

Curriculum Map – Textiles

<p>What is the aim of the curriculum?</p> <p>How does it demonstrate ambition for students?</p>	<p>The aims of the KS3 DT curriculum at Open Academy is to promote exploration of practical skills and techniques, foster a love for independent problem solving and inquisitive thinking and embed knowledge of materials, cultural and social decisions in design, inspiring students to be creative and solve real-world problems. Students get experience working with woods, textiles, plastics, metals and moulding through the use of practical hand tools and automated machinery.</p> <p>With technology driving an impactful spin on the design world using CAD design software gives students an insight into how to produce accurate, professional and creative designs. Students are encouraged to work independently through practical trial and error, considering Health and Safety implications throughout. Practical skills are embedded and revisited throughout all practical projects developing and applying them to contexts and concepts. The aim of the KS3 curriculum is to deliver and embed all practical and majority theory knowledge needed on the GCSE AQA DT course and Art and Design: Textiles course.</p> <p>The aim of the Textiles GCSE curriculum is to develop students' creativity, confidence, and technical ability through a 100% coursework-based approach. Students explore a wide range of mediums and techniques, including mark making, hand and machine embroidery, and various forms of printing. They are encouraged to experiment and develop their own style, while drawing inspiration from a diverse range of textile artists and designers. This approach allows students to build a strong, personalised portfolio that showcases their skills, ideas, and understanding of the design process.</p> <p>The national curriculum for DT aims to ensure that all students have the opportunity to experiment and succeed a range of materials including Textiles and CAD relating to design in the fashion industry. Students explore textile projects throughout KS3 which all culminate and eventuate into the skills required for the GCSE Textiles course which is 100% sketchbook coursework. In years 7 and 8 students are introduced to the work of hand embroidery artists and learn a variety of hand embroidery stitches. We start off with designer research tasks which prepare students for research pages needed to evidence AO1 and AO2 of the GCSE criteria. By studying and analysing the work of existing artists and designers, students are inspired by what they are potentially able to create. Teaching students basic textile skills and processes, this sets them up to progress with these techniques and more, exploring design possibilities. We also look at cultural and social topics such as traditional dying and pattern making techniques; batik and tie dye and how recycling in the fashion and textile industry can have a positive impact on society. Year 8 make 'Ugly Dolls' which encourages cultural print making and use of scrap fabrics to make their Ugly Doll outcome. Students can aim for as complex or simple outcome as they wish, but must meet the design specification evidencing a body of core skills. Students are encouraged to independently research fabric manipulation techniques and use the sewing machines as a progressive approach to hand sewing. Year 9 introduces the traditional technical process of screen printing using the stencil method to create a 'Banksy inspired' stencil. Students are encouraged to research and think hard about how they will use irony and political values of cultural capital within their individual piece. Stencil making is a precise and accurate skill in which students are encouraged to develop the complexity of their outcome and make common sensical links with how this will affect the outcome. Students will work on trial and error, independently refining their stencils and medium mixing to print with until they reach a successful end result. By the time students have reached the end of year 9, they will have experimented with all of the core textiles processes needed to develop and work with for the GCSE Textiles course.</p> <p>The Textiles GCSE curriculum demonstrates ambition by encouraging students to produce highly personal, well-developed work. Through the exploration of a wide range of materials, techniques, and processes, students are challenged to experiment, problem-solve, and refine their outcomes with increasing independence. The focus on 100% coursework demands sustained effort and high-quality portfolio development over time, reflecting high expectations.</p> <p>Students develop a deeper understanding of material properties and investigate how different fabrics and mediums behave, learning to make informed choices based on texture, weight, structure, and function. They are encouraged to experiment with colour, texture, and surface design to develop a clear understanding of how these elements work together to create a final outcomes. This investigative approach allows students to refine their ideas through trial and error, deepening their technical knowledge and creative confidence.</p>
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How does the curriculum allow time for teaching, practicing and revisiting content and for addressing gaps in student knowledge as quickly as possible?	<p>The curriculum for each year in KS3 comprises of 3 projects per year. These are Textiles, Resistant Materials and another material including but not limited to clay, thermoforming and thermosetting plastics and manufactured papers and boards. Each project mirrors the GCSE structure of coursework embedding the theory of analysing and evaluating the work of existing designers with a focus on key aesthetics. Other theory taught within each project is selected relevantly from the AQA GCSE specification to embed learning and contextual study. Starter activities focussing on retrieval practice such as open questions, cultural and social topic discussions on current affairs, recall cycle of practical skills questioning revisits knowledge on a cycle. Demonstrations at the beginning of each practical lesson revisits practical skills and open questions encourages students to think hard about the success criteria and how to show refinement and progress through final outcomes. Misconceptions are addressed based on being 'in the now' of the lesson and adapting teaching to revisit and reteach whatever is required be it theory based knowledge or practical demonstration. This may include taking a step back, revisiting the topic and reteaching to embed and ensure strong understanding. Each project has at least 8 lessons of continuous practical lessons which progresses through the required practical skills and allows students to self and peer assess both verbally and written throughout.</p> <p>The Textiles GCSE curriculum naturally supports the revisiting of content through its coursework-based structure. As students develop their sketchbooks and final outcomes, they continuously return to previous work to refine, build upon, and improve their ideas and techniques. Regular written and verbal feedback helps the students identify areas for development and encourages a cycle of reflection and improvement. The sketchbooks show a clear progression of skills, creative thinking, and repeated use of key techniques and materials. This ongoing revisiting reinforces learning, deepens understanding, and develops a strong sense of pride and ownership in students' work.</p>

