



Curriculum Map For Textiles Year 10

YEAR 10	Autumn 1	Autumn 2
Topics	Introduction To The Course Modelling & Toiles	Construction Techniques
Substantive Knowledge – The Knowledge Taught By The Teacher	<ul style="list-style-type: none"> • Surface embellishment and decoration of fabric: <ul style="list-style-type: none"> - Tie Dye - Eco Printing - Hammering - Sublimation Painting & Printing - Free Machine Embroidery - The Use of Water Colour and Acrylic Paints. • How to create a toile. • How to develop accuracy and confidence when using sewing machines. • To recognise a range of different fabrics and their suitability for each of the embellishment techniques: cotton, silk, polyester, polycotton and organza. • How to compile a range of step-by-step guides of how to produce the embellishment techniques. 	<ul style="list-style-type: none"> • Use of a commercial pattern, lay plans, pattern markings and transferring them to material. Pinning and cutting out accurately. • Plain seams, neatening raw edges, inserting casings and boning, zips and lining. • Silk painting and production of a celebration card.
Disciplinary Knowledge – How The Knowledge Will Be Developed & Applied	<ul style="list-style-type: none"> • Short make task to produce fabric pattern weights. • Creation of embellishment samples. • Foster creativity and risk taking through group work designing and modelling a paper toile. • Analysis of the work of others for external influences and inspiration. • Self-reflection and evaluation of research. • Self-reflection and evaluation of embellishment techniques. • Self-reflection and evaluation of designs. 	<ul style="list-style-type: none"> • Design a bodice using the embellishment samples created prior to half term. • Develop skills through constructing a bodice. • Design and produce a celebration card to show understanding of silk painting using gutta. • Analysis of the work of others for external influences and inspiration. • Self-reflection and evaluation of research. • Self-reflection and evaluation of bodice. • Self-reflection and evaluation of designs.
Skills	<ul style="list-style-type: none"> • Teamwork and co-operation. • Pleats, darts, tucks and gathers. • Methods of dying – tie dye, sublimation printing and sun printing. • Couching. 	<ul style="list-style-type: none"> • Selection of correct pattern pieces. • Matching pattern pieces to embellishment samples. • Cutting accurately. • Plain and curved seams.

	<ul style="list-style-type: none"> • Felting - wet felting and use of the embellisher. • Tyvek paper and manipulation. • Using acrylic, water colour, Brusho and sublimation paints to add colour and detail. • Literacy skills to explain all embellishment techniques. • Problem solving. • To develop individual drawing skills/style. • To create a range of interesting and imaginative ideas with meaningful annotation. • To develop mark making techniques. 	<ul style="list-style-type: none"> • Methods of neatening seams. • Casings using bias tape. • Inserting boning. • Inserting a zip. • Extension - preparation and insertion of a lining and bagging out.
Links To Prior Learning	<ul style="list-style-type: none"> • They should all know how to use a sewing machine and be able to sew relatively accurately. • The Year 9 course covered some embellishment techniques and encouraged creativity and risk taking which are both integral parts of this course. 	<ul style="list-style-type: none"> • From Year 7, students will have a basic knowledge of balance marks. They will also have sewn a plain seam. • Year 8 course introduced them to paper patterns and the importance of accurate cutting.
Literacy/ Numeracy	<ul style="list-style-type: none"> • Literacy: research skills, use of key terminology and writing detailed notes on how to complete embellishment techniques to be referred to throughout coursework. • Numeracy: accuracy of measuring. 	<ul style="list-style-type: none"> • Literacy: research skills, use of key terminology and writing detailed notes on how to complete embellishment techniques to be referred to throughout coursework. • Numeracy: accuracy of measuring.
Cross Curricular	<ul style="list-style-type: none"> • The importance of sustainability and the environment in relation to fibres and fabrics. • Appreciating and taking influence from the work of others. • Understanding the significance of people, culture, and society upon design. 	<ul style="list-style-type: none"> • Appreciating and taking influence from the work of others. • Understanding the significance of people, culture, and society upon design.
Assessment	<ul style="list-style-type: none"> • Continual teacher feedback of practical work and homework. 	<ul style="list-style-type: none"> • Continual teacher feedback of practical work and homework.

YEAR 10	Spring 1	Spring 2
Topics	<p>Practice Component 1 - Theme of Nature</p> <p>Research, Design, Sample & Its Evaluation, Final Production Plan</p>	<p>Practice Component 1 - Theme of Nature</p> <p>Realisation Of The Design, Self - Reflection & Evaluation</p>
Substantive Knowledge – The	<ul style="list-style-type: none"> • Analyse a given context effectively. • Broaden knowledge of key designers. • To analyse the work of others. 	<ul style="list-style-type: none"> • Recap of construction techniques from Term 1.

