

Fashion & Textiles Curriculum Intent Overview

We aim to equip students with the skills, techniques, knowledge and understanding so should they choose to study Fashion and Textiles at GCSE and/or A-Level they can do so with confidence, ability and success. We aim to deliver an exciting and creative curriculum that enthuses both students and staff equally. We aim for students to be successful and feel proud of their achievements.

The Curriculum intent is a 7 year process. The way curriculum is planned and delivered allows for students to be introduced to new skills in each year group, building on progress, skills and strengths as they progress through school.

We intend the students to revisit and recall the skills they learn via a **spiral curriculum**.

Students build positive relationships with fellow peers and members of staff through collaborative working, develop confidence and critical thinking with their making, technical skills and decision making. They build independence and learn how to solve problems and take risks when working with new equipment and materials.

What we teach, why we teach it and when we teach it all contributes to the readiness of KS4; we want students to be able to start KS4 with the understanding of how to use a range of materials creatively and confidently, whilst also informing the direction and freedom of their projects through rigorous experimentation and design processes.

We also encourage students to get involved in charity project work/after school club/trips offered throughout the year.

Spiral Curriculum

BROAD

The subject strongly links a wide number of other subjects including Maths (measuring tolerances/drafting patterns), English/Literacy/Oracy (researching and applying information/instructions etc), Science (properties of fabrics, digital printing, CAD/CAM, SMART materials, wearable electronics) History (development of fabrics/clothing and fashion through historic periods of time) Geography (sustainability, environmental impacts, links to other cultures and societies all over the world, Drama and Dance (costume and set design) and Engineering (Use of equipment and machinery and having an understanding of how they work).

AMBITIOUS

We encourage students to trial and experiment new techniques and work with different equipment and materials. We encourage students to 'give it a go' and instill a love of learning. How to use a sewing machine/overlocker/heat gun/heat press confidently and independently. Learn how to design & make a wearable garment, the introduction to free motion machine embroidery, the development of study sheets on A3 paper and in sketchbooks that are creative, expressive and reflect individuality. We use subject matter that is challenging whilst supportive to students' needs and encourage higher skill level and more advanced final outcomes.

BALANCED

Each project allows students to experiment and explore different areas within Fashion and Textiles Design. Students are able to build their independence & confidence as they are introduced to new techniques and a wide range of materials and equipment. These include practical methods including hand sewing skills and machine sewing practice - eg tie dye, fabric pens, hand applique, machine applique, free motion machine work, batik, weaving. This is balanced with designing, oracy and written tasks, group work and research of wider world issues such as investigating the impact fast fashion is having on the environment.

FLEXIBLE

Students are given the freedom within a project which enables them to develop their own compositions and designs in 2D and 3D. Teacher demonstrations lead to independent student work linked to an assessment criteria. Students are encouraged to develop their work in their own style taking influence from sampling techniques and artist/designer research leading to varied outcomes with an expressive and open approach. Students are shown different ways to use the technical skills taught and are given choices in the way they want to present their work leading to a range of final outcomes.



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	Intent What We Teach?	Implementation Why We Teach It?	Impact How We Teach It?
Y7	<p>Ugly Monsters (10 Week Carousel) Sampling Decorative Textile Techniques Design Ideas Using the Sewing Machine Construction of a product & finishing skills Recycling & the impact of clothing on the environment Creative Writing Ugly Monster Story</p>	<p>Y6 students have a very limited understanding of Fashion/Textiles due to limited learning in primary. The way the SoW is planned and delivered allows for students to be introduced to new skills in Year 7, build on independence and time management skills, confidence using new techniques, materials and equipment and working in groups with new people Building positive relationships, critical thinking, independence, problem solving, risk taking (with new equipment and materials) collaborative working.</p>	<p>Demonstrations by the classroom teacher to the class, which is revisited by questioning and then followed by student demonstrations to reinforce the learning Showing previous exemplar material linked to grade ladders and assessment criteria Discussions (linked to oracy) Show and tell Handout sheets to support independent learning</p>
Y8	<p>1 lesson per week (Students will have opted to take the subject). The course of study is broken into a number of mini projects and one longer sustained project: Newspaper Fashion - Paper Manipulation Elyse Blackshaw - Fashion Illustration Upcycling Project - Recycling & The Environment Colour Into Cloth Bag Project (sustained project) - Experimenting with Decorative Textile Techniques and Drawing skills</p>	<p>The way each SoW is planned and delivered in Year 8 allows for students to build on skills taught in Year 7, build on independence and time management skills, confidence using new techniques, materials and equipment and working in groups with new people. Each project allows students to experiment and explore different areas within Fashion and Textiles Design. In Y8 the teacher focus is to encourage student independence when using the sewing machine.</p>	<p>Testing prior knowledge from Y7, Questioning followed by students independently researching their own techniques on YOUTUBE and using teacher resources / books. Instructions from the board using timers Focus on drawing skills - repetition, pattern and print Handout sheets to support independent learning Teacher and student Demonstrations, Oracy Tasks</p>
Y9	<p>2 lessons per week (Students will have opted to study Fashion and Textiles and will continue the course of study for three years until the end of Y11 in line with the school options programme.) The course of study is broken into two smaller projects and one longer sustained project: Dress A Girl Charity Project - Pattern Drafting & Dress Making Construction Techniques, Using the Overlocker Festive Themed Artist Project - Artist Research Natural Form (sustained project) - Experimenting with Decorative Textile Techniques and Drawing skills</p>	<p>The way each SoW is planned and delivered in Year 9 allows for students to build on skills taught in Year 8, build on independence and time management skills, build confidence and reinforce learning of decorative textile techniques as well as the introduction of new materials, techniques and equipment. In Year 9 the teacher focus is to understand the four assessment objectives taken from the GCSE Art and Design: Textiles Design Specification from the set exam board. Delivery and completion of coursework for the GCSE element of the course will not start until the September of Y10.</p>	<p>Introduction of new Art and Textiles techniques, and continuing to build knowledge and skill base/dexterity and refining of sampling of techniques introduced in Y8 Teacher demonstrations leading to independent student work linked to an assessment criteria Examples of samples to show students potential final outcomes Introduction of new Textiles techniques, and continuing to build knowledge and skill base/dexterity and refining of sampling</p>

