

Subject	Art Textiles
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<p style="text-align: center;"><u>Whole school curriculum purpose</u></p> <p>Our overall mission is to provide the young people of Greenwich with equal or better life chances than any other school in the UK with the accompanying vision of being a school where young people thrive and grow in an environment that brings out the best in everyone. In order to achieve this, we know that we must provide an excellent curriculum for our students, ensuring that they receive a world-class education which brings out the best in all of them and prepares them for success in education and life. Therefore, our curriculum equips children with powerful knowledge, maximises their cognitive development and nourishes their whole person and individual passions. Our overriding aim is that this curriculum liberates and empowers, providing students with the confidence to understand and shape the world around them, to be active and economically self-sufficient citizens, and to ‘enter into the conversation of mankind’ (Michael Oakeshott).</p>	<p style="text-align: center;"><u>Subject purpose</u></p> <p>Enable all students to access a range of creative subjects which foster their ability to be visual and creative thinkers and develop visual language skills in an ever more digital and media driven world where images are prevalent. We intend for all students to develop practical skills in order to be able to express themselves creatively across a range of disciplines and subject areas and prepare them for creative pathways leading to a diverse range of career opportunities in the creative industries. We wish to develop the imagination of students and give them opportunities to work collaboratively on projects which enrich their ability to communicate through the creation of artefacts and images both in 2D and 3D to learn how to manipulate media and materials and learn techniques necessary for self-expression. We aim to incorporate opportunities to use digital media in this process.</p>
<p style="text-align: center;"><u>Whole school curriculum principles</u></p> <ul style="list-style-type: none"> • Entitlement: Our curriculum is designed to be inclusive and cater for all of our students; all students have the right to learn what is in the curriculum, and our teachers have a duty to ensure that they are all taught the whole of it. • Coherence: Taking the National Curriculum as its starting point, our curriculum is carefully sequenced so that powerful knowledge builds term by term and year by year. We make meaningful connections within subjects and between subjects. • Mastery: We ensure that foundational knowledge, skills, and concepts are secure before moving on. Pupil’s revisit prior learning and apply their understanding in new contexts. • Adaptability: The core content – the ‘what’ – of our curriculum is stable and in line with what the best schools are teaching, but we ensure we bring it to life for our own local context in South-East London. Equally, teachers will adapt lessons – the ‘how’ – to meet the needs of their own classes. • Representation: We are committed to the idea of ‘the mirror and the window’, that pupils see themselves in our curriculum, ensuring diversity 	<p style="text-align: center;"><u>Subject principles</u></p> <ul style="list-style-type: none"> • Entitlement: The Creative Arts curriculum gives students the opportunity to study a wide range of artists, designers, and crafts people from a diverse range of cultures, time periods, styles, and movements. Students have the possibility of visiting galleries and museums to develop their cultural understanding and to enrich their practical experience in the classroom. • Coherence: The Curriculum is designed to develop practical skills across the disciplines so that students can build on prior knowledge and understanding with each new practical unit they undertake. • Mastery: The skill sets that students acquire through their study of Creative Arts subjects builds over time to give them the tools to become more sophisticated and confident with the media materials and techniques they are using • Adaptability: The creative Arts curriculum equips students to be confident in applying their creative skills in a wide range of situations including participating in art activities in the local community, competitions and events.

and equality, but that our curriculum takes all pupils beyond their immediate experience, building cultural capital and aspiration.

- Education with character: Our curriculum, which includes the taught subject timetable as well as spiritual, moral, social, and cultural development, is intended to spark curiosity and to nourish both the head and the heart.

- **Representation:** All students will be able to see a diverse range of cultures, traditions and beliefs represented through the study of Creative Arts subjects which will cover work made by artists, designers and craftspeople from all around the world through different time periods.
- **Education with character:** Through the study of Creative Arts subjects students will be able to experiment with new ways of working which require creative thinking and risk taking, working in an environment where failure is a steppingstone in working towards success, building resilience. Students will develop a widening interest in the world around them through the study of the Creative world, thus becoming global citizens.

Curriculum Overview

Term 1

	Autumn 1	Why this? Why now?	Autumn 2	Why this? Why now?
Year 7	Soft toys	Year 7 student are introduced to health and safety, hand sewing and creative design which culminates with the production of a soft toy.		
Year 8	Tote Bag	In Year 8, students develop their textiles skills through the exploration of different textile techniques such as embroidery, appliqué, batik and plastic fusion. Furthermore, students learn technical knowledge about fibres and the environmental impact on the manufacturing of textiles products. Student build upon the basic skills learnt in year 7 to produce the design for a cotton tote bag and reduce the use plastics.		
Year 9	Summer Shorts	By the end of the year students will consolidate their skills and knowledge acquired in year 7 and 8, being able to show fluency with a range of textile techniques. Year 9 students gain both practical skills and technical knowledge to equip them to progress to the next level and ultimately have the necessary Textiles skills to utilise in life and if opted for, the relevant foundation skills needed to develop at GCSE or A Level Art Textiles.		

