

Learning Cycle Year 1	Knowledge and Skills	Vocabulary	Checking of understanding	Rationale
Autumn Term	<ul style="list-style-type: none"> • Introduction to the course overview • Introduction to the Portfolio Project Title: Entomology • Observational drawing of insects • How to use a sewing machine • Free-machine embroidery • Straight stitch • Researching set specific artist/designer collections to inform practical samples • Building skills through practical experimentation using... • Free machine embroidery • Basic fabric manipulation (pleats, chainmail etc) • Fashion Illustrations a form of communicating ideas • Royal British Legion Poppy Appeal Fundraiser • Researching artist/designer collections to inform practical samples. OPTIONS are provided so that individuals can begin to work towards a more personalised approach to learning at this stage. • Building skills through practical experimentation using • Surface Preparation • Extended fabric manipulation (box pleats, peplums etc) • Slashing and textural work • Cut Away technique 	<p>Supported by the introduction and use of the Textiles Research and annotation booklet. This booklet contains tips on how to research and how to write critical analysis. Sentence starters are included.</p> <p>Students will further develop their confidence in analysing – focusing on use of media and fabric manipulation. They will start to develop their artistic vocabulary necessary for working in their sketchbooks with confidence.</p> <p>Commercial art. Free machine Observation Surface prep Peplum Pleating Fashion illustration Chainmail Cut away Embellishment Seed bead Buglebead</p>	<p>Shadow timetable used to nominate at least 1 double session where students will work in the creative studio during independent study time. This will allow for extra support and time management.</p> <p>Formal assessment takes place every 4-6 weeks. Students receive written feedback on a carbon copy gold sheet that is secure in the inside front cover of their sketchbook.</p> <p>Written feedback reflects on work to date and clearly identifies strengths and areas of required improvement.</p> <p>Smart targets are set to be complete by the subsequent assessment.</p> <p>Written feedback and targets are discussed with students in a 1:1 format to ensure understanding.</p> <p>Resubmission may be required.</p> <p>Gold sheets refers identifies the Assessment Objectives being assessed.</p>	<p>The Textiles course at MV16 is purposefully planned for individuals to build an exciting and creative portfolio of work that is highly relevant to a multitude of Textile and Fashion post 18 pathways. Students investigate a diverse range of industry practitioners and explore a wide range of materials, tools, techniques and processes including fabric manipulation, free machine embroidery, surface design, embellishment, pattern making and construction which will enable them to confidently apply their newly acquired knowledge, skills and understanding to produce their own wearable designs.</p> <p>The autumn term planning helps the students to gain confidence in setting up and using a sewing machine and to understand the importance the sketchbook can be used to extend ideas and explore media. Entomology is used as theme due to its varied inspiration to explore colour, texture, shape and form.</p> <p>Students will develop their confidence with machine and hand stitch. A vast range of techniques are taught to enable students to be able to respond to any creative brief in a personal manner.</p> <p>Skills and techniques taught become more sophisticated as the terms progress. The skills taught and developed provide the students</p>

	<ul style="list-style-type: none"> • Wire shapes • Embellishment • Fashion Illustrations a form of communicating ideas 	<p>Steamed fabric Slashing Transfer Viewfinder Acetate Documentation Trapping Vanishing muslin Zig zag Sushi Roll Applique Bond a web Foiling Layering Ruffles Organza Lamé</p>	<p>Working at grade included based on AQA standardisation levels.</p> <p>Target grade included is aspirational based on evidenced student capability so far in the unit.</p> <p>Group crits begin early in the course to promote good working practice and peer on peer advice.</p> <p>1:1 discussions and advice begins from the first lesson.</p> <p>Purple notebooks are kept at the back of the sketchbook and are used to record advice and individual thoughts on how to take work further/be more successful.</p>	<p>with the ability to autonomously plan and execute an ambitious personal investigation at the end of the academic year.</p> <p>Experimental process will be selected to create a wearable poppy to be sold for Remembrance Sunday. Expansion of experimentation techniques.</p> <p>Diversity will be explored in the range of artists investigation but also in cultural fabric design.</p> <p>Environmental considerations will be explored in design concepts particularly in relation to fast fashion.</p> <p>Students encouraged to use experimental techniques to in the development of original design. This encourages 'out of the box' thinking and be able to recognise that development processes are crucial in the design industry.</p>
