



# Fashion and Textiles



## Curriculum Vision

Students at Holderness Academy will experience an engaging and ambitious Fashion and Textile Design curriculum, rich in knowledge, which ignites curiosity and prepares them well for future learning or employment regardless of their starting points.

Curriculum Principles	Curriculum Intent
<b>Design appreciation</b>	We want students to develop a deep understanding and appreciation of Fashion and Textiles as a powerful tool to communicate, manipulate and inspire. Students will learn how Design is central to civilisation, how it has shaped our history, holds a mirror to the present and projects our future. We will ensure that students set out on a lifelong creative journey, able to engage in and appreciate how Design can enrich their lives.
<b>Skills development</b>	The curriculum model is built upon a strong foundation of skills centred on the design process. The students learn how to apply each stage of the design process sequentially, working towards convergent outcomes in KS3 and transitioning towards divergent outcomes in KS4/5.
<b>Knowledge development</b>	We want to open the history of Fashion and Textiles to students through a wide range of historical, cultural, and social examples. The students explore and discuss a sequentially curated selection of design examples that explore a wide range of topics and genres from Y7 to Y13. Each task is linked to key artists and designers and the students explore how and why artists/designers made their design outcomes for different purposes. This provides them with the tools they need to explore design history autonomously which underpins the more divergent nature of KS4/5
<b>Personal development</b>	It is important that each student gets to experience the benefits that art and design can have on their physical, mental, spiritual, and emotional health. We value how art and design can significantly develop confidence, a unique voice, and a sense of identity at a key developmental stage in student's lives. Our curriculum is designed with a slant towards the social, personal, and very human aspects of art that 11–18-year-old students can relate to and engage with.
<b>Transferrable creative skills</b>	We aim to give students the skills required to solve a wide range of problems with creative solutions. Employers value creative thinkers who are able to adapt and evolve. Our curriculum and our pedagogy is designed to develop students who are able to handle mistakes, accept criticism and show the resilience to explore and experiment until solutions are formulated.



# Fashion and Textiles



## Curriculum Implementation

### Key Principles

The Fashion and Textiles curriculum breaks down knowledge into three areas: **practical, theoretical, and disciplinary**. We want our pupils to draw connections between design's past, present and future. Fashion and Textiles should be contextualised to make it more relevant to students, to dispel misconceptions and to encourage them to expand their minds.

Our Aim Higher picture starters have been thoughtfully designed and sequenced to teach all students from Y7 to Y13 about how and why artists and designers create outcomes for specific purposes.

### Multi-disciplinary Curriculum Structure

Subject Discipline	Domain Threads	Domain Concepts
<b>Skills</b>	<b>Control</b> Organising materials, holding tools and careful actions.	<b>Skills and Success</b> Each task is linked with key skills that the success criteria is built around. Live feedback is given to students using objective language relating to the relevant key skills.  <b>Skills Sequencing</b> Schemes of learning are designed so that skills are developed more sequentially. Control, accuracy, and emulation leads to interpretation, invention, and expression.  <b>Interwoven Threads</b> Many of our skills, techniques and themes cross over throughout the curriculum and can be used with some flexibility by teachers.
	<b>Accuracy</b> Aesthetics, precision, and attention to detail.	
	<b>Emulate</b> Learn skills by emulating work of key artists and designers.	
	<b>Interpret</b> Study key artists and designers to master skills and create personal outcomes.	
	<b>Invent</b> Use imagination to generate own ideas and outcomes.	
	<b>Express</b> Use emotion and express to convey thoughts and feelings.	
	<b>Analyse</b> Ability to identify, describe and express meanings.	
<b>Techniques</b>	<b>Mark Making</b> Drawing, Repeat designs, Photography, Collage etc	<b>Techniques Coverage</b> We aim to provide a purposeful experience of techniques throughout the curriculum. Logistical and cost restrictions are a factor, so we have built choice and flexibility into our curriculum.  <b>Interwoven Knowledge (Devices)</b> Throughout the curriculum, knowledge is interwoven, sequenced, and carefully linked to tasks for students to understand the
	<b>Fabric Construction</b> Weaving, Knitting, Wet felting, Embellisher etc	
	<b>Dyeing and Printing</b> Shibori, Batik, Transfer printing, Screen Printing etc	
	<b>Embellishment</b> Free motion embroidery, Applique, Quilting, CAM etc	
	<b>Fabric Manipulation</b> Smocking, Distressing, Chenilling, Pleats and Gathers etc	
	<b>Pattern Making</b> Modelling, Toiles, Sampling, Pattern adaptation	
	<b>Presentation</b> Thumbnail sketches, Rendering, Fashion flats, Moodboards	

