

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

YEAR 11 TEXTILE DESIGN



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.

The two year GCSE Textiles course provides the students with a firm platform to reach beyond and further on to A Level courses.

	Autumn 1a	Autumn 1b	Spring 2a	Spring 2b	Summer 3a
CONTENT <i>Declarative / core / powerful Knowledge – ‘Know What’</i>	NEA Portfolio Project 3		Various topics and starting points based on externally set prompts.		NEA externally set project
Skills <i>Procedural Knowledge – ‘Know How’</i>	Teachers cannot give feedback for any portfolio work – as stipulated by the exam board. 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. Students will regularly reflect on their own work using the marking criteria from the exam board.		External Moderator Assessment
Key Questions	What is the starting point and basis of your concept? How have you ensured that your concept relates well to the starting point and is meaningful and purposeful? How did you gather meaningful research and how has 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 the last two years? Have you provided evidence of broader but purposeful research and analysed in breadth your findings in visual terms? The assessment objective clearly defines the importance of refining techniques how have you demonstrated this throughout your coursework? Have you rigorously experimented and investigated all the possibilities for manufacturing in depth?				

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	<p>What new advanced skills have you developed and evidenced as an expertise in textiles especially for the making stages of your product?</p> <p>Knowing that the product is intended for a particular need or situation, how would you further improve and adapt this?</p> <p>How could you transfer the skills for further study and or in a new career 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.</p> <p>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.</p> <p>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>