

Long Term Plan

KS4 (Year 10 and Year 11)

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Subject intent/vision:

The KS4 Textiles curriculum aims to equip students with the knowledge, skills, and creativity to become confident and critical textile designers. We want to foster a passion for textiles that empowers students to express themselves through innovative design and high-quality practical work.

Our key objectives are:

- Develop mastery of a range of textile techniques: Students will gain a deep understanding of traditional and contemporary textile processes, including weaving, knitting, dyeing, printing, and manipulation. They will become proficient in using hand and machine tools to create high-quality textile pieces.
- Nurture design thinking: We will guide students through the design process, encouraging them to explore ideas, experiment with materials, and develop innovative solutions. They will learn to analyse user needs, research textile trends, and translate concepts into practical designs.
- Embrace cultural and historical influences: Students will explore the rich history of textiles across different cultures and time periods. They will gain an appreciation for how textiles reflect social, economic, and environmental contexts.
- Promote critical thinking and analysis: We will encourage students to develop a critical eye for design, evaluating their own work and that of others. They will learn to articulate their ideas clearly and use appropriate design vocabulary.
- Consider sustainability: Students will be exposed to the environmental and ethical considerations surrounding textile production and consumption. We will encourage them to develop responsible design practices that minimise waste and promote sustainability.
- Prepare for further study and careers: The curriculum equips students with the skills and knowledge needed for further study in textiles, fashion, design, or related fields. It also fosters transferable skills like problem-solving, creativity, and communication, which are valuable in various careers.

Through this curriculum, we hope to:

- Ignite a passion for textiles in our students.
- Empower them to become confident and independent learners.
- Develop their creativity and problem-solving skills.
- Foster an appreciation for the history and cultural significance of textiles.
- Prepare them to be responsible and informed consumers.
- Equip them with the skills and knowledge to pursue further education or careers in textiles.

This curriculum intent will be delivered through a variety of teaching methods, including practical workshops, design projects, theoretical discussions, and guest speakers. We will strive to create a stimulating and supportive learning environment that allows students to flourish as textile designers.

To enable all students to achieve, our subject curriculum is underpinned by the following principles:



Ambitious - The art curriculum is planned backward ensuring a deep and purposeful sequence of activities for a wider knowledge, instead of narrow learning episodes.



Sequenced / Spiral – Key learning (and practical skills) is repeated throughout the curriculum for equal access, regardless of the students starting point during the academic year.



Literacy - Key learning is embedded through contextual studies, giving students a chance to think and write critically about responses or personal outcomes. Students also write about the process and materials relevant to their project.



Cultural Capital – The department is committed to exposing students to a range of artists and designers throughout the curriculum and gallery visits and is working towards building a relationship with local creative people and institutions to organise visits and workshops.

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KS4 ART Programme of Study (YEAR 10)

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<u>KS4 ART Programme of Study (YEAR 11)</u>					

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GCSE Exam:

What's assessed:

This qualification is linear. Linear means that students will sit all their exams and submit all their non-exam assessments at the end of the course.

-Component 1, Portfolio

A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.

How it's assessed

- No time limit.
- 96 marks
- 60% of GCSE

Non-exam assessment (NEA) set and marked by the school/college and moderated by AQA during a visit. Moderation will normally take place in June.

-Component 2, Externally set exam

Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.

How it's assessed

- Preparatory period followed by 10 hours of supervised time.
- 96 marks
- 40% of GCSE

Non-exam assessment (NEA) set by AQA; marked by the school/college and moderated by AQA during a visit. Moderation will normally take place in June.