

## Y10 GCSE Textiles - CURRICULUM PLANNING SEQUENCE

Subject	Year	Term	Big Ideas	Topics	Subject Learning Checklist
,					Research and take own photographs of texture theme to use as own reference
		Term I - 35hrs	Theme: Texture- Skills		Understand and demonstrate techniques and terminology of basic weaving
	Year 10			hand based skills	Understand how to annotate their work, including a justified personal opinion
					Understand the important of research and analysis to inform their own work
					Demostrate understanding of method and techniques of a weave artist through research, analysis and sampling
					Response to visual stimuli in a creative and experimental method linking to texture and weaving
					Recreate weave block as a large scale painting using sticks and fingers,
					Recreate weave block in woven fabric/ plastic scraps
					Recreate weave block as a collage
					Understand and demonstrate techniques and terminology of hand embroidery
					Demostrate understanding of method and techniques of a hand embroidery artist through research, analysis and sampling
					Response to visual stimuli in a creative and experimental method linking to texture and sewing
					Explore sewing with different yarns and stitches through paper in order to create texture
					Explore sewing with oversized needle and string to create texture
					Drawing at a museum. How to draw/record from observation and choose appropriate media, making choices of what to draw and select to inform work
					Understand and demonstrate techniques and terminology of knitting
					Demostrate understanding of method and techniques of a knitting artist through research, analysis and sampling
					Explore scale using different sized needles and yarn
			a E		Understand and demonstrate techniques and terminology of crochet
			ĕ		Demostrate understanding of method and techniques of a crochet artist through research, analysis and sampling
			ner		Understand and demonstrate the mechanics and terminology of a sewing machine
GCSE Textiles		Term 2 - 30 hrs	Ę	Machine based skills	Understand how the introduction of the sewing machine created fashion for the masses
					Understand how tto thread the top and bottom threads in the machine and adjust stitch width and tension
					Learn basic fabric manipulation and research the historical and modern context in which they are used
					5 basic seams
					pin tucks, ruching and slashing
					Demonstrate understanding of method and techniques of a applique artist through research and analysis
					response to surface and reverse applique artist
					Demonstrate understanding of method and techniques of a free hand machine embroidery artist through research and analysis
					response to surface and reverse applique artist
					Zips, buttons and other fastenings
				Printing skills	Create buttons from a variety of materials linked back to textures
		Term 3 - 30 hours			To understand different ways of applying surface pattern and the effect they achieve through group research
					Students work in small groups to research and present information on stencilling, block printing, screen printing and batik Students experiment with printing techniques
					Students do initial artist research on relevant print artists
					Printing samples are presented next to initial artist research on relevant print artists
					Responding to the theme Insects and Butterflies
			Insects- Butterflies and moths	ling of	Understand how a butterfly or moth is constructed through observational drawing from primary and secondary source images. Students to select
					appropriate medium to show strengths and versatility.
				and t.	Students research and analyse the work of Mr Finch and present with relevant images
				derstar learnt.	Students create a copy of Mr Finches work to show understanding of his techniques of his work.
				abr e e	Student document process to embed knowledge and form guide for future indepedent work
				no un skills	Students take risks with unconventional materials to respond to Mr Finch and the theme by producing a butterfly from plastic bags
				a sl	Students anotate process with photos and samples showing experimentation
				o dem and	Students look at the work of Yumi Okito, Sandra Leichner and Corrine Young as additional inspiration for their response to the theme and annotate with
				t to	short personal evaluation of their work.
				lect /lec	Students produce 3 biro drawings of initial ideas annotating techniques to be used
				Guided project to demo understanding knowledge and skills learnt.	Students refine initial ideas through evaluation and reflection to produce an in depth idea from which they can start experimenting
					Student make alterations to refined idea as a result of experimentationand producing a final coloured drawing
					Student use 10 hours of class and home time to produce response to theme
					Students evaluate process
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