

Intent:

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I have learned that each and every piece of cloth embodies the spirit, skill, and personal history of an individual weaver. . .It ties together with an endless thread the emotional life of my people.

— **Nilda Callanaupa Alvarez, indigenous Quechua weaver**

I always find beauty in things that are odd and imperfect – they are much more interesting. – **Marc Jacobs Fashion, Designer**

I love fashion and that’s how I express myself. – **Victoria Beckham, Fashion Designer**

Create your own style. Let it be unique for yourself and yet identifiable for others. – **Anna Wintour, Chief editor of Vogue**

Within Textiles at Altrincham College, we aim for all students to feel able, comfortable, and confident in achieving regardless of their prior attainment. Textiles is not just a female dominated discipline but a specialism where you can be expressive, celebrate your individuality and explore new themes and create new ideas within an artistic, individual subject. We promote and encourage this sense of accomplishment in the discovery of new innovative ideas, designs, and processes. Fashion and Textiles is in our everyday life, from the clothes we wear to the products we use, the beauty of Fashion and Textiles is that it is timeless, changing and adapting with us. Enhancing STEM skills is important as every great advancement in human history has come from a strong understanding of science, technology, and engineering. Giving our students an insight into this area is of this of great importance to us in Textiles, broadening students minds to the different areas with our Fashion and Textiles discipline.

Our aims throughout the Textiles journey at Altrincham College:

KS3: To explore, embed and apply an understanding and curiosity about various aspects within Textiles and Design, creating a secure foundation that can be built upon to enable students to make links within whole school curriculum and real life.

KS4: To develop the specific knowledge, skills and processes which can be applied to obstacles, ensuring their inspiration is maximised to reach their full potential at GCSE. Encouraging confidence in using their skills in further education and everyday life.

KS5: To develop a specified understanding and specialism needed to thrive in further education and make positive impacts in their future workplaces.

Implementation:

During Years 7-9 students follow a theoretical and skills in practice SOW. In Year 7 there is a U.K to Africa themed project; Year 8 focus of Monsters and Sustainability and Year 9, Bauhaus. The revisiting and reviewing of prior knowledge are especially important to us as a department due to the processes which need to be applied with Textiles and Design.

Both theoretical and practical skills are strongly evident throughout all years, through the SOW, specifically designed topic homework and Artists links, which relate to the theme or an element of the project.

Students follow a subtopic assessment structure across the department, embedded throughout the 3 years. MAD review lessons are completed throughout the terms, which allow students to recognise, improve and review targets which are specific to their progress and development. The specific targets which all students can access are to promote and encourage independent learning gaps which can help students to focus their practical or theoretical skills to make progress in the future.

Textiles and Design is taught with a skills and knowledge approach which enables students to develop a confident, relatable understanding of Textiles at each stage of their learning. We support students to acquire new knowledge, skills and processes which will equip them to move confidently and securely to more advanced skills and processes at GCSE. We are incorporating new elements of STEM, exposing students to new technologies to further strengthen the teaching, and learning at Altrincham College.

We want students to explore the underlying meaning within their work which is individual to them as a student. This is why we use the Educas exam board with its broad assessment objectives. These enable students to explore their experimental ability leading to different aspects of their chosen culture, opening students minds to a diverse range of cultural aspects. During Years 10 and 11 we offer the ever-popular Textiles Design GCSE, to provide depth and appropriate challenge and high success rates of our students. Students are exposed to 60% coursework and 40% exam split, which combined, gives students their overall grade. Students' portfolios are continually reviewed to ensure we meet the needs of every student. As a department we believe it encourages students to develop in confidence, independence and have a positive outlook of a creative subject and culture. It also enables students to be exposed to a culture different from their own, recognising the diverse world we live in and how it can impact ours and others lives. It should also provide a strong individual grounding for students who go onto study Fashion and Textiles and higher-level post 16.

Students will:

Develop ideas through investigations, demonstrating critical understanding of sources.

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

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

Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Students should also be aware that Textiles can be used to develop skills and processes which can be used in day-to-day life, these skills may be effective depending on how the situation has been simplified and the assumptions that have been made.

Literacy within Textiles as a discipline.

