

Textiles Curriculum Content Year 10

Assessment Objectives:

A01 *Develop ideas* through investigations, demonstrating critical understanding of sources.

A02 *Refine work by exploring* ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

A03 *Record ideas*, observations and insights relevant to intentions as work progresses.

A04 *Present* a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Initially the GCSE course consists of workshops and lectures designed to challenge students; to encourage them to try out new things, working outside of their comfort zone and to teach them new techniques, skills and processes. During this period students are introduced to a wide range of artists and concepts to spark curiosity, creativity and challenge, which in turn will help them to start to formulate their own personal ideas and responses. Reflection and analysis of personal development is crucial in enabling students to not only develop and refine media manipulation but also supports them in their critical thinking skills.

Workshops	Assessment	Extension/Development
<u>Autumn Term</u> 1. Meredith Woolnough Free Machine Embroidery & Solufleece Develop ideas inspired by research and knowledge of artists' work. Produce a bold and organic free machine embroidery design based on patterns in natural forms.	Explore and experiment with a range of mark making and patterns in free machine embroidery. Practise and refine techniques to produce an effective and bold pattern. Research and explore the work of Meredith Woolnough to develop ideas and techniques. Produce a series of studies that help you to develop and refine techniques. Understand the importance and use of mark making to create texture and pattern in Art/Textiles. Reflect and review the effectiveness and success of your techniques and outcome. Present their own work which is well considered and shows development and refinement of skills/techniques	Undertake Independent research of other artists/designers who use the same techniques but in different ways. Reflect on their work, what inspires them? How does their work inspire you? Independent research can also take the form of Gallery visits.
2. Gillian Travis Inspired Buildings Develop ideas inspired by research and knowledge of artists' work. Produce a personal response of an architectural feature such as a door or window, using applique and machine embroidery.	Explore and experiment with Applique and machine embroidery. Practise and refine techniques to produce an effective and bold image. Research and explore the work of Gillian Travis to develop ideas and techniques.	Research and document the 3 different types of applique.

	Produce a series of studies that help you to develop and refine techniques. Understand the importance and use of applique to create shape and pattern in Textiles. Reflect and review the effectiveness and success of your techniques and outcome. Present their own work which is well considered and shows development and refinement of skills/techniques	
3. Tim Burton Inspired Portraits Develop ideas inspired by research and knowledge of artists' work. Develop a personal response in the style of Tim Burton. Learn to develop ideas from sketches to a finished product. Further refine confidence and technique using free machine embroidery.	Explore and experiment creating a caricature portrait using free machine embroidery. Research and explore the work of Tim Burton in sketches to develop ideas and style. Understand the importance of and different types of Stabilisers. Produce a series of quick samples/studies that help you to develop and refine techniques. Practice and refine techniques to produce an effective and bold sustained study/Outcome in the style of Tim Burton. Reflect and review the effectiveness and success of your techniques and outcome. Present their own work which	Research into different types of stabilisers and When and Why You Should Use Stabiliser

	is well considered and shows development and refinement of skills/techniques	
4. Constructed Textiles Explore and understand the meaning and various techniques of constructed textiles. Be creative and experimental with a range of materials.	Explore and experiment x4 constructed textiles techniques. Understand the importance of and different types of constructed textiles in the fashion industry Be creative with your experiments, focusing on colour, texture and pattern. Produce a series of quick samples/studies that help you to develop and refine techniques. Reflect and review the effectiveness and success of your techniques and outcome. Present their own work which is well considered and shows development and refinement of skills/techniques	Undertake Independent research of other artists/designers who use the same techniques but in different ways. Reflect on their work, what inspires them? How does their work inspire you? Independent research can also take the form of Gallery visits.
5. Stephanie Redfern Inspired Applique & Cricut Develop ideas inspired by research and knowledge of artists' work. Develop a personal response in the style of Stephanie Redfern. Learn to develop	Explore and experiment creating an animal study using applique, mixed media and cricut techniques.. Research and explore the work of Stephanie Redfern to develop ideas and style.	Undertake Independent research of other artists/designers who use the same techniques but in different ways. Reflect on their work, what inspires them? How does their work inspire you? Independent research can also

