



|            | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              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Spring 2                                                                                                                                                                                            |              | Summer 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            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| Report Y10 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           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                              | BfL & Grades |                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 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                                                                                    |                                                                                                                                                                                                     | 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 source of inspiration for developing creative ideas through drawing, mark making, and a range of textile techniques. Inspired by the work of Sarah Bagshaw, students investigate expressive mark making and layered surface development within their sketchbooks. Through practical workshops, they experiment with techniques including mono printing, appliqué, hand embroidery, and weaving to create richly textured samples and backgrounds. Students research relevant artists, designers, and architects to inform and refine their ideas before selecting a personal pathway to design and produce a final textile outcome. Throughout the project, students develop an understanding of scale, repetition, pattern, texture, and surface, while demonstrating evidence across all assessment objectives through investigation, experimentation, recording, and the realisation of a personal response. |              |                                                                                                                                                                                                                                                                                                                                                                                                                                         | Students explore the themes of repair, imperfection, resilience, and transformation through a Kintsugi-inspired textiles project. They begin by investigating the theme visually and conceptually, producing a title page supported by images, observational drawings, and written annotation to communicate their initial ideas and understanding (AO3).<br><br>Students then research and analyse the work of textile artist Mandy Pattullo, identifying key visual characteristics, techniques, and descriptive words that define her practice. They use this research to develop a personal response inspired by her approach while demonstrating an understanding of contextual influences (AO1).<br><br>Building on ideas generated through their title page and artist research, students create a personal response informed by their own primary source imagery. These investigations provide the starting point for the development of textile samples and fabric-based outcomes (AO2, AO3 & AO4).<br><br>Through a series of practical workshops, students experiment with a range of textile techniques, materials, and processes to translate their ideas into creative fabric outcomes. Throughout the project, they review, refine, and record the development of their work through written annotation, evaluation, and teacher and peer discussion, demonstrating an ongoing process of experimentation and improvement (AO2 & AO3). |                                                                                                        |               | <b>Evaluation-</b> opportunity to refine practical work or developed sketchbook work through feedback.                                                                                              |              | <b>Continuation of Component 1-Developing Ideas</b><br><br>Students will create a sketchbook page that responds to their own personal interpretation of the project theme, building on the concepts explored in their original title page. This page should include students' own primary source images, which will be used to generate and develop creative ideas.<br><br>Students will explore a range of fabric sample developments inspired by their primary imagery, experimenting with materials, techniques, textures, and processes to refine their concepts. Through this investigation, they will demonstrate the development of ideas, informed decision-making, and thoughtful experimentation.<br><br>This stage of the project will support the planning and refinement of ideas for the final outcome and provides evidence for AO2: Develop, AO3: Record, and AO4: Present a Personal Response. |                                                                                                                                                                                                     |              | <b>Evaluation-</b> Design ideas and final outcome. Feedback and marked against the AQA mark specification. |                                            | Work Experience Week |  |  |
| Report Y11 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           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| Year 11    | <b>Protection: Component 1-</b> sustained project Students undertake a sustained creative project exploring the theme Protection, developing their knowledge, skills, and understanding through the GCSE Art & Design assessment objectives.<br><br>Students investigate the work of two artists and/or designers, analysing how their use of materials, techniques, colour, pattern, and composition informs their own ideas (AO1). Through primary research and experimentation, they develop and refine their designs, producing samples using a range of materials and textile techniques (AO2 & AO3).<br><br>Students create a personal and meaningful final outcome, which may include a garment, accessory, textile art piece, or interior product. Throughout the project, they make informed design decisions relating to colour, current trends, pattern placement, proportion, materials, and construction techniques, demonstrating clear links to their chosen artists and designers (AO4).<br><br>Regular reflection and evaluation enable students to review their progress, recognise successes, address |               |  | 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 |                      |  |  |