



Year 9 Textiles: Our curriculum intent is: The aim of the Art, Design & Technology Derby Moor Curriculum is to ensure that all pupils are inspired to become creative, to develop their practical skills whilst also understanding the unique properties and qualities that different materials have. We also encourage our pupils to experiment, to invent and to create their own design ideas in our workshops, so they can practise their “hands -on” skills and develop a portfolio of work. At Key Stage 3, our curriculum is structured so pupils can build on skills and knowledge year by year; there are frequent cross curricular links to other subjects and topics plus all of the projects we undertake at Key Stage 3 are strongly linked to the relevant GCSE & A Level specifications and to the skills employers require in the world of work today.						
Term	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer 1	Summer 2
Topic (brief description)	Year 9 will study each module on an hourly basis weekly. The units have been designed to allow students to develop knowledge and understanding during the year through a variety of learning experiences and approaches, including engagement with sources. This will allow them to develop the skills to explore, create and communicate their own ideas. Students will demonstrate these skills through the development, refinement, recording, realisation and presentation of their ideas through a portfolio of work.					
	Day of the Dead Inspired by the DOTD festival, pupils experiment with textile media and techniques.	Day of the Dead Inspired by the DOTD festival, pupils experiment with textile media and techniques.	Fashion Illustration Allowing pupils to explore mixed media and develop their own designing style.	Fashion Illustration Allowing pupils to explore mixed media and develop their own designing style.	3D Moodboard Coursework style project exploring a variety of techniques where pupils create a 3D moodboard about their hobbies/interests on a garment.	3D Moodboard Coursework style project exploring a variety of techniques where pupils create a 3D moodboard about their hobbies/interests on a garment.
Subject Specific Skills	Refine skills of embroidery techniques, applique, observational drawing and pattern making. Develop skills sampling Suffolk puffs, trapunto quilting, sublimation printing. Developing and improving design work.	Refine skills of embroidery techniques, applique, observational drawing and pattern making. Develop skills sampling Suffolk puffs, trapunto quilting, sublimation printing. Developing and improving design work.	Experiment with a range of media to record ideas, work in the style of others to influence work, analyse the work of others and own, be able to represent a wide range of people/differences within ideas, present creatively.	Experiment with a range of media to record ideas, work in the style of others to influence work, analyse the work of others and own, be able to represent a wide range of people/differences within ideas, present creatively.	Develop a range of selected techniques, develop placement and presentation skills. Working with a range of materials to achieve a visually inspiring piece.	Develop a range of selected techniques, develop placement and presentation skills. Working with a range of materials to achieve a visually inspiring piece.
Previous Links	DT Links - National Curriculum link to KS3 and reference to previous skills from KS2 are available to demonstrate how the Design & Technology Curriculum, strengthens students prior learning and develops these skills further in preparation for KS4. Art & Design Links - National Curriculum link to KS3 and reference to previous skills from KS2 are available to demonstrate how the Art, Craft and Design Curriculum, strengthens students prior learning and develops these skills further in preparation for KS4. Technology Student is a useful website for extra reading on design and technology curriculum.					
Cross-curricular Skills	English: annotation, explaining ideas and evaluating work of others and own. Citizenship: accepting others and equality RE – exploring different cultures, religions and festivities across the world. History – culture, religion and society PLTS: independent enquirers, creative thinkers, reflective learners, team workers, self-managers, effective participants.					



Post 16 and beyond: The structure of our curriculum in Key Stage 3 flows into the KS4 and KS5 examined content. In Textiles, we provide students with essential skills on how to be reflective practitioners, creative thinkers and appreciate the work of others. We implement exciting projects that pupils will engage with so it creates a love of learning and helps develop essential life skills even if pupils do not choose GCSE or A Level Textile Design.



