

## The Hurlingham Academy Textiles Curriculum Map 2022-2023

Through the study of textiles, students will gain an understanding of the fundamental skills within textile design, including designing, printing, embroidery, machine skills and evaluation. The curriculum here at The Hurlingham Academy ensures that students gain traditional and modern skills in textiles to create a solid foundation for further development into KS5 and beyond. The curriculum encourages creative curiosity, independent learning and develops critical, analytical, and expressive students. Textiles has been designed to nurture students who will be visually literate and will develop their creative voice in the world around them.

Through their study of textiles, pupils will:

- develop appropriate research skills through guidance towards autonomous research tasks.
- learn how to constructively value and judge their own work and the work of others.
- use visual language and literacy skills to express themselves effectively and communicate ideas, which will enable them to produce creative outcomes
- have experience in responding, experimenting and adapting their thinking to arrive at solutions across 2D and 3D design. We aim to equip all students with the toolkit and knowledge to carve out a creative career within their desired industry.

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<b>Y E A R</b>	<p><b>Introduction to ‘What are Textiles?’</b></p> <ul style="list-style-type: none"> <li>• Wider context</li> <li>• Fibres and fabrics</li> <li>• Smart textiles and wearable electronics</li> </ul> <p>Mexican Day of The Dead themed design and make project</p> <ul style="list-style-type: none"> <li>• Research cultural influence in design, patterns and mark making</li> <li>• Cross curricular links to Art and Spanish lessons. Project is taught during time of Mexican festival</li> </ul> <p>Design skills</p> <ul style="list-style-type: none"> <li>• Artist research and creating a mood</li> </ul>	<p><b>Safe working procedures – link to industrial practice</b></p> <ul style="list-style-type: none"> <li>• Safety in the sewing room – machines and materials</li> <li>• Hand embroidery safety</li> </ul> <p>Design skills</p> <ul style="list-style-type: none"> <li>• Development of initial ideas</li> <li>• Analysis to discuss WHY ideas selected</li> <li>• Presentation of ideas including layout, rendering, outlining, annotation</li> <li>• Explanation of ideas</li> <li>• Evaluation and testing, modifications</li> </ul>	<p><b>Making skills</b></p> <ul style="list-style-type: none"> <li>• Pattern making using design ideas</li> <li>• Hand Embroidery and sewing</li> <li>• Decorative techniques – applique, hand embellishments</li> <li>• Hand stitching in mixed materials – felt and embroidery thread</li> </ul> <p>Safe working procedures – link to industrial practice and sewing machines focus</p> <ul style="list-style-type: none"> <li>• Safety in the sewing room – machines and materials</li> <li>• Sewing machine safety</li> <li>• Students gain sewing machine driving licence</li> </ul>	<p><b>Fashion accessory brief – Responsible design/sustainability in fashion and textiles: Drawstring/tote bag</b></p> <ul style="list-style-type: none"> <li>• Sustainable design</li> <li>• Introduction to the work of modern and traditional textiles designers</li> <li>• Ergonomic/anthropometrics in design</li> <li>• Product analysis for research</li> <li>• Fibres properties/ethical cotton</li> <li>• Manufacturing specification</li> </ul> <p>Sustainability influence</p>	<p><b>Design skills</b></p> <ul style="list-style-type: none"> <li>• Artist research and creating a mood board to support development of personal ideas</li> <li>• Initial design ideas</li> <li>• Drawing skills – building a basic animal structure using block shape method</li> <li>• Presentation of ideas influenced by mood board - including layout, rendering, outlining, annotation</li> <li>• Explanation of ideas</li> <li>• Evaluation and testing, modifications</li> <li>• Iterative design to develop initial ideas into final design</li> </ul>	<p><b>Making skills</b></p> <ul style="list-style-type: none"> <li>• Making a bag</li> <li>• Use of pattern pieces and symbols</li> <li>• Making and attaching pockets and straps</li> </ul> <p>Evaluating skills</p> <ul style="list-style-type: none"> <li>• Evaluation of final piece</li> <li>• Modifications you would make if you were to improve piece</li> </ul>

<p style="text-align: center; font-size: 2em; font-weight: bold;">7 &amp; 8</p>	<p>board to support development of personal ideas</p> <ul style="list-style-type: none"> <li>• Initial design ideas</li> <li>• Drawing skills – building a basic animal structure using block shape method</li> <li>• Presentation of ideas influenced by mood board - including layout, rendering, outlining, annotation</li> <li>• Explanation of ideas</li> <li>• Evaluation and testing, modifications</li> </ul>	<p>Making skills</p> <ul style="list-style-type: none"> <li>• Pattern making using design ideas</li> <li>• Hand Embroidery and sewing</li> <li>• Decorative techniques – applique, hand embellishments</li> <li>• Hand stitching in mixed materials – felt and embroidery thread</li> </ul>		<ul style="list-style-type: none"> <li>• Research of cultural influence in design</li> <li>• Environmental considerations as a designer</li> <li>• Sustainability – use of re-cycled materials, non-toxic dye, fair trade textiles</li> </ul>	<ul style="list-style-type: none"> <li>• Fashion drawing and presentation using model templates</li> <li>• Evaluation and testing, modifications</li> </ul> <p>Making Skills</p> <ul style="list-style-type: none"> <li>• Making a bag</li> <li>• Use of pattern pieces and symbols</li> <li>• Making and attaching pockets and straps</li> </ul>	
<p><b><u>KS4 GCSE Textiles design (To be run 2024-2025)</u></b></p> <p>Students will develop knowledge learned in KS3 Textiles to be able to progress into GCSE Textiles design. The GCSE in Design and Technology enables students to understand and apply iterative design processes through which they explore, create and evaluate a range of outcomes. The qualification enables students to use creativity and imagination to design and make prototypes (together with evidence of modelling to develop and prove product concept and function) that solve real and relevant problems, considering their own and others' needs, wants and values. Students will be able to confidently respond to a design brief and carry out a series of design principles and techniques to create their own sustainable garment</p>						

**Impact:** Assessment data is used to judge the success of the curriculum from recording, refining, experimenting, use of materials, analysis and personal response and progress towards mastery. Teaching time is allocated to the re-teaching of specific knowledge and refining work, with lessons at the end of the term focusing on the key areas needed for improvement. Assessment data is used to inform teaching and planning and helps shape and redefine the schemes of learning to best fit with raising the achievement of students in line with the GCSE assessment format. The impact of the curriculum upon students becoming designers or craftsman who can make critical and analytical judgements is assessed through students' engagement in unit activities, the amount of time spent on independent leaning outside of the classroom and whether students go to any exhibitions or museums, read publications or if students are interested in studying Textiles, design or applied arts at A level and university.