

**Curriculum Overview**  
**Textiles**

<b>Intent for the year</b>	<p>Pupils in <b>KS2</b> will arrive in Textiles with a variety of experiences. The expectation is that, through a range of units of work, they will have been taught to:</p> <ul style="list-style-type: none"> <li>• develop the <b>creative, technical</b> and <b>practical</b> expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world</li> <li>• <b>build</b> and <b>apply</b> a repertoire of <b>knowledge, understanding</b> and <b>skills</b> in order to design and make high-quality prototypes and products for a wide range of users</li> <li>• <b>critique, evaluate</b> and <b>test</b> their ideas and products and the work of others</li> </ul> <p>Building on prior skills and knowledge, pupils at <b>KS3</b> at Mulberry School for Girls, will be equipped with the technical knowledge and practical skills to solve real-life problems through the medium of Textiles. Pupils will develop their creativity as well as practical expertise through an iterative design process, to design and make high-quality prototypes for a wide range of users. Pupils will use a range of starting points from Biomimicry and the Natural World through to shapes and patterns in Architecture. Pupils will explore both traditional, hand and machine techniques as well as the use of new technologies including sublimation printing and soft circuits in E-Textiles to realise their intensions.</p>				
	<b>National Curriculum strands</b>	<b>How?</b>	<b>Units</b>	<b>Duration</b>	<b>Assessment</b>
Year 7 <b>Natural World</b> Biomimicry	Creativity and Imagination	Individual design for a protective phone case focusing on shape, form and pattern.	<b>Design and Make</b> <u>The Natural Environment</u>	12 weeks (One double lesson a week)	<b>Research</b> • Research into Textiles (peer assessed and VF). • Mood board and evaluation (peer assessed).
	Critical understanding of the impact of D&T (value of D&T)	Impact of textiles & the importance of <b>sustainability &amp; Fairtrade cotton</b> and the <b>6Rs</b> (use of recycled fabrics and components in final product). Introduction to how textiles can solve <b>real life</b> problems.			
<b>Design</b>	use <b>research</b> and <b>exploration</b> , such as the study of <b>different cultures</b>	Study of repeat pattern in <b>African Ankara Wax Print</b> Textiles and traditional <b>Indian embroidery</b> . Introduce work of <b>Eva Sonaike</b> .	Textiles in Year 7 is taught on a 12 week carousel with <b>Product Design (RM)</b> and <b>Food</b> . This unit is therefore repeated 3 times across 3 terms.		<b>Design</b> • Initial design ideas (peer assessed). • Final design and evaluation (Teacher assessed and feedback given). <b>Make</b> • Final teacher target setting and feedback at end of unit and final product.
	<b>identify</b> and <b>solve</b> their own <b>design problems</b> and understand how to <b>reformulate</b> problems given to them.	Introduction to how textiles can be used to solve <b>protective problems</b> e.g. earthquake hats and masks. To explore on a domestic level pupil how to design a <b>protective cover</b> for phone/iPad.			
	develop <b>specifications (design brief)</b> to inform the design of <b>innovative, functional, appealing products</b> that respond to needs in a variety of situations	Introduce pupils to the purpose of a design brief (specification). Design and make a <b>functioning</b> protective phone/iPad cover. Focus on use of colour and stitch and <b>aesthetics</b> .			
	use a variety of approaches [for example, <b>biomimicry</b> and <b>user-centred</b> design], to generate creative ideas and avoid stereotypical responses	Introduction to <b>Biomimicry</b> as an approach to design to include Velcro TM Geckskin TM and Speedo Fastskin TM			
	develop and communicate design ideas using annotated sketches and oral presentations	Creation of initial and final design ideas using hand <b>drawn annotated</b> sketches. Pupils to orally present and share their ideas.			

