



Curriculum Map

Subject: Art Textiles (AQA)

Year Group: 10

	Autumn 1/Autumn 2	Autumn 2	Spring 1	Spring 2	Summer 1/2
<p>Content Declarative Knowledge – 'Know What'</p>	<p>Introduction - 6 weeks of skill based practice.</p> <p>Mini project 1 THEME: Identity & Street art</p> <p>Research: Victoria Villasana</p> <p>Explore ideas; Experimentation with hand embroidery, photo manipulation & planning</p> <p>Research Learn how to research; Artists/Designers, Glossary/Word banks. Use of primary source images</p> <p>Record & annotate; Through written and visual methods record processes and evaluation of outcomes and practices.</p> <p>Mini project 2 THEME: Pattern cutting</p>	<p>THEME: Sea life</p> <p>Research: Primary & Secondary sources through mind mapping & visual boards.</p> <p>Artists:</p> <ul style="list-style-type: none"> - Carolyn Saxby - Meredith Woolnough - Fashion designer of choice. <p>Experimentation & Response Research and Respond to artists/designers</p> <p>Recording Explore the formal Elements Observational drawing Markmaking Applique Stitching Embellishing Fabric manipulation</p> <p>Evaluation & Reflection Develop standards of Artist/Designer responses</p>	<p>THEME: Sea life</p> <p>Experimentation & Recording Personal response to primary source images. Teacher led sampling response – skill based learning. Using Scamper techniques to create independent outcomes.</p> <p>Refinement & Idea's generation; Through SCAMPER students will develop personal experimentation to their sampling. Through design development sketching initial ideas will be developed for final outcomes. Final outcomes are to be presented visually in preparation to produce a corset top.</p>	<p>THEME: Sea life</p> <p>Make Students will create their personal outcome (A corset top combining ideas from the project)</p> <p>Presentation & Final Evaluation Wrapping up the first extended project, students will present their final outcome followed by an in-depth evaluation of the project ready for their personal NEA.</p> <p>Early March – Begin personal NEA project.</p> <p>THEME: Natural Forms / Architecture</p> <p>Explore ideas & Research: Primary & Secondary sources research through mind mapping & visual boards.</p> <p>Experimentation & Response</p>	<p>THEME: Natural Form / Architecture</p> <p>PPE – planning and sampling response to artist or primary source images.</p> <p>Research Artist / designers 2 & 3 Museum Visit</p> <p>Experimentation & Response Research and Respond to artists/designers Respond to inspiration from museum visit</p> <p>Recording Formal elements and contextual understanding of others work Visual language of research including own photography. Observational drawing and mark making. Annotating of research and development.</p> <p>Evaluation & Reflection</p>

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	<p>Explore ideas; Manipulation of fabric and shape from basic blocks. Working in ¼ scale links to maths.</p> <p>Practical knowledge Understand how to set up and solve common issues with the sewing machine.</p> <p>Record, annotate & evaluate; Through written and visual methods, record processes and evaluation of outcomes and practices.</p>	<p>Developing the language of fashion, interiors and textiles through Artist Research</p> <p>Through Evaluation of own practice become independent in making refined design decisions.</p>		<p>Respond through drawing/mark making and sampling to initial ideas generation.</p> <p>Recording Visual language of research including own photography. Observational drawing and mark making. Annotating of research and development.</p> <p>Evaluation & Reflection Evaluate outcomes with ideas to refine throughout the project.</p>	<p>Evaluate outcomes with ideas to refine throughout the project.</p>
<p>Skills Procedural Knowledge – ‘Know How’</p>	<p>Areas of study</p> <ul style="list-style-type: none"> • Visually plan an idea • Annotate and evaluate outcomes • Critically analyse artwork of own or others work. • Understand contextual meaning behind others work. • Primary and secondary source images 	<p>Areas of study</p> <ul style="list-style-type: none"> • Research and present initial ideas generation • Observational drawings and mark making. • Visually plan an idea • Annotate and evaluate outcomes • Critically analyse artwork of own or others work. • Understand contextual meaning behind others work. 	<p>Areas of study</p> <ul style="list-style-type: none"> • Refinement of ideas • Illustration and design development skills • Plan and prepare to make a final outcome. • Respond to primary and secondary sources. • Annotate and evaluate outcomes • Visually plan an idea 	<p>Areas of study</p> <ul style="list-style-type: none"> • Plan and prepare to make a final outcome. • Work to a tight deadline • Use planning skills to manage your time. • Photograph and present a final outcome • Evaluate a project as a whole. • Research and present initial ideas generation 	<p>Areas of study</p> <ul style="list-style-type: none"> • Observational drawings and mark making. • Visually plan an idea • Annotate and evaluate outcomes • Critically analyse artwork of own or others work. • Understand contextual meaning behind others work. • To take Primary and secondary source images