Spring Term	<ul style="list-style-type: none"> • Possible gallery visit/other off-site trip relevant to the Entomology project (independent gallery visits also encouraged) • Researching artist/designer collections to inform practical samples. OPTIONS are provided so that individuals can begin to work towards a more personalised approach to learning at this stage. • Fashion Illustrations a form of communicating ideas for Entomology project final outcomes • Options provided for final outcome construction: • Circle Skirt 	<p>Continued used of the Textiles Research and Annotation booklet.</p> <p>Analytical Descriptive Circle skirt Swing Top Bodice Waistcoat Moodboard Toile</p>	<p>Peer assessment. Students will mark each other's books referring to the assessment criteria in the back of their book. They will give written feedback of strengths and suggest possible ways to improve grade.</p> <p>Formal written assessment using gold sheet detailed in Spring term.</p> <p>Written feedback reflects on work to date and clearly identifies strengths and areas of required improvement.</p> <p>Smart targets are set to be complete by the subsequent assessment.</p>	<p>Live visits enhance the student knowledge and understanding to the importance of Textiles in the creative industry and the British economy. Experiencing practitioners work provides students with a wider array of post 18 opportunities and inspiration.</p> <p>Building on skills explored in the spring term, students are continuing to explore a varied and new range of media to respond to their chosen artists/designers. Specific designers are chosen specifically to challenge and extend technical skills.</p> <p>Students are encouraged to be more individual in their approaches and use methods that showcase their individual strengths particularly in relation to the design</p>

	<ul style="list-style-type: none"> • Swing Top • Bodice • Waistcoat • Pattern construction skills practiced – Toilé • Personal development of Entomology Final Outcome informed by their sketchbook work to date which includes: • Design ideas • Individual practical strengths • Key artist/designer collections • Making final outcome • Creating a moodboard which represents where the main inspiration for the final outcome has come from. 		<p>Written feedback and targets are discussed with students in a 1:1 format to ensure understanding.</p> <p>Resubmission may be required.</p> <p>Gold sheets refers identifies the Assessment Objectives being assessed.</p> <p>Working at grade included based on AQA standardisation levels.</p> <p>Target grade included is aspirational based on evidenced student capability so far in the unit.</p> <p>Group crits promote good working practice and peer on peer advice.</p> <p>1:1 discussions and advice begins from the first lesson.</p> <p>Purple notebooks are kept at the back of the sketchbook and are used to record advice and individual thoughts on how to take work further/be more successful.</p> <p>One to one work with students particularly those who are struggling with the heavy workload. Interventions put in place to ensure progress is being made with quality finishing.</p> <p>Peer assessment used to inform development decision making</p>	<p>and creation of a final outcome. It is important that the students exercise their ability to work as independent thinkers and designers.</p>
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<p>Summer Term</p>	<ul style="list-style-type: none"> • Completion of Entomology final outcome and evaluation/reflection • Deadline for the Portfolio Project approximately mid May • Introduction to the Personal Investigation: Choice of 4 Titles • Personal investigation is worth 60% of final grade • Individual planning for the initial research stages of the chosen project title • Researching artist/designer collections specific to student's personal intentions to inform practical samples relevant to the chosen project title. • Students are provided with a diverse range of artists that they could choose from but are also encouraged to source their own contextual inspiration appropriate to their respective briefs. • Students to put together a personal scheme of work from a provided structure. Student scheme of work will utilise personal strengths showcased in entomology unit. This structure can be used to inform teacher planning for specific and appropriate techniques. 	<p>Continued used of the Textiles Research and Annotation booklet. Realisation Development Review and refine Final outcome Personal investigation Consolidation Extension</p>	<p>Peer assessment. Students will mark each other's books referring to the assessment criteria in the back of their book. They will give written feedback of strengths and suggest possible ways to improve grade.</p> <p>Formal written assessment using gold sheet detailed in Spring term.</p> <p>Written feedback reflects on work to date and clearly identifies strengths and areas of required improvement.</p> <p>Smart targets are set to be complete by the subsequent assessment.</p> <p>Written feedback and targets are discussed with students in a 1:1 format to ensure understanding.</p> <p>Resubmission may be required.</p> <p>Gold sheets refers identifies the Assessment Objectives being assessed.</p> <p>Working at grade included based on AQA standardisation levels.</p> <p>Target grade included is aspirational based on evidenced student capability so far in the unit.</p> <p>Group crits promote good working practice and peer on peer advice.</p>	<p>Final realisation of outcome showcasing a combination of techniques to produce an outcome that will have creative impact and demonstrate a high level of surface prep skill and construction skill.</p> <p>Personal investigation planning is a powerful tool in helping students take ownership of their development of their design and making skills.</p> <p>Chosen artists are selected to challenge an extend skills developed in the entomology unit.</p> <p>Artist order is considered and finalised with tutor guidance. The remaining weeks of this term are used to make a strong start to individual Personal Investigations.</p> <p>Minimum artist number set for Autumn return to encourage continued work ethic and momentum.</p>
