quality Control / Packaging	Swing Labels/Construction Finishing Touches/ Evaluation/Talking to Africa Letters (Link to the school in Africa we had contact with)
	Sample Book Hand stitches Running, Back, Stem, Blanket Stitch Machine Stitches Tie Dye Applique Paper Patterns (Cushion) Seams						
8	It's a Bugs Life	Design Brief/Design Specification/Task Analysis/ Research	Felting/Hand Stitches/ CAD and CAM/ Buttons Attaching/	Reverse Applique/ Velcro/ Paper Patterns	Design/ Design Development/ CAD-CAM Design/	Construction/ Hand Stitches/Applique/ Quality Control /	Advertising Campaign/Swing Labels/Construction

						Packaging/ Production	Finishing Touches/ Evaluation
	Sample Book Hand Embroidery – Sequins and Beading Hand Stitches – Cross Stitch Attaching a button CAD/CAM (Computer Aided Design) Velcro Fastening Felting Reverse Applique Paper Patterns (Insects, creatures, bugs)						
9	Identity – T-shirt	Primary, Secondary Drawings (experimental drawings)/Research/ Logo Design/ CAD and CAM Design Logo	Hand Stitches/Tie Dye/ Fabric Paint/ Design Brief/ Design Specification/Task Analysis	1/4 Patterns/ Mini T-shirts/ Over Locker/Seams and Hems	T-Shirt Transfer/ Designs/Design Development (CAD/CAM)	T-Shirt Transfer/ Designs/Design Development (CAD/CAM)	Construction finishing Touches/ Evaluation/ Marketing Campaign/ Packaging.
	Sample Book Hand Stitches – Lazy Daisy, Herringbone Stitch Fabric Paint CAD/CAM (Their own logo) T-Shirt Transfer Tie Dye Hems and Seams ¼ Patterns ¼ Scale T-Shirt Overlocking						
10	Cultures	Cultural Creative Sampling and Annotations: Free Machine Embroidery Embellisher Beading Felting Angelina Fibres Screen Printing Block Printing (lino and poly) Tie Dye CAD Machine embroidery	Cultural Creative Sampling and Annotations: Plexi glue and foils Appliqué Reverse Appliqué Heat Transfer Inks Heat Transfer Paper	GCSE Portfolio Pages 1 to 6: Mind mapping and mood boards; Primary research into the theme 'Cultures'; Visit to the World Museum	GCSE Portfolio development, 6-8 more pages: Drawing and creative making processes, using primary research inspiration. Annotation tasks	GCSE Portfolio development, 6-8 more pages: Continuation and development of primary research; Introduction to secondary research; Drawing and creative making	GCSE Portfolio development, 6-8 more pages: Introduction to Artist research; working in the style of an Artist; Development of ideas using all of the research so far; Design Ideas for final pieces. Creative

		Ruffles Marbling Quilting Stencilling	Heat Press Vinyl Batik Shibori Devoré Slashing Hand embroidery Pleating Suffolk Puffs Image Maker Weaving	Liverpool; Drawing and sampling from artefacts and primary photos; Annotation tasks		techniques; Annotation tasks	making of samples for final pieces
11	Cultures and External Set Task	GCSE Portfolio development and making final pieces: Plan of Making, Creative Making, Creative Sampling	GCSE Portfolio development and making final pieces: Plan of Making, Creative Making, Creative Sampling	External Set Task – Exam sketchbook development	External Set Task – Exam sketchbook development & Exam	Coursework revisited	Completed (Study Leave)

Fashion Design with Production

12	<p>Unit 8: Professional Practice in Art & Design. Learning Aims: A Explore the opportunities to develop art and design work for market</p> <p>B Develop ideas, plans and costings to produce an art and design product for market C Design and test an art and design product for market</p> <p>D Realise an art and design product for market E Review the success of an art and design product developed for market</p>	<p>Unit 14: Textile Materials, Techniques & Processes. Learning Aims: A Explore textile materials, techniques and processes</p> <p>B Apply textile materials, techniques and processes to a brief C Review own use of textile materials, techniques and processes</p>	<p>Unit 33: Fashion Design. Learning Aims: A Explore future design trends and contemporary contextual influences in the fashion industry</p> <p>B Apply the design development process to produce</p>	<p>Unit 6: Managing a client brief. Learning Aims: AO1 Demonstrate ability to select relevant information and material to inform proposals. AO2 Develop art and design proposals relevant to client brief.</p>	<p>Unit 15: Fashion Materials, Techniques & Processes. Learning Aims: A Explore fashion materials, techniques and processes</p> <p>B Apply fashion materials, techniques and processes to a brief C Review use of fashion materials, techniques and processes.</p>
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			<p>designs for a fashion brief</p> <p>C Review the interpretation of fashion trends and contextual influences in the production of fashion designs to a brief.</p>	<p>AO3 Justify the decisions in relation to brief, audience and client demands. AO4 Be able to organise information and proposals and presentation.</p>	
13	<p>Unit 34: Pattern Development Methods & Techniques.</p> <p>Learning Aims:</p> <p>A Explore pattern development and cutting materials, techniques and processes</p> <p>B Apply pattern development and cutting techniques to produce a full sized pattern for a fashion design C Review and reflect on use of pattern cutting and development techniques</p>	<p>Unit 35: Fashion Promotion.</p> <p>Learning Aims:</p> <p>A Explore how fashion promotion is used in the fashion industry B Plan and present a fashion promotion campaign</p> <p>C Review the success of a fashion promotion campaign</p>	<p>Unit 36: Manufacturing methods for Fashion. Learning Aims:</p> <p>A Explore the manufacturing processes and techniques used to produce fashion garments</p> <p>B Apply manufacturing processes and techniques to produce a sample fashion garment</p> <p>C Review the manufacturing processes and techniques used in the production of a sample fashion garment</p>	<p>Unit 7: Developing & Realising creative Intentions.</p> <p>Learning Aims:</p> <p>AO1 Demonstrate an ability to generate ideas in response to a theme. AO2 Apply understanding of contextual sources to own work and practice. AO3 Explore materials, techniques and processes relevant to creative intentions. AO4 Demonstrate an ability to refine work and ideas by reviewing and evaluating throughout the development process. AO5 Realise creative intentions demonstrating ability to plan and carry out an effective creative process. AO6 Demonstrate an ability to present work which demonstrates development and realisation of final outcome, showing an understanding of professional practice.</p>	