Year 10 Textiles : Our curriculum intent is: The aim of the Art, Design & Technology Derby Moor Curriculum is to ensure that all pupils are inspired to become creative, to develop their practical skills whilst also understanding the unique properties and qualities that different materials have. We also encourage our pupils to experiment, to invent and to create their own design ideas, samples and development pieces so they can practise their “hands -on” skills and develop a portfolio of work which will help form their GCSE grade. Students develop the skills required to successfully undertake the Art based Textile A Level at KS5 or another course similar.						
Term	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer 1	Summer 2
Topic (brief description)	This year is for pupils to initially build their skills and explore techniques around Textile Design and start to build a body of work which will be selected for their component one portfolio. Textile design is defined here as the creation of designs and products for woven, knitted, stitched, printed or decorative textiles that might have a functional or non-functional purpose. Pupils are required to develop knowledge, understanding and skills through integrated practical, critical and contextual study that encourages direct engagement with original works and practice. Students may work in any medium or combination of media. They can work entirely in digital media or entirely non-digital media, or in a mixture of both, provided the aims and assessment objectives are met.					
	Texture Mini Project Allowing pupils to explore a variety of media, techniques and materials through the topic of texture. This is intended to be a quick experimentation SOW with particular focus on including opportunities for refinement and development to support in meeting AO2. Pupils final outcome will an A3 piece of work in a medium of their choice after experimenting with different techniques and developing composition.		Coursework Project Internally set brief, pupils work through their own project work to add to Component 1 portfolio. Starting point provided is Birds and Feathers where pupils will use this starting point to explore possibilities for their project. Dependent on the group, the class teacher may choose to change the starting point.		Experimental Studies Working from an internally set brief which is provided by the teacher (for example Alice in Wonderland), pupils will work through a set of specific techniques to add to their skills base. Workshop based, allowing pupils to learn more textile methods and techniques. Mainly focussing on CAD and Printing techniques.	
Subject Specific Skills	Investigate: Researching Secondary images; Primary use of artefacts/objects (sourcing); analysis of artists Henri Rousseau (historical) and Amber Davenport (modern) designers/artists		Investigate - An exceptional ability to effectively develop ideas through creative and purposeful investigations. An exceptional ability to engage with and demonstrate critical understanding of sources. Develop – An exceptional ability to thoughtfully refine ideas with discrimination. Design / Record – An exceptional ability to skilfully and		Photoshop, editing and CAD skills; block printing, Leaf printing, bubble printing; fabric painting; mono	



	<u>Develop:</u> Observational drawing; Experimentation with printing methods (physical and digital); Development of composition ideas through mixed media; Refinement of printing and painting; Digital editing of prints <u>Record/Design:</u> Observational drawings; Composition planning sketches; Printmaking as a drawing process in experiments; Digital editing with process annotation; Annotated work throughout <u>Realisation/make/evaluation:</u> Own sketches and work throughout; Own ideas in refinement; composition development; Final piece based on sources and experimentation.	rigorously record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions as work progresses. <u>Make / Evaluate</u> - An exceptional ability to competently present a personal and meaningful response and realise intentions with confidence and conviction. An exceptional ability to demonstrate understanding of visual language. Examples of skills developed in this project are: mark making; bodice development; material and surface manipulation; developing repeat patterns; block printing, quilting, batik and dying.	printing; transfer paints and printing, sublimation printing. Development of composition, design work and realisations. Presentation skills
Previous Links	National Curriculum link to KS3 and reference to previous skills from KS2 are available to demonstrate how the Design & Technology Curriculum, strengthens students prior learning and develops these skills further in preparation for KS4. • Use a range of techniques to record observations in and out of sketchbooks • Use a range of techniques and media, including painting, oil pastels, chalk, watercolour, collage etc. • Increase in proficiency in the handling of different materials • Analysis and evaluation of own work, and that of others, in order to strengthen the visual impact or applications of work (peer/ self-assessment, research pages and class discussions)		
Cross-curricular Skills	English – Reading, comprehension & analysis, written annotations, critical understanding. History – research and knowledge, historical and modern artists, designers and artefacts. DT – Product analysis and research Art – drawing, recording and developing ideas and understanding visual language and the work of others. PLTS: independent enquirers, creative thinkers, reflective learners, team workers, self-managers, effective participants.		
