

Textiles Overview – Year 10

Year 10 marks the start of the GCSE journey. Students develop independence, critical thinking and technical confidence as they explore textile materials, processes and creative techniques. They learn how to research artists, experiment purposefully, refine ideas and produce well-resolved textile outcomes that meet GCSE expectations.

	Autumn 1 - Spring 1	Spring 2 - Autumn 2
Topic(s)	Botanicals	Environmental Textures
Topic Objectives	<p>Through a series of practical and creative activities, students develop the textiles knowledge and skills required to record observations, explore media, and create refined outcomes. They focus on:</p> <ul style="list-style-type: none"> Investigating the work of relevant Botanical artists Exploring proportion, texture, pattern and composition Experimenting with a range of textiles media including batik, freehand machine embroidery and embellishment Designing and refining ideas through thumbnails and development sheets Evaluating their own work and presenting it professionally. 	<p>Through a series of practical and creative activities, students develop the textiles knowledge and skills required to record observations, explore media, and create refined outcomes. They focus on:</p> <ul style="list-style-type: none"> Investigating the work of relevant texture artists Exploring texture and abstraction Experimenting with a range of textiles media including feltmaking, heat press, freehand machine embroidery and embellishment Designing and refining ideas through thumbnails and development sheets Evaluating their own work and presenting it professionally.
Acquired Knowledge/Skills	<ul style="list-style-type: none"> Research and analyse Angie Lewin and Marina Elphick's work Create transcriptions inspired by their styles and themes Develop observational drawing skills using various media Experiment with fabric-based techniques, including batik and quilting Refine and present initial and developed ideas Plan, create, and evaluate a final textile piece inspired by botanicals Artist research and analysis Observational drawing Textile techniques: batik, collage, quilting, sewing Presentation and annotation of prep sheets Final piece planning and execution 	<ul style="list-style-type: none"> Accurately transcribe tonal values through mixed media processes Create colour-based transcriptions inspired by artists Conduct research and analysis of artistic methods and themes Experiment with textile techniques (e.g., Lutradur, painted Bondaweb, wet felting) Present work professionally with annotations Tonal transcription techniques focusing on mark-making and texture Watercolour backgrounds Artist research analysis Textile methods: Lutradur, Bondaweb, freehand stitching, wet felting Observational drawing, heat transfer, ink work, mixed media collage Professional annotation and presentation
Assessments	<p>Students receive ongoing formative feedback during workshops, prepsheet tasks and idea development. Pink Pen Point written improvement points help guide refinement.</p> <p>The final assessment includes:</p> <ul style="list-style-type: none"> Botanicals batik outcome Prepsheet documentation 	<p>Students receive ongoing formative feedback during workshops, prepsheet tasks and idea development. Pink Pen Point written improvement points help guide refinement.</p> <p>The final assessment includes:</p> <ul style="list-style-type: none"> Environmental felt outcomes Prepsheet documentation

	<ul style="list-style-type: none"> • A written evaluation <p>Students portfolio of textiles work is assessed against the GCSE Assessment Objectives:</p> <ul style="list-style-type: none"> • AO1 – Artist analysis and understanding • AO2 – Media experimentation and refinement • AO3 – Recording through observational drawing • AO4 – Final personal outcome 	<ul style="list-style-type: none"> • A written evaluation <p>Students portfolio of textiles work is assessed against the GCSE Assessment Objectives:</p> <ul style="list-style-type: none"> • AO1 – Artist analysis and understanding • AO2 – Media experimentation and refinement • AO3 – Recording through observational drawing • AO4 – Final personal outcome
Citizenship	<ul style="list-style-type: none"> • PSHE Development: Building confidence and resilience by attempting challenging drawings, responding to feedback, and taking creative risks. • Careers Education: Introducing students to creative industries such as textiles designer, fashion designer, interior designer, illustrator. Students are encouraged to consider their Post-16 pathways the careers opportunities but also the skills and attributes studying GCSE Textiles provides them. • Fundamental British Values: Respecting diverse artistic influences, sharing resources safely and participating in constructive peer critique. • SMSC Development: Exploring cultural and historical approaches to Still Life, developing pride in creative work, and reflecting on how objects can communicate meaning. 	<ul style="list-style-type: none"> • PSHE Development: Exploring global issues such as pollution and conservation increases students' awareness of environmental responsibility and personal impact. • Careers Education: Introducing pathways in environmental design, sculpture, illustration, conservation communication and Eco focused creative industries. • Fundamental British Values: Promoting social responsibility, respect for the natural environment and thoughtful decision-making in creative work. • SMSC Development: Considering moral and ethical questions about human impact on the planet, appreciating natural beauty and responding creatively to global themes.

