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

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

	Students given the	completing a small		fabrics and	fabrics and	fabrics and
	opportunity to	discrete project.		garments with	garments with	garments with
	generate and	discrete project.		consideration of	consideration of	consideration of
	develop ideas by			sustainable	sustainable	sustainable
	completing a small					materials, recycling
				materials, recycling and ethical	materials, recycling and ethical	and ethical
	discrete project.			manufacture	manufacture	manufacture
Year 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1.SMSC	Spiritual	Autumi 2	Spring 1	Spring 2	Julillier 1	Julillier 2
1.514.50	-	creativity, to explore ic	leas and express their	individuality through w	orks of Art and design	activities
	_	of famous artists and	•			
	_	vements of other artist	•		en own development	ir ederi project.
	' '	awe and wonder in the	•			
	· ·	ect for their peers' wor		progress achieved by	others.	
	-	on their experiences in	_			
	Moral Education	'	0 11	,		
	Talk about how artist	s and designers repres	ent moral issues throu	gh their work.		
		ssages or questions thr		~		
	, ,	al respect and consider				
	_	onsibility for their beha			self-development.	
	Social Education	,			·	
	Working collaborative	ely requiring cooperati	on and communication	۱.		
	_	ideas and opinions wh			uding the work of othe	rs in the class.
	-	o consider the views of		_		
	Students work is cele	brated and is displayed	d within the classroom.			
	Cultural Education					
	Students will explore	the work of a range of	different Artists from	different cultures.		
	Students will reflect of	on the ways in which cu	ulture influences and ir	nspires works in art and	d design.	
	Opportunities are giv	en for students to appi	reciate their own creat	ive culture, the creativ	e cultures of others an	d develop an
	understanding of the	world.				
	Students will be enco	ouraged to respond pos	itively to artistic and c	ultural works.		
2.Skills For life	Development of tran	sferable skills – studen	ts will learn to:			
	 apply a creative ap 	proach to problem solv	ving.			
	 consider and devel 	op original ideas from i	nitiation to realisation			
	 analyse critically th 	eir own work and the v	work of others.			

	• express individual t	houghts and choices co	onfidently.							
	•	ent and learn from mis	•							
3.FBV	Democracy									
	Team working.									
	_	Equal opportunities to fully partake in all activities and tasks.								
	The rule of law-	, ,								
	· · · · · · · · · · · · · · · · · · ·	Ith and safety within a	practical working envi	ronment.						
	Individual Liberty	•								
	Individual's right to le	earn in an educational e	environment.							
	Freedom to explore in	ndividual ideas both ac	ademic and creative –	demonstration of prac	tical and academic skil	Is through a range of				
	classroom activities.									
	Mutual Respect									
	providing the opport	unity for students to ex	press their views in a s	safe environment, with	in the context of writte	en responses and				
	class discussions.									
	<u>Tolerance</u>									
			•	and the wider society						
		rstand social developm								
Stretch & challenge		nding, and skills are in-	depth, perceptive and	accomplished through	out all learning objecti	ves.				
Literacy	<u>A01</u>									
	· · · · · · · · · · · · · · · · · · ·			oility - The investigation	process shows except	ional critical				
	_	context of own ideas a	nd the sources that ha	ive informed them.						
	AO2	wafinaaul. infaumand	h in airlata rain a d thu	accele acceleuine and nofl	astina an idaga Fusani	tional ability to				
	-			ough exploring and refl		-				
		esses appropriate to pe		ceptional ability to sele	ect and experiment wit	n media, materiais,				
	Independence.	esses appropriate to pe	15011al IIILEIILIOIIS							
	AO3									
		record ideas - observat	tions and insights relat	ed to personal work an	d the work of others th	rough visual and				
	-	otional ability to record		-	a the work of others ti	irougir visual aria				
	A04	otional ability to record	relevant to intentions	•						
		produce a personal an	d meaningful response	e - Exceptional ability to	realise intentions. Rea	alisations				
	•	•	• •	n application of formal						
Key assessment	½ term monitoring	½ term monitoring	½ term monitoring	½ term monitoring	½ term monitoring	½ term monitoring				
focus, suggested	ATL & Grade.	ATL & Grade.	ATL & Grade.	ATL & Grade.	ATL & Grade.	ATL & Grade.				
assessments										
				•						

	Self-assessment of	Self-assessment of	Self-assessment of	Self-assessment of	Self-assessment of	Self-assessment of		
	practical work –	practical work –	practical work –	practical work –	practical work –	practical work –		
	using annotation	using annotation	using annotation	using annotation	using annotation	using annotation		
	within artbooks.	within artbooks.	within artbooks.	within artbooks.	within artbooks.	within artbooks.		
	Art books assessed -	Art books assessed -	Art books assessed -	Art books assessed -	Art books assessed	Art books assessed -		
	STAR	STAR	STAR	STAR Year 10 Mock	– STAR.	STAR		
				- STAR	Self -assessment			
					Mock results –			
					STAR. Setting			
					personal target.			
Visits/extra-	Open evening (Year 8) – Autumn 1						
curricular	Art and Design Trip –	enrichment – Summer	· 2					
	Textiles coursework club – Thursday after school room F6.							
Homework/Indepe	Homework set to enh	ance and consolidate I	learning in lessons – ho	mework topics will fol	low scheme of work.			
ndent Learning	Homework tasks/ ind	ependent study: Set ta	asks will vary in format	and length (extended	pieces of work).			