Post 16 and beyond: The structure of our curriculum in Key Stage 4 flows into the KS5 examined content. In Textiles we provide students with essential skills and knowledge to prepare them for the next step in their lives and equip them with confidence to carry these skills through life wherever that is work or further education. We implement exciting projects that pupils will engage with so it creates a love of learning and helps develop essential life skills even if pupils do not choose A Level Textiles. We also believe that the cultural capital within our curriculum is important for pupils to develop a life-long love of learning as well as gaining different experiences.			



Year 11 Textiles: Our curriculum intent is: The aim of the Art, Design & Technology Derby Moor Curriculum is to ensure that all pupils are inspired to become creative, to develop their practical skills whilst also understanding the unique properties and qualities that different materials have. We also encourage our pupils to experiment, to invent and to create their own design ideas, samples and development pieces so they can practise their “hands -on” skills and develop a portfolio of work which will help form their GCSE grade. Students develop the skills required to successfully undertake the Art based Textile A Level at KS5 or another course similar. Within the context of textile design, students will demonstrate the ability to work with a range of media and techniques; use textile design techniques and processes, appropriate to students’ personal intentions, for example: weaving; felting; stitching; appliqué; construction methods; printing. Also, use media and materials, as appropriate to students’ personal intentions, for example: inks; yarns; threads; fibres; fabrics; textile materials; digital imagery.						
Term	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer 1	Summer 2
Topic (brief description)	This year is for pupils to add to and refine their component one portfolio and externally set assignment. Textile design is defined here as the creation of designs and products for woven, knitted, stitched, printed or decorative textiles that might have a functional or non-functional purpose.. Pupils are required to develop knowledge, understanding and skills through integrated practical, critical and contextual study that encourages direct engagement with original works and practice. Students may work in any medium or combination of media. They can work entirely in digital media or entirely non-digital media, or in a mixture of both, provided the aims and assessment objectives are met.					
	Mock Exam Project To follow on and link in with the experimental studies project, working on developing ideas and final concepts.		Component 2 (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.			
Subject Specific Skills	<u>Developing and refining skills learnt in the previous half term:</u> Photoshop, editing and CAD skills; block printing, Leaf printing, bubble printing; fabric painting; mono printing; transfer paints and printing, sublimation printing. Development of composition, design work and realisations. Presentation skills <u>Pupils will master the skills to:</u> <u>Investigate</u> - ability to effectively develop ideas through creative and purposeful investigations. An exceptional ability to engage with and demonstrate critical understanding of sources. <u>Develop</u> – ability to thoughtfully refine ideas with discrimination. <u>Design / Record</u> – ability to skilfully and rigorously record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions as work progresses. <u>Make / Evaluate</u> - ability to competently present a personal and meaningful response and realise intentions with confidence and conviction. An exceptional ability to demonstrate understanding of visual language.		<u>Pupils will master the skills to:</u> <u>Investigate</u> - ability to effectively develop ideas through creative and purposeful investigations. An exceptional ability to engage with and demonstrate critical understanding of sources. <u>Develop</u> – ability to thoughtfully refine ideas with discrimination. <u>Design / Record</u> – ability to skilfully and rigorously record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions as work progresses. <u>Make / Evaluate</u> - ability to competently present a personal and meaningful response and realise intentions with confidence and conviction. An exceptional ability to demonstrate understanding of visual language. Within the context of textile design, students will demonstrate the ability to work with a range of media and techniques; use textile design techniques and processes, appropriate to students’ personal intentions, for example: weaving; felting; stitching; appliqué; construction methods; printing. Also, use media and materials, as appropriate to students’ personal intentions, for example: inks; yarns; threads; fibres; fabrics; textile materials; digital imagery.			



