

MAY: Exhibition of work

EASTER – MAY
Personal portfolio preparation

EASTER: 10 hour exam dates TBC

JANUARY - EASTER:
Exam theme released on 1st January
Personalised exam preparation.

11 **Textiles KS4**

Externally set assignment.
Student led starting points, chosen artists, developments and outcomes.

SKILLS: students develop and refine use of chosen skills, methods process and materials

Progression

11

NOVEMBER – JANUARY: Mock exam feedback

NOVEMBER: MOCK EXAM

EVENT 2:
SEPTEMBER – NOVEMBER:
Sustained investigations to develop personal response to FORCES OF NATURE theme, mock exam preparation.

SKILLS: students develop and refine use of chosen skills, methods process and materials

EVENT 1:
APRIL - JULY
Students explore artists starting points with a focus on further development of their second pieces ideas relating to Forces of Nature.

SKILLS extension of existing skills. Combining , further refining developing, prototyping

10

MARCH: YEAR 10 EXAM

JANUARY – Easter: Sustained investigations working towards completion of first forces of nature final responses and finished pieces

SEPTEMBER – DECEMBER: FORCES OF NATURE . Foundation textile skills. Analysing the work of McQueen, exploring ideas through experimentation with media and materials

FORCES OF NATURE : EARTH NATURE AND ENVIROMENTN
Students explore ideas relating to the THEME . Using artist analysis as the starting point they develop their own personal responses to the theme and develop these through creative designing and making

SKILLS:
Observational drawing machine and hand embroidery, slashing layering, fabric manipulation batik felting , applique, quilting



		What new knowledge/content do we introduce?				
By the end of KS4 students are able to...		Year 10	Year 11	Choices	How does this curriculum incorporate the Specification and go beyond? How does going beyond the specification ensure challenge?	
<p>Be equipped with the skills to enjoy, produce and engage with the visual arts throughout their lives, Explore and express personal responses through visual communication</p> <p>Develop transferable skills;</p> <ul style="list-style-type: none"> • Non-routine problem solving • Decision making and reasoning. • Critical thinking • ICT literacy • Communication • Relationship-building skills • Collaborative problem solving • Adaptability • Self-management and self-development <p>Gross and fine motor skills Critical thinking</p> <p>Develop and apply technical knowledge and</p>		<p>FORCES OF NATURE Students explore their own personal response to the theme and develop personal and meaningful responses . Critical analysis of artist work informs the development of their own</p> <p>They work with a variety of techniques and materials, including printing, dyed fabrics, felting, applique, fabric manipulation , batik., quilting, embroidery. Machine skills.</p>	<p>1 Sept – Dec</p> <ul style="list-style-type: none"> • Research and record .Create a mind map of forces of nature / generate ideas • Creative making / Developing basic sewing machine skills , foundation skills . • Critical Analysis of the work of Alexander McQueen to help develop personal responses • Develop ideas through creative and personal experimentation. • Reflective recording / Evaluate and justify decisions • Design development , working towards outcomes. • Prototype, blocks and toiles made where appropriate to test designs/ shapes/ construction <p>2 Jan – Easter Sustained investigations, refining and developing, exploring materials and techniques working towards final out comes YEAR 10 EXAM</p>	<p>FORCES OF NATURE 2</p> <p>1 Sept – Dec</p> <ul style="list-style-type: none"> • Sustained investigation of media, materials, processes based on personal responses • Design development leading to second personal response. • Prototype, blocks and toiles made where appropriate to test designs/ shapes/ construction • Mock Exam followed by Mock exam feedback work • Second personal responses completed. 	<p>We have selected artists for the teacher led phase to ;</p> <p>Introduce students to a wide selection of artists and designers</p> <p>To enable students to make studies using a wide range of methods and materials. and develop their own personal responses and communicate ideas</p> <p>To introduce Primary resource/ observational drawing Collect images from primary</p>	<p>We have built a strong progression through year 10 and 11 to support personalisation of work and independent project pathways. We do not expect all of our students to complete the same work. Projects start with teacher led activities to introduce students to new artists, concepts and ways of working. At this phase students are encouraged to make choices about activities and use of materials and to respond to source inspiration with developing message and meaning ideas.</p> <p>Students then have a solid foundation of inspiration to draw from to enable them to</p>