<p>How is the curriculum designed to build students' knowledge and skills cumulatively? How does it pave the way for future learning?</p>	<p>The Textiles curriculum throughout KS3 is paved to embed technical processes, promote confidence through problem solving and repetitive refinement of processes. Students repeat key skills such as hand sewing, machine sewing, pattern and print making and fabric manipulation in many different contexts and outcomes to embed knowledge and demonstrate how these skills can be used. Most of the textile processes be it fashion design or textiles progress on a practice basis so the more students do them, the more they will learn about the success of the techniques but also how to address misconceptions before they happen and to accept that failure is success when trialling a technique and leads to the refinement of a high quality end goal.</p> <p>The GCSE Textiles course is comprised of 100% sketch book coursework on separate topics. Each topic has a final piece at the end of it and lasts roughly a term each. The marking criteria is separated into 4 Assessment objectives which are based around but not limited to Research, drawing, testing, refinement, planning, technical processes and final outcomes. These have all been approached within the KS3 curriculum within the projects and can now be build on in a more in depth, sophisticated manner within student sketchbooks. Students carry out research tasks then develop their own ideas and outcomes in AO3 and AO4 leading towards a final exam piece for each topic.</p>
<p>How does the curriculum highlight progression routes for the subject and future career paths (Gatsby Benchmark 4)</p>	<p>All topics are built on the 4 assessment objectives and AO1 and AO2 link with research tasks, existing designer's work and industry techniques. All practical techniques used within the Textiles GCSE course are industry level and are linked with specific careers. Guest speakers and trips out to industry practices show students possible future career paths. By the end of the course, students will have enough technical knowledge and experience to attend a college course or potential apprenticeship in the fashion and textile world.</p>

	Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What will be taught?	7	Wooden Key Hooks	Wooden Key Hooks	Textile Aprons	Textile Aprons	Dinosaur Electronic Lamps	Dinosaur Electronic Lamps
	8	Textile Ugly Dolls	Textile Ugly Dolls	Wooden Gumball Machines	Wooden Gumball Machines	Reclaimed pallet Bird Houses	Reclaimed pallet Bird Houses
	9	Banksy Inspired Screen Printing	Banksy Inspired Screen Printing	Garden Planters	Garden Planters	Clay Architecture	Clay Architecture
	10	Organic forms	Organic Forms	Organic Forms	Identity	Identity	Identity
	11	The White Project – Fashion Communication	The White Project – Fashion Communication	Culture	Culture	Exam Brief	Exam Brief
What key threshold concepts /core skills / themes are covered each half term?	7	Designing, Research tasks, resistant materials, practical hand tools and machines, H&S in design, Evaluating, Template and jig making.	Designing, Research tasks, resistant materials, practical hand tools and machines, H&S in design, Evaluating, Template and jig making.	Hand Embroidery, designing, applique, batik, Tye dye, hand and machine sewing.	Hand Embroidery, designing, applique, batik, Tye dye, hand and machine sewing.	Electronics including circuit boards, soldering, The 6R's, Woods and manufactured boards, machinery, designing and refining.	Electronics including circuit boards, soldering, The 6R's, Woods and manufactured boards, machinery, designing and refining.
	8	Recycling, pattern and print making, Marimekko designer research, pattern drafting, hand and machine sewing.	Recycling, pattern and print making, Marimekko designer research, photoshop, pattern drafting, hand and machine sewing.	Quality control, instruction following, measuring and marking, tolerances, machinery and hand tools, standard components, CAD.	Quality control, instruction following, measuring and marking, tolerances, machinery and hand tools, standard components, CAD.	Recycling and reusing, measuring, quality control, designing and prototyping, wood joints, client briefs and specifications.	Recycling and reusing, measuring, quality control, designing and prototyping, wood joints, client briefs and specifications.
	9	Screen printing, stencil making, pop art, culture capital, graffiti art, fabric manipulation, hand embroidery.	Screen printing, stencil making, pop art, culture capital, graffiti art, fabric manipulation, hand embroidery.	Recycling and reusing, measuring, quality control, designing and prototyping, wood	Recycling and reusing, measuring, quality control, designing and prototyping, wood	Architecture, iterative designing, mark making, refinement and client presentation, clay a,	Architecture, iterative designing, mark making, refinement and client presentation, clay modelling, finishing

	Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
				joints, client briefs and specifications.	joints, client briefs and specifications.	finishing techniques, surface finishes.	techniques, surface finishes.
	10	Organic Forms: (AO1 & AO2) Primary and Secondary Research, Artist Research pages, photography, iterative drawing, drawing in the style of, stencil production, photoshop.	Organic Forms: (AO3 & AO4) Developmental drawings, screen printing, surface finishing techniques, cyanotypes, hand embroidery, dying processes, lino printing, block printing, refinement of ideas.	Organic forms: (AO3 and AO4) Refinement of ideas and final piece. All individual practical projects and processes.	Identity: (AO1 & AO2) Primary and Secondary Research, Artist Research pages, photography, iterative drawing, drawing in the style of, stencil production, photoshop.	Identity: (AO3 & AO4) Developmental drawings, screen printing, surface finishing techniques, cyanotypes, hand embroidery, dying processes, lino printing, block printing, refinement of ideas.	Identity: (AO3 & AO4) Refinement of ideas and final piece. All individual practical projects and processes.
	11	The White Project – Fashion Communication (AO1 and AO2) Mind mapping and initial research, selection of theme, sketching, fashion communication, paper manipulation, toiling, pattern drafting, pleating, chibori, heat pressing, Photoshop, designer research.	The White Project – Fashion Communication (AO3 and AO4) Garment production, fashion construction, fabric manipulation, refinement of samples, development and creation of final piece.	Culture (AO1 and AO2) Primary and Secondary Research, Artist Research pages, photography, iterative drawing, drawing in the style of, mark making, cultural pattern and print making, stencil production, photoshop.	Culture (AO2 and AO3) Refinement of ideas and final piece. All individual practical projects and processes.	Exam Brief provided by AQA	Exam Brief provided by AQA.