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Learning Cycle Year 2	Knowledge and Skills	Vocabulary	Checking of understanding	Rationale
Autumn Term	<ul style="list-style-type: none"> • Welcome Back • Self-evaluation/reflection • Small group assessment task on most recent cohorts work and marks awarded. • Timeline of weeks to Jan 31st deadline is given to allow students to oversee and take ownership of their Individual planning. • Researching and responding to artists & designers specific to student's personal intentions to inform techniques relevant to the chosen design brief. • Fashion Illustrations a form of communicating ideas • Mini outcome – collar week early Sept. Students to work to create a mini outcome in response to their chosen brief highlight their personal strengths. • Review of personal scheme of work to make needed changes if appropriate. • Researching and responding artists & designers specific to student's personal intentions to inform techniques and media use relevant to the chosen project brief. • Written Element introduction • 5 hour mock exam • Final outcome for Personal Investigation ideas development showing review and refine processes and combinations of most successful artists & craftspeople style. • Final completion of sketchbook showing clear reference to assessment objective criteria and build up to final outcome/s. • Options provided for final outcome construction one top and one bottom piece must be selected and Toilé • Planning and preparing final outcome/s. 	<p>Continued use of the Textiles Research and Annotation booklet provided in year 12 and extended through their own personal investigation in the work of their chosen artists. Each student investigation is individual and as such vocab will be appropriate to their own area of study.</p> <p>Reflective Analytical Descriptive Outcome series Realisation Development Review and refine Final outcome Personal investigation Consolidation Extension Critical thinking</p>	<p>Shadow timetable continues to be used to nominate at least 1 double session where students will work in the creative studio/ LRC during independent study time. This will allow for extra support and time management.</p> <p>Formal assessment continues to take place every 4-6 weeks. Students receive written feedback on a gold assessment sheet that is kept at the beginning of the students sketchbook.</p> <p>Written feedback reflects on work to date and clearly identifies strengths and areas of required improvement.</p> <p>Smart targets are set to be complete by the subsequent assessment.</p> <p>Written feedback and targets are discussed with students in a 1:1 format to ensure understanding.</p> <p>Resubmission may be required.</p>	<p>Self-reflection on work produced so far in their personal investigation (including work completed over the summer) allows students to set a personalised ambitious target to aim achieve in the subject area.</p> <p>Looking at the work of the previous Y13 cohort will help students see the standard of work produced and the grades they resulted in.</p> <p>Adding a mini outcome week to the early part of the term encourages student to begin combining artist influences to create original and personal ideas. This is the beginning of students becoming artists in their own right.</p> <p>Students continue to be encouraged to be more individual in their approaches and use methods that showcase their individual strengths. This encourages students to constantly extend their concepts and find new avenues of development.</p>

			<p>Gold sheets identifies the Assessment Objectives being assessed.</p> <p>Working at grade included based on current AQA standardisation levels and most recent cohort achievements.</p> <p>Target grade included is aspirational based on evidenced student capability so far in the unit.</p> <p>Group crits begin early in the course to promote good working practice and peer on peer advice.</p> <p>1:1 discussions and advice begins from the first lesson and continues in each contact session.</p> <p>Purple notebooks are kept and are used to record verbal advice and individual thoughts on how to take work further/be more successful and to ensure the meeting of deadlines.</p>	<p>Constant reviewing of their personal investigation plan is vital to ensure students are taking their ideas in the most successful direction and to allow for more open minded critical thinking.</p> <p>5 hour mock exam to create an outcome stemming from ideas explored thus far in their investigation put in place to allow students the opportunity to experience a full day in exam conditions and to enable them to use this experience to plan their approach to the 15 hr exam taken at the end of their exam unit (introduced Feb 1st).</p> <p>The 5 hour mock also provides an opportunity to make decisions about the direction of the final stage of their personal investigation unit.</p>