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KS4	<p>2 lessons per week</p> <p>SEASCAPES/FOOD PROJECT (Y10)</p> <p>Students will work on two sustained projects that will show a journey from the starting point of 'Food' and 'SEASCAPES' through to final pieces.</p> <p>These projects give students the opportunity to refine and develop a variety of textile techniques and processes.</p> <p>Component 1 Individual projects 'The Portfolio' worth 60% of the overall grade at GCSE</p> <p>Component 2 Exam = 40% of overall grade at GCSE</p>	<p>In Y10 the teacher focus is to continue to explore, develop, understand and refine the four assessment objectives taken from the GCSE Art and Design: Textiles Design Specification from the set exam board, and begin to build up a portfolio of work which will be submitted to the moderator and from 60% of their overall GCSE grade. Students spend the first part of the year completing their sustained coursework projects. In January of Y11 students undertake an externally set assignment worth the remaining 40% of their overall grade. Students will produce a smaller portfolio work and a final outcome covering the four assessment objectives – drawing, research and experimentation, the development of ideas and making a final outcome. They will sit a 10 hour supervised exam in which they will produce the final outcome in April/May of Y11</p>	<p>Continuation of spiral curriculum and Art and Textiles techniques, and continuing to build knowledge and skill base/dexterity and refining of sampling of techniques introduced at the beginning of Y9, but also introduced in Y7 and built on in Y8.</p> <p>Showing previous exemplar material linked to grade ladders and assessment criteria</p> <p>Demonstration and discussion (linked to oracy) on what makes a good / effective drawing / design sheet / final piece /moodboard/ research sheet including purposeful annotation - building on annotation skills from Y9</p> <p>Peer assessment review</p> <p>Group discussion to reach a final idea</p> <p>Peer/self/teacher assessment</p>
KS5	<p>4 lessons per week</p> <p>Component 1 Individual projects 'The Portfolio' worth 60% of the overall grade at A Level</p> <p>Exam Component 2 = 40% of overall grade at A Level</p>	<p>Students learn how to carry out research effectively and set their own deadlines. They also discover how to choose appropriate primary and secondary sources to be able to work from and how to make this relevant to the assessment objectives and their personal development.</p> <p>The development to strongly collate a final piece. Students work at a faster pace and at the top of their ability and are able to make crucial decisions about scale, materials they will use and how adventurous they can be. Understanding and developing compositions are linked to all assessment objectives.</p>	<p>Development of skill sets, re-evaluating and refining work through sampling and design ideas independently</p> <p>Creative presentation of work in sketchbooks and/or A3 study sheets.</p>

EXTRA-CURRICULAR ENRICHMENT

Wickersley Sewing Bee Textiles Club after school every Wednesday night after school 3.15-4.15pm, open to all students - promoted on social media and school website.

Royal British Legion Poppy Appeal Project - Poppy Dress Installation raising money for the Poppy Appeal
Charity baby bonding hearts Project for the NeoNatal Unit Jessops Hospital project

Trip to Knit and Stitch Show In Harrogate, annually in November to engage, enthuse, inspire and motivate students from all year groups.