

ART TEXTILES YEAR 10

CURRICULUM INTENT

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of art and develop students into artists:

To ensure that all students experience a broad Art Textiles curriculum that enables them to produce innovative, individual and imaginative work through exploration of textile media and the recording of their ideas and experiences. They will become proficient in both practical and analytical aspects of Art Textiles - evaluating and critiquing creative works using visual and written language. Students will know about great artists from a range of genres, craft-makers and designers, understanding the social context and cultural significance of art in society. Students will become aware of the value of art and gain valuable skills that can be applied to whatever pathways they choose, having high expectations of themselves and aspiration for the future. They will build on the skills that were introduced in year 9. Each term has direct links to prior learning with a focus to embed understanding.

	PRIOR LEARNING	Throughout their studies in KS3, students have learnt how sources inspire the development of creative artwork. They have learnt to appreciate the approaches of artists and craftspeople from contemporary and historical contexts. They have learned how ideas and intentions can be communicated through visual and tactual languages using formal elements. Students have gained knowledge in the characteristics, properties and effects of using different media, materials, techniques and processes and the ways in which they can be used in relation to their own creative intentions and chosen area of study.
	PERSONAL DEVELOPMENT & CURRICULUM LINKS	The scheme of work for art textiles shows detailed opportunities for cross curricular links with other departments. Maths, English, science, technology. Careers Opportunities: Links with artists in residence, guest speakers, career signposting through Schemes of Work.
	EXTRA-CURRICULAR & CULTURAL CAPITAL	Looking and exploring a range of artists and how they have created their artwork. Seeing what was happening at the time in which the work was created and seeing the impact as to the historical and social context, the artist has had on the work.

	AUTUMN		SPRING		SUMMER	
TOPIC/KNOWLEDGE	SWEET TREATS All students will know: Students will explore and develop a range of different textile media and techniques in this skills based project. Initial starting points can be developed through inspiring images found in the film, Charlie and the Chocolate Factory. They will experiment with a range of textile media inspired by the theme of sweets. The theme of this project predominantly focuses on colour and pattern.		SWEET TREATS All students will know: Students will be inspired to explore a range of different textile media and techniques in this skills based project. They will experiment with a range of textile media inspired by the theme of sweets. Through observational drawings they will record visual imagery which will lead to a creative sketchbook work analysing the patterns, colours and designs of sweets which will inform creative outcomes.		SAFARI All students will know: Students will be inspired by the rich cultures of African tribal art and safari imagery in this textiles based project. They will continue to gain an appreciation of colour, patterns and textural qualities found through investigating images surrounding the theme of safari and animal patterns.	
SKILLS	Observation drawing – from life, memory and imagination. Painting Collage	3D sculpture. Printing. Fabric Manipulation Embroidery Batik	Printing Gutta resist techniques 3D form & sculpture Embroidery Printing Batik	Observation drawing – from life, memory and imagination. Painting Collage	Surface pattern Pattern Analysis Artist and Cultural Analysis Observations of Textures. Colour analysis Batik Surface pattern	fashion illustration Batik Fabric manipulation Printing Sculpture Embroidery. Embellishment.
ASSESSMENT	» 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. Year 10 Formal Assessment - AO4 produce a final response to the project theme. AO4 - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. » Assessment Booklets, Formal and individual feedback. » Online Tracker if required. Assessment Window – 14/10/24 – 25/10/24		Preparatory work - AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate textile media, materials, techniques and processes. AO4 - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. Year 10 Formal Assessment - AO4 produce a final response to the project theme. » Assessment booklets. » Formal and individual feedback. » Online tracker if required Assessment Window 20/01/25 – 31/01/25		Preparatory work - 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. Year 10 Formal Assessment - AO4 produce a final response to the project theme. » Assessment booklets. » Formal and individual feedback. » Online tracker if required. Assessment Window 09/06/25 – 27/06/25	
CAB	Colour, pattern, texture, analyse, interpret, record, design, create, imagine. Shape, collage, construct. Tier 2 - Juxtaposition, form, representation, depiction, analysing, Imagination, plan, design.				Tribal pattern, colour, camouflage, texture, shape, form, pattern. Recycle, construct, geometric.	

READING SKILLS

- » Evaluation and reflection sheet.
- » Research and annotation.

CAREERS LINKS

Students will gain an insight into fashion and textile careers.

Artist in Residence.

Guest speakers.

SUPPORTING STUDENTS AT HOME »

- » Visits to art galleries and museums.
- » Encourage extra research through internet and libraries on each topic eg The Tate Kids, BBC Bitesize.
- » Support with homework tasks.
- » If able, the purchase of equipment to support homework tasks.
- » Use of photography to personalise work and record ideas and images linked to projects.
- » To encourage art awareness in their environment.

