

Textiles Unit Overview Year 11

September 2020 – July 2021: As part of their GCSE assessment, Textiles students produce a portfolio of creative work in response to a theme they have selected. For students who have been able to make a start on this during lockdown, following the remote lessons that have been set, we will further supporting their progress where they are now able to more fully access the resources available in school. They will be developing content within the work they have produced at home and adding to this body of work throughout the Autumn term. For students who have been able to tackle work from home in a more limited way, the continuation of the project through the bulk of their year 11 lessons, will allow for these students also to be guided week by week to a successful completion of this assessment. Teacher feedback will be individualised to account for the different points that students will have reached. The modifications made to the assessment process by the exam board for this year mean that only one project, rather than two, will need to be completed.

Areas to be addressed will include developing a theme and a creative intent through the use of moodboards; researching Fashion designers and Textiles techniques; and exploring ideas to generate original outcomes.

Key Stage 4 Textiles. Year 10 Summer Term and Year 11 Autumn Term – Portfolio Project				
What are we learning?	What knowledge, understanding and skills will we gain?¹	What does mastery look like?²	How does this build on prior learning?³	What additional resources are available?
Project Aims/ Intentions - creating individualised Design Brief	Knowledge – Design brief, criteria: theme, artists, techniques; mind mapping. Understanding – Designers and clients discuss the objectives of a project. Skills – creation of their own Design Brief.	Students through discussion and development create their own Design Brief that suits the chosen theme	Beginning of Key Stage 4, students have worked from an open-ended design brief - so understand the process and layout	Powerpoint guides Fabrics and threads Fabric paints J Lockstitch machines Overlockers Steam Iron Batik equipment Screen printing equipment Block printing equipment Smocking equipment 3D Shibori equipment
Creative Intent	Knowledge – Extended writing, develop critical language. Understanding – Can articulately summarise the themes and directions of the project. Skills – creation of Creative Statement.	Students through discussion and development create their own Creative Statement that summarises the theme and project direction	At Key Stage 3, students have responded to, and developed, product analysis; to show understanding of the needs required	
Working to a theme	Knowledge – Research into a variety of themes. Understanding – Designers select one theme from their research- this shows that only relevant information is used. Skills – contribute towards an overall look, aesthetic backgrounds and content.	Students using the chosen theme can develop a strong identity that without seeing a title anyone can understand it	Beginning of Key Stage 4, students have worked from given themes	
Research and	Knowledge – design in chosen theme, design in the past and present. Understanding –	Students make their own choice of theme and	Beginning of Key Stage 4, students have researched	

Inspiration - Chosen theme and relevant Artists/ Designers	Designers draw on inspiration from a variety of sources. Skills – collect, select, and analyse information. Covid – review use of a moodboard to develop a theme	designer(s), and show selective judgement in presenting their research findings	more widely into themes, techniques and the work of others	Tie Dye equipment Quilting equipment
Drawing	Knowledge – sketches, working drawings, illustrations. Understanding – drawing is a vital form of recording and communicating for different purposes and different audiences. Skills – mark making techniques. Covid – review figure drawing skills	Students can convey different looks and ideas confidently. Aesthetically pleasing visuals	Beginning of Key Stage 4, students have used observational drawings to convey textures and research as well as developing and communicating design ideas	
Textiles Processes	Knowledge – re-addressing techniques covered earlier in the year. Understanding – fabric can be enhanced through sewing and colouring. Skills – carry out processes to make Textiles samples using these techniques. Covid – review textiles techniques researched in first part of year 10, and during lockdown	Students produce samples which are thoroughly evaluated	Beginning of Key Stage 4, students have refined their core KS3 skills with more niche decorative techniques	
Developing and Refining Ideas	Knowledge – Using Textile process knowledge of individual techniques then combining these. Understanding – development of combining certain techniques to enhance an idea and portray the theme. Skills - carry out processes to make combined and refined Textiles samples using these techniques. Covid – review critical analysis skills	Students produce further samples and sketches of how samples would be utilised in a design which are thoroughly evaluated	Beginning of Key Stage 4, students have refined their core KS3 skills with more niche decorative techniques, which are further refined and developed	
Outcomes: Final Designs and Products - anything from wall hanging to a garment	Knowledge –refining finishing techniques covered earlier in the year Understanding – Manufacturers employ finishing techniques to ensure durability Skills – use overlocker, steam iron, and lockstitch machine with control and precision	Students produce a textile product of their choosing which exhibits features of the fabric decoration techniques studied and shows off developed skills, and support this with an illustration of their final design	Beginning of Key Stage 4, students have presented ideas as final design drawings and final outcomes, and now use outcomes to express artistic intent	