Previous Links	National Curriculum link to KS3 and reference to previous skills from KS2 are available to demonstrate how the Design & Technology Curriculum, strengthens students prior learning and develops these skills further in preparation for KS4. • Use a range of techniques to record observations in and out of sketchbooks • Use a range of techniques and media, including painting, oil pastels, chalk, watercolour, collage etc. • Increase in proficiency in the handling of different materials • Analysis and evaluation of own work, and that of others, in order to strengthen the visual impact or applications of work (peer/ self-assessment, research pages and class discussions)
Cross-curricular Skills	English – Reading, comprehension & analysis, written annotations, critical understanding. History – research and knowledge, historical and modern artists, designers and artefacts. DT – Product analysis and research Art – drawing, recording and developing ideas and understanding visual language and the work of others. PLTS: independent enquirers, creative thinkers, reflective learners, team workers, self-managers, effective participants.
Post 16 and beyond: The structure of our curriculum in Key Stage 4 flows into the KS5 examined content. In Textiles we provide students with essential skills and knowledge to prepare them for the next step in their lives and equip them with confidence to carry these skills through life wherever that is work or further education. We implement exciting projects that pupils will engage with so it creates a love of learning and helps develop essential life skills even if pupils do not choose A Level Textiles. We also believe that the cultural capital within our curriculum is important for pupils to develop a life-long love of learning as well as gaining different experiences.	



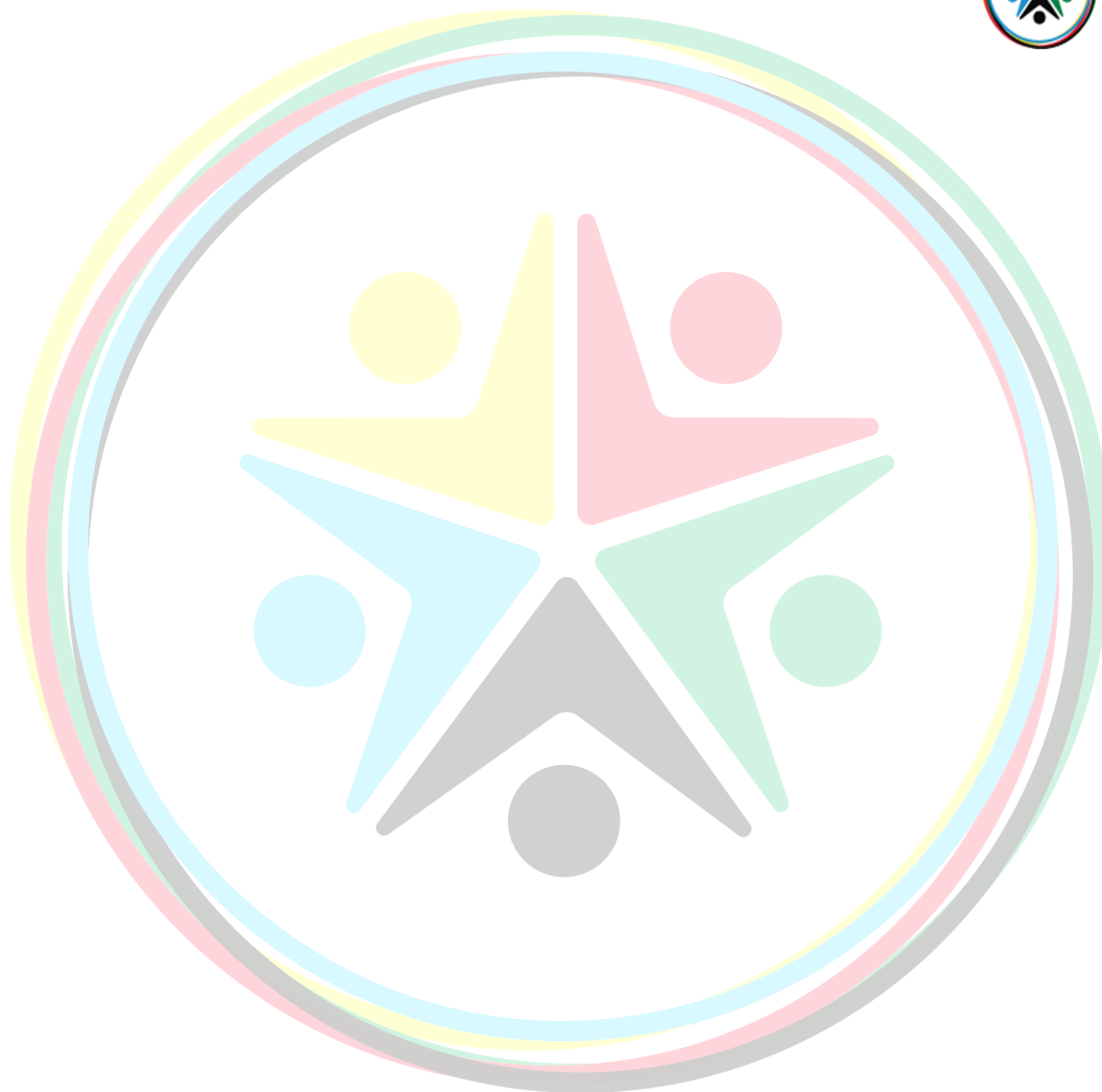
Year 12 Textile Design. Our curriculum intent is: Textile Design will inspire pupils to achieve and create exciting creative work and develop their understanding of the fashion and textiles industry whilst developing a breadth, depth and understanding of surface pattern, textile products, textile art and fashion culture. It will prepare pupils for community involvement and future pathways. Pupils will develop knowledge of image and fabric manipulation, learning about composition, repeated patterns, embroidery and printing techniques, surface pattern techniques and the different effects that these have on the final outcome design. As well as exploring surface pattern and decorative surfaces, pupils will explore garment construction and experiment with shape, exploring traditional sewing techniques and manufacture. This course aims for pupils to explore the works of your choice of fashion designers, artists, photographers and surface pattern textile artists and implement their styles of working into their own. Over the 2-year course, pupils will go on a creative journey which will be led by themselves and supported by the teacher, pupils will have creative freedom to produce what they would like if it linked to the brief and mark scheme. This aims to give pupils challenging opportunities, life-long learning and develop their personal skills.

Term	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer 1	Summer 2
