



## Curriculum Map For Textiles Year 11

YEAR 11	Autumn 1	Autumn 2
<b>Topics</b>	<b>Continuation of Component 1: Initial designs, further investigations into techniques which could be incorporated into a final product, production of toiles/modelling to inform final design, final design, plan of making, start to construct final product.</b>	<b>Continuation of Component 1: Realisation of final product show casing creativity, combining techniques in an innovative and risk-taking way.</b>
<b>Substantive Knowledge – The Knowledge Taught By The Teacher</b>	<ul style="list-style-type: none"> <li>• Continuous recap and development of the knowledge covered in Year 10.</li> </ul>	<ul style="list-style-type: none"> <li>• To develop skills through constructing a unique product - this could be a piece of soft furnishing, a garment, 3D sculptures or wall art.</li> <li>• 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.</li> </ul>
<b>Disciplinary Knowledge – How The Knowledge Will Be Developed &amp; Applied</b>	<ul style="list-style-type: none"> <li>• Create a wide range of interesting and imaginative ideas with meaningful annotation which reflect their theme.</li> <li>• Conduct further experiments combining techniques to develop creativity.</li> <li>• Analyse experimentations and identify ways to further develop.</li> <li>• Develop personal drawing skills through initial and final designing.</li> <li>• Analyse of their own work of others for external influences and inspiration.</li> <li>• Self-reflection and evaluation of designs.</li> <li>• Self-reflection and evaluation of technique samples.</li> <li>• Specialist tools, equipment, techniques and processes.</li> </ul>	<ul style="list-style-type: none"> <li>• Choosing appropriate techniques to showcase skills and creativity to complete product.</li> <li>• Specialist tools, equipment, techniques and processes.</li> <li>• Self-reflection throughout making to allow adaptations to be made.</li> <li>• Apply knowledge to practical work to complete Assessment Objective 4.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Ensuring that all work is written in their own words and each design and sample is clearly analysed.</li> <li>• Designing to reflect research.</li> <li>• Designing to show creativity and risk-taking.</li> <li>• Application of knowledge regarding</li> </ul>	<ul style="list-style-type: none"> <li>• The ability to apply the amassed knowledge to developing a unique final product.</li> <li>• Wise use of time to prepare and complete a product which reflects their theme.</li> <li>• Independence and problem solving.</li> </ul>

	embellishment and construction to plan how to make product.	<ul style="list-style-type: none"> <li>• Ability to take risks and reflect on outcomes.</li> <li>• Embellishment skills.</li> <li>• Construction skills.</li> <li>• Time management skills.</li> </ul>
<b>Links To Prior Learning</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Use of Textiles tools, equipment and techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Practice Component 1 plus all of the technique samples produced will provide a solid foundation for students to build on in Assessment Objective 4.</li> <li>• Use of Textiles tools, equipment and techniques.</li> </ul>
<b>Literacy/ Numeracy</b>	<ul style="list-style-type: none"> <li>• Literacy: research skills, analysing the work of others, being able to develop detailed design annotation and plan.</li> <li>• Numeracy: accuracy of measuring and marking and use of scale.</li> </ul>	<ul style="list-style-type: none"> <li>• Numeracy: accuracy of measuring and marking and use of scale.</li> </ul>
<b>Cross Curricular</b>	<ul style="list-style-type: none"> <li>• The importance of sustainability and the environment in relation to fibres and fabrics.</li> <li>• Appreciating and taking influence from the work of others.</li> <li>• Understanding the significance of people, culture, and society upon design.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciating and taking influence from the work of others.</li> <li>• Understanding the significance of people, culture, and society upon design.</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Assessment of Component 1 against the exam mark scheme for Assessment Objectives 1, 2, 3 and 4.</li> <li>• Continual teacher feedback of Component 1.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of Component 1 against the exam mark scheme for Assessment Objectives 4.</li> <li>• Continual teacher feedback of Component 1.</li> <li>• Teacher assessed and centre moderated.</li> </ul>

<b>YEAR 11</b>	<b>Spring 1 &amp; 2 Summer 1</b>
	<b>Evaluation of Component 1</b>
	<b>Introduction of Exam Board Set Topic For Final Exam - Component 2</b>
<b>Substantive Knowledge – The Knowledge Taught By The Teacher</b>	<ul style="list-style-type: none"> <li>• How to analyse the context/theme effectively.</li> <li>• Broaden knowledge of key designers whose work links to the theme.</li> <li>• How to analyse the work of others identifying ways research can inform decisions.</li> <li>• To complete extensive primary research through taking photographs linked to the theme.</li> <li>• Developing personal drawing skills through observational drawings</li> <li>• To broaden knowledge of materials and processes.</li> </ul>

	<ul style="list-style-type: none"> <li>• To develop ideas through experimentation with a range of techniques.</li> <li>• To analyse experimentations and identify ways to further develop.</li> <li>• To create a wide range of interesting and imaginative ideas with meaningful annotation which reflect the theme.</li> <li>• To conduct further experiments combining techniques to develop creativity.</li> <li>• To analyse experimentations and identify ways to further develop.</li> <li>• Developing personal drawing skills through initial and final designing.</li> <li>• To develop skills through constructing a unique product - this could be a piece of soft furnishing, a garment, a 3D sculpture or wall art.</li> </ul>
<b>Disciplinary Knowledge – How The Knowledge Will Be Applied</b>	<ul style="list-style-type: none"> <li>• Analysis of the work of others for external influences and inspiration.</li> <li>• Responding to client feedback to meet their needs.</li> <li>• Use of specialist tools, equipment, techniques &amp; processes.</li> <li>• Choosing appropriate techniques to showcase skills and creativity to complete product under exam conditions.</li> <li>• Conduct a thorough analysis before embarking on both primary and secondary research.</li> <li>• Alongside research students will develop samples linked to their designers and theme.</li> <li>• All research and practical samples will be analysed.</li> <li>• Initial designs, further investigations into techniques which could be incorporated into a final product, production of toiles/modelling to inform the final design.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Primary and secondary research skills.</li> <li>• Encourage students to be experimental when taking photos linked to their theme.</li> <li>• Being selective when researching existing designer's work making clear links with their work and chosen theme.</li> <li>• Designing to reflect research.</li> <li>• Application of knowledge regarding embellishment to produce a wide range of samples to explore possible outcomes.</li> <li>• Observational drawing.</li> <li>• The ability to apply the amassed knowledge to developing a unique final product.</li> <li>• Wise use of time to prepare and complete a product which reflects the theme.</li> <li>• Independence and problem solving.</li> <li>• Ability to take risks and reflect on outcomes.</li> <li>• Construction skills.</li> </ul>
<b>Links To Prior Learning</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Use of Textiles tools, equipment and techniques.</li> </ul>
<b>Literacy/ Numeracy</b>	<ul style="list-style-type: none"> <li>• Literacy: research skills, analysing the work of others, being able to develop detailed design annotation and plan.</li> <li>• Numeracy: accuracy of measuring and marking and use of scale.</li> </ul>
<b>Cross Curricular</b>	<ul style="list-style-type: none"> <li>• The importance of sustainability and the environment in relation to fibres and fabrics.</li> <li>• Appreciating and taking influence from the work of others.</li> <li>• Understanding the significance of people, culture, and society upon design.</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Assessment of Component 2 against the exam board mark scheme for Assessment Objectives 1, 2, 3 and 4.</li> <li>• Continual teacher feedback of Component 2.</li> <li>• Teacher assessed and centre moderated.</li> </ul>