The goal within Textiles when using Literacy is to adopt a deeper understanding of the technical vocabulary used with a specific discipline. The subject specific literacy demands placed on students in Textiles are:

- Analytical vocabulary used to analyse products, samples, and pieces of work.
- Specific terminology which isn't used or seen in other subjects (overlocker, pinking shears, pressor foot, thread take up lever)
- Atypical meanings for more common words (CAD, CAM, Aesthetics, Unpicker, sewing machine)
- Interpretation of words to appropriately use, describe and explain within a task (Aesthetics, refine, analyse, evaluate)

- Related Textiles terminology (Blooms Buttons – Key words, equipment functions, equipment names, processes, choice of materials, descriptions of materials)

The goal of literacy knowledge in Textiles is to implement a deeper conceptual understanding of Textiles and Design Technology. The subject specific literacy demands placed upon students in Textiles include:

Ensuring students feel confident, comfortable and supported with the specific literacy knowledge in Textiles; a shared pedagogy is followed and encouraged. Within our curriculum, key definitions are routinely embedded into lessons, command words are discussed and explained for understanding. GCSE vocabulary is introduced and supported with exemplar work, visual teacher demonstrations and the freedom to question when faced with interpreting a problem.

Long Term Departmental Planning Overview			Subject: Textiles				
Year	Curriculum Title	HT1 topics	HT2 topics	HT3 topics	HT4 topics	HT5 topics	HT6 topics
7	UK to South Africa	Health & Safety Design Brief Task analysis Product analysis Hand stitching Tie Dye	Embroidery Stitch Tie dye Process Applique	Applique Embroidery Stitch Seams Tie dye Process Natural Synthetic Initial design Developed design	CAD Illustrator Final Design Production Plan Plain seam Initial design Developed design Construction	Construction Production Plan	Quality Control Standards Scamper Brand Marketing Packaging Sustainability
Retrieval Focus	Retrieval Focus Every lesson pupils complete a retrieval on Previous Knowledge and Skills learning that has taken place Pupils are to answer the 7-8 Questions including stretch and challenge which is documented in their class books.						
Key Words	Tier 1 vocabulary	Hazard Prevent Sewing Machine Function Machine Stitches Thread (Machine) Design Brief Analysis Design specification ACCESS FM	Embroidery Stitch Tie dye Process Natural Synthetic	Applique Plain seam Embroidery Stitch Tie dye Process Natural Synthetic Initial design Developed design	CAD Illustrator Final Design Production Plan Plain seam Initial design Developed design Construction	Construction Production Plan	Quality Control Standards Brand Marketing Packaging Sustainability
Sample/Skills Book	Hand stitches Running, Back, Stem, Blanket Stitch Machine Stitches						

	Tie Dye Applique Seams						
	In year 8 there are 2 projects, dependent on class half the year will be with Monsters project and half with Aprons, they will then swap enabling students to complete both projects.						
8	Monsters Beanie Toy and Aprons (sustainability)	September – February Monsters Beanie Toy			March- July Apron		
		Design Brief Inspiration Fabric construction Felting Non-Woven or Bonded fabric Cross Stitch Button Attachment Whipping stitch Sequins Beads Design Specification	Computer Aided Design Annotation Pattern Piece Construction Production Plan	Construction Production Plan Evaluation	Design Brief Research Sustainability Alison Willoughby Recycled Fabrics Folded Circles and squares	Fabric techniques Fabric decoration Sewing machine Pattern Final Design Idea	Annotation Quality Control Evaluation
Retrieval Focus	<p>Retrieval Focus: Every lesson pupils complete a retrieval on Previous Knowledge and Skills learning that has taken place</p> <p>Pupils are to answer the 7-8 Questions including stretch and challenge which is documented in their class books.</p>						
Sample/Skill s Book	<p>Expectations Artist Inspiration Brief/Task Analysis Product Analysis Equipment Health and Safety Fabric Properties Skills (felting) Cross Stitch/button Attachment Sequins/Beads CAD/CAM</p>						

