

# **Subject Curriculum Map: Art and Design – Textile Design**

**Year Groups: 10 -11 – September 2023**

Exam Board & Code: Edexcel 1TE0

## **Assessment:**

Component 1: 60% (72 marks) - Personal Portfolio (internally set) - Coursework

Component 2: 40% (72 marks) - Externally Set Assignment - Examination

## **Area of Study: Fashion design**

- **The design and creation of clothing and fashion for creative and commercial audiences, clients and consumers.**
- **The use of a range of fashion design techniques, materials and tools such as pattern cutting, adornment, accessories and illustration on fabrics and garments with consideration of sustainable materials, recycling and ethical manufacture.**

**Grading: 9-1**

## **Curriculum Intent:**

This GCSE Art and Design qualification requires students to follow a specific curriculum content:

- actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds
- develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products
- become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques
- develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills
- develop and refine ideas and proposals, personal outcomes or solutions with increasing independence
- acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent
- develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures
- develop an awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries
- develop an awareness of the purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work
- demonstrate safe working practices in art, craft and design.

### **Curriculum Implementation:**

Edexcel **Art and Design – Textile Design** is made up of 2 mandatory Components

Component 1 - Personal Portfolio (internally set) - Students have 5 lessons over a fortnight to complete coursework - 60% (72 marks)

Component 2 - Externally Set Assignment – Year 11 Students - The ESA paper will be released on 2 January each year and given to students. Students will complete a preparatory period of study prior to the start of the 10-hour sustained focus period – examination - 40% (72 marks).

### **Curriculum Impact:**

Each of the 2 components of the Edexcel **Art and Design – Textile Design course** has been designed so that knowledge, skills and understanding are developed through tasks that have many of the characteristics of real work in the sector.

- The creation, selection, manipulation and application of a range of materials such as fibres, yarns and fabrics, and processes such as weaving, stitching and printing to create designs and products.
- Textile designers work in multi-disciplinary ways to create ideas, materials and techniques for different applications.
- Textile designers also play an important role in the world of fashion, theatre, performance and retail.
- Students will also understand that Textile Design practitioners may work within a team environment in a large commercial manufacturing company, on a single aspect of the design or making process or work as freelance practitioners on commissions or self-directed projects.
- They will need good communication skills in order to liaise with clients and to promote themselves as textiles designers and makers.

This approach also enables learners to learn in such a way that they can:

AO1 Develop ideas through investigations, demonstrating critical understanding of sources.

AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AO3 Record ideas, observations and insights relevant to intentions as work progresses.

AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

### **Component 1 and 2**

- Students are able to demonstrate the ability to construct a sustained line of reasoning, which is coherent, relevant, substantiated and logically structured.
- All knowledge, skills, understanding and activities should be relevant to the student's creative journey.
- The work produced for these 2 components should be developed as part of a substantive project or projects and should evidence all the Assessment Objectives holistically.

Year 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes, Concepts & Ideas	<b>Component 1 Coursework</b> Gustav Klimt Project Natural world Project Cas Holmes Project Research and experimentation <b>AO1</b> - Develop ideas through investigations, demonstrating critical understanding of sources. <b>AO2</b> - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes <b>AO3</b> - Record ideas, observations and insights relevant to intentions as work progresses	<b>Component 1 Coursework</b> Gustav Klimt Project Natural world project Cas Holmes Project Research and experimentation <b>AO1</b> - Develop ideas through investigations, demonstrating critical understanding of sources. <b>AO2</b> - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes <b>AO3</b> - Record ideas, observations and insights relevant to intentions as work progresses	<b>Component 1 Coursework</b> Gustav Klimt Project Natural world project Cas Holmes Project Development of design response <b>AO1</b> - Develop ideas through investigations, demonstrating critical understanding of sources. <b>AO2</b> - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes <b>AO3</b> - Record ideas, observations and insights relevant to intentions as work progresses	<b>Component 1 Coursework</b> Gustav Klimt Project Natural World project Cas Holmes project Manufacture of design response – Final piece <b>AO1</b> - Develop ideas through investigations, demonstrating critical understanding of sources. <b>AO2</b> - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes <b>AO3</b> - Record ideas, observations and insights relevant to intentions as work progresses	<b>Component 1 Coursework</b> Gustav Klimt Project Natural World project Cas Holmes project Manufacture of design response – Final piece <b>AO1</b> - Develop ideas through investigations, demonstrating critical understanding of sources. <b>AO2</b> - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes <b>AO3</b> - Record ideas, observations and insights relevant to intentions as work progresses	<b>Component 1 Coursework</b> Gustav Klimt Project Natural World project Cas Holmes project Manufacture of design response – Final piece <b>AO1</b> - Develop ideas through investigations, demonstrating critical understanding of sources. <b>AO2</b> - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes <b>AO3</b> - Record ideas, observations and insights relevant to intentions as work progresses