Topic (brief description)	3D Mood Board Fashion based project. Pupils will refine skills learnt at GCSE and learn new exciting techniques to create a 3D mood board based on a theme personal to them. The 3D Mood board will take its form as a wearable shirt.	The Yellow Wallpaper Interior based project. A project which focusses on surface print, texture, manipulation and some drapery work. The famous short story 'The Yellow Wallpaper' is the theme for the project where pupils create their own version of what they interpret the yellow wallpaper to look like.	The Yellow Wallpaper Pupils continue to explore and experiment, develop and refine their Yellow Wallpaper sketchbook and practical outcome to create a run of fabric for interiors. There is a drapery workshop included in this project to show pupils how different disciplines of Textile Design can be transferred to another.	Component One: Personal Investigation Based on their own concept or theme, pupils will work individually to create a major investigative piece which will include all of the assessment objectives in depth. Pupils can choose what area of Textile design they wish to explore e.g. fashion, costume, printed textiles etc	Component One: Personal Investigation Based on their own concept or theme, pupils will continue to work individually to create major investigative and exploratory work which will include all of the assessment objectives in depth. Pupils can choose what area of Textile design they wish to explore e.g. fashion, costume, printed textiles etc	Component One: Personal Investigation Based on their own concept or theme, pupils will continue to work individually to create major investigative and exploratory work which will include all of the assessment objectives in depth. Pupils can choose what area of Textile design they wish to explore e.g. fashion, costume, printed textiles etc
Subject Specific Skills	A range of skills will be developed through the teaching of different techniques such as applique, hand and machine embroidery, laser cutting, wax trapping,	A range of skills will be developed through the teaching of different techniques such as screen printing, mono printing, lino printing, digital enhancement	A range of skills will be developed through the teaching of different techniques such as screen printing, mono printing, lino printing, digital enhancement	Skills pupils will develop across their personal investigation project will be: - record experiences and observations, in a variety of ways using drawing or other appropriate visual forms; undertake research; and gather, select and organise visual and other appropriate information - explore relevant resources; analyse, discuss and evaluate images, objects and artefacts; and make and record independent judgements		

	godets, ruffles and many more.	and printing, devore, smocking, embellishment and many more.	and printing, devore, smocking, embellishment and many more.	- use knowledge and understanding of the work of others to develop and extend thinking and inform own work - generate and explore potential lines of enquiry using appropriate media and techniques - apply knowledge and understanding in making images and artefacts; review and modify work; and plan and develop ideas in the light of their own and others' evaluations - organise, select and communicate ideas, solutions and responses, and present them in a range of visual, tactile and/or sensory forms		
Previous Links	Pupils will have studied either an Art based or Design based course for GCSE. The assessment objectives from art & Design (Fine Art & Textile Design) progress logically through to A Level so pupils are able to make clear connections with how they can meet the assessment objectives as they are familiar from GCSE. Some skills covered initially will be familiar to pupils such as applique and embroidery however A Level focusses on more detail within the techniques and more conceptual meanings behind project work.					