	Designs Design specification Construction Quality control Swing/Care Labels Packaging						
Key Words	Tier 2 vocabulary	Design Brief Inspiration Fabric construction Woven Knitted Non-woven or bonded Felting Non-Woven or Bonded fabric Cross Stitch Button Attachment Whipping stitch Sequins Beads Design Specification Essential Criteria	Computer Aided Design Annotation Pattern Piece Construction Production Plan Independent Learner	Pattern Piece Construction Production Plan Independent Learner Evaluation	Design Brief Research Impact Sustainability Alison Willoughby Recycled Fabrics Folded Circles and squares	Fabric techniques Fabric decoration Sewing machine Pattern Straight stitch Refine Combination Final Design Idea	Annotation Seam Allowance Quality Control Straight stitch Evaluation
9	Bauhaus	Design Research Design Brief Task Analysis	Design Ideas CAD Artist Research Pattern Repeat Block Print	CAD Textiles Skills Tie Dye Hand Stitches/Embroidery	Textiles Skills Hand Stitches/Embroidery Design Ideas	Design Ideas Initial Ideas Final Design	Production of Product (Tote Bag)
Retrieval Focus	Retrieval Focus Every lesson pupils complete a retrieval on Previous Knowledge and Skills learning that has taken place Pupils are to answer the 7-8 Questions including stretch and challenge which is documented in their class books.						
Sample/Skill Books	Tie Dye Technique Repeat Pattern						

	Block Print Satin Stitch Bunched Couching Algerian Stitch Seed Stitch						
Key Words	Tier 2 vocabulary	Bauhaus Geometric Inspiration Abstract Pattern Repeat Block Pattern Block Printing	Block Print Sequence Computer Aided Design Computer Aided Manufacture	CAM CAD Tie Dye Technique Pattern Satin Stitch Bunched Couching Algerian Stitch Seed Stitch	Satin Stitch Bunched Couching Algerian Stitch Seed Stitch Initial Designs Developed Designs	Initial Designs Developed Designs	Annotation Health and Safety Procedures Equipment Method Evaluation Questionnaire

Year	Curriculum Title	HT1	HT2	HT3	HT4	HT5	HT6
10	Cultures	Cultural Creative Sampling and Annotations	Cultural Creative Sampling and Annotations	GCSE Portfolio Pages: Mind mapping and mood boards; Primary research into the theme 'Cultures'; Visit to the World Museum Liverpool; Drawing and sampling from artefacts and primary photos; Annotation tasks	GCSE Portfolio development, Drawing and creative making processes, using primary research inspiration. Annotation tasks	GCSE Portfolio development, Continuation and development of primary research; Introduction to secondary research; Drawing and creative making techniques; Annotation tasks	GCSE Portfolio development, Introduction to Artist research; working in the style of an Artist; Development of ideas using all the research so far; Design Ideas for final pieces. Creative making of samples for final pieces


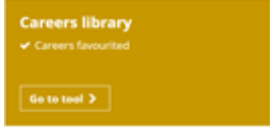
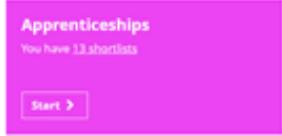
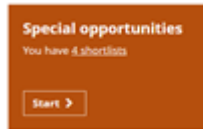



Textiles Skills and Portfolio Work	Sample Book Cultures Coursework	Embroidery Embellishment Refine Sophisticated Batik Tjanting Explore Angelina Fusing Experimentation Tie Dye Slashing Refined Embellishment Weaving Folded Circles	Embellishment Skilfully Smocking Pattern Reverse applique Combine Shibori Manipulation Printing Controlled Marbling Screen Printing Suffolk puff Quilting Rag Roulard Couching	Moodboard Spider Diagram Primary Imagery Primary Drawings Experimental Drawings	Primary Imagery Primary Drawings Experimental Drawings Primary Samples Secondary Imagery Secondary Drawings Layouts/Annotation	Secondary Imagery Secondary Drawings Experimental Drawings Secondary Samples Layout/Annotation	Completion of Primary and Secondary pages Sampling Artist Research Working in the style of Artist
Key words	Tier 3 Vocabulary	Embroidery Embellishment Refine Sophisticated Batik Tjanting Explore Angelina Fusing Experimentation Tie Dye Slashing Refined Embellishment Weaving Folded Circles	Embellishment Skilfully Smocking Pattern Reverse applique Combine Shibori Manipulation Printing Controlled Marbling Screen Printing Suffolk puff Quilting Rag Roulard Couching	Thorough Purposeful Coherent Rigorous Independent Sophisticated Analysis Response Sustained Rigorous Depth Insights Extensive Coherent Extensive Reflection Effective Sophisticated Highly relevant	Thorough Purposeful Coherent Rigorous Independent Sophisticated Analysis Response Sustained Rigorous Creative Review Consistently Explored Controlled Depth Insights Extensive Coherent Extensive Reflection Effective Sophisticated	Thorough Purposeful Coherent Rigorous Independent Sophisticated Analysis Response Sustained Rigorous Creative Review Consistently Explored Controlled Depth Insights Extensive Coherent Extensive Reflection Effective Sophisticated	Thorough Purposeful Coherent Rigorous Independent Sophisticated Analysis Response Sustained Rigorous Creative Review Consistently Explored Controlled Depth Insights Extensive Coherent Extensive Reflection Effective Sophisticated

