Textiles GCSE Overview

KS4. Textiles Design: NCFE Level 1/2 Technical Award in Creative Design and Production (GCSE)

The Level 1/2 Technical Award in (Textiles) Creative Design and Production complements GCSE qualifications. It is aimed at 14 to 16 year olds studying key stage 4 (KS4) curriculum who are interested in the design and production sector. This qualification is designed to match the rigour and challenge of GCSE study. The qualification is graded at level 1 pass, merit, distinction and level 2 pass, merit, distinction and distinction* (equivalent to GCSE grades 8.5 to 1).

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]**	**Evaluation and Assessment**	**Implementation**	**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.	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.	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.	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	