

## Art and Design: Textiles Design

### Curriculum Principles

**By the end of their secondary education, a student of Textile Design at Dixons Broadgreen will:**

- Demonstrate and explore the use of drawing for different purposes, using a variety of methods and media on a variety of scales.
- Explore relevant images, artefacts and resources relating to a range of art, craft and design, from the past and from recent times, including European and non-European examples.
- Students will be expected to demonstrate skills, as defined in overarching knowledge, understanding and skills, in the context of their chosen areas of textile design.
- Students must show knowledge and understanding of relevant materials, processes, technologies and resources. Including, how ideas, feelings and meanings can be conveyed and interpreted.
- A working vocabulary and specialist terminology that is relevant to their chosen area(s) of textile design.

**Our uniting 'sentence' is:**

***"The curriculum encouraged and supported all Textile Design scholars to develop independence, creativity and a deeper understanding of the wider world through creativity and design in order to thrive in a high skilled environment."***

**In order to achieve a true understanding of Textile Design, topics have been intelligently sequence based on the following rationale:**

At key stage 3, textiles forms part of the DT rotation and the curriculum is a cross over between Design and Art-Textiles. Encouraging students to build confidence in the formal elements, traditional skills and more modern techniques, allowing independence and creativity with the support and guidance from our passionate specialist teaching staff. Providing an intellectually stimulating programme of study which is annually reflected on through collaborative meetings with colleagues here at Dixons Broadgreen Academy. Students will develop their creative capacities, ability to interpret artists work and apply their knowledge throughout their portfolio. Students will also develop their critical understanding of the theoretical and conceptual issues central to the practice of Textiles Design and the social, historical and cultural context in which it is practised.

**The Textile Design curriculum will address social disadvantage by addressing gaps in students' knowledge and skills:**

We believe that every child, regardless of their background, should be able to fulfil their academic potential and go on to thrive amongst the demands and expectations of 21st century life. The Textile Design curriculum has been designed to enhance experiences for all, delivering lessons that will explore fabric, decorative techniques and application processes.

**We fully believe Textiles Design can contribute to the personal development of students at DBA:**

At KS3 and KS4, our belief is that homework should be interleaved revision of powerful knowledge that has been modelled and taught in lessons. This knowledge is recalled and applied through a range of low stakes quizzing and practice.



**Opportunities are built in to make links to the world of work to enhance the careers, advice and guidance that students are exposed to:**

- Students are given the opportunity to broaden their understanding through visits to local Museums and exhibitions as well as having talks with people based in Textile careers.
- KS4 is the period when scholars build on their earlier learning and prepare for adult life, higher education and employment. Textile Design enables students to develop a broad range of employable life skills including problem solving, patience and confidence. We believe our curriculum provides opportunity for our students to be inquisitive, resilient and self-critical which are important to personal success.

**A true love of Textiles Design involves learning about various cultural domains. We teach beyond the specification requirements, but do ensure students are well prepared to be successful in GCSE examinations:**

Across all Key stages, students are assessed using both summative and formative assessment techniques. The frequency is designed to consolidate and embed deep learning and ensures students are continually recalling prior learning.

Design students develop their ability to communicate visually as well as being able to interpret and understand imagery in the world around us.

