


Year: 10 Subject: Textiles	Curriculum Intent: Students will be working towards fulfilling the requirements of the AQA Art and Design GCSE specification with a focus on the Textiles area of work. The initial small scale and larger sustained project in year 9 and 10 will be combined to form the assessment portfolio for year 11 which will count for 60% of their final assessment grade. The outstanding 40% will come from an externally set assignment (year 11 exam).			
	Term 1 <i>Skill development project 3</i>	Term 2 <i>Component 1 - NEA</i>	Term 3 <i>Component 1 - NEA</i>	
Topic Titles (in order of delivery)	<ol style="list-style-type: none"> Students will complete a short project focusing a student led starting point. This project will revisit and build upon previous knowledge and skills in addition to new ones which will be led by the student. 	<ol style="list-style-type: none"> Student to develop a brief of their interest which demonstrated the skills and knowledge against the assessment objectives. 	<ol style="list-style-type: none"> Design development of a sustained project and practical investigation of potential outcomes. 	
Key knowledge / Retrieval topics	<p>Students will use the knowledge and skills learnt during year 9 to build their response to a design brief, using a full range of materials and techniques.</p> <p>These include:</p> <ol style="list-style-type: none"> Research and analysis skills- (Artist research) Drawing skills (Observational drawing/mixed media) Knowledge of fibres and fabrics relevant to a specific topic area. Decoration techniques and embellishments. Construction techniques. 	<ol style="list-style-type: none"> Research and analysis skills. Drawing skills. Knowledge of fibres and fabrics relevant to there are of work. Decoration techniques and embellishments. Construction techniques. Decoration techniques and embellishments. 	<ol style="list-style-type: none"> Research and analysis skills. Drawing skills. Knowledge of fibres and fabrics relevant to areas of work. Decoration techniques and embellishments. Construction techniques. 	
Understanding / Sequence of delivery	<p>Students will be taught some new skills and techniques that they will be able to apply to their work in realising and experimenting with a new given brief. Students have previously learnt and used a variety of skills and techniques already throughout Year 9, students can now choose what they feel is most appropriate and successful and apply these techniques for experimentation Students are also encouraged to build upon their skill level to add challenge. Refining</p>	<p>Research and analysis of a chosen context, including the work of artists and designers is necessary to be able to clearly show how students have been influenced by their work.</p>	<p>When students have completed the research and design stages in term 2 they should undertake practical investigations to work towards a final design.</p>	

	skills and selecting appropriate techniques whilst clearly showing a development of an idea.		
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Assessment

	Assessment objective 1	Assessment objective 2	Assessment objective 3	Assessment objective 4
Marks	Develop ideas through investigations, demonstrating critical understanding of sources.	Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	Record ideas, observations and insights relevant to intentions as work progresses.	Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.
24 Convincingly	An exceptional ability to effectively develop ideas through creative and purposeful investigations. An exceptional ability to engage with and demonstrate critical understanding of sources.	An exceptional ability to thoughtfully refine ideas with discrimination. An exceptional ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	An exceptional ability to skillfully and rigorously record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	An exceptional ability to competently present a personal and meaningful response and realise intentions with confidence and conviction. An exceptional ability to demonstrate understanding of visual language.
23 Clearly				
22 Adequately				
21 Just				
20 Convincingly	A highly developed ability to effectively develop ideas through creative and purposeful investigations. A highly developed ability to demonstrate critical understanding of sources.	A highly developed ability to thoughtfully refine ideas. A highly developed ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	A highly developed ability to skillfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	A highly developed ability to competently present a personal and meaningful response and realise intentions with confidence and conviction. A highly developed ability to demonstrate understanding of visual language.
19 Clearly				
18 Adequately				
17 Just				
16 Convincingly	A consistent ability to effectively develop ideas through purposeful investigations. A consistent ability to demonstrate critical understanding of sources.	A consistent ability to thoughtfully refine ideas. A consistent ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	A consistent ability to skillfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	A consistent ability to competently present a personal and meaningful response and realise intentions. A consistent ability to demonstrate understanding of visual language.
15 Clearly				
14 Adequately				
13 Just				
12 Convincingly	A moderate ability to effectively develop ideas through purposeful investigations. A moderate ability to demonstrate critical understanding of sources.	A moderate ability to thoughtfully refine ideas. A moderate ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	A moderate ability to skillfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	A moderate ability to competently present a personal and meaningful response and realise intentions. A moderate ability to demonstrate understanding of visual language.
11 Clearly				
10 Adequately				
9 Just				
8 Convincingly	Some ability to develop ideas through purposeful investigations. Some ability to demonstrate critical understanding of sources.	Some ability to refine ideas. Some ability to select and experiment with appropriate media, materials, techniques and processes.	Some ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	Some ability to present a personal and meaningful response and realise intentions. Some ability to demonstrate understanding of visual language.
7 Clearly				
6 Adequately				
5 Just				
4 Convincingly	Minimal ability to develop ideas through investigations. Minimal ability to demonstrate critical understanding of sources.	Minimal ability to refine ideas. Minimal ability to select and experiment with appropriate media, materials, techniques and processes.	Minimal ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	Minimal ability to present a personal and meaningful response and realise intentions. Minimal ability to demonstrate understanding of visual language.
3 Clearly				
2 Adequately				
1 Just				