				<b>AO4</b> - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language	<b>AO4</b> - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language	<b>AO4</b> - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language
<b>Knowledge and understanding</b>	<b>Induction period: develop knowledge, understanding and skills</b> <b>Students given the opportunity to develop their knowledge, understanding and skills, to include:</b> exploring and experimenting with materials, processes, technologies and techniques. recording practical and written observations. researching and investigating contextual sources. drawing / mark-making.	<b>Students given the opportunity to further develop their knowledge, understanding and skills, to include:</b> exploring and experimenting with materials, processes, technologies and techniques. recording practical and written observations. researching and investigating contextual sources. drawing / mark-making. Students given the opportunity to generate and develop ideas by	<b>Component 1: thematic response project -</b> <b>Students given the opportunity to develop their knowledge, understanding and skills through their thematic response project, to include:</b> developing and exploring ideas. researching primary and contextual sources. experimenting with media, materials, techniques and processes. presenting personal response(s).	<b>Component 1: thematic response project -</b> <b>Students given the opportunity to develop their knowledge, understanding and skills through their thematic response project, to include:</b> The creation of clothing and fashion for creative and commercial audiences, clients and consumers. The use of a range of fashion design techniques, materials and tools such as pattern cutting, adornment, accessories and illustration on	<b>Component 1: thematic response project -</b> <b>Students given the opportunity to develop their knowledge, understanding and skills through their thematic response project, to include:</b> The creation of clothing and fashion for creative and commercial audiences, clients and consumers. The use of a range of fashion design techniques, materials and tools such as pattern cutting, adornment, accessories and illustration on	<b>Component 1: thematic response project -</b> <b>Students given the opportunity to develop their knowledge, understanding and skills through their thematic response project, to include:</b> The creation of clothing and fashion for creative and commercial audiences, clients and consumers. The use of a range of fashion design techniques, materials and tools such as pattern cutting, adornment, accessories and illustration on

	Students given the opportunity to generate and develop ideas by completing a small discrete project.	completing a small discrete project.		fabrics and garments with consideration of sustainable materials, recycling and ethical manufacture	fabrics and garments with consideration of sustainable materials, recycling and ethical manufacture	fabrics and garments with consideration of sustainable materials, recycling and ethical manufacture
<b>Year 10</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><i>Spiritual</i></b>            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><i>Moral Education</i></b>            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><i>Social Education</i></b>            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><i>Cultural Education</i></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>	Development of transferable skills – students will learn to: <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> </ul>					



	Self-assessment of practical work – using annotation within artbooks. Art books assessed - STAR	Self-assessment of practical work – using annotation within artbooks. Art books assessed - STAR	Self-assessment of practical work – using annotation within artbooks. Art books assessed - STAR	Self-assessment of practical work – using annotation within artbooks. Art books assessed - STAR Year 10 Mock - STAR	Self-assessment of practical work – using annotation within artbooks. Art books assessed – STAR. Self -assessment Mock results – STAR. Setting personal target.	Self-assessment of practical work – using annotation within artbooks. Art books assessed - STAR
<b>Visits/extra-curricular</b>	Open evening (Year 8) – Autumn 1 Art and Design Trip – enrichment – Summer 2 Textiles coursework club – Thursday after school room F6.					
<b>Homework/Independent Learning</b>	Homework set to enhance and consolidate learning in lessons – homework topics will follow scheme of work. Homework tasks/ independent study: Set tasks will vary in format and length (extended pieces of work).					

Year 11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Themes, Concepts &amp; Ideas</b>	<b>Component 1 Coursework</b> Gustav Klimt Project Natural World project Cas Holmes project Manufacture of design response – <b>Final piece</b> <b>AO1</b> - Develop ideas through investigations, demonstrating critical understanding of sources.	<b>Component 1 Coursework</b> Gustav Klimt Project Natural World project Cas Holmes project Manufacture of design response – <b>Final piece</b> <b>AO1</b> - Develop ideas through investigations, demonstrating critical understanding of sources.	<b>Component 2: Exam</b> Externally Set Assignment – Theme released January prior to examination date. <b>AO1</b> - Develop ideas through investigations, demonstrating critical understanding of sources. <b>AO2</b> - Refine work by exploring ideas,	<b>Component 2: Exam</b> Externally Set Assignment – Theme released January prior to examination date. <b>AO1</b> - Develop ideas through investigations, demonstrating critical understanding of sources. <b>AO2</b> - Refine work by exploring ideas,	<b>Exam Period</b>	<b>Exam Period</b>

