



Curriculum Map for Textiles Year 12

YEAR 12	Autumn 1	Autumn 2
Topics	<p style="text-align: center;">A-Level Introduction</p> <p style="text-align: center;">Textiles Students Undergo a Series of Different Techniques that are Applicable to All Specialisms</p>	<p style="text-align: center;">Component 1</p> <p style="text-align: center;">Personal Investigation</p>
Substantive Knowledge – The Knowledge Taught By The Teacher	<ul style="list-style-type: none"> • Students learn about the A-Level course and how KS5 will be structured. • Students learn about the expectations and requirements for the course, looking at student examples to highlight the standard required. • During the introductory portion of the course, students learn how to use a range of materials and processes. Students are taught skills from each of the different specialisms and find applications in their specialist areas. • The first half of the term culminates in a piece that evidences their ability and understanding of the different techniques. The response is based on a theme given by the class teacher. 	<ul style="list-style-type: none"> • Students learn how to choose a starting point and a basis for their personal investigation. They consider the themes, imagery and context of their idea. • Students are supported to make preliminary investigations into a theme through imagery and terminology. • Students investigate and learn about the work of Photographers that respond to their theme in diverse ways. They are encouraged to explore challenging themes, critically analysing their work and the work of others. • Students learn how to respond to the work of their Photographers showing a clear understanding of the materials and processes involved when creating their own work.
Disciplinary Knowledge – How The Knowledge Will Be Built On and Applied	<ul style="list-style-type: none"> • 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. • 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. • Students will take risks, experiment and learn from mistakes. 	<ul style="list-style-type: none"> • 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. • 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. • Students will take risks, experiment and learn from mistakes.
Skills	<ul style="list-style-type: none"> • 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. This is supplemented by teacher demonstrations, where new skills are necessary for the individual. 	<ul style="list-style-type: none"> • 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. This is supplemented by teacher demonstrations, where new skills are necessary for the individual.

	<ul style="list-style-type: none"> • During the first half term, students are introduced to new techniques in Textiles. <ul style="list-style-type: none"> ○ Free Machine Embroidery ○ Image Transfer ○ Resist Painting ○ Ink and Bleach Drawing ○ Recording Techniques ○ Printing Techniques 	<ul style="list-style-type: none"> • Students respond to the theme through contextual investigation, experimenting with materials, recording and creating outcomes. • Students understand how to make appropriate creative choices and how to critically reflect on their decisions.
Links To Prior Learning	<ul style="list-style-type: none"> • Students will have previous experience of Art and Design at KS4. • Previous experience of recording and establishing a body of work. 	<ul style="list-style-type: none"> • Students will have previous experience of Art and Design at KS4 • Understanding the concepts and themes relating to their personal investigation. • Previous experience of recording and establishing a body of work.
Literacy/ Numeracy	<ul style="list-style-type: none"> • During the first half term A-Level students use their established knowledge of the formal elements and associated terminology when communicating about their work. In addition to their prior understanding, students are introduced to new terminology that needs to be included in their written work. This is subject specific and will include new material and processes that they might not have experienced at KS4. • Literacy resources are provided in each classroom with visual examples of key words. Students are provided writing frames and sentence starters to support their writing. This will help them communicate their thoughts about the newly introduced processes. • Students continue to describe, relate, analyse, interpret and evaluate work. • Students will need to have good time management and understand how long processes take for them to be completed to an acceptable standard. • Students will be required to correctly measure and use space. This is especially important when creating their responses to the different investigated processes. • Students will use different quantities of materials and will have to understand the impact of having too much or too little of the medium. This is key when they are responding to the different techniques. 	<ul style="list-style-type: none"> • 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. • 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. • Students will need to have good time management and understand how long processes take for them to be completed to an acceptable standard. • 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. • 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. • 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.
Cross Curricular	<ul style="list-style-type: none"> • The Art and Design specialisms cross over during the first half of the term. 	<ul style="list-style-type: none"> • There is the potential for cross curricular opportunities but this is dependent on the themes explored by students.

Assessment	<ul style="list-style-type: none"> Teacher feedback is ongoing for all coursework; this is through written or verbal methods. 	<ul style="list-style-type: none"> The Assessment Objectives (AOs) are used to assess Component 1. <ul style="list-style-type: none"> A01: Students are assessed against their ability to develop investigations and demonstrate critical understanding of sources. A02: Students are assessed against their ability to refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. A03: Students are assessed against their ability to record ideas, observations and insights relevant to intentions as their work progresses. A04: Students are assessed against their ability to present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. Teacher feedback is ongoing for all coursework; this is through written or verbal methods.
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YEAR 12	Spring 1 & 2 Summer 1 & 2	
Topics	Textiles Students Continue to Develop Their Personal Investigation as Part of Component 1	
Substantive Knowledge – The Knowledge Taught By The Teacher	<ul style="list-style-type: none"> Students continue to learn the skills the investigate the work of Photographers that respond to their theme in diverse ways. During the remainder of the year students consider different ways of developing their Personal Investigation. This is achieved through investigation into different themes that link with their project. Students continue to learn how to analyse the work of Photographers. Images are broken down and interpreted by students. Written communication will be confident with frequent use of key terminology. Students will show consideration for challenging concepts within their themes. Students continue to learn how to respond to the work of their Photographers. Showing a clear understanding of the materials and processes involved when creating their responses to the work of their chosen artists. Students develop their own outcomes, starting at their initial ideas and developing concepts further through experimentation into materials and processes appropriate to their project. Students create outcomes that clearly reference their creative journey. Creating work that clearly explores challenging themes and concepts. During the second half of the Summer Term, students compose a body of writing that accompanies their personal investigation. Students create initial drafts over the Summer Holidays, using writing frames and exemplar materials. 	
Disciplinary Knowledge – How The Knowledge	<ul style="list-style-type: none"> Students develop their Personal Investigation by investigating contextual sources, experimenting with materials, recording and creating outcomes. Projects will develop to investigate different themes or concepts. 	

Will Be Built On and Applied	<ul style="list-style-type: none"> • 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. • They will consider and develop original ideas from initiation to realisation. • Students will analyse critically their own work and the work of others. • They will learn to express individual thoughts and choices confidently. • Students will take risks, experiment and learn from mistakes.
Skills	<ul style="list-style-type: none"> • 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. This is supplemented by teacher demonstrations, where new skills are necessary for the individual. • Students understand how to make appropriate creative choices and how to critically reflect on their decisions. • Students will demonstrate independence and good time management.
Links To Prior Learning	<ul style="list-style-type: none"> • Students will have previous experience of Art at KS4. • Understanding the concepts and themes relating to their personal investigation. • Previous experience of recording and establishing a body of work.
Literacy/ Numeracy	<ul style="list-style-type: none"> • 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. • 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. • Students will need to have good time management and understand how long processes take for them to be completed to an acceptable standard. • 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. • 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. • 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. • Students have to 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.
Cross Curricular	<ul style="list-style-type: none"> • There is the potential for cross curricular opportunities but this is dependent on the themes explored by students.
Assessment	<ul style="list-style-type: none"> • The Assessment Objectives (AOs) are used to assess Component 1. Students are assessed against their ability to investigate, experiment, record and create outcomes. • Teacher feedback is ongoing for all coursework; this is through written or verbal methods.