



	Autumn 1			Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Report Y7		CfCs		BfL & LAL			BfL & LAL			BfL & LAL			
Year 7	DT TEXTILES: Students will cover this content over one third of the year. Research: Product analysis-looking at existing products (pencil cases), to consider fit for purpose for target market. Design: Looking at artist Keith Haring for design inspiration, design specification. Practical: Cutting shapes neatly, hand and machine skills. Numeracy: Scaling template shapes. Sustainability: Pattern layout to utilise materials for less waste. Planning For making: each lesson-consider new stage for independent learning.  Evaluation: Self assessment and peer assessment. ASSESSMENT 1: Researching Existing Products ASSESSMENT 2: Design ideas ASSESSMENT 3: Making ASSESSMENT 4: Literacy & Numeracy										Curriculum Enrichment Week		
Report Y8		CfCs		BfL & LAL			BfL & LAL			BfL & LAL			
Year 8	DT TEXTILES: Students will cover this content over one third of the year. Product analysis. Students look at existing products to consider the overall quality and fit for purpose. Group task to investigate fabric properties to help determine most suitable fabric for their task, sustainability taken into consideration. Designing and annotating ideas for project, taken into consideration their research. HWK task: To research the traditional Japanese kite festival 'Koinobori'. Practical: Numeracy-scaled drawings, creating 3D shape. Techniques - applied decoration, use of sewing machine for construction. Use of a recycled component. Planning For making: each lesson-consider new stage for independent learning.  Evaluation: Self assessment and peer assessment. ASSESSMENT 1: Investigating the suitable properties of fabric for windsocks ASSESSMENT 2: Design ideas ASSESSMENT 3: Making ASSESSMENT 4: Literacy and numeracy										Curriculum Enrichment Week		
Report Y9		CfCs		BfL & LAL			BfL & LAL			BfL & LAL			
Year 9	DT TEXTILES: Students will cover this content over one third of the year. Initially focusing on mass production & manufacturing processes related to the fashion industry-concentrating mostly on the sustainable impacts and positive alternatives. Test: Students are set a GCSE D&T exam style question-giving them the opportunity to gain experience when answering an extended written task. Culture: Students create a repair patch for visible mending inspired by the designer Lizzie Hillier -good subject knowledge for students wanting to study GCSE D&T or Art & Design Textiles. Practical: Surface decoration techniques- Suitable knowledge and experience for students wanting to study GCSE D&T or Art & Design Textiles. • Image transfer • Embellishment • Mark making • Screen printing - Block printing - Designing for a specific target market: Students design a product to be upcycled to limit landfill waste and the use of new resources. CAD for student knowledge of CAM for global design. - Planning for making and practical.  Evaluation: Self assessment and peer assessment. ASSESSMENT 1: Written Understanding. ASSESSMENT 2: Marking Making & overall Presentation of the design board ASSESSMENT 3: Collage design ASSESSMENT 4: Sustainable Policies.										Curriculum Enrichment Week		



	Autumn 1			Autumn 2			Spring 1			Spring 2			Summer 1			Summer 2				
Report Y10		CfCs			BfL & Grades			CfCs			BfL & Grades			BfL & Report						
Year 10	<b>Introductory phase.</b> Introduce students to a range of materials, experimental techniques and processes and give them the opportunity to: <ul style="list-style-type: none"><li>• explore practical activities</li><li>• make connections with the work of textile artists, craftspeople and designers</li><li>• integrate the use of drawing and written annotation into working practice</li><li>• respond to a given starting point(s)</li><li>• understand assessment objectives by having them explained, identified and exemplified</li><li>• develop and present work in any appropriate format such as sketchbooks, worksheets or through sample and design journals.</li></ul>			Students explore architecture as a starting point for developing ideas through drawing, mark making, and textile techniques. Inspired by the work of Sarah Bagshaw, students investigate expressive mark making and layered surfaces in their sketchbooks. Practical workshops introduce mark making and print, appliqué, hand embroidery, and weaving to create textured backgrounds. Students research relevant artists and designers to inform their work before selecting one pathway to design and produce a final outcome. The project develops understanding of scale and repeated pattern and supports all assessment objectives.			<b>Component 1 – Kintsugi:</b> Students explore the concept of repair, imperfection and transformation through a Kintsugi-inspired textiles project. They begin by visually and conceptually investigating the theme through a title page supported by images, drawings and annotation ( <b>AO3</b> ). Students then research and analyse the work of textile designer Mandy Pattullo, identifying key descriptive words and using these to inform and develop their own personal response inspired by her style (AO1).. Using ideas developed from their title page and artist research, students create a personal response informed by their own primary imagery, which is used to inspire fabric and sample development ( <b>AO2, AO3 &amp; AO4</b> ). Through practical workshops, students experiment with a range of textile techniques to translate their ideas into fabric outcomes, reviewing and refining their work through annotation and discussion ( <b>AO2 &amp; AO3</b> ).			<b>Evaluation-</b> opportunity to refine practical work or developed sketchbook work through feedback.			<b>Continuation of Component 1-</b> They select, analyse and investigate the work and style of suggested artists and discover influences on working practice and style. Students make connections with their own practice and may use their findings to develop new methods of working or find new media with which to experiment.  Artist research 2 – Students research and analyse the work of artist Mark Hearld. Concentrating of key descriptive words. Including a small water colour to respond to his style. <b>AO1</b> .  Developing Ideas – students will create a page responding to their own meaningful take on the task, which will have been explored through their original title page. This will include their own primary images. They will draw ideas from these images to inspire fabric sample developments. <b>AO2, AO3 &amp; AO4</b> .  Fabric development – following small workshops, students will consider appropriate and effective techniques to best translate their ideas from their sketches developed from primary research. They use a range of techniques to experiment, in the style of Mark Hearld and review through annotation and discussion. <b>AO2 &amp; AO3</b> .			<b>Evaluation-</b> Design ideas and final outcome. Feedback and marked against the AQA mark specification.			Work Experience Week	
Report Y11		CfCs & Grades			Rep & Grades				CfCs & Grades		BfL & Grades									
Year 11	<b>Protection: Component 1-</b> sustained project focusing on all assessment objectives. <b>AO1</b> -Students study and respond to the work of three artist/ designers. <b>AO2 &amp; 3</b> - Using their own primary research create samples using different materials and techniques. <b>AO4</b> - Present a personal and meaningful response that makes links to three artist/ designers. Students must think about colour choices, trends, pattern placement, proportion, materials and appropriate techniques Could be a garment, accessory (bags, jewellery), art piece or for interiors. Students to review their work so far and review their progress. Students discuss their course of study to date to review their progress, challenges and successes. They discuss the assessment objectives and how they have been evidenced in work to date.			Review and refine ideas through peer and tutor feedback. AO3. Peers assessment against the mark scheme	<b>Continuation of Component 1-</b> sustained 'Protection' project. Students are encouraged to use a combination of techniques through their own developed ideas <b>AO2 &amp; 3</b> . building on techniques and developing ideas, to build on students confidence to work and develop ideas independently. Researching manipulated / 3D textile design: abstract shapes, exploring various print techniques-lino, mono, screen and CAD.	Review and refine ideas through peer and tutor feedback. AO3. Peers assessment against the mark scheme	<b>Component 2:</b> Year 11 Exam-NEA. Students are reminded of the assessment objectives. They will start by an initial mind map of ideas to explore the initial possibilities for their exam task.			<b>Component 2:</b> Year 11 Exam-NEA. Students are reminded of the assessment objectives. They will start by an initial mind map of ideas to explore the initial possibilities for their exam task.			Possible exam week, 10 hours over two days							