

	Overall aim of <b>Textiles</b> at Blessed Robert Sutton all pupils from Year 7 to Year 11 will gain a coherent knowledge and understanding about diverse textile techniques, designers, and materials, together with a deep understanding of Design and Technology enlightened by the <b>Sutton Way</b> .
	Subject will teach spiritual development by <b>Textiles</b> will teach <b>spiritual development</b> by pupils developing an appreciation of God's creation and an understanding of the spiritual connections to artwork. Pupils will understand the importance of Textiles in different cultures. Pupils will learn to contribute to and engage as confident citizens and future professionals to the culture, creativity, economic success, leisure, material and emotional wellbeing of our society within both national and global contexts.
	Subject will teach social excellence through <b>Textiles</b> will teach <b>social excellence</b> through a range of teaching strategies that allow opportunities for pupils to work effectively as a community. Class discussions will develop pupils' abilities to work effectively as a team; communicating, respecting, listening and developing each other's ideas. Textiles provides an opportunity for and engagement in leisure pursuits that can yield lifelong benefits in health, wellbeing and life satisfaction.
	Subject will teach academic excellence by <b>Textiles</b> will teach <b>academic excellence</b> by enabling students to engage with and explore visual, tactile and other sensory experiences and how to recognise and communicate ideas and meanings. These opportunities enable them to work with traditional and new techniques, so that they develop confidence, competence, imagination and creativity. Through these opportunities they learn to appreciate and value images and artefacts across times and cultures, and to understand the contexts in which they were made. Experiences will enable students to learn how to reflect critically on their own and others' work.
<b>Enrichment opportunities in this subject include:</b> Curriculum challenges	

The KS3 Textiles curriculum takes account of the National Curriculum and the need to prepare students for GCSE Art Textiles through understanding the 4 assessment objectives. However the rationale behind the curriculum is driven by a vision of what all students should know, understand and be able to do by the end of key stage 3.

### KS3 National curriculum

" Design and technology is an inspiring, rigorous and subject area. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation."

- Aims:
- ✓ develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
  - ✓ build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
  - ✓ critique, evaluate and test their ideas and products and the work of others

Content:  
Through a variety of creative and practical activities in Design and Technology, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of domestic and local contexts [for example, the home, health, leisure and culture], and industrial contexts [for example, engineering, manufacturing, construction, food, energy, agriculture (including horticulture) and fashion].

Assessment  
Students will be assessed through a personal learning checklist, grading their progress based on a RAG rating. Formal Knowledge and Skill check assessments will take place each term. Through the term short knowledge tests will be completed.

Ways to help your child succeed  
Check the personal learning checklist in their assessment booklets and focus on developing any areas in red.  
  
Share Textiles in the news articles and literature with your child to help support learning in the classroom.  
  
Useful websites: BBC bitesize, Pinterest for research and inspiration

### Our key stage 3 TEXTILES curriculum aims to ensure the following skills and knowledge are developed by the end of KS3, with 1 term per academic year studying Textiles on a DT rotation

We propose a forward-looking Textiles curriculum that fosters a broad range of modes of thinking, including visual perception and visual awareness. That embraces the historic, the contemporary and the future; and signposts to potential further and higher education, career choices and opportunities within the visual arts, creative and cultural industries.

Providing a high quality Design and Technology education that will engage, inspire and challenge students, equipping them with the knowledge and skills to participate in, experiment with, invent and create their own textiles outcomes.

- All students should have some understanding in:
- Hand embroidery stitches and basic embellishment techniques
  - A range of surface and print design approaches
  - Use of the sewing machines relating to function, safety and a range of outcomes
  - Research and design approaches to create a personal and developed final design
  - The ability to review and reflect on progress and outcomes, setting targets for future developments

**Design**  
For students to explore a wide variety of work produced by artists and designers. Develop ideas that are informed by these studies and analyse these contextual sources.

**Make**  
To refine and reflect upon work as it progresses. Selecting and experimenting with appropriate media, materials, techniques and processes.

**Evaluate**  
To record ideas through first-hand observations, especially drawing including examples of line, colour, tone and form. Reflect on progress and identify areas to develop.

**Technical knowledge**  
To present personal, imaginative and meaningful final outcomes. Make connections to media and artists explored in the project.

