



Curriculum Overview

Key Stage – KS4 Year -11

Act with care, kindness, respect and integrity

Location of resources:	Google drive GCSE Textiles
Curriculum intent and rationale:	<u>Art Curriculum intent</u> 1. To encourage students to observe the world more closely and record it in a variety of ways 2. To develop understanding that Art Craft and Design is a visual language separate from the others we use. 3. To encourage students to produce creative work which explores, records and reflects on ideas and experiences in their own and others’ lives 4. To encourage students to develop their knowledge and appreciation about a range of artists, craft makers and designers 5. To evaluate and analyse their own and others’ creative works using the language of Art Craft and Design 6. To realise the relevance of Art Craft and Design in our modern culture whilst raising awareness of career choices and engendering a love of the subject 7. To encourage an appreciation of how Art Craft and Design changes over time and can be affected by and reflects society/religion/politics/personal values and that “art reflects and belongs to the period and culture in which it was created” (Ref Art definition www.visual-arts-cork.com). 8. To achieve well and to prepare students for future study <u>Global Learning statement</u> We aim to encourage open minded, creative, critical reflective thinkers who have the courage and confidence to discover and contribute to the world around them.
National Curriculum Links:	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

By the end of the year students will know:

Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Students will learn key knowledge and skills about: This is a continuation of Y10 work and forms Component 1 Portfolio which is 60% of the final mark. The project allows students independence required for component 2 whilst ensuring they cover al AO's to the relevant depth focuses on independent investigation. Students create an outcome for this work in a mock exam to directly mirror the experience of the final controlled assessment. AO3 Recording in a variety of ways: 1. Photography and drawing for purpose 2. Thumbnail sketches to aid with planning AO2 Experimenting with materials and processes Extend knowledge of and exploitation of materials and processes AO1 Looking at a range of sources Refining ideas Trialling ideas in a range of media		Students will learn key knowledge and skills about: Component 2: Externally set task This unit uses all prior knowledge from Component 1. Initially students are guided: Choice of title, stimulus, artists etc Students are given the Creative Cycle as their framework and expected to follow weekly overview tasks such as artist analysis, observing etc, but all will be doing this using their own sources and choice of material/media. Two cycles are completed and students are guided towards trailing		Controlled assessment	



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Effectively analyse the work of artists/photographers to inspire own practise 1. Analysis and description of individual pieces/movements/collections 2. Working in the style of the artist/designer/craftsperson Be able to plan, trial and review a realised intention. (AO4) completed in a mock exam in December. Students are given individualised learning tasks by teacher to guide their projects and inspire creative thinking. Techniques may still be taught so new skills are learnt but the emphasis is on personal creativity. Challenge: Students learn to self-manage and to keep up with the expectations of the coursework content. High ability students will quickly self-direct and develop ideas assisted by the input of staff and guidance towards sources and skills that will aid project. Other students will need more guidance and will be directed and steered by staff to get the best outcomes. Misconceptions: That the exam gives them the grade and all the work they have done to date doesn't count.		outcomes for the controlled assessment.			
Previous learning that is particularly relevant:					
All tasks completed in Y10 are relevant and are a resource that they can draw upon in current work.	Previous box plus new skills and knowledge gained during Half Terms 1&2 through... - Artist analyses - Textiles samples - Own photographs and drawings - Annotating and presenting work to communicate visually				
Future Learning - How content prepares students for future units, Key Stage 4, or Key Stage 5?					
As AOs remain consistent through to the end of A Level, this learning will furnish students with an understanding of how to achieve in the subject, and the skills and techniques required to generate the relevant visual evidence of this achievement. At this stage, focus is mostly on AO1, 2 and 3.		As AOs remain consistent through to the end of A Level, this learning will furnish students with an understanding of how to achieve in the subject, and the skills and techniques required to generate the relevant visual evidence of this achievement. At this stage, focus is largely on AOs 1, 2 & 3 with AO4 intentions becoming more defined as the terms progress.		As AOs remain consistent through to the end of A Level, this learning will furnish students with an understanding of how to achieve in the subject, and the skills and techniques required to generate the relevant visual evidence of this achievement. At this stage students continue to work on AOs 1, 2 & 3 but become steadily more and more immersed in AO4 as their final outcomes progress.	
Outcomes:					
By the end of the year pupils will be able to solve/create/produce/write:					
Our curriculum is structured to ensure that students create a portfolio of work which evidences the four Assessment Objectives and develops their technical abilities, critical and analytical skills, and creativity.					
AO1: Develop ideas through investigations, demonstrating critical understanding of sources. Develop ideas that are informed by investigative, contextual study of historical, cultural and contemporary art, craft and design in their own and other societies. Provide evidence of analytical skills and critical and contextual understanding by appraising, comparing and contrasting the work of relevant artists, craftspeople and designers and other historical and contextual sources, using this to inform their own work.					
AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. Select and purposefully explore a sufficient and appropriate breadth of media, material, techniques and processes, critical and contextual topics, themes, periods, movements and styles. Pay due regard to how line, tone, colour, shape, texture and other visual elements have been used by artists, craftspeople and designers. Employ sensitive control, for example in refining processes to produce well-resolved quality outcomes. Show discrimination in reviewing ideas as work develops. Establish a clear working relationship between working methods and outcomes by documenting significant steps so that final outcomes do not emerge without evidence of the creative process.					

