



## Curriculum Map for Textiles Year 13

YEAR 13	Autumn 1 & 2
<b>Topics</b>	<b>Developing Personal Investigation as Part of Component 1</b>
<b>Substantive Knowledge – The Knowledge Taught By The Teacher</b>	<ul style="list-style-type: none"><li>• Students are supported to continue to investigate the work of Designers that respond to their theme in diverse ways.</li><li>• During the Autumn Term students are supported to consider different ways of developing outcomes in response to their Personal Investigation. The work that they create should communicate challenging themes and concepts. There should be clear connections between their contextual research and their responses, showing a clear understanding of the materials and processes involved when creating their own work.</li><li>• Students are supported in showing skilful control of materials and processes appropriate to their personal investigation.</li><li>• Students create a series of initial ideas that consider the challenging concepts and subject matter explored through the project.</li><li>• Idea development is supported with additional experimentation and application of materials and processes.</li><li>• Students create an outcome that is well considered and reflects their creative journey throughout their personal investigation.</li><li>• Students will learn how to compose an essay to accompany their personal investigation. Teachers will provide feedback from the summer draft and students will respond.</li></ul>
<b>Disciplinary Knowledge – How The Knowledge Will Be Built On and Applied</b>	<ul style="list-style-type: none"><li>• Students respond to the theme through contextual investigation, experimenting with materials, recording and creating outcomes.</li><li>• Projects will develop to investigate different themes or concepts</li><li>• A student's ability to understand their own work critically and justify their ideas. This is achieved through practical visual analysis, annotation and using verbal feedback. Students will contextualise their research and ideas, drawing inspiration from artists and designers.</li><li>• Students will also evaluate the contextual source that they study and develop an appreciation of the impact it has on their own work and that of others.</li><li>• They will consider and develop original ideas from initiation to realisation.</li><li>• Students will analyse critically their own work and the work of others.</li><li>• They will learn to express individual thoughts and choices confidently.</li><li>• Students will take risks, experiment and learn from mistakes.</li></ul>
<b>Skills</b>	<ul style="list-style-type: none"><li>• Students will demonstrate the ability to record using a range of materials and processes.</li><li>• Students will use materials appropriate to their creative intentions and chosen areas of study. This is supplemented by teacher demonstrations, where new skills are necessary for the individual.</li><li>• Students understand how to make appropriate creative choices and how to critically reflect on their decisions.</li><li>• Students will demonstrate independence and good time management.</li></ul>
<b>Links To Prior Learning</b>	<ul style="list-style-type: none"><li>• Students will have previous experience of Art at KS4 and KS5.</li><li>• Understanding the concepts and themes relating to their personal investigation.</li><li>• Previous experience of recording and establishing a body of work.</li></ul>

<b>Literacy/ Numeracy</b>	<ul style="list-style-type: none"> <li>• During A-Level Textiles students use their prior understanding of the formal elements and specialist terminology to communicate effectively about different forms of art. This is then built on through the A-Level with additional terms that relate to the different specialisms.</li> <li>• Key terminology should be used frequently in their writing. This should be apparent when breaking down the work of others or pieces that they have created.</li> <li>• Students will need to have good time management and understand how long processes take for them to be completed to an acceptable standard.</li> <li>• Students are confident when using writing frames to structure their communication. They can communicate about their work and the work of others effectively. Students continue to describe, relate, analyse, interpret and evaluate work. Students provide written communication through their sketchbooks to explain their creative journey and their thought process.</li> <li>• Students will read from websites, sketchbooks and literature to stimulate artwork.</li> <li>• Students will read from instructions to understand how to use certain materials or to follow health and safety notices.</li> <li>• As students become more confident using new materials and process, they will understand how to successfully measure and use quantities of materials to create outcomes.</li> <li>• Students must write an essay that accompanies their personal investigation. The essay should reflect their ability to communicate about the visual arts and concepts investigated in their own work.</li> </ul>
<b>Cross Curricular</b>	<ul style="list-style-type: none"> <li>• There is the potential for cross curricular opportunities but this is dependent on the themes explored by students.</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• The Assessment Objectives (AOs) are used to assess Component 1. Students are assessed against their ability to investigate, experiment, record and create outcomes.</li> <li>• Teacher feedback is ongoing for all coursework; this is through written or verbal methods.</li> <li>• Component 1 will be assessed internally and then a sample will be moderated by the Examiner.</li> </ul>