<b>Themes</b>	<b>Portraits</b> Self-portraits, Stylised portraits, Abstracted, Disguise etc
	<b>Landscapes</b> Surroundings, Natural forms, Urban landscapes, Graffiti etc
	<b>Still Life</b> Objects, collections, realist, cubist etc
	<b>Realism</b> Accurate representation, refinement etc
	<b>Abstract</b> Fragmenting, Distortion, re-assembling, Layers, Holes etc
	<b>Social</b> Societal issues, politics, moral, Recycling, Sustainability etc
	<b>Drama</b> Emotion, expression, impact, pop etc
<b>Values</b>	<b>Explorer</b>
	<b>Leader</b>
	<b>Scholar</b>
	<b>Collaborator</b>
	<b>Aspiration</b>
	<b>Respect</b>
	<b>Resilience</b>
<b>Kindness</b>	

purpose and rationale behind the skills they're learning.

### **Thematic Diversity**

We cover a wide range of themes to maximise the experience of the students and to increase the chance of student engagement. We take a personal approach to project portfolios to explore each student's interests and sense of identity. We explore themes such as abstraction, social and emotional issues, and controversial design to dispel misconceptions about Fashion and Textiles and to broaden the students understanding of more complex concepts.

### **Pedagogy**

Our pedagogy has a strong focus on modelling and live feedback. Staff embody and promote the values and attitudes we aim to engender. We believe that a supportive and open environment helps to create confident and progressive creative students.

## **Building on prior learning – What can learners do by the end of Key Stage 2?**

Learners enter KS3 with a minimal experience in Textiles at KS2. Most students have some experience drawing but not all students have been taught how to improve their drawing accuracy or mastery of any of the key textiles techniques we cover at KS3, for example. Some students may have been introduced to a small number of very basic textiles techniques and have created work inspired by certain artists, but this also varies from school to school. It is common for students to get textiles experiences through craft projects linked to seasonal or traditional events. Students do have a general appreciation for art and textiles and often enter KS3 with a positive outlook towards the subject.

## **What are the knowledge gaps from Key Stage 2?**

Learners do not cover any of the basic textiles skills at KS2 and therefore do not have a foundational base of knowledge and skills to build further. Experiences are varied, and do not often cover specialisms such as print, digital, stitching, dying etc. Students at KS2 study a few, often unrelated artists and do not have a basic understanding of art history.