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<b>Make</b>	<b>select</b> from and use <b>specialist tools, techniques, processes, equipment and machinery</b> precisely, including <b>computer-aided manufacture</b>	Introduction to the sewing machine and use of specialist tools and equipment e.g. <b>unpickers, needles, thread, fabric scissors</b> etc. Introduction to basic <b>hand sewing skills</b> (recap/review from KS2). Use of <b>Heat Press</b> to transfer paints onto <b>synthetic fabric</b> .			<b>Evaluate</b> <ul style="list-style-type: none"> <li>• Ongoing evaluation of improvements and product developments.</li> <li>• End of unit grade recorded in faculty tracker.</li> </ul>
	<b>select</b> from and use a wider, more <b>complex range of materials, components</b> and ingredients, taking into account their <b>properties</b>	Introduction to <b>fabrics and fibres</b> and use of <b>non- woven, woven and knitted fabrics</b> . Introduction to <b>cotton production</b> and use of <b>recycled fabrics</b> . Explore transfer printing onto <b>synthetic woven fabric</b> .			
<b>Evaluate</b>	understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers and technologists	In the evaluation of design ideas and final product pupils will consider the use of recycled fabrics ( <b>environmental responsibilities</b> ). Pupils will evaluate and discuss new fabric (Geckskin etc)			
<b>Technical Knowledge</b>	<b>understand</b> and use the <b>properties of materials</b> and the performance of <b>structural elements</b> to achieve <b>functioning solutions</b>	Pupils to explore transfer print onto <b>natural (cotton)</b> and <b>synthetic</b> fabrics and to <b>evaluate</b> the most suitable. Introduction to yarn, fibres, non – woven and woven fabrics. Pupils to make informed chooses for their use of <b>synthetic polyester</b> fabric.			
<b>Year 8</b> E-Textiles and CAD/CAM <b>Light Source</b> Architecture	Creativity and Imagination	Individual design for a repeat pattern printed fabric design and lantern inspired by local architecture in London.	<b>Design and Make</b> <u>Sublimation Printing</u> <u>CAD/CAM</u> <b>Textiles</b> in Year 8 is taught on a 12 week carousel with <b>Product Design (RM)</b> and <b>Food</b> . This unit is therefore repeated 3 times across 3 terms.	12 weeks (One double lesson a week)	<b>Research</b> <ul style="list-style-type: none"> <li>• Mood board with drawn images and evaluation (peer assessed).</li> <li>• Research into Designers (peer and verbal feedback)</li> </ul> <b>Design</b> <ul style="list-style-type: none"> <li>• Initial motif design ideas (verbal feedback)</li> <li>• Final design idea for fabric</li> </ul>
	Critical understanding of the impact of D&T (value of D&T)	Introducing examples of design which solves real life issues. Examples to include: <b>Fibre Optic</b> Dressing Monitors Healing / <b>Visijax TM</b> Commuter bike jacket.			
<b>Design</b>	use <b>research</b> and <b>exploration</b> , such as the study of <b>different cultures</b> , to identify and understand <b>user needs</b>	Research and explore ideas to create a child's <b>night light</b> . Inspiration from <b>Lucienne Day</b> and <b>Zaha Hadid</b> and <b>Kirath Ghunda</b>			
	<b>identify</b> and <b>solve</b> their own <b>design problems</b> and understand how to <b>reformulate</b> problems given to them.	Study of existing products which use E-Textiles. Design of own product using soft circuits to solve real life problems.			
	develop <b>specifications</b> to inform the design of <b>innovative, functional, appealing products</b> that respond to needs in a variety of situations	<b>Analysis</b> of design brief using ACCESSFM and prepared <b>specification</b> for design of night light			

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	use a variety of approaches to generate creative ideas and avoid stereotypical responses	Introduction to <b>new</b> and <b>emerging</b> designs using soft circuits. Pupils to create their own design for a product using E-Textiles.			(Teacher assessed and feedback given).