## Year 7 Design Technology Units 3 & 4

### Long Term Plan 2021/2022

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	W/C 06/09	W/C 13/09	W/C 20/09	W/C 27/09	W/C 04/10	W/C 11/10	W/C 18/10	W/C 01/11	W/C 08/11	W/C 15/11	W/C 22/11	W/C 29/11	W/C 06/12
	Term 1								Term 2				Data 1 Planning 1
	Orientation	Unit 3: Safety & hygiene	Unit 3: Dairy commodities & grill technique	Required practical: Pizza Bread	Unit 3: Nutrients	Unit 3: Vegetable commodities & boiling technique	Required practical: Pasta salad	Unit 3: Carbohydrates & protein	Unit 3: Poultry commodities & roasting techniques	Required practical: Chicken Goujons	Unit 3: Fats & sugars	Unit 3: Fruit commodities & baking technique	Required practical: Apple crumble
Cycle 2	W/C 13/12	W/C 20/12	W/C 03/01	W/C 10/01	W/C 17/01	W/C 24/01	W/C 30/01	W/C 07/02	W/C 14/02	W/C 28/02	W/C 07/03	W/C 14/03	W/C 21/03
			Term 3						Term 4				
	Unit 3: Eatwell plate & balanced diet	Unit 3: Cereal commodities & baking technique	Required practical: Cupcakes	Unit 3: Presentation & Glazing	End of Unit Summative Assessment.	Unit 4: Using sewing machine	Unit 4: Applique, embroidery & decoration	Unit 4: Applique, embroidery & decoration	Class Rotation to Design Technology Units 1 & 2				
Cycle 3	W/C 28/03	W/C 04/04	W/C 25/04	W/C 02/05	W/C 09/05	W/C 16/05	W/C 23/05	W/C 06/06	W/C 13/06	W/C 20/06	W/C 27/06	W/C 04/07	W/C 11/07
		Term 5						Term 6	Summer Exams Y7-10 / Y12		Data 3 Planning 3		
	Class Rotation to Design Technology Units 1 & 2												

**Year 8 Design Technology Units 3 & 4**  
**Long Term Plan 2021/2022**

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	W/C 06/09	W/C 13/09	W/C 20/09	W/C 27/09	W/C 04/10	W/C 11/10	W/C 18/10	W/C 01/11	W/C 08/11	W/C 15/11	W/C 22/11	W/C 29/11	W/C 06/12
	Term 1								Term 2				Data 1 Planning 1
	Orientation	Unit 3: Safety, Hygiene & Cross Contamination	Unit 3: Nutrients & Eat Well	Unit 3: Marinating & Slicing Techniques	Required practical: Chicken Tikka	Unit 3: Vitamins A-K	Unit 3: Spices, Seasoning & Shallow Frying Technique	Required Practical: Chilli Con Carne	Unit 3: Weighing, Measuring & Needing Techniques	Required Practical: Pizza Dough	Unit 3: Portion Control & Profit	Required Practical: Pizza Toppings	Unit 3: Rubbing in & Melting Techniques
Cycle 2	W/C 13/12	W/C 20/12	W/C 03/01	W/C 10/01	W/C 17/01	W/C 24/01	W/C 30/01	W/C 07/02	W/C 14/02	W/C 28/02	W/C 07/03	W/C 14/03	W/C 21/03
			Term 3						Term 4 Data 2 Planning 2				
	Required Practical: Short Crust Pastry	Unit 3: Whisking, Sieving & Segmenting Techniques	Required Practical: Fruit Flan	Unit 3: Environmental Factors	End of Unit Summative Assessment.	Unit 4: Printing on fabrics	Unit 4: Tie dye	Unit 4: Tie dye	Class Rotation to Design Technology Units 1 & 2				
Cycle 3	W/C 28/03	W/C 04/04	W/C 25/04	W/C 02/05	W/C 09/05	W/C 16/05	W/C 23/05	W/C 06/06	W/C 13/06	W/C 20/06	W/C 27/06	W/C 04/07	W/C 11/07
		Term 5						Term 6	Summer Exams Y7-10 / Y12		Data 3 Planning 3		
	Class Rotation to Design Technology Units 1 & 2												