<p>skills. They will explore the use of a wide range of media and processes and be able to develop expertise in chosen, personalised specialisms.</p> <ul style="list-style-type: none"> • Observational drawing and painting using a wide range of media.; • Printmaking; lino, screen , sublimation • Fabric manipulation, slashing layering, 			<p>Easter – July</p> <ul style="list-style-type: none"> • Creative making , Finalise construction of first pieces . • Reflective recording to develop direction of second personal response. • Further artist research, relevant to person intentions. Comparing and contrasting work of designers . • Refining and developing, exploring material and combining processes , building on first personal response . • Techniques and processes combined 	<p>EXTERNALLY SET ASSIGNMENT.</p> <p>Student led starting points, chosen artists, developments and outcomes.</p>	<p>2 Jan to Easter</p> <p>Exam theme released on 1st January January to Easter exam preparation. Exam dates and deadlines TBC</p>	<p>resources take photos , visit museum or gallery. Link images / visit to chosen area of study on mind map and the artists analysis MUSEUM VISIT concepts, context and message and meaning</p>	<p>develop their own route through sustained investigation and to a personal response.</p> <p>Teachers support this development through building close professional working relationships with students through regular one to one support and discussion, coaching students to take control</p>
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<ul style="list-style-type: none"> • Quilting , • Felting; wet and needly • Hand and machine embroidery • Prototyping, pattern making • Textile construction skills • Batik, dyed fabrics, including shibori <p>Meet assessment criteria as set by the exam board.</p> <ul style="list-style-type: none"> • Critical understanding developing ideas through critical understanding of sources • Creative making Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes • Record ideas observations and insights relevant to intention as work progresses 	<p style="text-align: center;">Rationale for this sequence</p>	<p>The order of lessons is carefully designed to teach students to work independently and develop their own personal responses to a given theme .Lesson framework ensures they acquiring skills to allow them to be creative and take risks , at the same time producing outcomes that are skilful and technically good.</p> <p>Their study of artist, visual analysis, and critical understanding of sources ,allows them to develop their own personal responses . This builds over time to give students confidence to control their own progress and direction of their work ,develop personalised and meaningful responses from the teacher led starting points.</p>	<p>The order of lessons is planned to enable students to be guided to produce personalised work that meets all of the assessment objectives. The sequencing during independent phases enable teachers to support students to work at a productive pace and meet deadlines.</p> <p>The externally set assignment will also be planned and sequences by teachers to ensure students can respond effectively to the exam theme and develop a personalised project that can showcase their strengths and areas of interest.</p>	<p>To inspire and motivate students to develop their own personalised ideas.</p> <p>Additional artists will be fed into to individual students to broaden their inspiration and support development of ideas. These will be personalised to the students and promote diversity.</p> <p>Practical activities have been selected to;</p> <p>Give students opportunity to explore a range of methods and materials.</p> <p>To inspire a range of ways of working</p> <p>To allow students to find their strengths and areas of specialism</p>	<p>of their creative journeys and Artistic development</p> <p>In addition to timetabled curriculum We also run additional workshops and after school activities . Students are encouraged to make use of local museums including the Fitzwilliam and Zoology</p>
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<ul style="list-style-type: none"> • Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language 	<p>How does the KS4 Curriculum build on previous learning at KS3?</p>	<p>KS3 provides the foundation of knowledge and skills needed to progress through GCSE art textiles . Students will know and be able to use the formal elements of art and design. They will have knowledge and skills in drawing, using fabrics, sewing skills and developed control with these materials. They will know how to visually analyse an artwork and annotate their own and others work and use this critique to support decision making and development of own ideas.</p>	
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