

CURRICULUM SUMMARY – Textiles

YEAR 7

TERM 1	TERM 2 (1/2 term)
CONTENT Design and Make a themed cushion: Students are given a design brief which requires them to research a specific theme, and then develop a set of specifications surrounded around what would be best to fulfill the design brief. Students then go on to learn a variety of basic sewing skills and decorative techniques that will aid them in the construction of the cushion, which is started towards the middle of the term.	CONTENT Design and Make a themed cushion: Students continue to progress with the making of the cushion during this part of the Textiles rotation. Students create four different applied design squares based on the theme and then sew these together, along with other pieces to create a finished cushion. Students also learn evaluation skills as they are asked to evaluate the work they complete and how it fits the design brief and design specifications.
ASSESSMENTS <ul style="list-style-type: none"> • Sewing machine test (sew straight a curved lines, create an open seam sample). • Designs: Including elements of research, specifications and design ideas. 	ASSESSMENTS <ul style="list-style-type: none"> • Final made cushion – students must complete the cushion in order to fulfill this assessment. This also includes a reflective evaluation.
HOW PARENTS CAN SUPPORT LEARNING Ensure students have access to research materials such as the internet, magazine, newspapers etc. Ensure students complete any homework set. Get students to start looking around them at textiles items and what they're purpose is.	HOW PARENTS CAN SUPPORT LEARNING Allow students to photograph their work in the home if possible, and give them honest feedback so they can reflect on how they're product has fulfilled the design brief.

YEAR 8

TERM 1	TERM 2 (1/2 term)
CONTENT Design and Make a reversible bag for a teenager, based on the theme of promoting London fashion week.	CONTENT Complete the making of the reversible bag
ASSESSMENTS <ul style="list-style-type: none"> • Initial and final design of reversible bag • Logo design for London Fashion Week 	ASSESSMENTS <ul style="list-style-type: none"> • The final made reversible bag will be assessed as a whole finished product.
HOW PARENTS CAN SUPPORT LEARNING Allow access to the internet, newspapers and magazines to help with research into what is going on in textiles currently to aid with revision. Help them to find fabric or purchase fabric from a fabric shop.	HOW PARENTS CAN SUPPORT LEARNING Allow access to the internet, newspapers and magazines to help with research into what is going on in textiles currently to aid with revision.

YEAR 9 – Art and Design: Textile Design AQA 8204

TERM 1	TERM 2	TERM 3
<p>CONTENT Basic higher level sewing skills: Main seam types, work with the over-locker, disassembly, basic pattern construction.</p> <p>Introduction to design skills: Basic research skills, mood boards, initial designs and developed</p>	<p>CONTENT Basic pattern cutting techniques: Working with creating personalized block patterns.</p> <p>Decorative techniques: Continuation of learning varied decorative techniques and experimentation.</p>	<p>CONTENT Artist and Design history: Looking at a variety of influential textiles artists and designers.</p> <p>Exam Project: design project built around chosen theme and final shift dress completed.</p>
<p>ASSESSMENTS</p> <ul style="list-style-type: none"> Finished pencil case. Research for bodice. 	<p>ASSESSMENTS</p> <ul style="list-style-type: none"> Personalized block pattern Finished bodice. Decorative technique samples 	<p>ASSESSMENTS</p> <ul style="list-style-type: none"> End of year exam
<p>HOW PARENTS CAN SUPPORT LEARNING</p> <p>Ensuring students complete all elements of the homework (getting fabric if needed). Purchase a sketch book (A4) If possible practice at home or attend a lunchtime club.</p>	<p>HOW PARENTS CAN SUPPORT LEARNING</p> <p>Purchase fabric to construct the bodice (including any adornments they would want/need for their product), will be a satin based fabric.</p>	<p>HOW PARENTS CAN SUPPORT LEARNING</p> <p>Allow them access to the internet to access Moodle and complete research for preparation of the design.</p>

YEAR 10 - Art and Design: Textile Design AQA 8204

TERM 1	TERM 2	TERM 3
<p>CONTENT Artist and Design history: Looking at a variety of influential textiles artists and designers.</p> <p>Wall hanging based on artist study</p>	<p>CONTENT Coursework project start: Students begin the first coursework project.</p> <p>One final outcome will be made for the end of year exam.</p>	<p>CONTENT Coursework Continuation: students will continue with a second outcome for the coursework project.</p> <p>Pattern cutting workshop: advance pattern cutting skills</p>
<p>ASSESSMENTS</p> <ul style="list-style-type: none"> Finished wall hanging Artist study 	<p>ASSESSMENTS</p> <ul style="list-style-type: none"> End of year mock exam 	<p>ASSESSMENTS</p> <ul style="list-style-type: none"> Initial moderation of coursework level
<p>HOW PARENTS CAN SUPPORT LEARNING</p> <p>Allowing students to purchase a fashion magazine once a month to help with understanding of the wider industry, inspiration and idea generation, as well as research. Visits to galleries and exhibitions</p>	<p>HOW PARENTS CAN SUPPORT LEARNING</p> <p>Purchase a sketch book for coursework Allow computer and printer access for research. Purchasing of materials linked to chosen exam outcome (fabric, trimmings, components)</p>	<p>HOW PARENTS CAN SUPPORT LEARNING</p> <p>A folder to keep pattern blocks organized. Taking them to relevant exhibitions at museums or galleries (V&A, Textiles museum etc.)</p>

