

Textile Design Curriculum Overview

Year 10

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Qualification	GCSE Art and Design (Textile Design)					
Exam Board	AQA					
Component	Component 1: 60% (Internally set tasks)					
Unit(s)	Unit 1: Botanicals			Unit 2: Bodies of Water		
Unit Summary	Students explore botanical themes in textile design by studying the works of Angie Lewin and Marina Elphick. Through research, observational drawing, and practical techniques such as batik, collage, and quilting, they develop and refine ideas for a final piece. Emphasis is placed on analysis, experimentation, and cohesive presentation of work.			This unit explores the theme Bodies of Water through diverse textile techniques and artistic inspiration. Students will develop skills in tonal transcription, textile experimentation, and professional presentation while studying artists such as Sue Hotchkis, Carolyn Saxby, and Matisse.		
Unit Objectives	• Research and analyse Angie Lewin and Marina Elphick's work • Create transcriptions inspired by their styles and themes • Develop observational drawing skills using various media • Experiment with fabric-based techniques, including batik, Brusho, and quilting • Refine and present initial and developed ideas • Plan, create, and evaluate a final textile piece inspired by botanicals			• Accurately transcribe tonal values • Create colour-based transcriptions inspired by artists • Conduct research and analysis of artistic methods and themes • Experiment with textile techniques (e.g., Lutradur, painted Bondaweb, wet felting) • Present work professionally with annotations		
Acquired Knowledge/ Skills	• Artist research and analysis • Observational drawing (oil pastels, coloured pencil, watercolour, dip pen and ink, alcohol markers) • Textile techniques: batik, collage, quilting, sewing • Digital and traditional photography • Presentation and annotation of prep sheets			• Tonal transcription techniques • Watercolour backgrounds • Artist analysis (Sue Hotchkis, Carolyn Saxby, Matisse) • Textile methods: Lutradur, Bondaweb, stitching, wet felting • Observational drawing, heat transfer, ink work, mixed media collage • Professional annotation and presentation		

	• Final piece planning and execution	
Assessments	GCSE AQA Art is assessed through two components: Component 1 (Portfolio), which accounts for 60%, involves coursework including research, development, and final pieces. Component 2 (Externally Set Task), worth 40%, includes a 10-hour practical exam based on an externally set theme. Both are assessed for skills, creativity, and analysis.	
Other Links (e.g. SMSC, FBV, Greener Curriculum)	Greener Curriculum: Highlighting sustainable textile practices and using eco-friendly materials. Fundamental British Values: Promoting individual creativity and reflective analysis. Pride in the Solent: Drawing inspiration from local flora. UNCRC: Encouraging artistic expression as a form of cultural and personal development.	Greener Curriculum: Use of sustainable materials and techniques. Fundamental British Values: Promoting individual creativity and appreciation of diverse artistic methods. Pride in the Solent: Celebrating local natural inspirations. UNCRC: Fostering Article 31 (creative expression).

Textile Design Curriculum Overview

Year 11

	Autumn 1	Autumn 2	Spring 1	Spring 2
Qualification	GCSE Art and Design (Textile Design)			
Exam Board	AQA			
Component(s)	Component 1: 60% (Internally set tasks)		Component 2: 40% (Externally set task)	
Unit(s)	Unit 2: Bodies of Water (continued)	Unit 1: Botanicals (continued)	Externally Set Task (10-hour supervised exam (plus preparatory work))	
Unit Summary	This unit explores the theme Bodies of Water through diverse textile techniques and artistic inspiration. Students will develop skills in tonal transcription, textile experimentation, and professional presentation while studying artists such as Sue Hotchkis, Carolyn Saxby, and Matisse.	Students explore botanical themes in textile design by studying the works of Angie Lewin and Marina Elphick. Through research, observational drawing, and practical techniques such as batik, collage, and quilting, they develop and refine ideas for a final piece. Emphasis is placed on analysis, experimentation, and cohesive presentation of work.	The Externally Set Task requires students to respond to a theme provided by AQA. This involves developing a personal, creative response over several weeks, culminating in a 10-hour exam. Students must research, experiment with techniques, and plan their final piece based on the chosen theme.	
Unit Objectives	- Accurately transcribe tonal values - Create colour-based transcriptions inspired by artists - Conduct research and analysis of artistic methods and themes	- Research and analyse Angie Lewin and Marina Elphick's work - Create transcriptions inspired by their styles and themes - Develop observational drawing skills using various media	- Respond creatively to the externally set theme - Develop ideas through research and experimentation - Plan and execute a final piece in a 10-hour exam - Demonstrate technical skills and creativity - Reflect critically on the final piece and process	

	- Experiment with textile techniques (e.g., Lutradur, painted Bondaweb, wet felting) - Present work professionally with annotations	- Experiment with fabric-based techniques, including batik, Brusho, and quilting - Refine and present initial and developed ideas - Plan, create, and evaluate a final textile piece inspired by botanicals	
Acquired Knowledge/ Skills	- Tonal transcription techniques - Watercolour backgrounds - Artist analysis (Sue Hotchkis, Carolyn Saxby, Matisse) - Textile methods: Lutradur, Bondaweb, stitching, wet felting - Observational drawing, heat transfer, ink work, mixed media collage - Professional annotation and presentation	- Artist research and analysis - Observational drawing (oil pastels, coloured pencil, watercolour, dip pen and ink, alcohol markers) - Textile techniques: batik, collage, quilting, sewing - Digital and traditional photography - Presentation and annotation of prep sheets - Final piece planning and execution	- Research and idea development - Experimentation with different media - Effective planning and time management - Technical drawing, painting, and sculpture skills - Critical reflection and evaluation of own work
Assessments	GCSE AQA Art is assessed through two components: Component 1 (Portfolio), which accounts for 60%, involves coursework including research, development, and final pieces. Component 2 (Externally Set Task), worth 40%, includes a 10-hour practical exam based on an externally set theme. Both are assessed for skills, creativity, and analysis.		
Other Links (e.g. SMSC, FBV, Greener Curriculum)	Greener Curriculum: Use of sustainable materials and techniques. Fundamental British Values: Promoting individual creativity and appreciation of diverse artistic methods. Pride in the Solent: Celebrating local natural inspirations. UNCRC: Fostering Article 31 (creative expression).	Greener Curriculum: Highlighting sustainable textile practices and using eco-friendly materials. Fundamental British Values: Promoting individual creativity and reflective analysis. Pride in the Solent: Drawing inspiration from local flora. UNCRC: Encouraging artistic expression as a form of cultural and personal development.	Greener Curriculum: Sustainability in material use and thematic exploration. Fundamental British Values: Creativity, respect for others' ideas, and individual expression. Pride in the Solent: Reflecting local landscapes and culture. UNCRC: Right to express ideas and be heard through artistic expression.