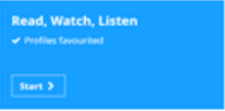
		Sustained Creative Review Consistently Explored Controlled Explored Confidently Refined Skilfully Exploited Experimentation	Sustained Creative Review Consistently Explored Controlled Explored Confidently Refined Skilfully Exploited Experimentation	Sustained Creative Review Consistently Explored Controlled Explored Confidently Refined Skilfully Exploited Experimentation	Sustained Creative Review Consistently Explored Controlled Explored Confidently Refined Skilfully Exploited Experimentation	Sustained Creative Review Consistently Explored Controlled Explored Confidently Refined Skilfully Exploited Experimentation	Sustained Creative Review Consistently Explored Controlled Explored Confidently Refined Skilfully Exploited Experimentation
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		Imaginative Thorough Personal Assured Perceptive Convincingly Conveyed Presentation Confident	Imaginative Thorough Personal Assured Perceptive Convincingly Conveyed Presentation Confident	Imaginative Thorough Personal Assured Perceptive Convincingly Conveyed Presentation Confident	Imaginative Thorough Personal Assured Perceptive Convincingly Conveyed Presentation Confident	Imaginative Thorough Personal Assured Perceptive Convincingly Conveyed Presentation Confident	Imaginative Thorough Personal Assured Perceptive Convincingly Conveyed Presentation Confident
BTEC National Diploma in Art and Design (Fashion Specialism will not be offered 2025 onwards please consult Art and Design A-Level)							
12	Art and Design (Fashion and	Unit 14: Textile Materials, Techniques & Processes	Unit 2: Critical and Contextual studies in Art and Design	Unit 15: Fashion Materials,	Unit 5: Developing an Art and Design Portfolio		

	Textiles Specialism)	<p>A Explore textile materials, techniques, and processes</p> <p>B Apply textile materials, techniques, and processes to a brief</p> <p>C Review own use of textile materials, techniques, and processes.</p>	<p>AO1 Be able to apply an effective investigation process to inform understanding of creative practitioners</p> <p>AO2 Demonstrate the ability to visually analyse the work of creative practitioners</p> <p>AO3 Demonstrate understanding of how contextual factors relate to creative practitioner’s work</p> <p>AO4 Communicate independent judgments demonstrating understanding of the work of creative practitioners</p>	<p>Techniques & Processes</p> <p>A Explore fashion materials, techniques, and processes</p> <p>B Apply fashion materials, techniques, and processes to a brief</p> <p>C Review use of fashion materials, techniques, and processes.</p>	<p>A Explore the functions of portfolios in the art and design sector</p> <p>B Plan the production of an art and design portfolio for a particular purpose</p> <p>C Produce an art and design portfolio for a particular purpose</p> <p>D Present and review an art and design portfolio.</p>
13		<p>Unit 3 The Creative Process</p> <p>A Understand the stages and activities within the creative process</p> <p>B Experiment with the stages and activities within the creative process to develop own working practice</p>	<p>Unit 4: Materials Techniques and Processes in Art and Design</p> <p>A Understand how materials, techniques and processes are used</p>	<p>Unit 1: Visual Recording and communication</p> <p>AO1 Understand how recording is used to communicate</p>	<p>Unit 7: Developing & Realising Creative Intentions</p> <p>AO1 Demonstrate an ability to generate ideas in response to a stimulus</p>

