



**School Intent:** Our curriculum provides pupils with the knowledge and experiences which will interest and empower them to thrive in the workplace and make informed contributions to our democratic society.

**Textiles Curriculum intent:** *Within the textiles department we strive to push innovative designers to understand and use the knowledge and expertise to create garments which encompasses all backgrounds and styles.*

**Curriculum rationale:** Textile design can be defined as the creation of designs and products for woven, knitted, stitched or printed fabrics. At Barr Beacon we encompass all areas of this creativity by allowing our students to experiment with a variety of different techniques and mixed media. By the end of the rotation the students will be able to use their knowledge and skills to create and decorate a product by using a range of textile techniques. Students will also have the understanding of different cultures and fashion that exists around the world.

**KS3 Textiles curriculum:** The KS3 Textile curriculum at Barr Beacon is part of the Creative Arts rotations. Pupils explore and make different products on their rotation, they will begin by making a fab bag- (year 7) and a cushion cover- (year 8) they also explore different decorative and creative processes such as applique, tie dying, batik etc. In year 9, students look at more skill based types of creativity where we learn how to batch produce and blanket stitch.

### **National curriculum**

- Learners will explore practical and relevant critical and contextual sources such as, the work the work of historical and contemporary textile designers and the different purposes, intentions and functions of textile design.
- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users: critique, evaluate and test their ideas and products and the work of others

**KS4 Textiles** – Completed over two years building on what base knowledge students have learnt at KS3 and using the expert knowledge to create a chosen garment along with the completion of a creative coursework.



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
7	<p align="center"><b>Year 7 Technology Rotation</b> Textiles- fab bag project</p>					
8	<p align="center"><b>Year 8 Technology Rotation</b> Cushion cover project</p>					
9	<p align="center"><b>Year 9 Technology Rotation</b> Art textiles – Self portrait project</p>					
10	<p align="center"><b>Year 10 Art and Design (Textiles) OCR GCSE</b> (NEA 60%) Throughout Year 10 learners will develop their 60% coursework project in a portfolio. Students will undertake a number of workshops throughout year 10 to help develop their skills and techniques in textile design. Learners must explore practical and relevant critical and contextual sources such as the work of historical and contemporary textile designers and the different purposes, intentions and functions of textile design as appropriate to their own work.</p>					
11	<p align="center"><b>Year 11 Art and Design (Textiles) OCR GCSE</b> (NEA 60%) In the final year learners will draw their coursework project to a close. Exploring final design ideas and producing garments.</p>		<p align="center"><b>Year 11 Art and Design (Textiles) OCR GCSE</b> (EXAMINATION UNIT 40%) Learners will be given five topics from the OCR examination board and will develop a mini project from one of the topics. Learners will tailor their projects to a final outcome, ready to complete in a 10-hour practical exam. No written examinations.</p>			