## Fashion and Textiles Key Stage 4 – Long Term Planning

Knowledge type	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<b>Y10 Concepts</b>	<p><b>Major Project:</b> Term 1: <b>Research, observational work and initial ideas.</b></p> <p><b>Project Mapping</b> - Considering themes (decision making) - Mind mapping (planning skills) - Project intentions (planning skills) - Visit and read (research skills) - Book design (presentation techniques)</p> <p><b>Initial Research</b> - Topic Research - Artist/Designer research</p> <p><b>Initial Photography</b> - Secondary source photography (Mood board) - Primary source photography</p>	<p><b>Major Project:</b> Term 1: <b>Research, observational work and initial ideas.</b></p> <p><b>Initial Photography</b> - Secondary source photography (Mood board) - Primary source photography</p> <p><b>Mark Making</b> - Accurate pencil drawings - Accurate pen drawings - Experimental textures using wet/dry media - Mark making/drawing - Mark making/Stitching - Visual colour analysis/pantones/colour proportion/yarn wraps</p> <p>Students will develop a strong collection of observational drawings with a focus on accuracy and detail.</p>	<p><b>Major Project:</b> Term 2: <b>Experimentation with materials and techniques.</b></p> <p><b>Experimentation</b> Experimentation in the following specialisms: - Mark Making - Fabric Construction - Dyeing and Printing - Embellishment - Fabric Manipulation - Pattern Making - Presentation</p> <p>Students build on their accurate and controlled skills by exploring more expressive and experimental ways of working with textile media. They will develop new practical skills by emulating the style of their chosen artist/designer</p>	<p><b>Major Project:</b> Term 2: <b>Experimentation with materials and techniques.</b></p> <p><b>Experimentation</b> Experimentation in the following specialisms: - Mark Making - Fabric Construction - Dyeing and Printing - Embellishment - Fabric Manipulation - Pattern Making - Presentation</p> <p>Students will be exploring ways to exploit the potential of materials through a variety of relevant textile techniques and processes using a variety of textiles media.</p> <p>Students will be consolidating their knowledge by analysing their work through</p>	<p><b>Major Project:</b> Term 3: <b>Developing ideas and refining techniques.</b></p> <p><b>Focused Research</b> - Artist research - In-depth topic research</p> <p><b>Contextual Links</b> - Artist studies - Analysing artists work</p> <p><b>Developing Ideas</b> - Sketching designs - Additional photography - Digital designs (Photoshop/PIXLR) - Analysis of ideas - Compare designs</p> <p>Students will be considering ways to develop their ideas in personal and meaningful ways. This can begin with inspiration from contextual studies and</p>	<p><b>Major Project:</b> Term 3: <b>Developing ideas and refining techniques.</b></p> <p><b>Contextual Links</b> - Artist studies - Analysing artists work</p> <p><b>Developing Ideas</b> - Thumbnail sketches - Developed designs - Fashion Flats - Digital designs (Photoshop/PIXLR) - Modelling on the mannequin - Adapting an existing pattern - Making a toile - Analysis of ideas - Compare designs</p> <p>Students will be expected to be refining and developing their ideas. With inspiration and clear links to relevant artists, students will be developing meaningful</p>

