

## Curriculum Subject: Art and Design - Textiles

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR 9	<b>Felt Making</b>	<b>Felt Making &amp; Weaving</b>	<b>Design and Fashion Drawings</b>	<b>Construction of Recycled Fashion</b>	<b>Stitched Parabolic Patterns</b>	<b>Dreamcatchers</b>
	Introduction to Art Textiles. Knowledge of Floral photographers - Sue Bishop, Harold Feinstein. Felt-making and transferring a drawn image into a creative, felt one.	Embroidery and stitching techniques used by textile artists Application to the felt piece. Weaving – history and technique Looms / weft and warp Wool piece created.	Knowledge of the fashion industry and high fashion. How designers use drawing to influence design. Introduction to recycling / reuse / reclaim	Designers of High fashion with a recycled theme. Design and construction of an item and possible accessories. Trashion theme.	Parabolic patterns and the maths behind it. Knowledge of the designs from simple to complex. Construction of their own design.	History and origins of dreamcatchers. Use of withies in the creation of them. Own design and embellishment – using native America as a stimulus.
	Options Round 1					
YEAR 10	<b>Workshops and Media Exploration</b>	<b>Machine Drawing</b>	<b>Stitched outcome</b>	<b>Felt making</b>	<b>Controlled Assignment (Exam)</b>	<b>Controlled Assignment (Exam)</b>
	Introduction to AQA Art Textiles. Assessment Objectives explained. Perspective & Photography. Textile workshops in response. Atmospheric / ariel perspective.	Techniques of tie dying / emulsion / image transfer / brusho / monoprint Drawing with stitch Rosie James textile artist.	Developing an outcome in the style of the Textile artist Rosie James. UNIT 1 Exploration of Composition / exaggerated perspective.	Development from Y9 of feltmaking – with a focus on 3D form. Photography of sweet compositions – Sarah Graham / Amanda Deadman Drawings and textile technique studies. AO2.	Preparation of a final outcome of a Soft Sculpture or panel. Research of further artists / designers on the theme of sweets	Complete the final outcome UNIT 2  Introduction of UNIT 3 – The Bodice.
	Options Round 2					
	• Key knowledge/applications (×3)	• Key knowledge/applications (×3)	• Key knowledge/applications (×3)	• Key knowledge/applications (×3)	• Key strategies	

### St Bede's Curriculum Design Principles

Within subjects: depth, relevance, sequencing, spacing

Between subjects: breadth, cultural capital, coherence, progression, interlinking