Cross-curricular Skills	Art – drawing, recording and developing ideas and understanding visual language and the work of others. DT – Product analysis and research.	English – Reading, comprehension & Analysis, written annotations, critical understanding. History – research and knowledge. DT – Product analysis and research Art – drawing, recording and developing ideas and understanding visual language and the work of others.	English – Reading, comprehension & analysis, written annotations, critical understanding. History – research and knowledge. DT – Product analysis and research Art – drawing, recording and developing ideas and understanding visual language and the work of others.	English – Reading, comprehension & analysis, written annotations, critical understanding. History – research and knowledge. DT – Product analysis and research Art – drawing, recording and developing ideas and understanding visual language and the work of others.	English – Reading, comprehension & analysis, written annotations, critical understanding. History – research and knowledge. DT – Product analysis and research Art – drawing, recording and developing ideas and understanding visual language and the work of others.	English – Reading, comprehension & analysis, written annotations, critical understanding. History – research and knowledge. DT – Product analysis and research Art – drawing, recording and developing ideas and understanding visual language and the work of others.
Post 16 & beyond: It allows for progression from key stage 4 whilst providing a strong foundation for further study as well as vocational pathways. To support this progression, the assessment objectives, structure and titles are very similar to those detailed in the AS and GCSE Art and Design specification. The qualification features a wide range of titles, which allow for the study of art and design in both breadth and depth. This is a skills-based approach specification, allowing students to develop knowledge and understanding during the course through a variety of learning experiences and approaches. This allows them to develop the skills to explore, create and communicate their own ideas. The specifications directly support progression to further and higher education in Art and Design and related subjects, as well as providing all students with a platform to inspire a lifelong interest in, and enjoyment of, Art and Design.						



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Year 13 Textile Design. Our curriculum intent is: Textile Design will inspire pupils to achieve and create exciting creative work and develop their understanding of the fashion and textiles industry whilst developing a breadth, depth and understanding of surface pattern, textile products, textile art and fashion culture. It will prepare pupils for community involvement and future pathways. Pupils will develop knowledge of image and fabric manipulation, learning about composition, repeated patterns, embroidery and printing techniques, surface pattern techniques and the different effects that these have on the final outcome design. As well as exploring surface pattern and decorative surfaces, pupils will explore garment construction and experiment with shape, exploring traditional sewing techniques and manufacture. This course aims for pupils to explore the works of your choice of fashion designers, artists, photographers and surface pattern textile artists and implement their styles of working into their own. Over the 2-year course, pupils will go on a creative journey which will be led by themselves and supported by the teacher, pupils will have creative freedom to produce what they would like if it linked to the brief and mark scheme. This aims to give pupils challenging opportunities, life-long learning and develop their personal skills.

