



Topic name	Term	Skills developed	Prior learning	Next link in curriculum	Other notes
MOCK EXAM PROJECT ➤ Quirky Portraits	Autumn	- To investigate the theme of “Quirky Portraits” - To experiment recording in a variety of ways linked to the theme for example: timed observations, photography, watercolour, paint, heat transfer, through stitch, applique, felting, dissolvable fabric and texture and other appropriate textile techniques. - Research and analyse relevant and appropriate contextual sources such as artists, designers, movements or artifacts. For example: Chari Roberts Peak and Comeola. - To respond creatively in a variety of ways to artists/contextual sources linking ideas and developments to the theme. - Continue to build confidence when experimenting with textile-based techniques and developing samples. - To develop curiosity and inquisitiveness when developing ideas and investigations. - To build confidence when taking creative risks. - To use editing photography as a method of generating ideas and recording. - Reflecting and refining previously explored techniques and ideas as work progresses. - To make discriminative choices, based on outcomes of experiments and investigations	Drawing, design skills, artist analysis, textile skills and processes, photography skills. Creative sketchbook presentation previous covered in Year 10.	AO1 Develop ideas through investigations, demonstrating critical understanding of sources. – Revisited in Year 11 Exam unit. AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes – Revisited in Year 11 Exam unit. AO3 Record ideas, observations and insights relevant to intentions as work progresses – Revisited in Year 11 Exam unit. AO4 Present a personal meaningful response that realises intentions and demonstrates understanding of visual language – Revisited in Year 11 Exam unit. <i>Next Step:</i> Externally Set Assignment	Students will analyse and evaluate ideas through written annotations and presentation, showing clear connections between their own work and that of others. Students will work increasingly independently, making informed personal choices and refining work as it develops. They will work to deadlines and time constraints, building resilience, confidence, and independence. Students will be supported and challenged to achieve their potential, producing outcomes using appropriate processes such as textiles, mixed media, painting or printmaking to realise a personal response inspired by project artists. Students will continue to develop creativity, communication skills, and resilience. Literacy/Numeracy/British Values – Drawing, measuring and scaling up work. Analysis of artists work and evaluation of successes within their own work. Creating patterns. Developing subject specific vocabulary. Key words, Evaluating and documenting stages of development. Differentiation - supported through choice of visual images/ instructions/ demonstrations/ writing frames for critical analysis and evaluation guidance. 1:1 support. Planning, Weekly Lunch support. Stretch and challenge provided with extension tasks and outcome development. Standards modelled through examples and PPP linked with the AQA marking criteria



		- To create illustrations of design ideas and create a variety of textile samples using different textile techniques appropriate to intentions. - To record ideas in written format to review and refine as work progresses - Presenting a coherent creative journey documenting initial starting point “Quirky Portraits”. Providing understanding and evidence meeting all 4 of the marking criteria. Including: Research, written and visual analysis, variety of contextual sources, development of ideas. Relevant experimentation and investigations. - Consolidation of learning evidenced as a 2D and 3D textile pieces in response to research, observations, experiments and investigations and contextual links.			
EXTERNALLY SET ASSIGNMENT- AQA Textile Design	Spring	- To choose a set question and work to the examination criteria for Assessment objectives. - Complete a final piece in 10hour exam. - Produce and present a whole project including research, recording, experimentation (evidence of appropriate textile techniques, development of ideas, final design, and realised final outcome. - Complete a textile piece based on own observations connecting to artists’ and designers in 10-hour examination		A’ level Textile Design AO1 : Critical and Contextual Content: Students will analyse focus artists/designers. This will be revisited and built upon as part of the A ‘level course. AO3 : Record ideas and observations. Students will develop skills in photography and recording ideas and design work. This will be revisited and built upon as part of the A ‘level course. AO2: Experimenting, techniques and processes. Some skills developed as part of the exam unit will be revisited and built upon as part of the A ‘level course. (it will depend on the chosen question) AO4: Personal, informed, meaningful response. Techniques and skills developed to create a final response may be revisited and built upon as part of the A ‘level course (it will depend on the chosen question).	Each stage of the exam preparation is presented creatively so assessment objectives are covered with annotations explaining ideas, thought process and skills. Students will consolidate skills and knowledge and understanding from the duration of the course. Working independently and making personal informed choices on examination question.



West Kirby
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Curriculum Map – Year 11 – Textile Design (2026-27)