	develop and communicate design ideas using annotated sketches and oral presentations	<b>Drawn</b> and <b>annotated</b> design ideas using PowerPoint and Word. Sharing ideas with class.			<b>Make</b>
<b>Make</b>	<b>select</b> from and use <b>specialist tools, techniques, processes, equipment</b> and <b>machinery</b> precisely, including <b>computer-aided manufacture</b>	Develop independent use of the <b>sewing machine</b> . Develop use of 2D Design manipulation and use of <b>Sublimation Printer (CAD/CAM)</b>			<ul style="list-style-type: none"> <li>Final product and evaluation (Teacher target setting and feedback given).</li> </ul>
	<b>select</b> from and use a wider, more <b>complex range of materials, components</b> and ingredients, taking into account their <b>properties</b>	Introduction to <b>LED soft circuits</b> using <b>electronic thread</b> and <b>cell batteries</b> . Use of sublimation ink on <b>Vilene synthetic non-woven</b> fabric.			
<b>Evaluate</b>	understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers and technologists	In the evaluation of design ideas and final product pupils will consider the use of sublimation dyes compared with the use of water based dyes in fabric production methods: <b>environmental</b>			<b>Evaluate</b>
					<ul style="list-style-type: none"> <li>Ongoing evaluation of improvements and product developments.</li> </ul>
<b>Technical Knowledge</b>	<b>understand</b> and use the <b>properties of materials</b> and the performance of <b>structural elements</b> to achieve <b>functioning solutions</b>	Use of <b>Vilene</b> a non- woven fabrics that does not fray unlike a woven fabric. Pupils to understand how the stabilisers used to strengthen collars and lapels in fashion.			<ul style="list-style-type: none"> <li>End of unit grade recorded in faculty tracker.</li> </ul>
Year 9 <b>Creative Textiles</b> Bag Design	Creativity and Imagination	<b>Experimenting</b> with a range of <b>design ideas</b> and techniques to create a unique textiles bag design /pattern.	<b>Design and Make</b> <u>Kyoto to Japan:</u> <u>modelling skills</u>	12 weeks (One double lesson a week)	<b>Research</b>
	Critical understanding of the impact of D&T (value of D&T)	<b>Explore</b> and analyse <b>existing products</b> sold at V&A to demonstrate the importance of good design.			
<b>Design</b>	use <b>research</b> and <b>exploration</b> , such as the study of <b>different cultures</b> , to identify and understand <b>user needs</b>	Study of <b>Kimono</b> exhibition online shop & <b>Japanese Textiles</b> at V&A, <b>Natalie ‘Alabama’ Chanin</b> and <b>Issey Miyake</b>	Textiles in Year 9 is taught on a 12 week carousel with <b>Graphics</b> and <b>Food</b> . This unit is therefore repeated 3		<ul style="list-style-type: none"> <li>Exploring techniques (peer assessed)</li> </ul>
	<b>identify</b> and <b>solve</b> their own <b>design problems</b> and understand how to <b>reformulate</b> problems given to them.	Modelling in paper of final product solving their own design problems in terms of scale, shape, form, components, materials and techniques.			
	develop <b>specifications</b> to inform the design of <b>innovative, functional, appealing products</b> that respond to needs in a variety of situations	Develop own <b>specification</b> based on research theme and analysis of design brief.			
	use a variety of approaches to generate creative ideas and avoid stereotypical responses	Explore <b>contemporary</b> and <b>historical</b> textiles techniques and materials to create original design ideas.			