Key Stage 4 Textiles. Year 11 Spring and Summer Term – Exam Project

Covid – this exam project is not included in the GCSE assessment this year, due to exam board modification of the course in light of the pandemic.

What are we learning?	What knowledge, understanding and skills will we gain?¹	What does mastery look like?²	How does this build on prior learning?³	What additional resources are available?
Project Aims and Intentions - creating individualised Design Brief	Knowledge – Design brief, criteria: theme, artists, techniques; mind mapping. Understanding – Designers and clients discuss the objectives of a project. Skills – creation of their own Design Brief.	Students through discussion and development create their own Design Brief that suits the chosen theme.	Beginning of Key Stage 4, students have worked from an open-ended design brief - so understand the process and layout.	Powerpoint guides Fabrics and threads Fabric paints Lockstitch machines Overlockers Steam Iron Batik equipment Screen printing equipment Block printing equipment Smocking equipment 3D Shibori equipment Tie Dye equipment Quilting equipment
Creative Intent	Knowledge – Extended writing, develop critical language. Understanding – Can articulately summarise the themes and directions of the project. Skills – creation of Creative Statement	Students through discussion and development create their own Creative Statement that summarises the theme and project direction.	Beginning of Key Stage 4, students have worked/responded to, and developed, intents; to show understanding of the needs required.	
Working to a theme	Knowledge – Research into a variety of themes. Understanding – Designers select one theme from their research- this shows that only relevant information is used. Skills – contribute towards an overall look, aesthetic backgrounds and content.	Students using the chosen theme can develop a strong identity that without seeing a title anyone can understand it.	Beginning of Key Stage 4, students have worked from given themes and shown ability to be selective in focus.	
Research and Inspiration - Chosen theme and relevant Artists/ Designers	Knowledge – design in chosen theme, design in the past and present. Understanding – Designers draw on inspiration from a variety of sources. Skills – collect, select, and analyse information.	Students make their own choice of theme and designer(s), and show selective judgement in presenting their research findings.	Beginning of Key Stage 4, students have researched more widely into themes, techniques and the work of others.	
Drawing	Knowledge – sketches, working drawings, illustrations. Understanding – drawing is a	Students can convey different looks and	Beginning of Key Stage 4, students have used	

	vital form of recording and communicating for different purposes and different audiences. Skills – mark making techniques.	ideas confidently. Aesthetically pleasing visuals.	observational drawings to convey textures and research as well as developing and communicating design ideas.	
Textiles Processes	Knowledge – re-addressing techniques covered earlier in the year Understanding – fabric can be enhanced through sewing and colouring. Skills – carry out processes to make Textiles samples using these techniques	Students produce samples which are thoroughly evaluated.	Beginning of Key Stage 4, students have refined their core KS3 skills with more niche decorative techniques.	
Developing and Refining Ideas	Knowledge – Using Textile process knowledge of individual techniques then combining these. Understanding – development of combining certain techniques to enhance an idea and portray the theme. Skills - carry out processes to make combined and refined Textiles samples using these techniques.	Students produce further samples and sketches of how samples would be utilised in a design which are thoroughly evaluated.	Beginning of Key Stage 4, students have refined their core KS3 skills with more niche decorative techniques, which are further refined and developed.	
Outcomes: Final Designs and Products - anything from wall hanging to a garment	Knowledge –refining finishing techniques covered earlier in the year. Understanding – Manufacturers employ finishing techniques to ensure durability. Skills – use overlocker, steam iron, and lockstitch machine with control and precision.	Students produce a textile product of their choosing which exhibits features of the fabric decoration techniques studied and shows off developed skills, and support this with an illustration of their final design.	Beginning of Key Stage 4, students have presented ideas as final design drawings and final outcomes, and now use outcomes to express artistic intent.	