ideas from sketches to a finished product. Further refine confidence and technique using applique and cricut.	Produce a series of quick samples/studies that help you to develop and refine techniques. Practice and refine techniques to produce an effective and bold sustained study/Outcome in the style of Stephanie Redfern. Reflect and review the effectiveness and success of your techniques and outcome. Present their own work which is well considered and shows development and refinement of skills/techniques	take the form of Gallery visits.
6. Suffolk Puffs & Dorset Buttons Explore and understand the contextual history and various techniques of constructed textiles.	Explore and experiment x2 decorative button techniques Understand the importance of and different types of constructed textiles in the fashion industry Be creative with your experiments, focusing on colour, texture and pattern. Produce a series of quick samples/studies that help you to develop and refine techniques. Reflect and review the effectiveness and success of your techniques and outcome Present their own work which is well considered and shows development and refinement of skills/techniques	Undertake Independent research of other artists/designers who use the same techniques but in different ways. Reflect on their work, what inspires them? How does their work inspire you? Independent research can also take the form of Gallery visits.

<u>Spring Term</u> Personal Project <i>Develop ideas, explore and experiment, record observations in order to present a personal response</i> At this point students embark upon their personal journey whereby they identify their own starting point, passions and ideas. These are <i>investigated</i>; and outcomes are <i>reflected</i> upon in order to <i>refine</i> ideas as the project develops. *Key Date: Year 10 Mock Exam – students will begin an ambitious, planned, investigated and well thought out personal response during a 5 hour exam period.	A01 <i>Develop ideas</i> through investigations, demonstrating critical understanding of sources. A02 <i>Refine work by exploring</i> ideas, selecting and experimenting with appropriate media, materials, techniques and processes. A03 <i>Record ideas</i>, observations and insights relevant to intentions as work progresses. A04 <i>Present</i> a personal and meaningful response that realises intentions and demonstrates understanding of visual language. Have I investigated my idea in depth? Have I recorded my observations and ideas and do I demonstrate an understanding of the formal elements – visual language? Have I explored different possibilities and have my experiments helped me to refine my idea for my mock exam? Have I produced a final response that is well considered, skilfully rendered and that realises my Intentions?	Students can produce a range of outcomes based around the same idea: Specialising in their choice of media/technique derived from workshops.
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<u>Summer Term</u> Portfolio (60%) Personal Project Students <i>reflect</i> upon their mock exam in order to <i>refine</i> their ideas, skills and techniques, moving forward with depth and intent. Students set themselves specific challenges which they will <i>explore</i>.	A01 <i>Develop ideas</i> through investigations, demonstrating critical understanding of sources. A02 <i>Refine work by exploring</i> ideas, selecting and experimenting with appropriate media, materials, techniques and processes. A03 <i>Record ideas</i>, observations and insights relevant to intentions as work progresses. A04 <i>Present</i> a personal and meaningful response that realises intentions and demonstrates understanding of visual language. How successful was my mock exam and why? What skills do I need to practise and refine to more fluently communicate my ideas? How can I investigate my idea in more depth to result in art work that is well considered? What challenges can I set myself?	Students can read about Art History in order to develop an awareness of meaning and context. Recommended is 'The Story of Art' by E.H Gombrich.
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Through the course of study, learners must understand the importance of the on-going development and refining process. The production of outcome(s) in the context of developing their skills and knowledge, as well as an awareness of the links between practical and written material, is necessary. Learners are required to develop the skills to:

- Record experiences and observations, in a variety of ways using drawing or other appropriate visual forms; undertake research and gather, select and organise visual and other appropriate information

- Explore relevant resources; analyse, discuss and evaluate images, objects and artefacts; and make and record independent judgements
- Use knowledge and understanding of the work of others to develop and extend thinking and inform own work
- Generate and explore potential lines of enquiry using appropriate media and techniques
- Apply knowledge and understanding in making images and artefacts; review and modify work; plan and develop ideas in the light of their own and others' evaluations
- Organise, select and communicate ideas, solutions and responses, and present them in a range of visual, tactile and/or sensory forms.