Spring Term	<ul style="list-style-type: none"> • Creation of Personal Investigation final outcome collection informed by sketchbook work to date which includes: • Combinations Key artist/designers influence • Individual practical/digital strengths • Deadline for the Personal Investigation approximately 31st January 	The use of the Graphics Research and Annotation booklet will be less frequent now as students have gained confidence in using subject specific terminology in their written	Formal assessment continues to take place every 4-6 weeks. Students receive written feedback on a digital gold assessment sheet that is	The month of January is used to consolidate the students investigation into their chosen theme. Students take responsibility to develop a final outcome/s as a final

	<ul style="list-style-type: none"> • Feb 1st (or as close to) Introduction to the Exam Project Set by the exam board AQA. Choose 1 of 8 different project titles. • Exam Project is worth 40% of final grade • Individual SOW planning for the initial research stages of the chosen project title – 10 approx weeks • Researching and responding to artists & designers specific to student's personal intentions to inform techniques and media use relevant to the chosen exam brief. • Personal development of outcome ideas informed by sketchbook work to date which includes: • Individual practical strengths • Combinations of key artists & designers influence 	<p>work and verbal discussions. Each student investigation is individual and as such vocab will be appropriate to their own area of study.</p> <p>Realisation Development Review and refine Final outcome Personal investigation Consolidation Extension</p> <p>Subject specific vocab explored in Y12 may be returned to based on the students choice of exam topic.</p>	<p>kept at the beginning of the students sketchbook.</p> <p>Written feedback reflects on work to date and clearly identifies strengths and areas of required improvement.</p> <p>Smart targets are set to be complete by the subsequent assessment.</p> <p>Written feedback and targets are discussed with students in a 1:1 format to ensure understanding.</p> <p>Resubmission may be required.</p> <p>Gold sheets identifies the Assessment Objectives being assessed.</p> <p>Working at grade included based on current AQA standardisation levels and most recent cohort achievements.</p> <p>Target grade included is aspirational based on evidenced student capability so far in the unit.</p> <p>Group crits begin early in the course to promote good working practice and peer on peer advice.</p>	<p>realisation of their investigation. The number of final outcomes are negotiated with the teacher with regard to the labour intensity of the production of the work.</p> <p>The written element submitted along side the investigative sketchbook and final edits clarify the rationale behind decisions made throughout the investigation.</p> <p>The exam unit introduced on Feb 1st will have a range of 8 varied starting points for a new creative investigation.</p> <p>The skills the students have already amassed in producing successful Art, Craft & Design as well as the skills they have already explored in planning an ambitious personal investigation will again be utilised in the externally set exam unit.</p> <p>Exam unit planning is a powerful tool in helping students take ownership of the further development of their design skills. Chosen artists are selected to challenge an extend skills developed throughout their A level study.</p>
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Summer Term	<ul style="list-style-type: none"> • The 15 hour exam period is usually timetabled to be during the first week of the summer term. • The preparatory sketchbook investigation into their chosen exam project must be complete before the first of the 15 hour exam process begins. • 15 hour Exam – Creation final outcome/s which answer the students chosen exam paper brief. • Students will utilise the 15 hour exam to create a final outcome/s based on chosen theme showing a combination of contextual influences. These outcomes are planned and prepped in their preparatory sketchbook investigation. • Submission of Exam Project outcomes and sketchbook • A' level Textiles Course Completed • Cross Moderation and marking • AQA external moderator visit • Creative Arts exhibition celebrating students' success 	<p>Each student investigation is individual and as such vocab will be appropriate to their own area of study.</p>	<p>Final 1:1 discussions will take place before the 15 hour exam conditions begin to ensure understanding and preparation is in place.</p>	<p>The first week of the summer term is chosen to allow students the maximum amount of preparatory sketchbook and shooting time possible.</p> <p>The Textiles course is complete at the end of the exam hours. The exam board expects the internally marked and moderated marks by May 31st.</p> <p>Both the Personal investigation unit and the exam unit marks will be moderated by an external</p>

				<p>visiting exam board moderator.</p> <p>The annual 'Art Show' will be held in the latter part of this term to celebrate the work of all the creative arts students. Families and friends as well as members of the local community are invited to attend the celebration.</p> <p>This is a consistently successful event to showcase the strength of skills and knowledge gained through the MV16 Textiles course.</p>
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