## Year 9 Design Technology Units 3 & 4

### Long Term Plan 2021/2022

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	W/C 06/09	W/C 13/09	W/C 20/09	W/C 27/09	W/C 04/10	W/C 11/10	W/C 18/10	W/C 01/11	W/C 08/11	W/C 15/11	W/C 22/11	W/C 29/11	W/C 06/12
	Term 1								Term 2				Data 1 Planning 1
	Orientation	Unit 3: Safety, Hygiene & HACCP	Unit 3: Food Poisoning & Prevention	Unit 3: Meat Commodities & Baking Technique	Required Practical: Beef Burger	Unit 3: Meat Commodities & Frying Technique	Required practical: Sweet & Sour Pork	Unit 3: Nutritional Needs of Clients	Unit 3: Pastry Presentation & Egg Washing	Required practical: Sausage Roll Pastry	Unit 3: Meat Commodities & Portion Control	Required practical: Sausage Roll Filling	Unit 3: Egg Commodities & Whisking Technique
Cycle 2	W/C 13/12	W/C 20/12	W/C 03/01	W/C 10/01	W/C 17/01	W/C 24/01	W/C 30/01	W/C 07/02	W/C 14/02	W/C 28/02	W/C 07/03	W/C 14/03	W/C 21/03
			Term 3						Term 4 Data 2 Planning 2				
	Required Practical: Tray Bake Sponge	Unit 3: Quality & Presentation Techniques	Required practical: Tray Bake Topping	Unit 3: Rubbing in & Baking Technique	Required practical: Short Crust Pastry/Puff Pastry	Unit 3: Cereal Commodities & Baking Technique	Required practical: Short Crust Pastry /Puff Pastry Filling	End of Unit Summative Assessment.	Class Rotation to Design Technology Units 1 & 2				
Cycle 3	W/C 28/03	W/C 04/04	W/C 25/04	W/C 02/05	W/C 09/05	W/C 16/05	W/C 23/05	W/C 06/06	W/C 13/06	W/C 20/06	W/C 27/06	W/C 04/07	W/C 11/07
		Term 5						Term 6	Summer Exams Y7-10 / Y12		Data 3 Planning 3		
	Class Rotation to Design Technology Units 1 & 2												

## Year 11 Art & Design Textile Design

### Long Term Plan 2021/2022

	Week 0	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	W/C 30/08	W/C 06/09	W/C 13/09	W/C 20/09	W/C 27/09	W/C 04/10	W/C 11/10	W/C 18/10	W/C 01/11	W/C 08/11	W/C 15/11	W/C 22/11	W/C 29/11	W/C 06/12
	Term 1 Inset 1 & 2									Term 2				Data 1 Planning 1
	Orientation	Orientation	Introduction to body adornment project	BA Project; observational drawings	BA Project; moodboard	BA Project; Artist research	BA Project; primary resources	BA Project; final Observational Drawings	BA Project; design ideas	BA Project; design ideas	BA Project; final design	BA Project; developments and changes	BA Project; developments and changes	BA Project; final outcomes
Cycle 2		W/C 13/12	W/C 20/12	W/C 03/01	W/C 10/01	W/C 17/01	W/C 24/01	W/C 30/01	W/C 07/02	W/C 14/02	W/C 28/02	W/C 07/03	W/C 14/03	W/C 21/03
				Term 3 Inset 3 & 4							Term 4 Data 2 Planning 2			
		BA Project; final outcomes	BA Project; Reflection and evaluation	NEA component 2 Introduction to Exam	NEA component 2 Moodboard	NEA component 2 Artist research	NEA component 2 Observational drawing	NEA component 2 Independent Artist Research	NEA component 2 Primary Research	NEA component 2 Primary Research	NEA component 2 Design ideas	NEA component 2 Final Designs	NEA component 2 Experimentation	NEA component 2 Developments & changes
Cycle 3		W/C 28/03	W/C 04/04	W/C 25/04	W/C 02/05	W/C 09/05	W/C 16/05	W/C 23/05	W/C 06/06	W/C 13/06	W/C 20/06	W/C 27/06	W/C 04/07	W/C 11/07
				Term 5					Term 6	Summer Exams Y7-10/12		Data 3 Planning 3		
		NEA component 2 Final Outcome	NEA component 2 Reflection & Evaluation	NEA component 2 Improvements	NEA component 2 Improvements	NEA component 2 Exam preparation	NEA component 2 Exam preparation	NEA component 2 Exam						