Curriculum Overview

SUBJECT:	ART TEXTILES	YEAR:	10
INTENT:	The GCSE Art & Design specification is designed to provide inspiration and a range of exciting and stimulating opportunities that encourage and challenge students to develop and explore ideas in art and design, in an independent and personal way. Students who enjoy Textiles and Art can develop their creative skills and gain a broad experience of Art and Textiles. This is an excellent foundation for further studying creative courses.		

UNITS OF WORK

Component 1	Component 2
A portfolio of Textiles and Art practical work showing a personal response to a Textiles project. Students will start to complete this in Year 10 and will make a Textiles outcome of their choice. Students will need to ensure they produce a sustained project that covers the four areas that they're marked against, AO1- AO4. AO1 Develop ideas through investigations, demonstrating critical understanding of sources. AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. AO3 Record ideas, observations and insights relevant to intentions as work progresses. AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	Externally Set Task, issued at the beginning of January when the students are in Year 11 and will provide learners with six themes, each with a range of written and visual starting points. Students will choose and respond to one of the questions and will create a personal response, in the form of a sketchbook and a final piece. Students will make their final piece within a 10-hour formal exam.

Key Knowledge/Development	Key Skills Development	Assessment
Students are introduced to a range of materials and given the opportunity to use a variety of working methods and approaches. Students will learn about colour theory, the various ways you can dye fabrics, carry out designer and artist research, will learn how to make fabric techniques such as pleating, ruching, gathering, tearing and fraying, applique, lathering, weaving, felting and bonding and will also create their own samples to reflect new surfaces.	• Carry out Designer and Artist research • Increased rigour and demand in practical sessions • Create different Textile Media • Recording their ideas in the form of drawings and fabric outcomes. • Experimenting with different medias • Refining their ideas, to produce a sustained project.	• Portfolio unit 60% • Externally Set Task 40% in YR 11 **Curriculum Enrichment** • Lunchtime and After-school sessions to support all students.

SMSC/British Values/Careers	Literacy/Numeracy
• The projects aim is to challenge students through the techniques, understanding of different artforms and pieces of work created. • We aim to encourage our students to aspire and see their work as part of a bigger journey within art. We aim to make links with the creative industries and further education. • Teaching our students respect for each other, their work and looking at how artists have documented many worldwide issues that highlight the respect for different cultures, beliefs, religions, and viewpoints across different societies. • Encouraging our students to become excellent practitioners in art through a range of different media and techniques. • Links to careers within the Arts e.g., photographer, fashion designer, illustrator, web designer, interior designer, fashion buyer, architect etc. • Working with the students individually when creating their own projects. This helps the students find topics and ideas that they are interested in.	• Artist's Fact files and in-depth studies. • Annotation of their work. • Peer /self-Assessments. • Proportion and scale used throughout the drawing tasks. • Numeracy will be evident through the use of drawing grids measuring materials especially when creating sculptures, garments and any other products.