

# Subject Curriculum Map: Art and Design – Textile Design

Year Group: 9 - September 2023

Textile Design

Assessment:



## Curriculum Intent:

Purpose of study Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. Aims The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

## Curriculum Implementation:

### **Year 9 Textiles 1 Term Rotation to complete practical and theoretical learning**

#### Curriculum Impact:

Attainment targets by the end of key stage 3, pupils are expected to know, apply and understand the matters, skills and processes specified in the programme of study.

Art and design – key stage 3

Subject content Key stage 3 Pupils should be taught to develop their creativity and ideas, and increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work.

Pupils will be taught:

- to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas
- to use a range of techniques and media, including painting
- to increase their proficiency in the handling of different materials
- to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work
- about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day

## Year 9 Textiles 1 Term Rotation

<p><b>1. Themes, Concepts &amp; Ideas</b></p>	<p>In this topic learners will gain knowledge and understanding of the following areas:</p> <p><b>Textile Design - Pop Art Project: Working with multimedia art and textile techniques.</b></p> <p><b>Art Focus: Observation</b></p> <ul style="list-style-type: none"> <li>• <b>Andy Warhol</b></li> <li>• <b>Terry Frost</b></li> <li>• <b>Roy Lichtenstein</b></li> <li>• <b>Wayne Thiebaud</b></li> </ul>
<p><b>Knowledge and understanding</b></p>	<p>In this topic learners will gain knowledge and understanding of the following areas:</p> <ul style="list-style-type: none"> <li>• the use of formal elements and visual communication through a variety of approaches</li> <li>• the use of observational skill to record from sources and communicate ideas</li> <li>• characteristics of materials such as natural and synthetic, functionality, recyclability and sustainability</li> <li>• properties of colour, texture and light</li> <li>• the effects and creative potential of combining and manipulating different two-dimensional and three-dimensional materials and media</li> </ul>
<p><b>2. Themes, Concepts &amp; Ideas</b></p>	<p>In this topic learners will gain knowledge and understanding of the following areas:</p> <p><b>Textile Design - Pop Art Project: Working with multimedia art and textile techniques.</b></p> <p><b>Art Focus: Experimentation</b></p> <ul style="list-style-type: none"> <li>• <b>Andy Warhol</b></li> <li>• <b>Terry Frost</b></li> <li>• <b>Roy Lichtenstein</b></li> <li>• <b>Wayne Thiebaud</b></li> </ul>

<b>Knowledge and understanding</b>	<p>In this topic learners will gain knowledge and understanding of Innovative Textile techniques</p> <ul style="list-style-type: none"> <li>• Innovative manipulation and reworking of threads and fabrics.</li> <li>• The use of a range of constructed textiles materials, tools and techniques woven materials and stitched decorative embellishments.</li> <li>• digital and non-digital processes.</li> </ul>					
<b>3. Themes, Concepts &amp; Ideas</b>	<p>In this topic learners will gain knowledge and understanding of the following areas:</p> <p><b>Textile Design - Pop Art Project: Working with multimedia art and textile techniques.</b></p> <p><b>Art Focus: Final Outcome</b></p> <ul style="list-style-type: none"> <li>• <b>Andy Warhol</b></li> <li>• <b>Terry Frost</b></li> <li>• <b>Roy Lichtenstein</b></li> <li>• <b>Wayne Thiebaud</b></li> </ul>					
<b>Knowledge and understanding</b>	<p>In this unit learners will gain knowledge and understanding of the Stitched and/or embellished textiles</p> <ul style="list-style-type: none"> <li>• The design of stitched and/or embellished textiles for use in creative and commercial industries such as fashion, costume and interiors.</li> <li>• The use of a range of stitched and/or embellished textiles materials, tools and techniques such as application and incorporation of media, objects and embellishments, hand and machine stitching.</li> <li>• Constructions techniques</li> <li>• Selection and safe use of equipment</li> </ul>					
<b>Year 9</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>1.SMSC</b>	<p><b>Spiritual</b></p> <p>Use imagination and creativity, to explore ideas and express their individuality through works of Art and design activities. researching the work of famous artists and their concepts, as contextual reference for their own development in each project. Appreciate the achievements of other artists both contemporary and historic. Develop fascination, awe and wonder in the work of others. Development of respect for their peers’ work, through the level of progress achieved by others. Students will reflect on their experiences in art and design and apply their skills in a range of creative activities.</p> <p><b>Moral Education</b></p> <p>Talk about how artists and designers represent moral issues through their work. Conveying moral messages or questions through personal responses/artwork. Demonstrating mutual respect and consideration for others’ work. Students accept responsibility for their behaviour and show initiative towards their own self-development.</p> <p><b>Social Education</b></p>					