Textiles Overview – Year 11



In Year 11, Textiles students focus on completing their GCSE Portfolio and preparing for the Externally Set Assignment. Throughout the year, they refine earlier work, strengthen their use of materials and techniques, and build a coherent body of coursework that meets all four Assessment Objectives. Students then explore a new exam theme through research, recording and idea development, leading to a personal and meaningful outcome completed during the supervised exam.

Autumn 1 - Spring 1

Spring 2 - Autumn 2

	Autumn 1 - Spring 1	Spring 2 - Autumn 2
Topic(s)	Component 1: Portfolio Completion (Autumn 1 – Autumn 2)	Component 2: Externally Set Assignment (Spring 1 – Spring 2 / Exam Period)
Topic Objectives	<p>Through a series of independent, self directed activities, students revisit, refine and complete all remaining coursework for their GCSE Portfolio. They focus on:</p> <ul style="list-style-type: none"> • Deepening earlier ideas and ensuring clear development across AO1 • Strengthening media experimentation and purposeful refinement (AO2) • Enhancing the quality of observational recording through drawing, photography and annotation (AO3) 	<p>Through a structured but increasingly independent preparatory period, students:</p> <ul style="list-style-type: none"> • Explore the selected exam theme through artist investigations, contextual sources and personal research • Produce observational drawings and photographs that provide strong AO3 evidence • Experiment with a range of media and materials to refine ideas and direction

	<ul style="list-style-type: none"> • Completing and presenting final outcomes that clearly communicate personal intentions (AO4) • Improving sketchbook presentation, sequencing, annotation and clarity of intentions • Consolidating artist research, analysis and connections to their own work • Making informed decisions about which textiles materials, techniques and processes best support their message • Preparing their Portfolio for internal assessment and moderation following AQA guidance 	<ul style="list-style-type: none"> • Generate thumbnail ideas exploring composition, narrative, mood and meaning • Develop A4 refined ideas focusing on colour, technique, material choice and visual communication • Build a coherent body of preparatory work that evidences AO1–AO4 • Plan their final textiles 10hour supervised outcome, including composition, materials, processes and intended message • Produce a personal and meaningful final response during the supervised exam
Acquired Knowledge/Skills	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate secure mastery of drawing and textiles • Show independence in selecting and refining textiles materials, techniques and sources • Present a complete, coherent Portfolio that meets all four Assessment Objectives • Apply confident analytical and evaluative annotation using specialist vocabulary • Evidence clear progression from Year 10 through improved control, intention and presentation • Produce final outcomes that reflect personal voice, refinement and contextual understanding 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Respond independently to an externally set theme with originality and clarity of intention • Conduct purposeful artist research and critically analyse contextual influences • Record observations through drawing, photography and mixed media studies • Experiment with materials and techniques to refine ideas • Develop ideas through sustained sketchbook work that builds towards a clear final outcome • Produce a high-quality, personal final piece during the 10hour exam • Evaluate preparatory and final work using subject specific language
Assessments	<ul style="list-style-type: none"> • Continuous formative feedback is provided through sketchbook checks, verbal guidance, and written improvement points. • Component 1 is assessed holistically at the end of the Autumn term against AO1–AO4. • Component 2 is assessed through: <ul style="list-style-type: none"> • Preparatory studies (AO1–AO3) • A final 10hour ESA outcome (AO4) • All work is internally standardised and moderated in line with AQA requirements. 	<ul style="list-style-type: none"> • Continuous formative feedback is provided through sketchbook checks, verbal guidance, and written improvement points. • Component 1 is assessed holistically at the end of the Autumn term against AO1–AO4. • Component 2 is assessed through: <ul style="list-style-type: none"> • Preparatory studies (AO1–AO3) • A final 10hour ESA outcome (AO4) • All work is internally standardised and moderated in line with AQA requirements.

Citizenship

- **PSHE Development:**

Builds resilience, organisation and independence as students manage extended, self directed project work.

- **Careers Education:**

Highlights pathways into creative sectors including fine art, digital media, architecture, illustration and design.

- **Fundamental British Values:**

Encourages respectful critique, responsible use of resources and reflective personal development.

- **SMSC Development:**

Deepens self expression, cultural understanding and appreciation of diverse artistic influences.

- **PSHE Development:**

Strengthens confidence, emotional resilience and time management during exam preparation and execution.

- **Careers Education:**

Reinforces the value of portfolio building, idea development and personal creative direction for future study.

- **Fundamental British Values:**

Promotes responsibility, perseverance, independent thinking and respect for differing artistic interpretations.

- **SMSC Development:**

Encourages students to explore personal, cultural and ethical themes through the exam brief and final outcome.