ART TEXTILES YEAR 11

CURRICULUM INTENT

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of art and develop students into artists:

To ensure that all students experience a broad Art Textiles curriculum that enables them to produce innovative, individual and imaginative work through exploration of textile media and the recording of their ideas and experiences. They will become proficient in both practical and analytical aspects of Art Textiles - evaluating and critiquing creative works using visual and written language. Students will know about great artists from a range of genres, craft-makers and designers, understanding the social context and cultural significance of art in society. Students will become aware of the value of art and gain valuable skills that can be applied to whatever pathways they choose, having high expectations of themselves and aspiration for the future. They will build on the skills that were introduced in year 9. Each term has direct links to prior learning with a focus to embed understanding.

	PRIOR LEARNING	Throughout their studies in KS3, students have learnt how sources inspire the development of creative artwork. They have learnt to appreciate the approaches of artists and craftspeople from contemporary and historical contexts. They have learned how ideas and intentions can be communicated through visual and tactual language using formal elements. Students have gained knowledge in the characteristics, properties and effects of using different media, materials, techniques and processes and the ways in which they can be used in relation to their own creative intentions and chosen areas of study.
	PERSONAL DEVELOPMENT & CURRICULUM LINKS	The scheme of work for art textiles shows detailed opportunities for cross curricular links with other departments. Maths, English, science, technology. Careers Opportunities: Links with artists in residence, guest speakers, career signposting through Schemes of Work.
	EXTRA-CURRICULAR & CULTURAL CAPITAL	Looking and exploring a range of artists and how they have created their artwork. Seeing what was happening at the time in which the work was created and seeing the impact as to the historical and social context, the artist has had on the work. After school club and lunchtime clubs, artists in residence visits, competitions. Trips will be considered if relevant to the scheme of work.

	AUTUMN		SPRING		SUMMER	
TOPIC/KNOWLEDGE	SAFARI All students will know: Students will produce a series of imaginative textile outcomes explored by the sourced imagery from the previous term. They will continue developing creative use of textiles to create a fashion costume or wall hanging inspired by the theme of safari		EXTERNALLY SET ASSIGNMENT PREPARATION All students will know: Students will develop their own creative journey based upon the Externally Set Assignment titles. They will create a body of work in response to this covering each of the assessment objectives in preparation for their final response.		EXTERNALLY SET ASSIGNMENT PREPARATION All students will know: Students will develop their own creative journey based upon the Externally Set Assignment titles. They will create a body of work in response to this covering each of the assessment objectives in preparation for their final response.	
SKILLS	Surface pattern Pattern Analysis Artist and Cultural Analysis Observations of Textures. Colour analysis Batik Surface pattern	fashion illustration Batik Fabric manipulation Printing Sculpture Embroidery. Embellishment.	Observation drawing – from life, memory and imagination. Painting Collage	3D sculpture. Printing. Fabric Manipulation Embroidery Batik	Observation drawing – from life, memory and imagination. Painting Collage	3D sculpture. Printing. Fabric Manipulation Embroidery Batik
ASSESSMENT	Preparatory work - AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. AO4 - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. Mock examination for year 11 assessed piece. AO4 . Assessment booklets. Formal and individual feedback. Online Tracker if required. Assessment Window 04/11/24 – 15/11/24		Students will be assessed on the 4 assessment objectives in accordance with AQA criteria: 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. <u>Assessed work – year 11 based on externally set assignment.</u> Assessment booklets. Formal and individual feedback. Online Tracker if required. Assessment Window 03/02/25 – 14/02/25.		Students will be assessed on the four assessment objectives in accordance with AQA criteria: » Students will be assessed on the 4 assessment objectives in accordance with AQA criteria: 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. <u>Assessed work – year 11 based on externally set assignment.</u>	
VOCAB	Tribal pattern, colour, camouflage, texture, shape, form, pattern, recycle. Tier 2 - Juxtaposition, form, representation, depiction, analysing, authentic. Investigate, composition, primary and secondary sources, explore, experiment, photograph and record, identify, describe. Tier 2 - Analyse, compose, contextual, reflect and evaluate. Body Investigate, composition, primary and secondary sources, explore, experiment, photograph and record, identify, describe. Tier 2 - Analyse, compose, contextual, reflect and evaluation					

READING SKILLS

Investigation into particular artists and designers appropriate to their chosen exam question.

Students will gain an insight into fashion and textile careers.

Artist in Residence.

Guest speakers

SUPPORTING STUDENTS AT HOME »

- » Visits to art galleries and museums.
- » Encourage extra research through internet and libraries on each topic eg The Tate Kids, BBC Bitesize.
 - » Support with homework tasks.
- » If able, the purchase of equipment to support homework tasks.
- » Use of photography to personalise work and record ideas and images linked to projects.
- » To encourage art awareness in their environment.