	Overall aim of <b>Textiles</b> at Blessed Robert Sutton all pupils from Year 7 to Year 11 will gain a coherent knowledge and understanding about diverse artworks, artists, media and materials, together with a deep understanding of the Arts enlightened by the <b>Sutton Way</b> .
	<p style="text-align: center;">Subject will teach spiritual development by</p> <b>Textiles</b> will teach <b>spiritual development</b> by pupils developing an appreciation of God's creation and an understanding of the spiritual connections to artwork. Pupils will understand the importance of Textiles in different cultures. Pupils will learn to contribute to and engage as confident citizens and future professionals to the culture, creativity, economic success, leisure, material and emotional wellbeing of our society within both national and global contexts.
	<p style="text-align: center;">Subject will teach social excellence through</p> <b>Textiles</b> will teach <b>social excellence</b> through a range of teaching strategies that allow opportunities for pupils to work effectively as a community. Class discussions will develop pupils' abilities to work effectively as a team; communicating, respecting, listening and developing each other's ideas. Textiles provides an opportunity for and engagement in leisure pursuits that can yield lifelong benefits in health, wellbeing and life satisfaction.
	<p style="text-align: center;">Subject will teach academic excellence by</p> <b>Textiles</b> will teach <b>academic excellence</b> by enabling students to engage with and explore visual, tactile and other sensory experiences and how to recognise and communicate ideas and meanings. These opportunities enable them to work with traditional and new techniques, so that they develop confidence, competence, imagination and creativity. Through these opportunities they learn to appreciate and value images and artefacts across times and cultures, and to understand the contexts in which they were made. Experiences will enable students to learn how to reflect critically on their own and others' work.
<b>Enrichment opportunities in this subject include:</b> Curriculum challenges Lunchtime and afterschool sessions	

## KS4 Art Textiles GCSE

'The AQA GCSE Art Textiles is a vibrant and dynamic, course that gives students the freedom to explore the subject in ways that inspire and bring out the best in all students, whilst equipping them with the skills to continue the subject with confidence at AS, A-level and beyond. There is a full range of options open to students, which allow for the study of Art Textiles in both breadth and depth. Portfolio projects, assignments or briefs can be open-ended or more narrowly focused. There is no restriction on the choice of media, scale or format that students use to reflect and evidence their submissions.'

This specification encourages students to:

- actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds
- develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products
- become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques
- develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills
- develop and refine ideas and proposals, personal outcomes or solutions with increasing independence

### Assessment

Students will be assessed through a personal learning checklist for each unit of work, grading their progress based on a RAG rating and a teacher digital tracker. A formal assessment of each unit will take place using the 4 GCSE assessment objectives.

#### Component 1: Portfolio

**60% of qualification: 96 marks**

A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.

#### Component 2: Externally Set Assignment 40% of qualification: 96 marks

##### Part 1: Preparatory study period

Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.

##### Part 2: 10 hour period of sustained focus work

The resolution of the student's ideas from the preparatory work must be completed during the designated 10 hours of sustained focus work under supervised conditions.

### Ways to help your child succeed

Students will be provided with a personal learning checklist and feedback in the back of their sketchbooks, please review this regularly with your son/daughter to ensure all work is up to date.

**AQA specification:** <https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206>

## Our key stage 4 Art Textiles curriculum aims to ensure the following skills and knowledge are developed for them to achieve a GCSE in Art Textiles

### This specification encourages students to:

- ✓ actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds
- ✓ develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products
- ✓ become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques
- ✓ develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills
- ✓ develop and refine ideas and proposals, personal outcomes or solutions with increasing independence

### Possible areas of study include:

- weaving
- felting
- stitching
- appliqué
- construction methods
- Printing
- yarns
- threads
- fabrics
- textile materials

### Assessment Objective 1,

#### Critical understanding:

For students to explore a wide variety of work produced by artists and designers. Develop ideas that are informed by these studies and analyse these contextual sources.

### Assessment Objective 2,

#### Experimentation:

To refine and reflect upon work as it progresses. Selecting and experimenting with appropriate media, materials, techniques and processes.

### Assessment Objective 3,

#### Reflective recording:

To record ideas through first-hand observations, especially drawing including examples of line, colour, tone and form. Reflect on progress and identify areas to develop.

### Assessment Objective 4, Final Outcome:

To present personal, imaginative and meaningful final outcomes. Make connections to media and artists explored in the project.

## Key stage 4 curriculum