<p>Year 10</p>	<p>Unit 1: Introduction to course “Natural forms”</p>	<p>All of the AQA four Assessment objectives are covered throughout the initial workshops during the Autumn term. Autumn term: workshop-based textiles skills delivered based on theme resulting in students developing a range of material explorations, and learning how to record, refine and present work.</p> <p>Natural forms workshops include:</p> <ul style="list-style-type: none"> • Introduction • Textile techniques – hand embroidery • Working in the style of artist • Linking photography with textiles • Weaving with photography/textiles • Working with mixed media • Etc. 	<p>“Natural forms”</p>	<p>All of the AQA four Assessment objectives are covered throughout the initial workshops during the Autumn term.</p> <p>Workshop-based textiles skills delivered based on theme resulting in students developing a range of material explorations, and learning how to record, refine and present work.</p>
<p>Year 11</p>	<p>Sustained phase</p>	<p>Students are encouraged to actively engage in their own creative process, in order to become effective and independent thinkers, and are able to evidence this through their portfolio, samples and analytical research. The focus this year is to prepare students for the Externally Set Task, where students work independently in response to a theme or exam question brief set by the examining board (AQA), using a range of textile media and processes.</p>	<p>Sustained phase</p>	<p>All of the AO’s are covered during the Autumn term of Year 11 but greater emphasis placed on A04 – Presenting a meaningful response (Making and Evaluating) Ordinarily students create any textiles product they want based on the theme using any of the textiles skills learned during year 10. This culminates in the product being constructed during their 5- hour mock exam in December. They use all of the assessment Objectives to fulfil this and complete a portfolio of evidence as well as final piece.</p>
<p>Year 12</p>	<p>Unit 1: Step up to A-level “Natural forms”</p>	<p>Teacher-lead project to gain the necessary techniques and knowledge necessary to demonstrate all of the A level Assessment Objectives are all covered in full. The main focus is to develop further Contextual Understanding, Creative Making, and Reflective Recording.</p>	<p>“Natural forms”</p>	<p>Teacher-lead project to gain the necessary techniques and knowledge necessary to demonstrate all of the A level Assessment Objectives are all covered in full. The main focus is to develop further Contextual Understanding, Creative Making, and Reflective Recording.</p>
<p>Year 13</p>	<p>Sustained phase</p>	<p>Students are encouraged to actively engage in their own creative process, in order to become effective and independent thinkers, and are able to evidence this through their portfolio, samples and analytical research. The focus this year is to prepare students for the Externally Set Task, where students work independently in</p>	<p>Sustained phase</p>	<p>All of the AO’s are covered during the Autumn term of Year 12 but greater emphasis placed on A04 – Presenting a meaningful response (Making and Evaluating) Ordinarily students create any textiles product they want based on the theme using any of the textiles skills learned during year 10. This</p>

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	Spring 1	Why this? Why now?	Spring 2	Why this? Why now?
Year 7				
Year 8				
Year 9				
Year 10	<p>Development phase</p> <p>Chosen theme</p>	<p>Students work on a directed project or a number of projects to build on their initial experiences and This is mostly a teacher directed phase. Students have the opportunity to fully engage with a given theme and make a personal response when developing, knowledge, understanding and skills development from the introductory phase.</p>	<p>Sustained phase</p> <p>Component 1 - Portfolio</p>	<p>After introducing techniques and processes, students are encouraged to extend their knowledge with suggested sources and application of suitable materials, processes and techniques when responding to their starting point.</p> <p>In this phase students move increasingly from dependence to independence as they work on an extended project. Students will produce a portfolio that contains a project which reflects a sustained and in-depth period of study.</p>
Year 11	<p>Externally set assignment (ESA)</p> <p>Component 2</p>	<p>The focus is to prepare students for the Externally Set Task (worth 40% of the overall mark), where students work independently in response to a starting point, stimulus, theme or design brief set by the examining board (AQA), using a range of textile media and processes. There is a strong emphasis on critical understanding and self-evaluation, where practical studies, experimentation and developmental work is embedded within a sustained and meaningful personal investigation. An emphasis is on independent learning so teaching is supportive, but not leading, once the examination unit has begun.</p> <ul style="list-style-type: none"> • 10 hours supervised time (exam) 	<p>Externally set assignment (ESA)</p> <p>Component 2</p>	<p>The focus is to prepare students for the Externally Set Task (worth 40% of the overall mark), where students work independently in response to a starting point, stimulus, theme or design brief set by the examining board (AQA), using a range of textile media and processes. There is a strong emphasis on critical understanding and self-evaluation, where practical studies, experimentation and developmental work is embedded within a sustained and meaningful personal investigation. An emphasis is on independent learning so teaching is supportive, but not leading, once the examination unit has begun.</p>

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Term 2

	Summer 1	Why this? Why now?	Summer 2	Why this? Why now?
Year 7	N/A		N/A	
Year 8	N/A		N/A	
Year 9	N/A		N/A	
Year 10	Sustained phase Component 1 - Portfolio	<p>After introducing techniques and processes, students are encouraged to extend their knowledge with suggested sources and application of suitable materials, processes and techniques when responding to their starting point.</p> <p>In this phase students move increasingly from dependence to independence as they work on an extended project. Students will produce a portfolio that contains a project which reflects a sustained and in-depth period of study.</p>	Sustained phase Component 1 - Portfolio	<p>After introducing techniques and processes, students are encouraged to extend their knowledge with suggested sources and application of suitable materials, processes and techniques when responding to their starting point.</p> <p>In this phase students move increasingly from dependence to independence as they work on an extended project. Students will produce a portfolio that contains a project which reflects a sustained and in-depth period of study.</p>
Year 11	Selection of work for Component 1 Portfolio	<ul style="list-style-type: none"> • Completion of Portfolio for submission • Present and mount development work for component 1 • Marks submitted to exam board by 31 May <p>Students review, select and present their Portfolio for final submission in discussion with the teacher, ensuring that the component requirements are fulfilled.</p>	N/A	
Year 12	Sustained phase Component 1 - Portfolio	<p>After introducing techniques and processes, students are encouraged to extend their knowledge with suggested sources and application of suitable materials, processes and techniques when responding to their starting point.</p>	Sustained phase Component 1 - Portfolio	<p>After introducing techniques and processes, students are encouraged to extend their knowledge with suggested sources and application of suitable materials, processes and techniques when responding to their starting point.</p>

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