

St Mary's CE High School Curriculum Map 2023-24

YER 10 TEXTILES



Design and Technology is an inspiring, rigorous and practical subject. Technology encourages students to learn to think innovatively to solve problems both as individuals and as members of a team. At SMHS, we encourage students to use their creativity and imagination, to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. We aim to, wherever possible, link work to other disciplines such as mathematics, science, engineering, computing and art. The students are also given opportunities to reflect upon and evaluate past and present design technology, its uses and its effectiveness and are encouraged to become innovators and risk-takers.

	Autumn 1a	Autumn 1b	Spring 2a	Spring 2b	Summer 3a	Summer 3b
CONTENT <i>Declarative / core / powerful Knowledge – ‘Know What’</i>	Skills and knowledge project Natural forms		NEA Portfolio Project 1 Natural Forms product planning		NEA Portfolio Project 2: Textures	
Skills <i>Procedural Knowledge – ‘Know How’</i>	Revisiting existing knowledge on construction and decorative techniques. Researching other artists that can include; textile artists, artists, fashion and costume designs to use as inspiration for designs. Developing an understanding of the design process.		Teachers cannot give feedback for any portfolio work – as stipulated by the exam board. Guidelines shall be provided where it is evident that there are gaps in their portfolio. Students will regularly reflect on their own work using the marking criteria from the exam board. Students shall follow the content of the course and complete evidence with the guidance and teaching of the teacher.		Students will regularly reflect on their own work using the marking criteria from the exam board. Teachers cannot give feedback for any portfolio work – as stipulated by the exam board.	
Key Questions	What is the starting point and basis of your ideas? How did you gather meaningful research and as this inspired you to further develop ideas? Once you have analysed your research material, what have you decided to be the focal areas for further research and development? Have you captured and embraced all that you have learnt from your skills project? Which ideas clearly reflect your starting point and how have you adapted this to the changing times?					

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	<p>Have you rigorously experimented and investigated all the possibilities in depth?</p> <p>What has been a hindrance to the making of your product?</p> <p>Knowing that the product is intended for a particular need or situation, how would you further improve this?</p> <p>How could you transfer the skills into the next unit of work as a designer?</p>
Assessment	<p>Produce a sketchbook of coursework that evidences their journey from the starting point to their final outcome. This includes mind maps, drawings, moodboards, CAD (computer aided design) experimentation, artist research, experimentation of textile techniques inspired by their artist research, initial designs, further development of designs, technical drawings and template making, further experimentation, prototypes and pattern making as well as building of toils and their final outcome with a written evaluation. In class, students at times may self and peer assess each other learning and understanding. Careful tracking and monitoring ensure all students have regular and prompt feedback. Internal examinations also test their understanding and retention skills. Assessment is based on 100% coursework, being made up of two components. The first component being internally set and showing evidence of a sketchbook and final product. The second component is externally set and again showing evidence of a portfolio and a final textiles product being made under supervised and time control environment.</p>