Term	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer 1	Summer 2
Topic (brief description)	Pupils will be					
	Component One: Personal Investigation Based on their own concept or theme, pupils will continue to work individually to create major investigative and exploratory work which will include all of the assessment objectives in depth. Pupils can choose what area of Textile design they wish to explore e.g. fashion, costume, printed textiles etc	Component One: Personal Investigation Based on their own concept or theme, pupils will continue to work individually to create major investigative and exploratory work which will include all of the assessment objectives in depth. Pupils can choose what area of Textile design they wish to explore e.g. fashion, costume, printed textiles etc	Skills Build Workshops from Jan to Feb 1st – teachers select a range of techniques which pupils haven't covered in their Component 1 portfolio to enhance skills range in preparation for Component 2. From Feb 1 st – Component 2 (see to right)	Component Two: Externally Set Assignment Students will develop practical and critical/contextual work in one or more areas of study, for example, ceramics, sculpture, exhibition design, design for theatre, television and film, interior design, product design, environmental design, architectural design, jewellery/body ornament and 3D digital design. This is through responding to chosen assignment.	Component Two: Externally Set Assignment Students will develop practical and critical/contextual work in one or more areas of study, for example, ceramics, sculpture, exhibition design, design for theatre, television and film, interior design, product design, environmental design, architectural design, jewellery/body ornament and 3D digital design. This is through responding to chosen assignment.	
Subject Specific Skills	Skills pupils will develop across their personal investigation and externally set project will be: - record experiences and observations, in a variety of ways using drawing or other appropriate visual forms; undertake research; and gather, select and organise visual and other appropriate information - explore relevant resources; analyse, discuss and evaluate images, objects and artefacts; and make and record independent judgements					



	- use knowledge and understanding of the work of others to develop and extend thinking and inform own work - generate and explore potential lines of enquiry using appropriate media and techniques - apply knowledge and understanding in making images and artefacts; review and modify work; and plan and develop ideas in the light of their own and others' evaluations - organise, select and communicate ideas, solutions and responses, and present them in a range of visual, tactile and/or sensory forms	
Previous Links	Pupils will have studied either an Art based or Design based course for GCSE. The assessment objectives from art & Design (Fine Art & Textile Design) progress logically through to A Level so pupils are able to make clear connections with how they can meet the assessment objectives as they are familiar from GCSE. Some skills covered initially will be familiar to pupils such as applique and embroidery however A Level focusses on more detail within the techniques and more conceptual meanings behind project work.	
Cross-curricular Skills	PLTS: independent enquirers, creative thinkers, reflective learners, team workers, self-managers, effective participants. English – Reading, comprehension & Analysis, written annotations, critical understanding. History – research and knowledge. DT – Product analysis and research Art – drawing, recording and developing ideas and understanding visual language and the work of others.	
Post 16 & beyond: It allows for progression from key stage 4 whilst providing a strong foundation for further study as well as vocational pathways. To support this progression, the assessment objectives, structure and titles are very similar to those detailed in the AS and GCSE Art and Design specification. The qualification features a wide range of titles, which allow for the study of art and design in both breadth and depth. This is a skills-based approach specification, allowing students to develop knowledge and understanding during the course through a variety of learning experiences and approaches. This allows them to develop the skills to explore, create and communicate their own ideas. The specifications directly support progression to further and higher education in Art and Design and related subjects, as well as providing all students with a platform to inspire a lifelong interest in, and enjoyment of, Art and Design.		