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

understanding	project - Students given the	project - Students given the	Assignment – Students must	Assignment – Students must		
Knowledge and understanding	Component 1: thematic response	Component 1: thematic response	Component 2: Externally Set	Component 2: Externally Set	Exam Period	Exam Period
	language	language				
	of visual	of visual				
	understanding	understanding	language	language		
	intentions and demonstrates	intentions and demonstrates	of visual	of visual		
	realises	realises	understanding	understanding		
	response that	response that	demonstrates	demonstrates		
	meaningful	meaningful	intentions and	intentions and		
	personal and	personal and	realises	realises		
	AO4 - Present a	AO4 - Present a	response that	response that		
	work progresses	work progresses	meaningful	meaningful		
	intentions as	intentions as	personal and	personal and		
	relevant to	relevant to	AO4 - Present a	AO4 - Present a		
	and insights	and insights	work progresses	work progresses		
	observations	observations	intentions as	intentions as		
	ideas,	ideas,	relevant to	relevant to		
	AO3 - Record	AO3 - Record	and insights	and insights		
	techniques and processes	techniques and processes	ideas, observations	ideas, observations		
	materials,	materials,	AO3 - Record	AO3 - Record		
	media,	media,	processes	processes		
	with appropriate	with appropriate	techniques and	techniques and		
	experimenting	experimenting	materials,	materials,		
	selecting and	selecting and	media,	media,		
	exploring ideas,	exploring ideas,	with appropriate	with appropriate		
	work by	work by	experimenting	experimenting		

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

	window begins on 1	window begins on	1			
	May	May				
Year 11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1.SMSC	Spiritual				Exam Period	Exam Period
		• • • • • • • • • • • • • • • • • • • •	ideas and express	s their individuality throu	gh	
	works of Art and desi	<u> </u>				
	-		d their concepts, a	as contextual reference fo	or	
	their own developme	• •				
	Appreciate the achiev					
	Develop fascination,					
	-	ect for their peers' w	ork, through the I	evel of progress achieved	d by	
	others.			and a section that the effect of		
		<u>-</u>	in art and design a	and apply their skills in a		
	range of creative acti Moral Education	vities.				
		and designers rear				
	Talk about how artist Conveying moral mes					
	Demonstrating mutus					
	Students accept resp	•	nwn			
	self-development.	onsibility for their be	7VV11			
	Social Education					
	Working collaborative	ely requiring coopera				
	Respect each other's					
	including the work of	· · · · · · · · · · · · · · · · · · ·				
	Recognise the need to					
	Students work is cele					
	Cultural Education					
	Students will explore	the work of a range	of different Artists	from different cultures.		
	Students will reflect of	on the ways in which	t			
	and design.					
	Opportunities are giv	en for students to ap				
	creative cultures of o	thers and develop ar				
	Students will be enco					
2.Skills For life	Development of trans	sferable skills – stude	ents will learn to:		Exam Period	Exam Period
	 apply a creative apply 	proach to problem so	olving.			

	• consider and develop original ideas from initiation to realisation.		
	• analyse critically their own work and the work of others.		
	 express individual thoughts and choices confidently. 		
	• take risks, experiment and learn from mistakes.		
3.FBV	<u>Democracy</u>	Exam Period	Exam Period
	Team working.		
	Equal opportunities to fully partake in all activities and tasks.		
	The rule of law-		
	Classroom rules. Health and safety within a practical working environment.		
	<u>Individual Liberty</u>		
	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.		
	Mutual Respect		
	providing the opportunity for students to express their views in a safe environment,		
	within the context of written responses and class discussions.		
	<u>Tolerance</u>		
	Value differences in faith and cultural influences within Art/Design and the wider		
	society.		
	Appreciate and understand social development in Art and Design.		
tretch & challenge	Knowledge, understanding, and skills are in-depth, perceptive and accomplished	Exam Period	Exam Period
iteracy	throughout all learning objectives.		
	<u>AO1</u>		
	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.		
	<u>AO2</u>		
	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.		
	<u>AO3</u>		

	and the work of othe relevant to intentions <u>AO4</u> Exceptional ability to to realise intentions.	record ideas - observars through visual and of the control of the				
Key assessment focus, suggested assessments	½ term monitoring ATL & Grade Self-assessment of practical work — using annotation in art books and coursework sketch books. Art books and coursework sketch books assessed — STAR.	½ term monitoring ATL & Grade Self-assessment of practical work — using annotation in art books and coursework sketch books. Art books and coursework sketch books assessed — STAR.	½ term monitoring ATL & Grade Self-assessment of practical work — using annotation in art books and coursework sketch books. Art books and coursework sketch books assessed — STAR. Analysis of Year 11 mock — STAR. Setting of personal targets. Introduction of Examination theme.	½ term monitoring ATL & Grade Self-assessment of practical work — using annotation in art books and coursework sketch books. Art books and coursework sketch books assessed — STAR. Completion of Exam — Sustained period of study. Completion of coursework.	Exam Period	Exam Period
Visits/extra- curricular	Open evening (Year 8		Exam Period	Exam Period		
Homework/Indepe ndent Learning	Textiles coursework club – Thursday after school room F6 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).				Exam Period	Exam Period