Curriculum Map

Subject: Textiles

Year group: Year 12

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content *Declarative Knowledge – 'Know What'*	**Growth and Decay** **Skills Building 2D** **Critical analysis of artist work.** **Concepts and techniques** **Effective Presentation**	**Growth and Decay** **How to develop a project** **Skills Building 3D** **Cultural references** **Artists research**	**Personal Investigation** **Teacher led: Printmaking** **Industry links** **Analysis of contemporary and historical design processes.**	**Personal Investigation** **Developing ideas** **Student directed research**	**Personal Investigation** **Related Study** **Critical comparison of artists/designers work** **Contextual analysis.**	**Personal Investigation** **Application of process and technique appropriate to intentions.**
Skills *Procedural Knowledge – 'Know How'*	**Mark Making** **Experimenting with media.** **Learning Textiles skills** **Stitching** **Embroidary** **Layout / composition**	3D Constructed Textiles Weaving Knitting Feltmaking Wrapping/ binding	Print making Wall paper making Pattern and Repeat Mono printing Relief printing Stencil/screen Intaglio Collagraph Image transfer.	Individualised tutorials In response to student requirements. One off workshops to further develop and refine student skills and knowledge.	Individualised tutorials In response to student requirements. One off workshops to further develop and refine student skills and knowledge. Essay writing skills	Individualised tutorials In response to student requirements. One off workshops to further develop and refine student skills and knowledge. Essay writing skills
Key Questions	How do we create textures and surfaces for drawing in Textiles? How art artists inspired by the natural world in Textiles and Design?	How are Natural Forms translated into 3D Textile outcomes? How do you apply techniques to answer a set brief?	How are repeat patterns applied in industry? How do you refine ideas to create an outstanding outcome.	How to develop ideas for a personal project? How do you organise time and manage resources effectively?	How do you refine ideas as they progress? How do you review and edit essay?	How do you connect contextual references to your own practise?
Assessment	Formative assessment and personalised target setting to provide students with clear next step targets to refine and develop their work.	Formative assessment and personalised target setting to provide students with clear next step targets to refine and develop their work.	Formative assessment and personalised target setting to provide students with clear next step targets to refine and develop their work.	Formative assessment and personalised target setting to provide students with clear next step targets to refine and develop their work.	Formative assessment and personalised target setting to provide students with clear next step targets to refine and develop their work.	Formative assessment and personalised target setting to provide students with clear next step targets to refine and develop their work.
Literacy/Numeracy/ SMSC/Character	Literacy: Numeracy: SMSC: Character: Context of industry Textiles mindfulness Craft as therapy Resilience, Independence Problem solving, Co-operation	Literacy: Numeracy: SMSC: Character: Annotation and critical analysis Textiles mindfulness Craft as therapy How it applies to real life Resilience, Independence	Literacy: Numeracy: SMSC: Character: Annotation and critical analysis. Proportion, enlarging repeat Textiles mindfulness Craft as therapy	Literacy: Numeracy: SMSC: Character: Annotation and critical analysis Textiles mindfulness Craft as therapy How it applies to real life Resilience, Independence	Literacy: Numeracy: SMSC: Character: Annotation and critical analysis Textiles mindfulness Craft as therapy How it applies to real life Resilience, Independence	Literacy: Numeracy: SMSC: Character: Annotation and critical analysis Textiles mindfulness Craft as therapy How it applies to real life Resilience, Independence

		Problem solving, Co-operation	How it applies to real life Resilience, Independence Problem solving, Co-operation	Problem solving, Co-operation	Problem solving, Co-operation	Problem solving, Co-operation

Subject: Textiles

Year group: Year 13

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content *Declarative Knowledge – 'Know What'*	**Personal Investigation** **Related Study** **Critical comparison of artists/designers work** **Contextual analysis.**	**Personal Investigation** **Related Study** **Critical comparison of artists/designers work** **Contextual analysis.** **Presentation**	**Externally Set Task** **Working to a brief** **Working to a time scale** **Planning** **Research and recording**	**Externally Set Task** **Working to a brief** **Working to a time scale** **Planning** **Research and recording** **Refining ideas towards final outcome.**	**Exam**	
Skills *Procedural Knowledge – 'Know How'*	Refining technical skills and developing new ones informed by personal research. Deeper understanding of context in which artists and designers work.	Refining technical skills and developing new ones informed by personal research.	Students develop ideas in relation to a set theme from an early release exam paper. Students are supported with personalised tutorials to assist them in developing their ideas.	Students develop ideas in relation to a set theme from an early release exam paper. Students are supported with personalised tutorials to assist them in developing their ideas.		
Key Questions	Are your processes appropriate to intentions? How do you reflect on process to present ideas effectively?	How do you create a sophisticated presentation that enhances your work?	Are you meeting all criteria effectively and appropriately? Have you realised your intentions?	Have you realised your intentions? Is your outcome sophisticated, answer the brief and achievable in the time allowed?		
Assessment	Formative assessment and personalised target setting to provide students with clear next step targets to refine and develop their work.	Formative assessment and personalised target setting to provide students with clear next step targets to refine and develop their work.	Formative assessment and personalised target setting to provide students with clear next step targets to refine and develop their work.	Formative assessment and personalised target setting to provide students with clear next step targets to refine and develop their work.	Formative assessment and personalised target setting to provide students with clear next step targets to refine and develop their work.	

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Literacy/Numeracy/ SMSC/Character	Literacy: Numeracy: SMSC: Character: Context of industry Textiles mindfulness Craft as therapy Resilience, Independence Problem solving, Co-operation	Literacy: Numeracy: SMSC: Character: Context of industry Textiles mindfulness Craft as therapy Resilience, Independence Problem solving, Co-operation	Literacy: Numeracy: SMSC: Character: Context of industry Textiles mindfulness Craft as therapy Resilience, Independence Problem solving, Co-operation	Literacy: Numeracy: SMSC: Character: Context of industry Textiles mindfulness Craft as therapy Resilience, Independence Problem solving, Co-operation	Literacy: Numeracy: SMSC: Character: Context of industry Textiles mindfulness Craft as therapy Resilience, Independence Problem solving, Co-operation	