



# Curriculum Map



Sandringham School  
*'Everybody can be Somebody'*

Subject: Textiles GCSE

Year group: 10

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Content</b></p> <p><i>Declarative Knowledge – 'Know What'</i></p>	<p>Tropical Fish Representation of Fish across Cultures</p> <p>Foundation Skills</p> <p>Observational studies of fish and Hand Stitching/ Felt making</p>	<p>Seascapes, plankton and coral</p> <p>Building skills in Textiles with students producing a machine embroidered and applique outcome.</p>	<p>Students to explore experimental textiles techniques:</p> <p>Weaving Wrapping Burning Melting</p>	<p>Review and Refine</p> <p>Students to review techniques and refine their produced work</p> <p>Students to produce an A3 panel based on the sea shore.</p>	<p>Students to develop their Personal Project</p> <p>Students to choose one area of the theme to develop</p>	<p>Students to develop their Personal Project</p> <p>Students to choose one area of the theme to develop</p>
<p><b>Skills</b></p> <p><i>Procedural Knowledge – 'Know How'</i></p>	<p>Visual Recording Skills students to record from shells, fossils and the artist focus of Ernst Haeckel.</p> <p>Students to develop core skills in felt making and hand stitching.</p> <p>Students to explore printed and stitched fabric to create a personal outcome.</p>	<p>Visual Recording Skills</p> <p>Students to develop skills in dye, batik and silk painting</p> <p>Core Skills: Machine stitching, machine embroidery and applique</p> <p>Students to be inspired by the sea shore and rock pools</p>	<p>Students to be inspired by surface texture Sea, Water, Rocks and apply their skills in order to create a mixed media piece.</p> <p>Students to produce weaving samples</p>	<p>Students explore 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(s) of study. Students to combine techniques to make a personal response.</p>	<p>Students to complete further artist research</p> <p>Students to develop skills in drawing and painting</p> <p>Students to develop skills in experimental media</p> <p>Students to extend their skills through personal research</p> <p>Students to complete A2 sheets and sketchbook work which highlights the development of ideas.</p>	<p>Students to complete further artist research</p> <p>Students to develop skills in drawing and painting</p> <p>Students to develop skills in experimental media</p> <p>Students to extend their skills through personal research</p> <p>Students to complete A2 sheets and sketchbook work which highlights the development of ideas.</p>
<p><b>Key Questions</b></p>	<p>How have artists been inspired by tropical fish and the seashore? How can you record visually utilising Textiles skills?</p>	<p>How have artists experimented with a variety of media to develop personal outcomes?</p>	<p>How can you review and refine your piece to develop it further?</p>	<p>What ideas might you gain from the work you have so far to further develop your personal response?</p>	<p>Reflecting on all of your work so far- which are the pieces that you need to refine and improve?</p>	<p>Reflecting on all of the ideas and artists that you have looked at so far- which are the key artists that you would like to move forward with in order to produce your final personal response?</p>



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<b>Assessment</b>	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.
<b>Literacy/Num eracy/ SMSC/Charact er</b>	Students are to record and develop their thoughts and feelings about their work as it progresses. Students to utilise GCSE Art and Design Bitesize Guide to annotating work as a starting point for their annotation.  Students to develop their understanding of how a personal response can be created and how practical skills developed can inform their final pieces.					



# Curriculum Map

**Subject:** Textiles

**Year group: Year 11**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<p><b>Content</b></p> <p><i>Declarative Knowledge – ‘Know What’</i></p>	<p>Personal Project Corset</p> <p>Final Piece</p> <p>Students produce the summative piece for their coursework portfolio</p>	<p>Personal Project Corset</p> <p>Final Piece</p> <p>Students produce the summative piece for their coursework portfolio</p>	<p>Externally Set Task</p> <p>Students respond to an externally set theme.</p>	<p>Externally Set Task</p> <p>Students respond to an externally set theme.</p>	<p>Exam</p> <p>Students complete all of their preparatory work and complete their 10 hour exam unit.</p>	<p>Study Leave</p>
<p><b>Skills</b></p> <p><i>Procedural Knowledge – ‘Know How’</i></p>	<p>Students combine all of the ideas and skills developed throughout the course to develop a highly personal response for submission.</p>	<p>Students combine all of the ideas and skills developed throughout the course to develop a highly personal response for submission.</p>	<p>Students develop ideas in relation to a set theme from an early release exam paper.</p> <p>Students are supported with personalised tutorials to assist them in developing their ideas.</p>	<p>Students develop ideas in relation to a set theme from an early release exam paper.</p> <p>Students are supported with personalised tutorials to assist them in developing their ideas.</p>	<p>Students submit their coursework portfolio alongside the exam prep work and final piece.</p>	
<p><b>Key Questions</b></p>	<p>How does your work reflect your own ideas and the work of artists?</p>	<p>How does your work reflect your own ideas and the work of artists?</p>	<p>What are the key ideas you have in response to the set theme? What key artists can you explore to help you develop your ideas?</p>	<p>What are the key ideas you have in response to the set theme? What key artists can you explore to help you develop your ideas?</p>	<p>analyse critically, evaluate and reflect on your own work and that of others record notes on developments, experiments, ideas or visits.</p>	



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