		<p>C Apply stages and activities within the creative process to develop own art and design work D Review how use of the creative process developed own art and design practice.</p>	<p>by art and design practitioners</p> <p>B Explore art and design materials, techniques, and processes to develop practice</p> <p>C Apply materials, techniques and processes to a brief</p> <p>D Review own use of art and design materials, techniques, and processes.</p>	<p>visually in the work of others</p> <p>AO2 Demonstrate understanding of visual communication through exploration and application of different methods of recording</p> <p>AO3 Demonstrate ability to record to communicate intentions</p> <p>AO4 Evaluate visual recording and communication skills</p>	<p>AO2 Apply an understanding of contextual influences and trends to own work and practice</p> <p>AO3 Explore materials, techniques, and processes to communicate creative intentions</p> <p>AO4 Demonstrate an ability to develop work and ideas by reviewing and refining throughout the creative process</p> <p>AO5 Be able to plan and realise creative intentions</p> <p>AO6 Demonstrate ability to present work which demonstrates development and realisation of outcome, showing an understanding of professional practice</p>
<p><i>Throughout both KS5 courses students are exposed to units both internally and externally which introduce themselves to different disciplines within Fashion and Textiles.</i></p> <p><i>They have the opportunity for work placements within the industry, external briefs in response to a current theme/topic and university visits and visitors who help students with courses they have to offer, advice, guidance and visual help on portfolios ready for university and how university can translate into a future career opportunities once graduated.</i></p>					

Careers / Gatsby benchmark links (Textiles)				
Links to careers / jobs	Careers talk (possible contacts)	Career & labour market information	Workplace visit	Encounter with further / higher education
<p>Fashion Designer Pattern Cutter Textiles Designer (to name a few)</p> <p>Unifrog – student side</p>	<p>6th formers from university talking about their school journey from 7 -13.</p>	<p>https://www.altrinchamcollege.com/careers/websites</p> <p>https://www.prospects.ac.uk/employer-profiles?sector=7870</p>	<p>Gallery, museum, factory.</p>	<p>Link to GCSE Art/Art Textiles</p> <p>Link to 6th Form Art/Art Textiles</p>

 <p>find careers linked to your subject area using the search tool</p> <p><u>Unifrog – log in – student side – careers library – keyword search TEXTILES</u></p> <p><u>Unifrog – log in – student side – subjects library – keyword search TEXTILES</u></p> <p><u>(choosing the best career to link to your lesson)</u></p> <p>https://www.unifrog.org/student/careers/keywords</p> <p>https://www.unifrog.org/student/webinars</p>	<p>Claire Court/VWS Organise for relevant year group</p> <ul style="list-style-type: none"> Salford University Fashion Talk MMU Fashion Talk <p>https://www.unifrog.org/student/webinars</p> <p>T:\Careers & Enterprise\Career talks\National Careers Week Talks 2021\Recordings – On the Tdrive</p>	<p>https://www.prospects.ac.uk/job-profiles/browse-sector/creative-arts-and-design</p> <p>Unifrog – Student side</p>  <p>Research over 1000 career profiles by subject area which includes a full range of up-to-date national and regional LMI.</p>  <p>Research all live apprenticeship and traineeship opportunities including a range of LMI covering jobs available, average salary and employment rate.</p>	<p>Unifrog – student side</p>  <p>Over 2000 Virtual WEX opportunities as well as numerous residential and summer schools. Students can search Virtual WEX opportunities by subject area.</p>	<p>https://www.unifrog.org/student/subjects/keywords</p> <p>https://www.unifrog.org/student/subjects/keywords</p> <p>https://gmhigher.ac.uk/resources/</p> <p>https://www.unifrog.org/student/opportunity/subjects</p> <p>Unifrog – student side</p>   <p>Undergraduate courses in the UK as well as every FE course including sixth forms.</p>  <p>Find a suitable MOOC linked to your subject for KS4 and KS5 – give</p>
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			<p>students a taste for what it's like to study a module at university.</p>  <p>Select suitable subject specific resources from - Read, Watch & Listen tool allows students to access 1000s of wider reading materials, from journals and articles to podcasts and ted talks - subject specific.</p>
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