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AO3: Record ideas, observations and insights relevant to intentions as work progresses. Gather, select, organise and communicate information that is relevant to their personal interests as a consequence of careful research and analysis. Record ideas, first-hand observations, insights and judgments by photography and any other suitable means, such as drawing, painting, written notes, audio and/or video recordings which are relevant to personal intentions. Critically reflect on work as it progresses in order to effectively review what has been learned, acquire deeper understanding and to clarify purposes and meanings.

AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. Present personal, imaginative final outcomes, together with selective evidence of thinking and production processes, that effectively realise the student's stated intentions and demonstrate critical understanding of visual, tactile and, where appropriate, other forms of communication.

By the end of the year students in textiles will be able to select and analyse relevant sources using subject-specific vocabulary. They will be able to draw for purpose, screen print, heat transfer print, wet and needle felt, hand embroider, couch, bead, cut and construct garments using a paper pattern, use a sewing machine for both construction and decorative purposes, use fabric manipulation such as Suffolk puffs to generate texture, dye, use batik, and explore a range of other relevant textile processes specific to their own intentions (eg foil transfer, fabric crashing, quilting, corsetry techniques such as boning, burning, knitting, crochet, weave, tie-dye etc). They will be able to reflect critically on their own work and use this reflection to refine and improve their work over time. They will know how to present work to communicate their thoughts and ideas visually. They will be able to design an outcome inspired by their chosen sources, observations and experiments, and will work from this design to realise their intentions and create a final outcome.

Assessment Strategy How we know our students are knowing and remembering more –

Data from hunting not fishing, formative and summative assessment/s is used to adapt teaching and provide targeted challenge and intervention, supporting SEND and disadvantaged pupils.

Formative: - Individual 1:1 discussion in class used to check understanding and address gaps. From HT 3 this process is formalised using our tracker sheets – students must state at the end of the lesson what their own objective is for the following lesson, and this is recorded by the teacher. This very quickly highlights students who are stuck or unsure, and allows students to identify and request the help they need. - Hunting not fishing - Regular discussions using the mark scheme so students can see their successes and areas to develop. - Contact with parents via email to praise attainment/effort as well as to arrange compulsory catch-up where warranted. As part of exam results review this year MBo identified significant positive differences in grades for students who stayed regularly after school, so we are actively encouraging this.	Summative (& cumulative) - Summative assessment as units progress to give a guide to the grade they could expect from their work with pointers on how to improve in each assessment objective. - Summative assessment using exam mark scheme at the end of the unit to assess whole project including outcome. This is fed back to students so they can make improvements or fill any gaps well before the exam board's external coursework deadline.	Opportunities to revisit past learning: Past learning is continually revisited because work follows a spiral curriculum structure informed by the Assessment Objectives. Students repeat the following steps from the start of the course with increasing independence and knowledge/skill over time. Gather A01 - Gather and collect multiple images, inspirations, concepts, artists and sources. A03 -Identify what observations are needed for the next stage Observe A01 - select an artist/art piece or source to describe and analyse. A03 - Create an observational sketch, drawing or painting based on the objects or photos taken in gathering. Respond A02 - Create at least one response/sample combining analysis, observed pieces and/or photoshoot. Develop A02 - Develop a further response combining techniques/ideas from the second source/artist with previous response. A04- Realise intentions Present & Reflect Present work in a sketchbook A02 - reflect on and annotate Opportunities for homework (including apps): Set tasks, specific pieces to support and enhance class work. Drawing, manipulating imagery, written analysis, and work related to all areas of the creative cycle.
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How is the curriculum adapted to meet the needs of SEND and disadvantaged pupils, while maintaining high expectations?



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In Arts based subjects SEND students do not have the same barriers to learning as traditionally “academic” subjects, in fact they often flourish. Students are encouraged to buy an “arts pack” to provide them with equipment to use at home. PP students get this for free. If any student encounters barriers to learning staff will work with those students’ individual needs- for example, step by step instruction, checking in to ensure understanding, use of technician to support learning, contact with home and encouragement to use one to one help after school.

Wider Curriculum and Enrichment – cultural capital and real world application -

Enriching experiences:

Students view a vast array of artwork.

Students are encouraged to think deeply about their own personal experiences and those in the world around them.

Students are encouraged to visit a variety of places for research, such as places to take photographs, galleries and events to see artwork first hand.

Trips are organised where possible, this year to Chatsworth Hall.