					<ul style="list-style-type: none"> <li>Initial design ideas and samples (Teacher assessed and feedback given).</li> </ul>

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	develop and communicate design ideas using annotated sketches and oral presentations	Use of developed drawn and <b>annotated design ideas</b> and <b>3D</b> paper modelling to explore design ideas.	times across 3 terms.		<p><b>Make</b></p> <ul style="list-style-type: none"> <li>Final product (model) and evaluation (Teacher target setting and feedback given).</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>Ongoing evaluation of improvements and product developments.</li> </ul> <p>End of unit grade recorded in faculty tracker.</p>
<b>Make</b>	<b>select</b> from and use <b>specialist tools, techniques, processes, equipment</b> and <b>machinery</b> precisely, including <b>computer-aided manufacture</b>	Build on skills from Year 7 and 8 through use of more complex embroidery stitches, applique (Bondaweb). Develop pupil's independent use of the <b>sewing machine</b> . Introduction to <b>hems and seams</b>			
	<b>select</b> from and use a wider, more <b>complex range of materials, components</b> and ingredients, taking into account their <b>properties</b>	Characteristics of fabrics and fibres and appropriate chose of fabrics for the design of their final product. Use of <b>Bondaweb</b> TM and applique			
<b>Technical Knowledge</b>	<b>understand</b> and use the <b>properties of materials</b> and the performance of <b>structural elements</b> to achieve <b>functioning solutions</b>	Evaluate a range of fabrics and their suitability for bag design. Introduction to <b>structural hems and seams</b> to create a bag design (samples).			
<b>Year 10 Autumn 1:</b>	<ul style="list-style-type: none"> <li>Introduction to a range of techniques to include mark making and pen and ink drawing, polyfusion, batik, stencilling, weaving and sublimation printing.</li> <li>Development of skills from KS3 to include:</li> <li>Applique, couching, hand and machine embroidery, stencilling and transfer printing.</li> <li>Introduction to the study of artists and designers through visit to <b>'Knitting and Stitching Show'</b> at Alexandra Palace.</li> <li>Primary research visit to <b>The Horniman Museum</b> to inform ideas (Unit 1 sustained focus).</li> <li>Visiting artists and designers have included <b>Whitechapel Gallery, Brady Centre</b> and <b>ENO</b> (<i>Cultural Capital</i>)</li> </ul> <p><b>Unit 1 Portfolio</b> Introduction to GCSE Textiles Research: Theme of natural Forms through brainstorm and mood board</p>		<p><b>Component 1</b> comprises a <b>Portfolio</b> and a <b>Sustained Focus</b></p> <p><b>Portfolio</b></p> <ul style="list-style-type: none"> <li>Pupils to create a <b>Portfolio</b> of experiments broadly based on the theme of <b>Natural Forms</b>.</li> </ul>	<p><b>Portfolio:</b> September to March</p> <p><b>Sustained Focus:</b> March to December of Year 11</p> <p>(pupils to return to coursework after</p>	<p><b>Unit 1</b> Coursework 60% final grade. Coursework is internally marked and externally moderated (AQA) using the AQA assessment objectives and grade descriptors.</p> <p>Each <b>Assessment Objective</b> is marked out of</p>
<b>Autumn 2:</b>	<p><b>Unit 1 Portfolio</b></p> <ul style="list-style-type: none"> <li>Continuation with portfolio research. Techniques include batik and free hand motion embroidery.</li> <li>Analysis and evaluation of techniques and artist research linked to each technique.</li> <li><i>Cultural Capital links as above dependent on school calendar.</i></li> </ul>				
<b>Spring 1:</b>	<ul style="list-style-type: none"> <li>Continuation and development of Unit 1 portfolio research. Opportunities for pupils to develop and extend activities according to progress in Autumn 1 and 2.</li> <li>Focus on in depth analysis of Amy Louise baker or Carolyn Saxby. Pupils to explore felting and combine and apply techniques learnt in Portfolio research.</li> </ul>				