<p><b>Mark Making</b>  - Accurate pencil drawings  - Accurate pen drawings  - Experimental textures</p> <p>The GCSE Art course starts with a focus on research to build up a solid foundation for the extended project.</p> <p>Students will learn about their topic in greater depth through reading, researching, and exploring the history and facts around their theme.</p> <p>Students will also be encouraged to gather experiences linked to their topic by visiting places, galleries, and exhibitions if possible.</p> <p>Observational drawings will be centred around accuracy and confident control of tools, and it is also encouraged that students will take their own primary source photographs.</p>	<p>After achieving a level of accuracy students will start to explore more experimental and expressive approaches to mark making.</p> <p>Throughout Y10 students will learn about new textile artists and designers and develop their knowledge of the meaning behind many works of textile art and design.</p>	<p>Students start to explore techniques that provide opportunities to extend the personal, emotional, and meaningful impact of their ideas linking to their chosen theme where appropriate. An example of this could be basing developmental samples on their own photographs and drawings,</p> <p>Throughout Y10 students will learn about new textile artists and designers and develop their knowledge of the meaning behind many works of textile art and design.</p>	<p>verbal and written means.</p> <p>Throughout Y10 students will learn about new textile artists and designers and develop their knowledge of the meaning behind many works of textile art and design.</p>	<p>learning how other artists have developed similar ideas and concepts.</p> <p>Students will then combine and refine successful areas of their project into meaningful ideas to develop into potential outcomes.</p> <p>Throughout Y10 students will learn about new textile artists and designers and develop their knowledge of the meaning behind many works of textile art and design.</p>	<p>ideas which can be executed into an original and creative outcome.</p> <p>Throughout Y10 students will learn about new textile artists and designers and develop their knowledge of the meaning behind many works of textile art and design.</p>
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<b>Y11 Concepts</b>	<p><b>Major Project:</b> Term 4: Developing final ideas and realising intentions in a final piece.</p> <p><b>Refining Work</b></p> <ul style="list-style-type: none"> <li>- Technique samples</li> <li>- Developed designs</li> <li>- Analysis of designs</li> </ul> <p><b>Final Piece Design</b></p> <ul style="list-style-type: none"> <li>-Adapting an existing pattern</li> <li>-Making a toile</li> <li>-Final Design</li> <li>- Process of making</li> <li>- Final piece plan</li> </ul> <p><b>Final Piece</b></p> <ul style="list-style-type: none"> <li>- Final outcome</li> <li>- Final evaluation</li> </ul> <p><b>Project Organisation</b></p> <ul style="list-style-type: none"> <li>- Portfolio theme</li> </ul>	<p><b>Major Project:</b> Term 4: Developing final ideas and realising intentions in a final piece.</p> <p><b>Refining Work</b></p> <ul style="list-style-type: none"> <li>- Technique samples</li> <li>- Developed designs</li> <li>-Final Design</li> <li>- Analysis of studies</li> </ul> <p><b>Final Piece Design</b></p> <ul style="list-style-type: none"> <li>-Adapting an existing pattern</li> <li>-Making a toile</li> <li>-Final Design</li> <li>-Process of making</li> <li>- Final piece plan</li> </ul> <p><b>Final Piece</b></p> <ul style="list-style-type: none"> <li>- Final outcome</li> <li>- Final evaluation</li> </ul> <p><b>Project Organisation</b></p>	<p><b>Externally Set Assignment</b> Term 5: Students research, record, experiment and develop ideas before sitting a 10 hour exam in which they create their final piece.</p> <p><b>Recording</b></p> <ul style="list-style-type: none"> <li>- Consider themes</li> <li>- Mind map</li> <li>- Project intentions</li> <li>- Topic research</li> <li>- Artist research</li> </ul> <p><b>Experiment</b> Experimentation in the following specialisms:</p> <ul style="list-style-type: none"> <li>- Mark Making</li> <li>- Fabric Construction</li> <li>- Dyeing and Printing</li> <li>- Embellishment</li> <li>- Fabric Manipulation</li> </ul>	<p><b>Externally Set Assignment:</b> Term 5: Students research, record, experiment and develop ideas before sitting a 10 hour exam in which they create their final piece.</p> <p><b>Development</b></p> <ul style="list-style-type: none"> <li>- Thumbnail sketches</li> <li>-Developed designs</li> <li>- Fashion Flats</li> <li>- Digital designs (Photoshop/PIXLR)</li> <li>-Modelling on the mannequin</li> <li>-Adapting an existing pattern</li> <li>-Making a toile</li> <li>- Analysis of ideas</li> <li>- Compare designs</li> </ul>	<p><b>Externally Set Assignment:</b> Term 6: Students research, record, experiment and develop ideas before sitting a 10 hour exam in which they create their final piece.</p> <p><b>Present</b></p> <ul style="list-style-type: none"> <li>-Adapting an existing pattern</li> <li>-Making a toile</li> <li>-Final Design</li> <li>-Process of making</li> <li>- Final piece plan</li> </ul> <p>Throughout Y10 students will learn about new textile artists and designers and develop their knowledge of the meaning behind many</p>	<b>Externally Set Assignment:</b>

	<p>- Presentation methods</p> <p>Students will be considering ways to develop their ideas in personal and meaningful ways. This can begin with inspiration from contextual studies and learning how other artists have developed similar ideas and concepts.</p> <p>Students will then combine and refine successful areas of their project into meaningful ideas to develop into potential outcomes.</p> <p>Throughout Y10 students will learn about new textile artists and designers and develop their knowledge of the meaning behind many works of textile art and design.</p>	<p>- Portfolio theme - Presentation methods</p> <p>Students will be expected to be refining and developing their ideas. With inspiration and clear links to relevant artists, students will be developing meaningful ideas which can be executed into an original and creative outcome.</p> <p>Throughout Y10 students will learn about new textile artists and designers and develop their knowledge of the meaning behind many works of textile art and design.</p>	<p>- Pattern Making - Presentation</p> <p>Throughout Y10 students will learn about new textile artists and designers and develop their knowledge of the meaning behind many works of textile art and design.</p>	<p>Throughout Y10 students will learn about new textile artists and designers and develop their knowledge of the meaning behind many works of textile art and design.</p>	<p>works of textile art and design.</p>	
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## Fashion and Textiles Wider Curriculum

### Local and Global Context

Why is our curriculum relevant?  
How does it build understanding of the local area and international Issues?

### Holderness Academy Values

How does your curriculum develop our academy's values of **Aspiration, Resilience, Respect** and **Kindness**

### Literacy and Numeracy

How does our curriculum improve access to the world?

### Employability

How does our curriculum develop employability skills and enable effective planning and choices for the future?

## Careers

Year 7

Year 8

Year 9

Year 10

Year 11