	<p>Working collaboratively requiring cooperation and communication.  Respect each other's ideas and opinions when talking about pieces of art and design including the work of others in the class.  Recognise the need to consider the views of others.  Students work is celebrated and is displayed within the classroom.</p> <p><b>Cultural Education</b>  Students will explore the work of a range of different Artists from different cultures.  Students will reflect on the ways in which culture influences and inspires works in art and design.  Opportunities are given for students to appreciate their own creative culture, the creative cultures of others and develop an understanding of the world.  Students will be encouraged to respond positively to artistic and cultural works.</p>
<b>2.Skills For life</b>	<p>Development of transferable skills – students will learn to:</p> <ul style="list-style-type: none"> <li>● apply a creative approach to problem solving.</li> <li>● consider and develop original ideas from initiation to realisation.</li> <li>● analyse critically their own work and the work of others.</li> <li>● express individual thoughts and choices confidently.</li> <li>● take risks, experiment and learn from mistakes.</li> </ul>
<b>3.FBV</b>	<p><b><u>Democracy</u></b>  Team working.  Equal opportunities to fully partake in all activities and tasks.</p> <p><b><u>The rule of law-</u></b>  Classroom rules. Health and safety within a practical working environment.</p> <p><b><u>Individual Liberty</u></b>  Individual's right to learn in an educational environment.  Freedom to explore individual ideas both academic and creative – demonstration of practical and academic skills through a range of classroom activities.</p> <p><b><u>Mutual Respect</u></b>  providing the opportunity for students to express their views in a safe environment, within the context of written responses and class discussions.</p> <p><b><u>Tolerance</u></b>  Value differences in faith and cultural influences within Art/Design and the wider society.  Appreciate and understand social development in Art and Design.</p>
<b>Stretch &amp; challenge Literacy</b>	<p>Knowledge, understanding, and skills are in-depth, perceptive and accomplished throughout all learning objectives.  Development of ideas through investigations shows exceptional ability - The investigation process shows exceptional critical understanding of the context of own ideas and the sources that have informed them.</p>

	<p>Exceptional ability to refine work - informed by insights gained through exploring and reflecting on ideas. Exceptional ability to explore ideas through a process of experimentation and review. Exceptional ability to select and experiment with media, materials, techniques and processes appropriate to personal intentions</p> <p>Independence.</p> <p>Exceptional ability to record ideas - observations and insights related to personal work and the work of others through visual and other methods. Exceptional ability to record relevant to intentions.</p> <p>Exceptional ability to produce a personal and meaningful response - Exceptional ability to realise intentions. Realisations demonstrate exceptional understanding of visual language through application of formal elements.</p>
<b>Key assessment focus, suggested assessments</b>	<ul style="list-style-type: none"> <li>• Half Termly ATL</li> <li>• Self-assessment of practical work.</li> <li>• artwork assessed – STAR.</li> <li>• <b><i>Year 9 Mocks – Within Summer Term – Mock will cover all Technologies studied throughout Year 9</i></b></li> </ul>
<b>Visits/extra-curricular/ Special events</b>	Textiles competition
<b>Homework/Independent Learning</b>	2 Weekly homework - Tasks related to lesson content.