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<p><b>Spring 2:</b></p>	<p><b>Unit 1 Sustained focus</b> A sustained research project developed in response to a subject taken from Underwater, Flowers or Butterflies and Insects evidencing the journey from initial engagement with an idea(s) to the realisation of intentions. This will give students the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding from across their course of study. Brainstorm, Mood board, mono printing, Artist Research x1 (choosing from PowerPoint selection)</p>	<p>After exploring techniques in their portfolio research pupils begin their Sustained Focus.</p>	<p>the <b>ESA</b> deadline in May)</p>	<p>24 with a total maximum mark of 96.</p>
<p><b>Summer 1:</b></p>	<p>Development of Artist research 1 and Artist Research 2. Application of skills learnt in <b>Portfolio</b> study applying to artists' research and developed idea.</p>			
<p><b>Summer 2:</b></p>	<p><b>10 hour Mock exam</b> (2 x 5 hours over 2 days in line with school calendar). Pupils to create an artist's study double page or developed piece dependent on progress of class. Evaluation of research.</p>			
<p><b>AO1: Develop</b> ideas through investigation s, demonstrati ng critical understandin g of sources.</p>	<p><b>Investigate:</b> Explore artists and designers work through the use of artist's studies, textiles <b>experiments</b> and <b>drawing</b>. Two studies are made from a selection provided. Pupils to select their own choice as their personal ideas develop. <b>Critical understanding:</b> <b>Annotate</b> and <b>evaluate</b> artists work showing an understanding of the artist's work and how it can inspire their own ideas and link to their area of research.</p>	<p><b>Sustained Focus</b></p> <ul style="list-style-type: none"> <li>• Pupils to select a subtheme to create a <b>Sustained Focus</b> based around the theme of 'The Environme nt' and/or 'Natural Forms'.</li> <li>• Pupils to develop (AO1), refine (AO2), record</li> </ul>		<p>Feedback is given verbally and through target setting using the Assessment Objective outlines. Through self and peer assessment and study of previous graded 4-9 outcomes.</p>
<p><b>AO2: Refine</b> work by exploring ideas, selecting and experimenti ng with appropriate media, materials, techniques</p>	<p><b>Ideas:</b> <b>Develop</b> ideas through experimenting with <b>materials and techniques</b> building on skills from KS3. To include stencilling, batik, heat transfer, silk paint, weaving (paper, tape and loom), applique, couching, sublimation printing, hand and machine embroidery, transfer paints, pleating, pin and tuck, block printing, quilting, recycling, polyfusion and dissolving fabric.</p>			

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<b>AO3: Record</b> ideas, observations and insights relevant to intentions as work progresses.	<p><b>Recording ideas:</b> Drawing from primary and secondary research, painting, photography, mark making and thread.</p> <p><b>Annotation:</b> Use of specialist terms and vocabulary to evaluate ideas</p>	(AO3) a sketchbook of ideas and experiments which culminate in the presentation of a final artwork (AO4)		
<b>AO4: Present</b> a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	<p><b>Present</b> a final piece and development ideas which are personal to area of research. Subthemes include:</p> <p><b>Underwater:</b> reflections, pollution, coral, shapes and patterns.</p> <p><b>Flowers and Plants:</b> Magnification, textures, shapes and patterns, decay and growth</p> <p><b>Insects:</b> Butterflies, abstraction and pattern</p>			
<b>Year 11 Autumn 1:</b>	<p><b>UNIT 1 Portfolio and Sustained Focus</b> (see SOL for further details)</p> <ul style="list-style-type: none"> <li>• Completion of second artist research page (started in year 10)</li> <li>• Primary and Secondary research (visit to <b>Horniman Museum</b> date dependent on school calendar).</li> <li>• Create a range of samples in response to research. e.g. marbling in response to water, silk painting in response to textures of flowers. Techniques will vary according to research. Choose from: stencilling, batik, heat transfer, silk paint, weaving (paper, tape and loom), applique, couching, sublimation printing, hand and machine embroidery, transfer paints, pleating, pin and tuck, block printing, quilting, recycling, polyfusion and dissolving fabric</li> </ul>	<b>Unit 2 ESA</b> (Externally Set Assignment) Externally set themes are explored with pupils choosing <b>one</b> theme to focus on in preparation for their April exam.	January to April	<b>Unit 2 ESA</b> 40% final grade. Externally Set Assignment is internally marked and externally moderated (AQA) Feedback is given verbally to support in pupils individual progress during