<b>YEAR 13</b>	<b>Spring 1 &amp; 2 Summer</b>
<b>Topics</b>	<p><b>Component 2 - This is an externally set assignment, with the theme allocated by the exam board.</b></p> <p><b>Students respond to the theme through contextual investigation, experimenting with materials, recording and creating outcomes. Projects will develop to incorporate different themes.</b></p>
<b>Substantive Knowledge – The Knowledge Taught By The Teacher</b>	<ul style="list-style-type: none"> <li>• Students will be provided a theme by the exam board. The paper provides examples of how the theme can be interpreted differently, through specialisms and subject matter. Students will be supported in using their established investigative skills to understand the theme and how they want to interpret it.</li> <li>• Students will investigate the work of designers they link to the theme. Students will use teacher feedback and advice when making these initial decisions.</li> <li>• Students will apply their understanding of key terminology to communicate effectively and explain their creative thought process.</li> <li>• Students will respond to their initial research and create outcomes that use materials and processes appropriate to their designers.</li> <li>• Students use their research as a starting point for developing their own ideas. They will create a series of initial designs and then incorporate additional techniques to support the development of their ideas.</li> </ul>
<b>Disciplinary Knowledge –</b>	<ul style="list-style-type: none"> <li>• They will consider and develop original ideas from initiation to realisation.</li> </ul>

<b>How The Knowledge Will Be Built On and Applied</b>	<ul style="list-style-type: none"> <li>• Students will analyse critically their own work and the work of others. This is achieved through practical visual analysis, annotation and using verbal feedback.</li> <li>• They will express individual thoughts and choices confidently.</li> <li>• Students will take risks, experiment and learn from mistakes.</li> <li>• Students will contextualise their research and ideas, drawing inspiration from artists and designers.</li> <li>• Students will also evaluate the contextual source that they study and develop an appreciation of the impact it has on their own work and that of others.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Students will demonstrate the ability to record using a range of materials and processes. Students will use materials appropriate to their creative intentions and chosen areas of study.</li> <li>• This is supplemented by teacher demonstrations, where new skills are necessary for the individual.</li> <li>• Students understand how to make appropriate creative choices and how to critically reflect on their decisions.</li> </ul>
<b>Links To Prior Learning</b>	<ul style="list-style-type: none"> <li>• Students will use their experience of Component 1 to support their work during Component 2.</li> <li>• Students will have established how to build a high standard of work through A-Level and will be able to confidently structure their Externally Set Assignment.</li> <li>• Students will use the investigative skills developed during KS4/5 to explore contextual sources and inspire their creative decision making.</li> <li>• Students will be able to apply skills and processes used throughout the A-Level and will be confident to try new techniques that respond to the theme.</li> </ul>
<b>Literacy/ Numeracy</b>	<ul style="list-style-type: none"> <li>• During A-Level Textiles, students use their prior understanding of the formal elements and specialist terminology to communicate effectively about different forms of art. This is then built on through the A-Level with additional terms that relate to the different specialisms.</li> <li>• Key terminology should be used frequently in their writing. This should be apparent when breaking down the work of others or pieces that they have created.</li> <li>• Students will need to have good time management and understand how long processes take for them to be completed to an acceptable standard.</li> <li>• Students are confident when using writing frames to structure their communication. They can communicate about their work and the work of others effectively. Students continue to describe, relate, analyse, interpret and evaluate work. Students provide written communication through their sketchbooks to explain their creative journey and their thought process.</li> <li>• Students will read from websites, sketchbooks and literature to stimulate artwork. Students will read from instructions to understand how to use certain materials or to follow health and safety notices.</li> <li>• As students become more confident using new materials and process, they will understand how to successfully measure and use quantities of materials to create outcomes.</li> </ul>
<b>Cross Curricular</b>	<ul style="list-style-type: none"> <li>• There is the potential for cross curricular opportunities but this is dependent on the themes explored by students.</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• The Assessment Objectives (AOs) are used to assess Component 2. Students are assessed against their ability to investigate, experiment, record and create outcomes.</li> <li>• Component 2 will be assessed internally and then a sample will be moderated by the examiner.</li> <li>• During a 15-hour exam, students will create a response to the externally set assignment. This may be a single piece of work or a series of outcomes.</li> </ul>