



Topic name	Term	Skills developed	Prior learning	Next link in curriculum	Other Notes
In Textile Design students will be covering the following project theme: Tropical	Autumn	- Working on a design brief. Analysing designer's work and how a designer observes colour and patterns in animals and textures. - To investigate artists and textile designers and demonstrate an understanding of their inspiration, style and techniques. - To study a variety of artists and designers' techniques for theme and produce samples showing an understanding of composition and techniques. - To present themed imagery with a variety of images. - To record from direct observation. To observe and photograph in a variety of media to demonstrate an understanding of formal elements, scale and composition. - Explore different design ideas - Using images as inspiration and linking to designers - To record own ideas and experiences to the theme in written notes to convey an insight relevant to their intentions. - To learn how to edit and enhance photography to achieve a stronger image. - Develop and learn different textile techniques, such as free machine stitching, using dissolving fabric, wet felting, needle felting, applique, reverse applique, quilting, fabric dying, simple pattern construction, surface pattern and texture and heat treatments to capture a projects theme. - Develop confidence through practice and experimentation.	Drawing, design skills, artist analysis, textile skills and processes, photography skills. Creative presentation of ideas previously covered across KS3 Textile projects.	AO1 : Critical and Contextual Content :Artists/Designers. Skills built on next term and in Year 11 Exam unit. AO2: Experimenting, techniques and processes. Using knowledge and understanding of different textile processes built upon next term and in Year 11. AO3 : Record ideas and observations will be built upon next term and in Year 11	Artist focus – Tropical - Hanna Inaiah, Lexi Ho Tai and Sandra Trubin Literacy/Numeracy/British Values - Scaling/ measuring imagery and designs Analysis of artists work and evaluation of successes within their own work. Developing subject specific vocabulary. Evaluating and documenting stages. Differentiation - supported through choice of visual images/ instructions/ demonstrations/ writing frames for critical analysis and evaluation guidance. 1:1 support. Progress plans, Weekly Lunch support. Stretch and challenge provided with extension tasks and outcome development. Standards modelled through examples and PPP



		• Present ideas and studies in a creative but presentable approach showing the creative journey, knowledge and understanding. • Working independently with confidence and developing problem solving skills.			
	Spring	• To demonstrate good skills in creating designs to meet set brief. • To develop design ideas and illustrations for a final piece. • Develop and learn different textile techniques (such as painting, layering, dyeing, stitching and embellishing to capture project's themes). • To demonstrate the ability to retrieve, reflect and apply previous learning appropriately • Develop confidence through practice and experimentation • To develop design ideas and illustrations for a final piece. • Review, refine and evaluate their own work to improve their ideas. • Present ideas and studies in a creative but presentable approach showing the creative journey, knowledge and understanding. • Working independently with confidence and developing problem solving skills.	Textile skills in fabric painting and textile embroidery and embellishment skills, creative presentation and documentation previously covered across KS3 Textile projects.	A02: Experimenting, techniques and processes. Using knowledge and understanding of different textile processes built upon next term and in Year 11. A03 : Record ideas and observations will be built upon next term and in Year 11 A04: Personal, informed response. Exam unit in Year 11.	Artist focus – Same as above. Literacy/Numeracy/British Values - Scaling/ measuring imagery and designs Analysis of artists work and evaluation of successes within their own work. Developing subject specific vocabulary. Evaluating and documenting stages. Differentiation - supported through choice of visual images/ instructions/ demonstrations/ writing frames for critical analysis and evaluation guidance. 1:1 support. Progress plans, Weekly Lunch support. Stretch and challenge provided with extension tasks and outcome development. Standards modelled through examples and PPP



	Summer	• To create final pieces which shows a personal response to the theme and artists studied. • To continue to learn and explore textile techniques and combine different textile processes to capture the Theme. • To present all work showing a high standard of finish showing a clear understanding of creative processes and the journey. • Working independently with confidence and developing problem solving skills. • To select and modify relevant techniques as their own work develops and progresses. • Develop confidence through practice and experimentation	Drawing, design skills, artist analysis, textile skills and processes, photography skills. Creative sketchbook and board presentation previously covered	A02: Experimenting, techniques and processes. Using knowledge and understanding of different textile processes built upon in Year 11. A03 : Record ideas and observations will be built upon in Year 11. A04: Personal, informed response. will be built upon in Year 11. Next Steps – Year 11 Autumn Term Mini mock exam project. Year 11 Spring Term External Exam unit set by AQA	Artist focus – same as above Literacy/Numeracy/British Values – Scaling/ measuring imagery and designs, Developing subject specific vocabulary. Analysis of different fashion designers. Differentiation - supported through choice of visual images/instructions/ writing frames for critical analysis and evaluation guidance. 1:1 support. Progress plans, Weekly Lunch support. Stretch and challenge provided with extension tasks and outcome development. Standards modelled through examples and PPP
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