	Autumn 1/Autumn 2	Autumn 2	Spring 1	Spring 2	Summer 1/2
	<ul style="list-style-type: none"> • Pattern cutting and fabric manipulation • Sewing machine set up and maintenance. • Hand embroidery development • Photo transfer printing 	<ul style="list-style-type: none"> • Primary and secondary source images • Textiles skills; applique, manipulation of fabric, tie dye, free motion embroidery. • Sketch book presentation – continuation 	<ul style="list-style-type: none"> • Primary and secondary source images • Textiles skills; applique, manipulation of fabric, tie dye, free motion embroidery. • Use planning skills to manage your time. 	<ul style="list-style-type: none"> • Observational drawings and mark making. • Visually plan an idea • Annotate and evaluate outcomes • Critically analyse artwork of own or others work. • Understand contextual meaning behind others work. • To take Primary and secondary source images 	<ul style="list-style-type: none"> • Use planning skills to manage your time. • Record information on museum trip.
Key questions	<p>What is contextual understanding?</p> <p>Can you use formal elements to describe visuals?</p> <p>Are you able to independently set up and solve common issues with the sewing machines available to you?</p> <p>What are your 4 AO's?</p> <p>Why do we evaluate our own work?</p>	<p>What are initial ideas generation?</p> <p>Can you use visual analysis to independently develop personal responses to own and others work?</p> <p>What is annotation and why is it important?</p> <p>Can you reconfirm your 4 AO's?</p>	<p>What is SCAMPER?</p> <p>How can you refine your ideas?</p> <p>What makes your project personal to you?</p> <p>What are your 4 AO's?</p> <p>Why do we evaluate our own work?</p>	<p>Why do we evaluate a project as a whole?</p> <p>Are you able to plan and manage your time?</p> <p>What are initial idea's generation?</p> <p>What is the difference between Primary and Secondary sources?</p> <p>Why are critical and contextual links important in your personal project?</p>	<p>Were you successful in your exam through planning and preparation?</p> <p>What is SCAMPER?</p> <p>What different ways can you research for inspiration?</p> <p>Are you able to independently think of your own response ideas?</p> <p>What are your 4 AO's?</p> <p>Can you record your ideas and processes?</p>

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				<p>Can you write a personal brief to respond to?</p> <p>Can you reconfirm your 4 AO's?</p>	
Assessment	<p>Project evidencing the journey</p> <p>Feedback is sort through peer and teacher assessment addressing each of the 4 AO's</p>	<p>Project evidencing the journey</p> <p>Feedback is sort through peer and teacher assessment addressing each of the 4 AO's</p>	<p>Project evidencing the journey</p> <p>Feedback is sort through peer and teacher assessment addressing each of the 4 AO's</p>	<p>Project evidencing the journey</p> <p>Feedback is sort through peer and teacher assessment addressing each of the 4 AO's</p>	<p>Project evidencing the journey</p> <p>Feedback is sort through peer and teacher assessment addressing each of the 4 AO's</p>
Literacy/ Numeracy/ SMSC/ Character	<ul style="list-style-type: none"> Measuring, marking, plotting and manipulating patterns. Visual language growth Creative planning and problem solving Evaluation of own and others work. 	<ul style="list-style-type: none"> Visual language growth Creative planning and problem solving Evaluation of own and others work. Folding, geometry for dying techniques 	<ul style="list-style-type: none"> Visual language growth Creative planning and problem solving Evaluation of own and others work. Time management 	<ul style="list-style-type: none"> Pattern cutting – seam allowances and methodical cutting to reduce waste. Visual language growth Creative planning and problem solving Evaluation of own and others work. Time management 	<ul style="list-style-type: none"> Visual language growth Creative planning and problem solving Evaluation of own and others work. Time management Personal social and cultural development through experience of visiting a museum.