Our curriculum supports the school value of:

Joy	<i>Foster enthusiasm and engagement by transforming inner feelings and views into visual form. Students enjoy the opportunity to experiment and work in a different way to other more “academic” subject.</i>
Progress	<i>We monitor and support progress through regular feedback as work develops. This ensures students can improve work in the lesson or reflect on guidance in their own time. This ensures all students make progress.</i>
Success	<i>We celebrate success by displaying work (where possible), giving praise points, having an artist of the term wall in each classroom, praise postcards, calls and emails home, work on the school social media and newsletter and sweet rewards for repeated attendance after school.</i>
Act with care, kindness, respect, and integrity	<i>We build meaningful connections with our students by encouraging them to explore their own thoughts and feelings through visual means, and supporting them with their ideas, providing praise and recognising individual successes.</i>

Literacy, Oracy and disciplinary language:

- Proforma and prompts provided to assist pupils with artist analyses
- Help sheets with sentence starters available to assist with annotation
- Key vocabulary explicitly highlighted in teaching, and insisted upon in class discussion/questioning
- Key vocabulary displayed in classrooms to promote awareness and familiarity
- Completing tracker sheet to set objectives encourages students to verbalise their work and thinking
- Class discussion and questioning
- Independent writing during artist analysis tasks builds literacy skills including comparative writing, analytical writing, detailed descriptions, confident use of disciplinary language and confident expression of personal opinions.
- Annotating work encourages critical and reflective communication and an ability to identify and express strengths and weaknesses in verbal as well as visual language.

Cross-Curricular opportunities / Opportunities to develop ‘character’:

This subject is a vehicle for character development. Through artistic practice, students cultivate traits like responsibility, empathy, resilience, and integrity that help them grow not just as artists, but as thoughtful, ethical, and confident individuals.

Our curriculum supports personal development by:

Careers / Employability skills:

Our curriculum supports personal development by:

1. Encourages Self-Expression and Emotional Growth
2. Builds Confidence and Self-Esteem
3. Risk-taking: Art encourages experimentation, helping students become more comfortable with uncertainty and mistakes.
4. Develops Critical Thinking and Problem-Solving Skills
- Creative problem-solving: Students constantly make decisions about materials, techniques, and composition.
5. Enhances Communication and Collaboration
6. Cultural literacy: Studying diverse art traditions builds understanding and respect for others.
7. Supports Cultural and Social Awareness
8. Social commentary: Art can be a tool for exploring social justice, politics, and community issues.

Careers / Employability skills:

How does the curriculum link to the following employability skills:

Listening – Class and group discussion promote respectful listening. Due to the creative nature of the subject pupils also quickly become aware that listening to one another can help develop their own skills and ideas. Due to the process-driven nature of the subject pupils see that when they listen carefully to staff instructions, they are successful in their work. This quickly creates a natural consequence of poor listening skills (poor outcomes) which seems generally effective in teaching the value of listening.

Speaking – Class discussion and objective setting helps pupils communicate their ideas verbally. Pupils tend to develop close relationships with peers and discuss their ideas when enthused or unsure, and again this promotes an ability to communicate verbally.

Problem solving – Practical problem-solving is the heart of the subject. Broadly, the ‘problem’ is ‘how do I turn my idea into reality?’. The independent thought, practical experimentation, critical thinking, research and enquiry



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required to solve this problem are embedded in the assessment objectives and creative cycle detailed above. On a smaller level, pupils are used to solving simple problems with sewing machines, materials and processes in the course of their work. The unpredictable and experiential nature of the subject not only allow for but require this of pupils, so these skills become robust.

Aiming high – encouraging students to refine and improve work and using the creative cycle to ensure they develop ideas further.

Critical thinking – Analysis of art work requires critical understanding and reflecting on their own ideas and work and how to extend these creates deeper though processes.

Staying positive – Creating art/textile/photography work of meaning and quality takes resilience. Processes and skills take time to master and there are few quick fixes. So resilience is required.

Leadership – students are encouraged to manage their time and workload as well as be the driving force in their own work.

Teamwork – Students cooperate by sharing resources and tidy up routines. Group crits require good teamwork so all participants feel safe to speak

Creativity – All activities require creative thinking skills. Using materials in different ways or combining ideas or techniques together are key parts of creative thought.

Employment Sectors discussed include: Vast array of careers within the creative fields including

Fine Artist, Graphic Designer, Photographer (in various roles), Illustrator, Interior Designer, Architect, Ceramics Designer, Jewellery Designer, Textile Designer (in various roles), Product Designer, Exhibition Designer, CAD Technician, Filmmaker, Animator, Set designer, Props maker, Costume Designer, Fashion Designer, Web Designer, Game Designer

Curriculum impact is evaluated through pupil study, work scrutiny, and progress data. Findings inform regular curriculum review to ensure continuous improvement.

When was this curriculum last reviewed? Include date	What changes were made and why?	How is ongoing improvement ensured?
July 2025	Altered existing SOW to new format	QA monitoring
		Faculty meetings, moderation, exam reports
		CPD