	<p><b>AO2</b> - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</p> <p><b>AO3</b> - Record ideas, observations and insights relevant to intentions as work progresses</p> <p><b>AO4</b> - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</p>	<p><b>AO2</b> - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</p> <p><b>AO3</b> - Record ideas, observations and insights relevant to intentions as work progresses</p> <p><b>AO4</b> - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</p>	<p>selecting and experimenting with appropriate media, materials, techniques and processes</p> <p><b>AO3</b> - Record ideas, observations and insights relevant to intentions as work progresses</p> <p><b>AO4</b> - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</p>	<p>selecting and experimenting with appropriate media, materials, techniques and processes</p> <p><b>AO3</b> - Record ideas, observations and insights relevant to intentions as work progresses</p> <p><b>AO4</b> - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</p>		
Knowledge and understanding	<p><b>Component 1: thematic response project - Students given the opportunity to develop their knowledge, understanding and</b></p>	<p><b>Component 1: thematic response project - Students given the opportunity to develop their knowledge, understanding and</b></p>	<p><b>Component 2: Externally Set Assignment – Students must present personal response(s) to an externally set broad-based</b></p>	<p><b>Component 2: Externally Set Assignment – Students must present personal response(s) to an externally set broad-based</b></p>	Exam Period	Exam Period



	<p><b>skills through their thematic response project, to include:</b></p> <p>The creation of clothing and fashion for creative and commercial audiences, clients and consumers. The use of a range of fashion design techniques, materials and tools such as pattern cutting, adornment, accessories and illustration on fabrics and garments with consideration of sustainable materials, recycling and ethical manufacture</p> <p>Students to finalise coursework.</p> <p>Students to select and present appropriate work for assessment of their Personal Portfolio.</p> <p>External moderation</p>	<p><b>skills through their thematic response project, to include:</b></p> <p>The creation of clothing and fashion for creative and commercial audiences, clients and consumers. The use of a range of fashion design techniques, materials and tools such as pattern cutting, adornment, accessories and illustration on fabrics and garments with consideration of sustainable materials, recycling and ethical manufacture</p> <p>Students to finalise coursework.</p> <p>Students to select and present appropriate work for assessment of their Personal Portfolio.</p> <p>External moderation</p>	<p><b>thematic starting point, set by Pearson Edexcel in the ESA paper.</b></p> <p>This component allows students opportunities to: develop and explore ideas. research primary and contextual sources. experiment with media, materials, techniques and processes. present personal response(s) to the externally set theme.</p>	<p><b>thematic starting point, set by Pearson Edexcel in the ESA paper.</b></p> <p>This component allows students opportunities to: develop and explore ideas. research primary and contextual sources. experiment with media, materials, techniques and processes. present personal response(s) to the externally set theme.</p> <p>Students to select and present appropriate work for assessment of their Personal Portfolio.</p> <p>External moderation window begins on 1st May</p>		
--	--	--	---	--	--	--

	window begins on 1 May	window begins on 1 May				
<b>Year 11</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><i>Spiritual</i></b>            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><i>Moral Education</i></b>            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><i>Social Education</i></b>            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><i>Cultural Education</i></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>Exam Period</b>	<b>Exam Period</b>
<b>2.Skills For life</b>	Development of transferable skills – students will learn to: <ul style="list-style-type: none"> <li>● apply a creative approach to problem solving.</li> </ul>				<b>Exam Period</b>	<b>Exam Period</b>

	<ul style="list-style-type: none"> <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>Exam Period</b>	<b>Exam Period</b>
<b>Stretch &amp; challenge Literacy</b>	<p>Knowledge, understanding, and skills are in-depth, perceptive and accomplished throughout all learning objectives.</p> <p><b><u>A01</u></b> 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><b><u>A02</u></b> 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 Independence.</p> <p><b><u>A03</u></b></p>	<b>Exam Period</b>	<b>Exam Period</b>

	<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><b><u>AO4</u></b></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>	<p>½ term monitoring ATL &amp; Grade</p> <p>Self-assessment of practical work – using annotation in art books and coursework sketch books.</p> <p>Art books and coursework sketch books assessed – STAR.</p>	<p>½ term monitoring ATL &amp; Grade</p> <p>Self-assessment of practical work – using annotation in art books and coursework sketch books.</p> <p>Art books and coursework sketch books assessed – STAR.</p>	<p>½ term monitoring ATL &amp; Grade</p> <p>Self-assessment of practical work – using annotation in art books and coursework sketch books.</p> <p>Art books and coursework sketch books assessed – STAR.</p> <p>Analysis of Year 11 mock – STAR.</p> <p>Setting of personal targets.</p> <p>Introduction of Examination theme.</p>	<p>½ term monitoring ATL &amp; Grade</p> <p>Self-assessment of practical work – using annotation in art books and coursework sketch books.</p> <p>Art books and coursework sketch books assessed – STAR.</p> <p>Completion of Exam – Sustained period of study.</p> <p>Completion of coursework.</p>	<b>Exam Period</b>	<b>Exam Period</b>
<b>Visits/extra-curricular</b>	<p>Open evening (Year 8) – Autumn 1</p> <p>Textiles coursework club – Thursday after school room F6</p>				<b>Exam Period</b>	<b>Exam Period</b>
<b>Homework/Independent Learning</b>	<p>Homework set to enhance and consolidate learning in lessons – homework topics will follow scheme of work.</p> <p>Homework tasks/ independent study: Set tasks will vary in format and length (extended pieces of work).</p>				<b>Exam Period</b>	<b>Exam Period</b>