Knowledge Taught By The Teacher	<ul style="list-style-type: none"> Developing personal drawing skills. 	
Disciplinary Knowledge – How The Knowledge Will Be Developed & Applied	<ul style="list-style-type: none"> Broaden knowledge of materials and processes. Create a range of interesting and imaginative ideas with meaningful annotation which reflect the theme of Nature. Develop ideas through experimentation with a range of techniques. Analysis of the work of others for external influences and inspiration. Self-reflection and evaluation of research. Self-reflection and evaluation of designs. Understand how the work of key designers influences our world today. 	<ul style="list-style-type: none"> Develop skills through constructing a unique product - this could be a piece of soft furnishing, a garment, 3D sculptures or wall art. Skills will differ depending on students' designs and it is important that students are able to share their ideas, techniques and experiences with each other. Choosing appropriate techniques to showcase skills and creativity to complete product. Self-reflection and evaluation of completed product. Apply knowledge to practical work in preparation for Component 1 (course work).
Skills	<ul style="list-style-type: none"> Developing primary and secondary research skills. Encourage students to be experimental when taking nature-based photos. Being selective when researching existing designer's work making clear links with their work and the theme of nature. Ensuring that all research is written in their own words and is clearly analysed. Designing to reflect research. Application of knowledge regarding embellishment and construction to plan how to make product. 	<ul style="list-style-type: none"> Wise use of time to prepare and complete a product which reflects the theme of nature. Independence and problem solving. Ability to take risks and reflect on outcomes. Embellishment skills. Construction skills. Evaluative skills.
Links To Prior Learning	<ul style="list-style-type: none"> In Year 9, students used secondary research to help inform their designing linked to a theme. In Years 8 and 9, students planned their work to help develop independence. All students have completed a range of embellishment techniques and can use any of these in their designs. 	<ul style="list-style-type: none"> Students have completed a range of embellishment techniques in both Year 9 and first term of Year 10. Students designed their own product in Year 9 and their bodices in first term.
Literacy/ Numeracy	<ul style="list-style-type: none"> Literacy: research skills, analysing the work of others, being able to develop detailed design annotation and plan. Numeracy: accuracy of measuring and marking and use of scale. 	<ul style="list-style-type: none"> Literacy: self-reflection and evaluation of the product. Numeracy: accuracy of measuring and marking and use of scale.
Cross Curricular	<ul style="list-style-type: none"> The importance of sustainability and the environment in relation to fibres 	<ul style="list-style-type: none"> Appreciating and taking influence from the work of others.

	<ul style="list-style-type: none"> and fabrics. Appreciating and taking influence from the work of others. Understanding the significance of people, culture, and society upon design. 	<ul style="list-style-type: none"> Understanding the significance of people, culture, and society upon design.
Assessment	<ul style="list-style-type: none"> Assessment of Practice Component 1 against exam board mark scheme. Continual teacher feedback of Practice Component 1. 	<ul style="list-style-type: none"> Assessment of Practice Component 1 against exam board mark scheme. Continual teacher feedback of Practice Component 1.

YEAR 10	Summer 1 & 2	
	<p>Component 1 Assessment Objectives 1 & 2</p> <p>Students Choose Their Theme, Conduct a Thorough Analysis Before Embarking on Both Primary & Secondary Research</p> <p>Alongside Research Students Will Develop Samples Linked To Their Designers and Theme</p> <p>All Research & Practical Samples Will Be Analysed</p>	
Substantive Knowledge – The Knowledge Taught By The Teacher	<ul style="list-style-type: none"> How to select an appropriate theme which will hold interest throughout Component 1. How to analyse the context/theme effectively. Students will research at least 3 existing designers whose work reflects their theme. How to develop personal drawing skills through observational drawings. Wider knowledge of the materials and processes covered in Terms 1 and 2. 	
Disciplinary Knowledge – How The Knowledge Will Be Applied	<ul style="list-style-type: none"> Analysis of the work of others for external influences and inspiration. Conduct further experiments combining techniques to develop creativity. To complete extensive primary research through themed photos. To develop ideas through experimentation with a range of techniques. Self-reflection and evaluation of research. Self-reflection and evaluation of designs. Responding to client feedback to meet their needs. To understand how the work of key designers still influences our world today. 	
Skills	<ul style="list-style-type: none"> Developing primary and secondary research skills. Encourage students to be experimental when taking photos linked to their theme. Being selective when researching existing designer’s work making clear links with their work and chosen theme. Ensuring that all research is written in their own words and is clearly analysed. Designing to reflect research. Application of knowledge regarding embellishment to produce a wide range of samples to explore possible outcomes. Observational drawing. Risk-taking when developing samples to combine techniques to produce unique ideas. 	
Links To Prior Learning	<ul style="list-style-type: none"> Practice Component 1 will have provided students with an understanding of how to research and analyse the work of existing designers, production of samples and observational drawing. Students will build on these skills 	

	<ul style="list-style-type: none"> • Use of Textiles tools, equipment and techniques.
Literacy/ Numeracy	<ul style="list-style-type: none"> • Literacy: research skills, analysing the work of others, being able to develop detailed design annotation and plan. • Numeracy: accuracy of measuring and marking and use of scale.
Cross Curricular	<ul style="list-style-type: none"> • English language when analysing and self-reflecting. • The importance of sustainability and the environment in relation to fibres and fabrics. • Appreciating and taking influence from the work of others. • Understanding the significance of people, culture, and society upon design.
Assessment	<ul style="list-style-type: none"> • Assessment of Component 1 against mark scheme for Assessment Objectives 1, 2 and 3. • Continual teacher feedback of Component 1.