<b>Autumn 2:</b>	<ul style="list-style-type: none"> <li>• <b>Development of ideas.</b> To successfully complete (<b>AO1 and AO2</b>) pupils must select and explore range of materials which are appropriate for their chosen area of study and develop ideas.</li> <li>• <b>Initial design ideas:</b> Creation of a range of developed drawn and <b>annotated design ideas</b> and <b>3D</b> paper modelling to explore design ideas.</li> <li>• <b>Final Design idea:</b> Creation of a <b>final annotated design idea</b>. The creation of the final artwork will be completed in May after the completion of ESA.</li> </ul>			

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<b>Spring 1:</b>	<p><b>UNIT 2 ESA (Externally Set Exam)</b> Pupils to create a <b>sketchbook of research</b> which clearly connects to their chosen theme and addresses <b>A01, A02, A03 and A04</b></p> <ul style="list-style-type: none"> <li>• Hand out exam themes. Pupils to select one from eight given themes (January)</li> <li>• <b>Develop AO1:</b> Week 1-3 <b>Brainstorm, Mood board</b> and <b>primary</b> and <b>secondary research</b>. Time frame only allows for walking and drawing trip around <b>local area</b> to inspire ideas (see below)</li> <li>• <b>Recording AO3:</b> Week 3 – 5 <b>Recording</b> of ideas through <b>primary</b> and <b>secondary</b> research (see below)</li> </ul>	This is a 10 hour exam over 2 days. At the end of the exam pupils submit their final artwork and sketchbook research.	the ESA (approx. 12 week period). The work is marked and moderated using the AQA Assessment objective framework.
<b>Spring 2 :</b>	<ul style="list-style-type: none"> <li>• <b>Refining AO2:</b> Week 5-9 Explore <b>personal</b> ideas</li> <li>• <b>Present AO4:</b> Week 10-12 <b>Create</b> and prepare final ideas.</li> </ul>		
<b>Summer 1:</b>	<ul style="list-style-type: none"> <li>• <b>10 hour exam</b> (2x 5 hours over 2 days in line with school calendar)</li> <li>• After exam has taken place pupils to return to and complete their <b>UNIT 1</b> coursework.</li> </ul>		
<b>AO1:</b> Develop ideas through investigations, demonstrating critical understanding of sources	<p><b>Develop ideas:</b> Explore artists and designers work through the use of artist’s studies, textiles <b>experiments</b> and <b>drawing</b>. Two studies are made from a selection provided by the exam board. Pupils to select their own choice as their personal ideas develop.</p> <p><b>Critical understanding:</b> <b>Annotate</b> and <b>evaluate</b> artists work showing an understanding of the artist’s work and how it can inspire their own ideas and link to their area of research.</p>	Pupils are able to return to their Unit 1 coursework in May after the completion of their exam to refine and evaluate their ideas (2 weeks).	
<b>AO2: Refine</b> work by exploring ideas, selecting & experimenting with appropriate media, materials, techniques	<p><b>Explore Ideas:</b> <b>Develop</b> ideas through experimenting with <b>materials and techniques</b> building on skills from KS3 and portfolio research. To include stencilling, batik, heat transfer, silk paint, weaving (paper, tape and loom), applique, couching, sublimation printing, hand and machine embroidery, transfer paints, pleating, pin and tuck, block printing, quilting, recycling, polyfusion and dissolving fabric.</p>		

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<p><b>AO3: Record</b> ideas, observations and insights relevant to intentions as work progresses.</p>	<p><b>Record ideas:</b> Drawing from primary and secondary research, painting, photography, mark making and thread.</p> <p><b>Annotation:</b> Use of specialist terms and vocabulary to evaluate ideas</p>			
<p><b>AO4:</b> <b>Present</b> a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	<p><b>Present</b> a final piece and development ideas which are personal to area of research chosen from the exam themes. Subthemes are developed as pupils own ideas develop. The final piece of work must show development of idea and clearly link to the sketchbook research. Pupils to create an A4-A3 2D artwork.</p>			