YEAR 11 - Art and Design: Textile Design AQA 8204

TERM 1	TERM 2	TERM 3
<p>CONTENT Coursework: construction of final outcomes linked to project.</p> <p>Artist Studies and practical skills workshops: development of skills and idea generation.</p>	<p>CONTENT Coursework deadline (portfolio and product) at the end of the term for initial moderation before final end</p> <p>Fashion Show</p>	<p>CONTENT Final exam outcomes completed. Coursework project completed and presented in organized and clear</p>
<p>ASSESSMENTS</p> <ul style="list-style-type: none"> • Mock exam • Initial coursework moderations (no official grade shared in accordance to exam board guidelines) 	<p>ASSESSMENTS</p> <ul style="list-style-type: none"> • Initial coursework moderations (no official grade shared in accordance to exam board guidelines) 	<p>ASSESSMENTS</p> <ul style="list-style-type: none"> • Coursework and outcomes are moderated and external moderator visits.
<p>HOW PARENTS CAN SUPPORT LEARNING</p> <p>Purchasing of materials to help with the final outcome creations.</p> <p>Private working environment at home to help with getting homework done.</p> <p>Taking them to relevant exhibitions at museums or galleries (V&A, Textiles museum etc.)</p>	<p>HOW PARENTS CAN SUPPORT LEARNING</p> <p>Make sure they are able to have time to complete work in a calm environment.</p>	<p>HOW PARENTS CAN SUPPORT LEARNING</p>

YEAR 12 – Product Design: Textiles – AQA 2560

TERM 1	TERM 2	TERM 3
<p>Coursework start</p> <p>Start making garment/ product</p> <p>Theory (section B&C): design and market influences, processes and manufacture</p>	<p>CONTENT</p> <p>Coursework deadline (portfolio and product) Fashion Show</p> <p>Theory (section A materials and components)</p> <p>Theory revision</p> <p>Mock Exam</p>	<p>CONTENT</p> <p>Coursework</p> <p>moderation Exam</p> <p>Revision</p> <p>Starting the coursework for Year 13 (choosing topics, initial research)</p>
<p>ASSESSMENTS</p> <ul style="list-style-type: none"> Initial coursework moderations (no official grade shared in accordance to exam board guidelines) Exam questions booklet (mini exam questions in a homework booklet) 	<p>ASSESSMENTS</p> <ul style="list-style-type: none"> Initial coursework moderations (no official grade shared in accordance to exam board guidelines) Mock exam in preparation. 	<p>ASSESSMENTS</p> <ul style="list-style-type: none"> Final Exam
<p>HOW PARENTS CAN SUPPORT LEARNING</p> <p>Purchasing of final fabrics, embellishments and pattern pieces if needed</p> <p>Allowing students to purchase a fashion magazine once a month to help with understanding of the wider industry, inspiration and idea generation, as well as research.</p> <p>Taking them to relevant exhibitions at museums or galleries (V&A, Textiles museum etc)</p>	<p>HOW PARENTS CAN SUPPORT LEARNING</p> <p>Ensure they are using the revision materials on Fronter and the text books.</p> <p>Make sure they are able to have time to complete work in a calm environment.</p>	<p>HOW PARENTS CAN SUPPORT LEARNING</p> <p>Ensure they are using the revision materials on Fronter and the text books.</p> <p>Make sure they are able to have time to complete work in a calm environment.</p> <p>Taking them to relevant exhibitions at museums or galleries (V&A, Textiles museum etc.)</p>

YEAR 13 - Product Design: Textiles – AQA 2560

TERM 1	TERM 2	TERM 3
<p>CONTENT Coursework start</p> <p>Start making garment/ product</p> <p>Theory (section A, B&C): materials and components, design and market influences, processes and manufacture</p>	<p>CONTENT Coursework deadline (portfolio and product) Fashion Show</p> <p>Theory</p> <p>revision</p>	<p>CONTENT Coursework</p> <p>moderation Exam</p> <p>Revision</p>
<p>ASSESSMENTS</p> <ul style="list-style-type: none"> Initial coursework moderations (no official grade shared in accordance to exam board guidelines) Exam questions booklet (mini exam questions in a homework booklet) 	<p>ASSESSMENTS</p> <ul style="list-style-type: none"> Initial coursework moderations (no official grade shared in accordance to exam board guidelines) Mock exam in preparation. 	<p>ASSESSMENTS</p> <ul style="list-style-type: none"> Final Exam
<p>HOW PARENTS CAN SUPPORT LEARNING</p> <p>Purchasing of final fabrics, embellishments and pattern pieces if needed</p> <p>Allowing students to purchase a fashion magazine once a month to help with understanding of the wider industry, inspiration and idea generation, as well as research.</p> <p>Taking them to relevant exhibitions at museums or galleries (V&A, Textiles museum etc.)</p>	<p>HOW PARENTS CAN SUPPORT LEARNING</p> <p>Ensure they are using the revision materials on Fronter and the text books.</p> <p>Make sure they are able to have time to complete work in a calm environment.</p>	<p>HOW PARENTS CAN SUPPORT LEARNING</p> <p>Ensure they are using the revision materials on Fronter and the text books.</p> <p>Make sure they are able to have time to complete work in a calm environment.</p>